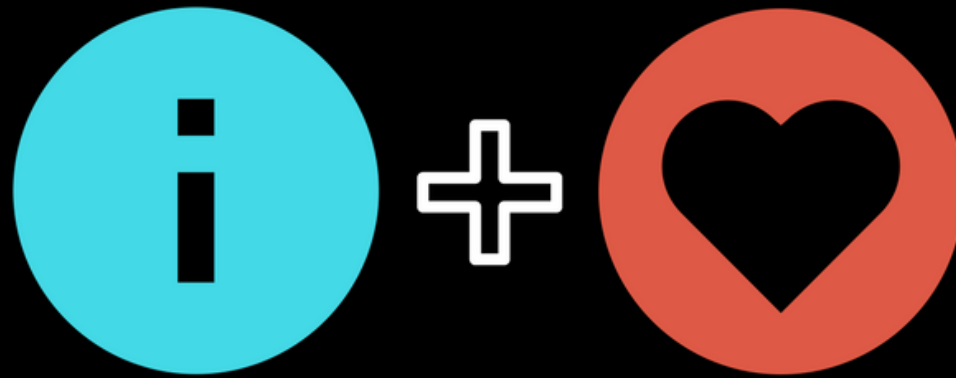




learning *differences*





“We are not thinking machines. We are feeling machines that think.

-Antonio Demasio

40%
of California
Community College
students are first
generation.



67%
of California
Community College
students identify as
an ethnic minority.



“I should just quit now while I’m ahead.”

“Who am I kidding?”

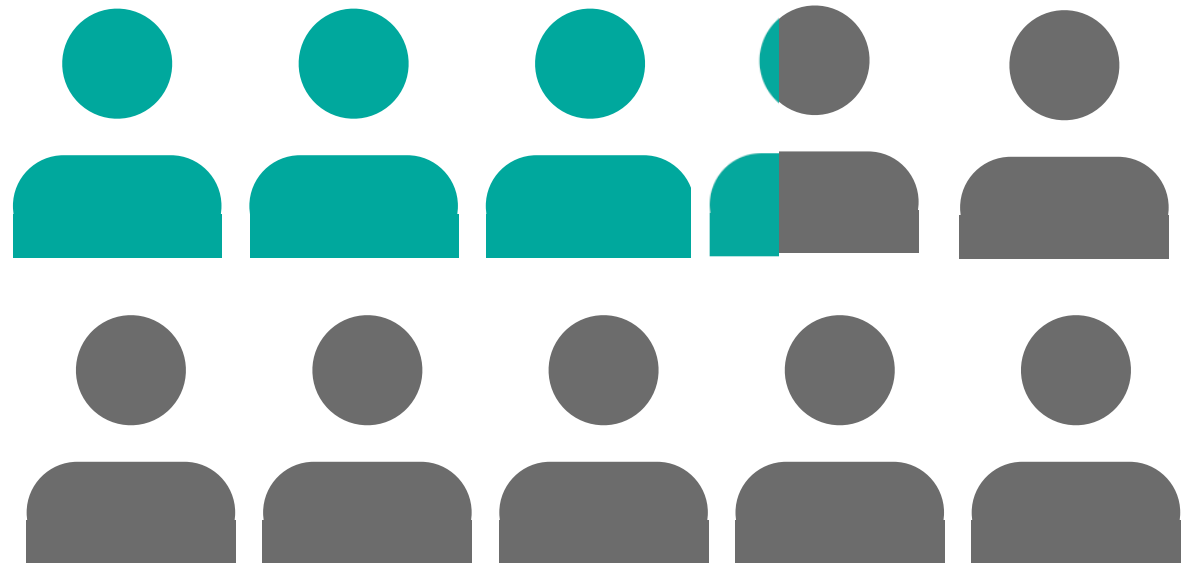
“I can’t do this.”

“I don’t belong here.”

“Who do I think I am?”

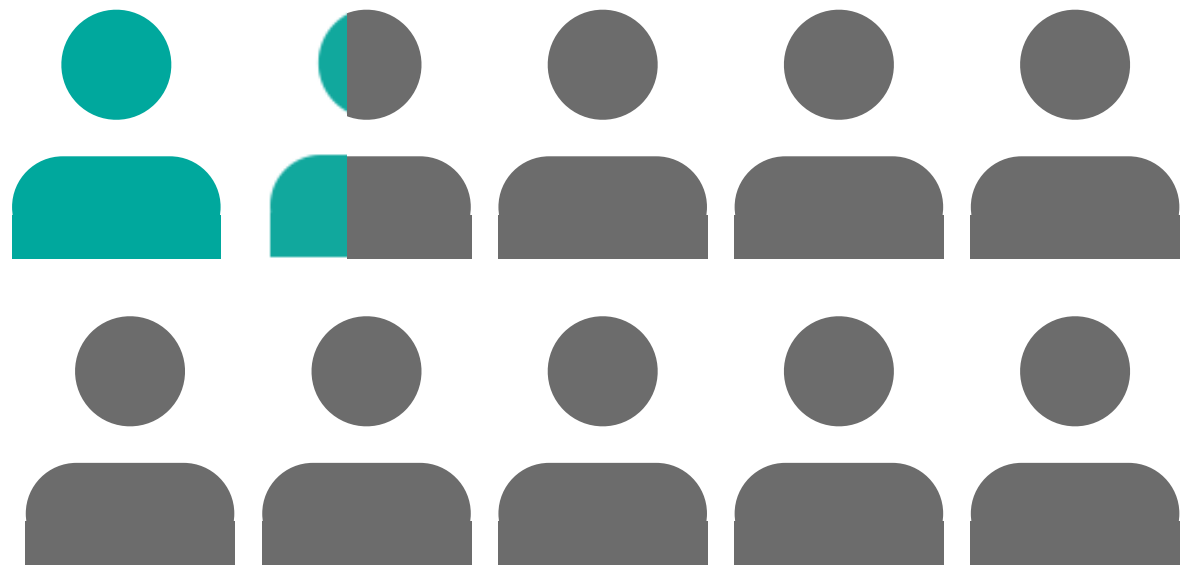
“I’m so stupid.”

33%
of California
Community College
students experience
the threat of
homelessness.



Wood, J. L., Harris III, F., & Delgado, N. R. (2016). [Struggling to survive – striving to succeed: Food and housing insecurities in the community college](#). San Diego, CA: Community College Equity Assessment Lab (CCEAL).

12%
of California
Community College
students face the
threat of hunger.



Wood, J. L., Harris III, F., & Delgado, N. R. (2016). [Struggling to survive – striving to succeed: Food and housing insecurities in the community college](#). San Diego, CA: Community College Equity Assessment Lab (CCEAL).

Slide by Michelle Pacansky-Brock



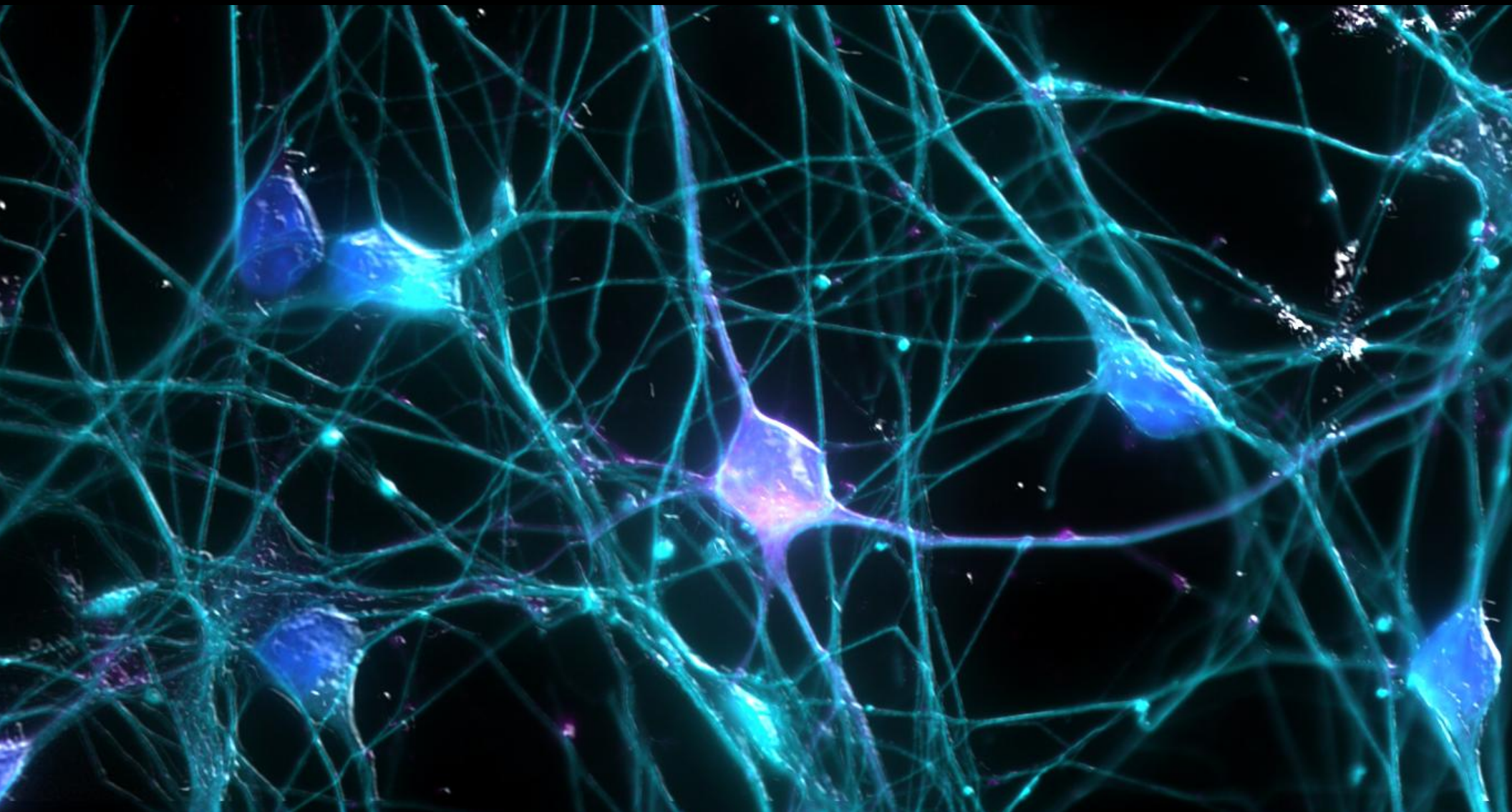
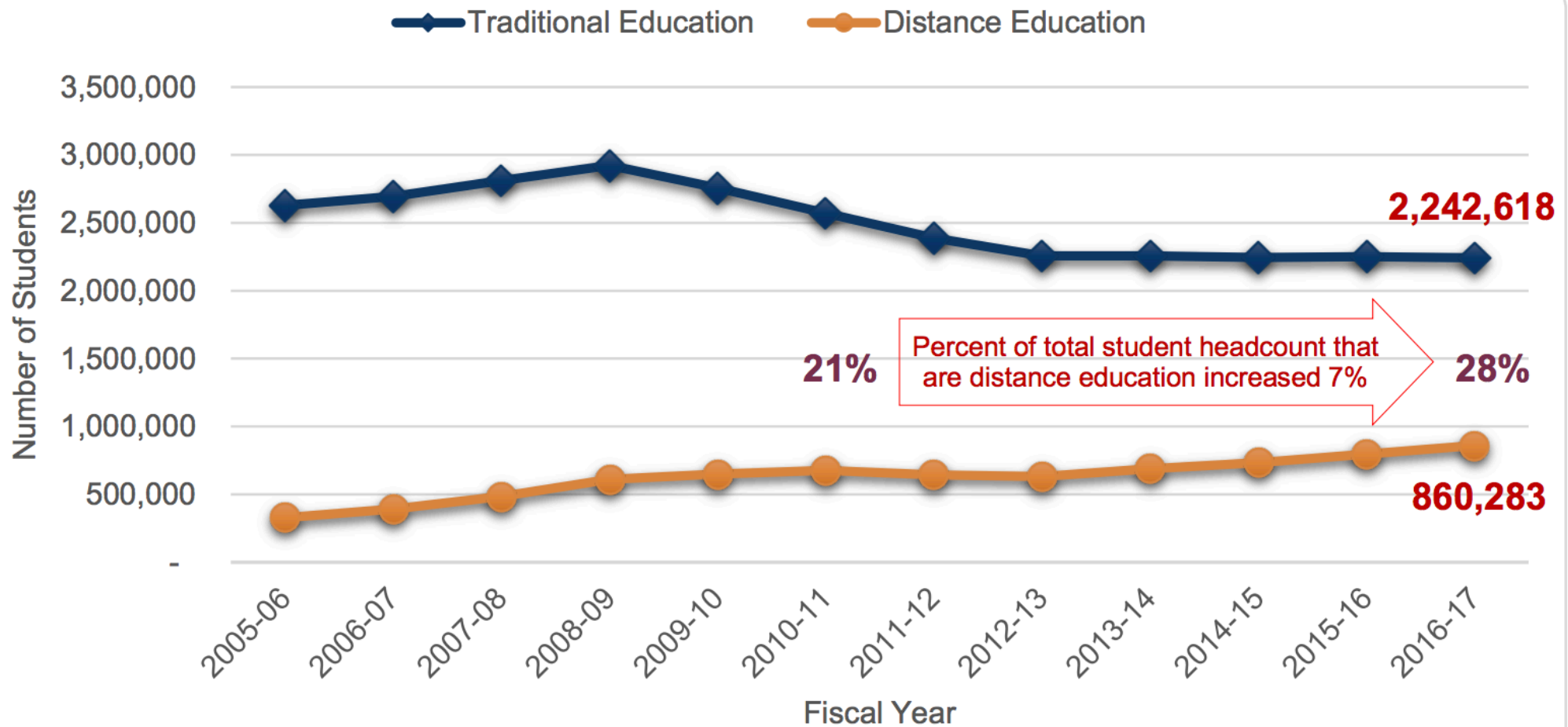


Photo by UCI Research



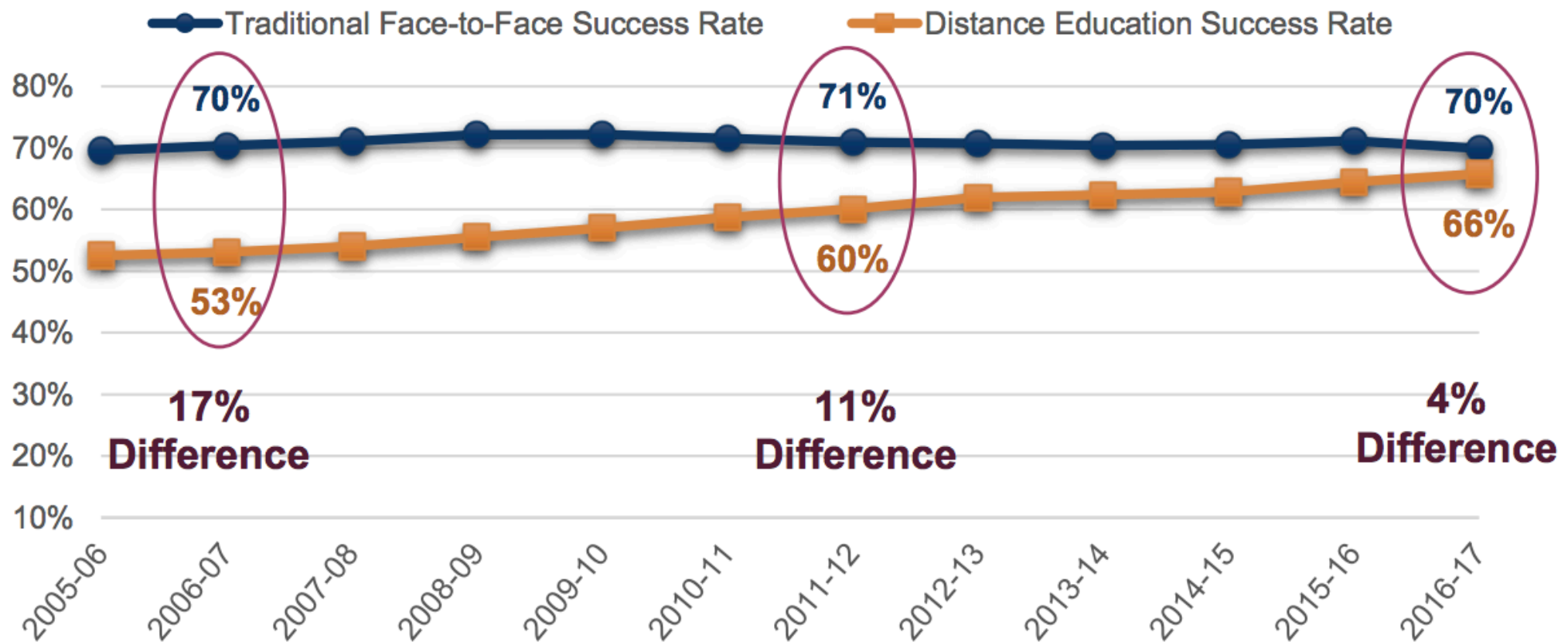
California Community Colleges

Total Student Headcount in Face-to-Face versus Online Courses



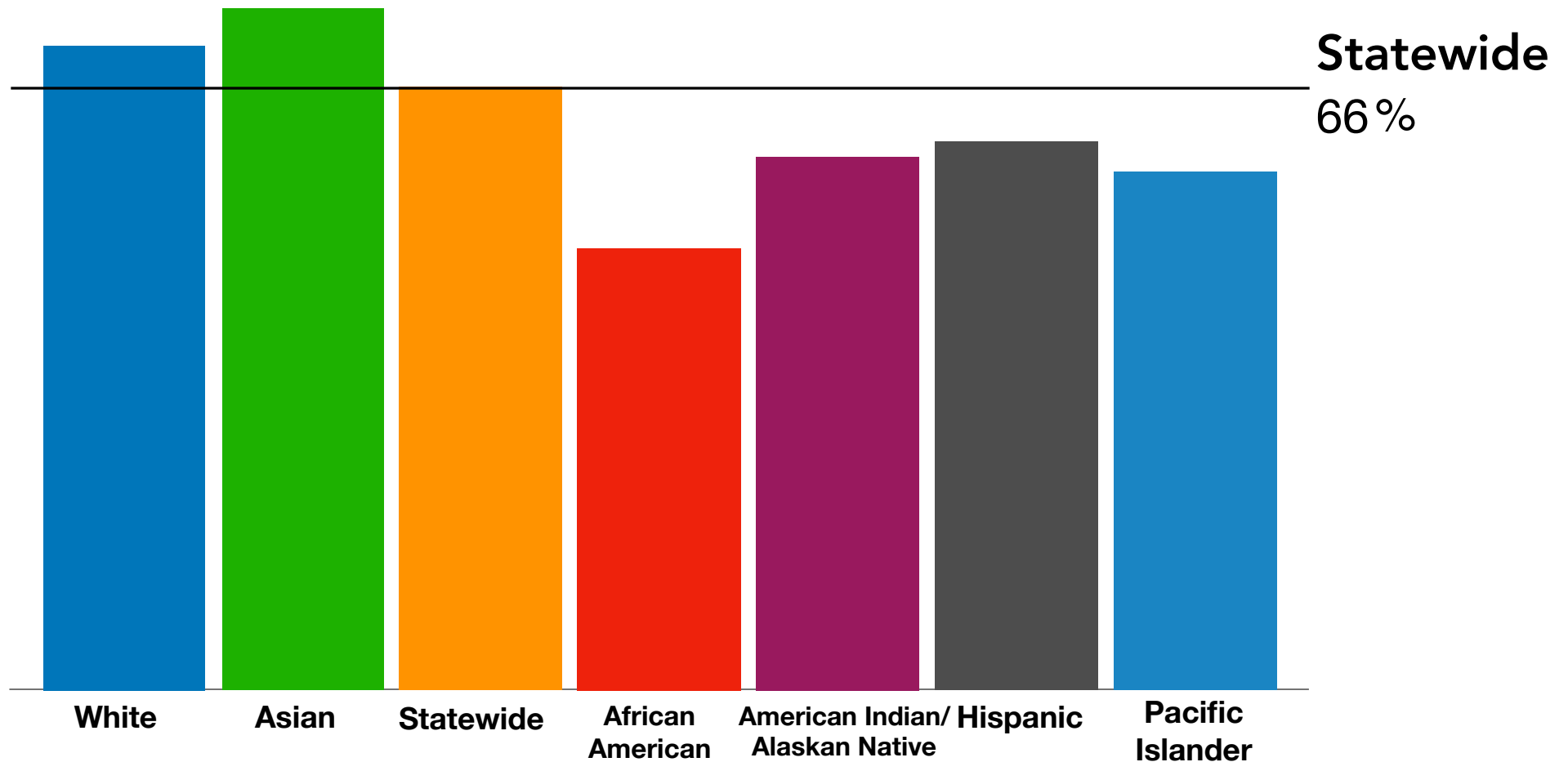
Source :2017 CCC Distance Education Report, CA Community College Chancellor's Office

California Community Colleges Online Success Rates



Source :2017 CCC Distance Education Report, CA Community College Chancellor's Office

2015-2016 Online Success Rates, California Community Colleges



Source :2017 CCC Distance Education Report, CA Community College Chancellor's Office

“ When a flower doesn't bloom, you fix the environment in which it grows, not the flower.

-Alexander den Heijer

Relationships Matter

... face-to-face and online

Jaggars, S. S. & Xu, D. (2016). [How do online course design features influence student performance?](#), *Computers & Education*, 95, 270-284.

Slide by Michelle Pacansky-Brock



Relationships start with psychological safety and creating psychological safety requires us to take off our armor and be vulnerable.

“ Vulnerability
...is emotional risk and exposure.

-Brené Brown

“ **Vulnerability**
...is emotional risk and exposure.
...the core of meaningful human
experience.

-Brené Brown

“ Show me a culture that equates vulnerability with weakness and I'll show you a culture that struggles to come up with fresh ideas.

-Brené Brown





Be Present



Denise Maduli-Williams, San Diego Miramar College

Unit 1: Getting Started



Announcement from Michelle

Welcome!

Follow these simple steps to get started:

1. View the 7-minute video announcement below [or click here to download and read the transcript.](#)
2. Read the learning objectives.
3. Open the "Content and Activities" folder and complete ALL of the assignments before Monday at 11pm. All of this week's activities will prepare you for week two so be sure to complete every single one of them to ensure your success.
4. If you have general questions about the course, click on the *Ask a Question* button in your course menu and post a question in the forum. If you have a personal question, please email directly at mbrock@msjc.edu. Have a great week one!




Account


Dashboard


Courses


Calendar


Inbox


Help

18FA HUM 1

18FA

Home

Announcements

Modules

Discussions

Assignments

Syllabus

People

Grades




START HERE

1
9/10-9/16

2
9/17-9/23

3
9/24-9/30

4
10/1-10/7

You made it to our home page! Click the **Start Here** button to proceed.

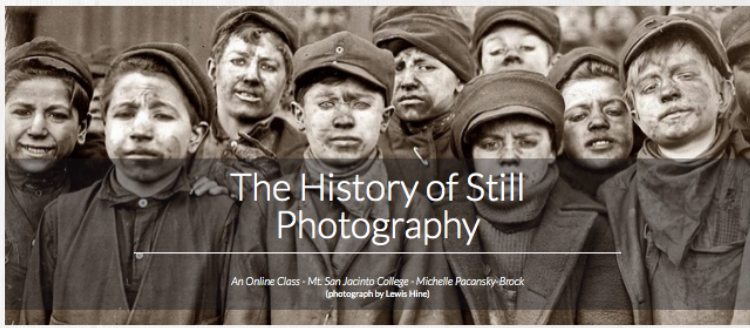

Course Homepage: Online Network of Educators. Facilitators Mike Smedshammer, Fabiola Torres

OnlineNetworkofEducators.org

Humanize Your Syllabus

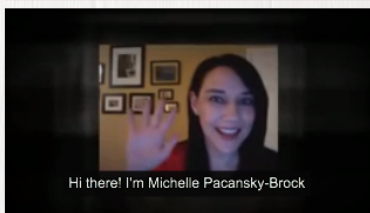
View it live at:
[page.teachingwithoutwalls.com/
humanized-syllabus](http://page.teachingwithoutwalls.com/humanized-syllabus)

Made with a populr.me
Educator Account ... but try
the *new* Google Sites! It's
beautiful and accessible!



The History of Still Photography

An Online Class - Mt. San Jacinto College - Michelle Pacansky-Brock
(photograph by Lewis Hine)




Hi there! I'm Michelle Pacansky-Brock

Course Description & Outcomes

The History of Still Photography offers a comprehensive exploration of the historical progression of fixing a still image, that is to say writing with light. This course starts in ancient times with naturally occurring images, and moves through advances in optics and chemical processes. It then moves through the prolific period of traditional Black and White photography and then covers the birth and advancements of the digital light sensor and its possibilities for the future.

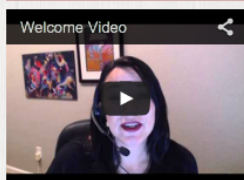
Student Learning Outcomes:
By the completion of this course, you will be able to:

1. Explore the camera as a photographic tool over time.
2. Map historical photographic concepts to current digital references.
3. Identify a variety of successful photographers & examples of their work.



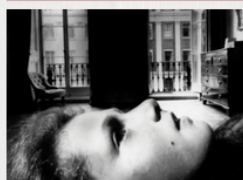
Class Philosophy

Some online learners start classes feeling isolated but not in this class! This class is a community. Each person in our community has the same objective: to learn. This class is designed to have you learn in community with your peers. When you're a member of a



Communication Policy

Establishing regular and effective communications with me is foundational to your success in this class and is a shared responsibility of instructor and student. Email is the quickest way to reach me. I will respond to your inquiries within 24 hours Mon-Fri. If I do not reply in this time frame, please



Textbook

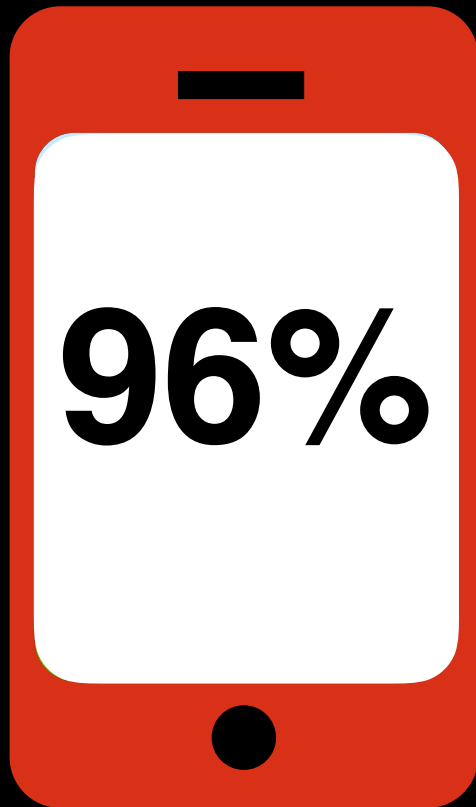
Your required text is:
Seizing the Light - A Social History of Photography
Author: Robert Hirsch

Slide by Michelle Pacansky-Brock

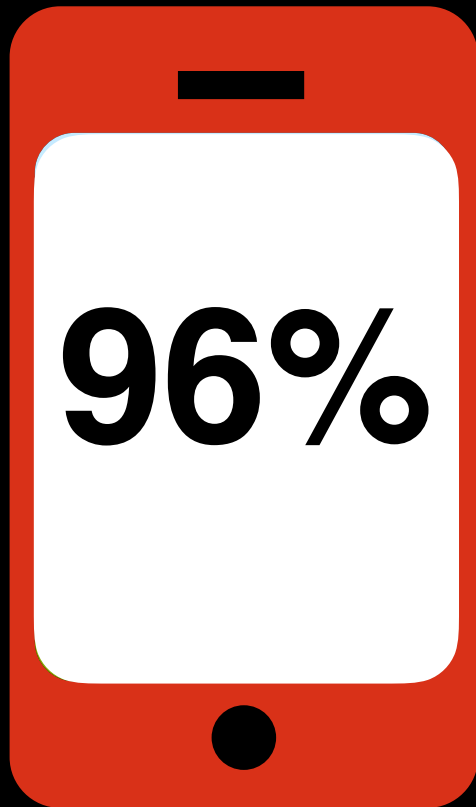






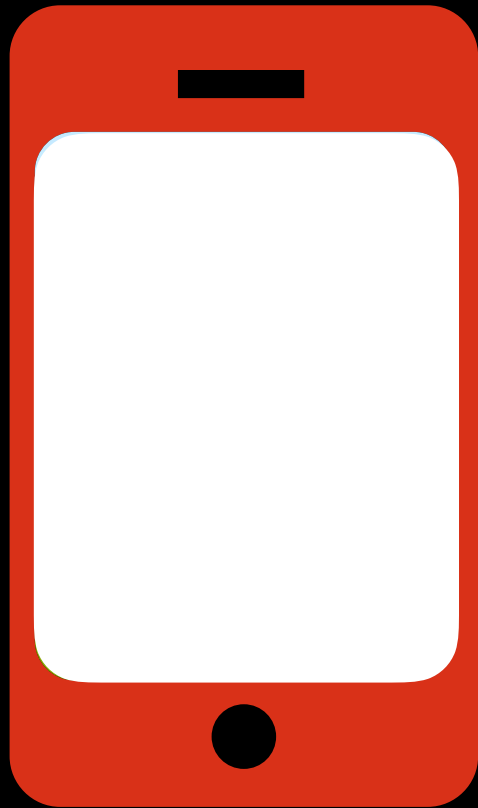


of undergraduates own a
smartphone



of undergraduates own a
smartphone

(more 18-24 year olds have
smartphones than computers)



What if educators
embraced phones as
learning tools?

A black and white photograph of a classroom. Several students are seen from behind, sitting at desks and holding up their mobile phones to take pictures of a bright window or screen at the front of the room. The text 'RELEVANT CONNECTIONS' and 'DEEPER LEARNING' is overlaid in large, white, bold letters across the center of the image.

RELEVANT CONNECTIONS

DEEPER LEARNING



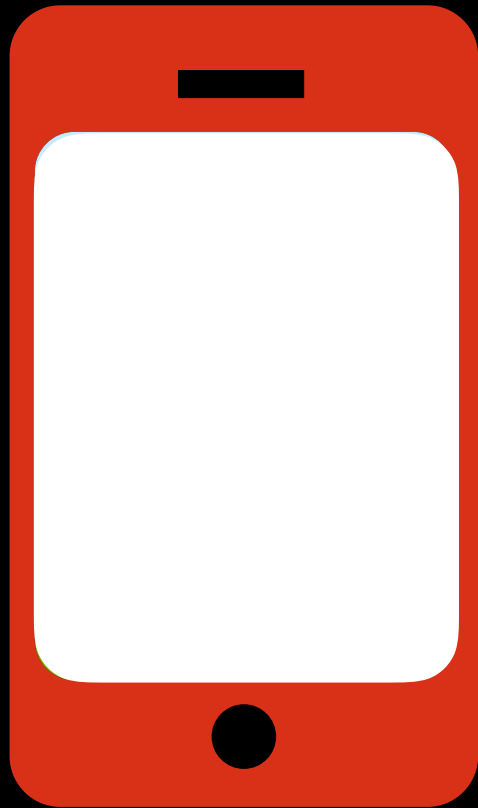
UNTETHERED LEARNING

LEARNING WOVEN INTO LIFE



MULTISENSORY LEARNING

SUPPORTS UNIQUE NEEDS OF ALL LEARNERS



What might change?



CC-BY Gustavo Devito

Debra



Why Online Learning Is Important



Alfred Stieglitz, *The Steerage*, 1907.

Describe the circumstances in which Stieglitz took this photograph. Discuss why he described this as the perfect photograph?

(Use the doodle tool to help clarify your ideas!)



1x



1:42 / 8:20



Prompt: Find a place that reminds you of a poem you read for class and share what it is, state why, and share a couple of lines of the poem.

Janet Mitchell-Lambert

English Faculty
Cerritos College

Prompt: Find a place that reminds you of a poem you read for class and share what it is, state why, and share a couple of lines of the poem.



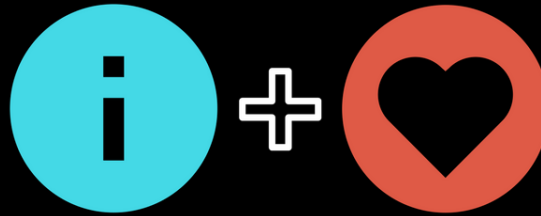
FLIPGRID

Student Response



FLIPGRID

Storytelling builds empathy.





83%

n=82

**"When I spoke, I
remembered the
information
better."**



95%

n=82

**"Listening to peers
increased my ability
to achieve the
learning objectives."**



86%

n=109

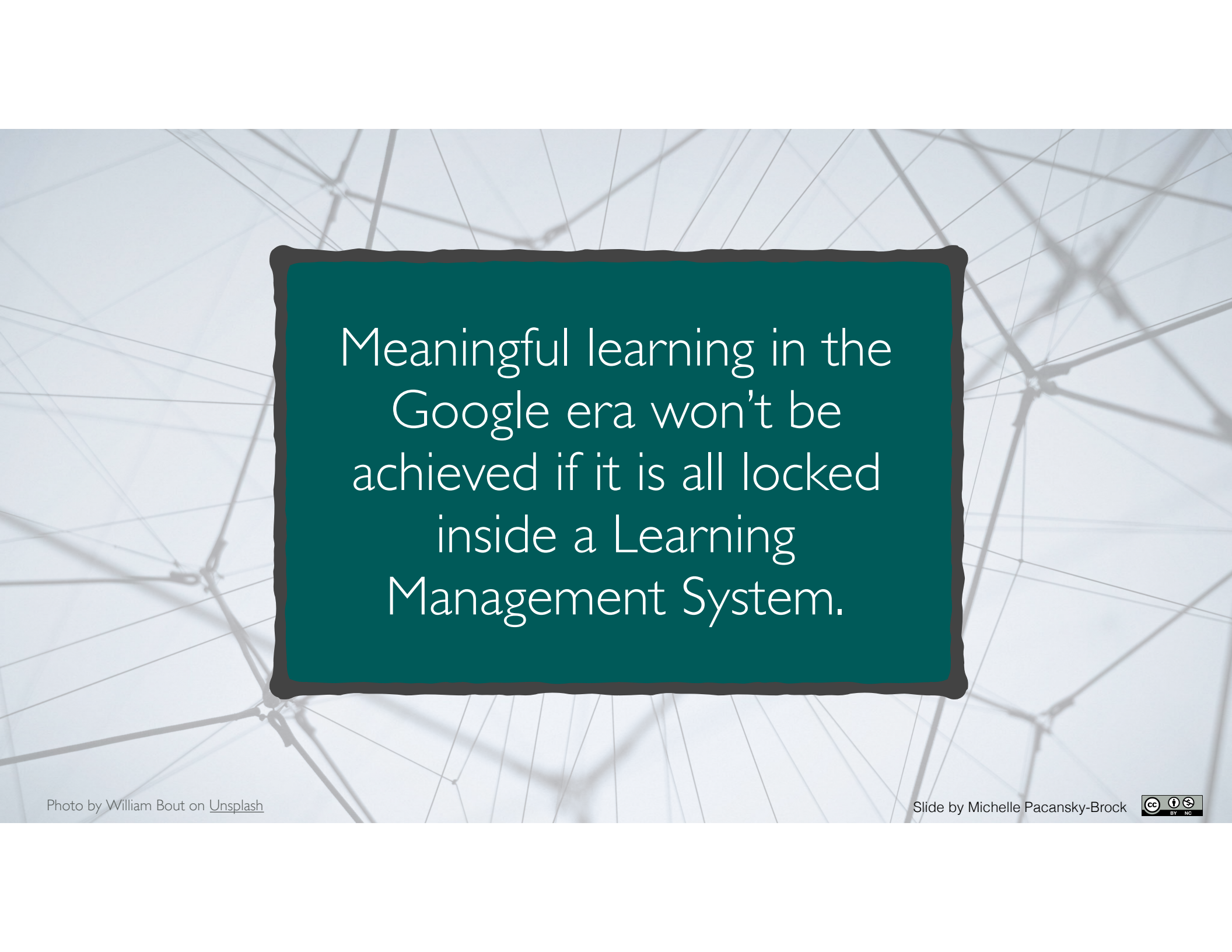
**"Listening to my
peers made me feel
more connected to
them."**



Photo by [Priscilla Du Preez](#) on [Unsplash](#)

Creation

passive consumers → active creators of content



Meaningful learning in the
Google era won't be
achieved if it is all locked
inside a Learning
Management System.

Photographer Showcase



<https://voicethread.com/share/3769083/>

Slide by Michelle Pacansky-Brock



Make Your Own Museum Digital Curation Project

Meg Phelps
Art Appreciation (Online)
Ventura Community College



<https://spark.adobe.com/page/CZXUfvVtGgaGW/>

Slide by Michelle Pacansky-Brock



"This was a very **unique**, enjoyable project. I felt we really had a chance to **show what we learned**, while getting **creative** ourselves. It was also very **challenging**. For me, even coming up with a theme was a challenge, but I had a lot of **fun** with it. ...it was **a lot of work** but it really gives us a chance to show what we have learned."

- FALL 17 Student



#1. BE HUMAN

#2. TELL STORIES



#3. REDUCE DISPOSABLE ASSIGNMENTS



Slide by Michelle Pacansky-Brock



Thank you!

Michelle Pacansky-Brock
brocansky@gmail.com
brocansky.com/ETOM