

Casual Conversations with Online Students

Implications for Improving Instructional Design

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Presentation Agenda

1. Who we are (5 min)
2. Student Feedback (15 min)
3. What do you think? Discussion (10 min)

A wide-angle photograph of the University of Regina campus. In the foreground, a large, well-maintained green lawn is visible, with a paved walkway curving through it. To the left, there are modern multi-story buildings with large glass windows and green-tiled roofs. In the background, a large, historic stone building with Gothic architectural features, including a prominent tower, stands under a blue sky with scattered white clouds. Two vintage cars are parked on a gravel area to the right of the lawn.

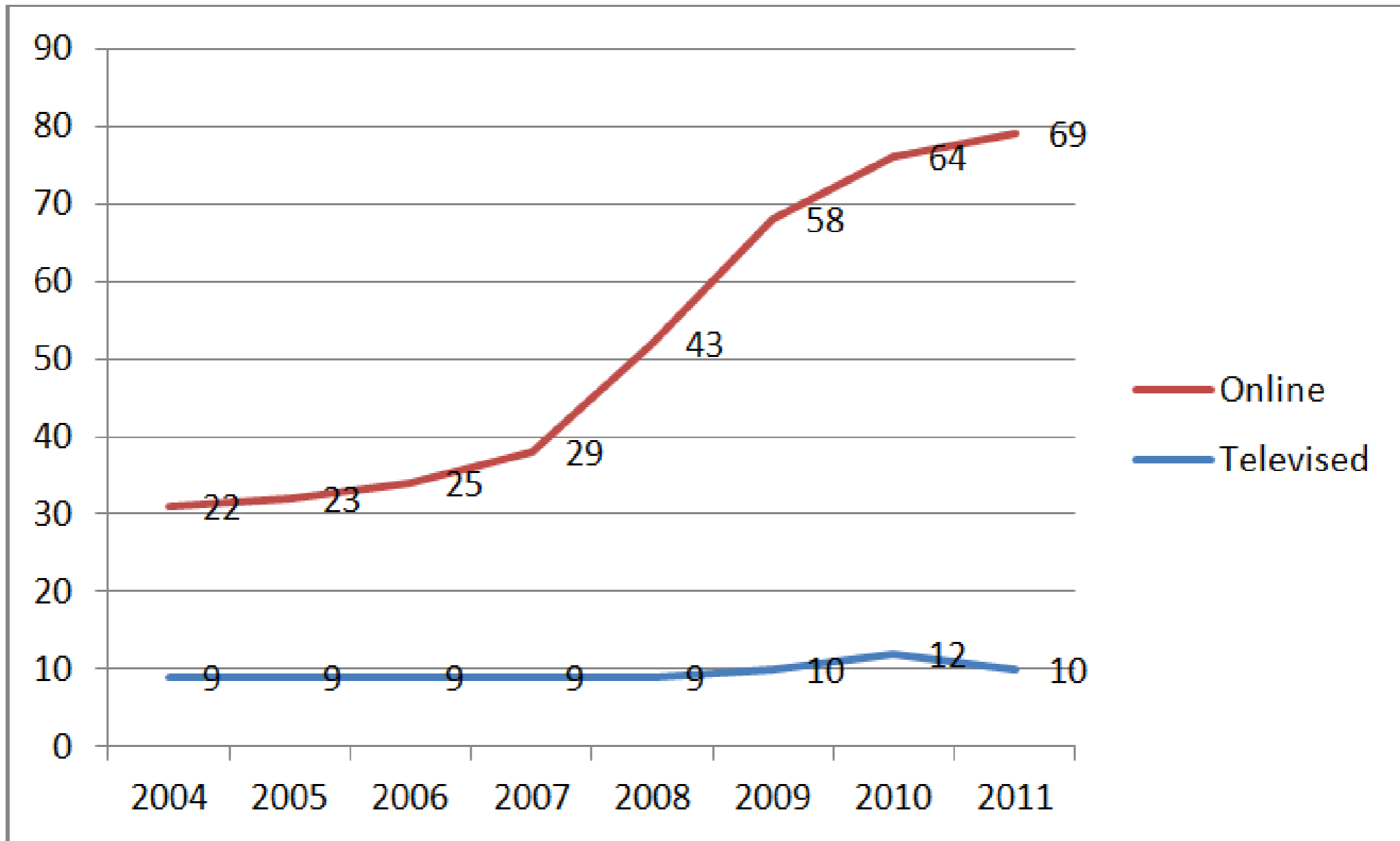
University of Regina

Centre for Continuing Education



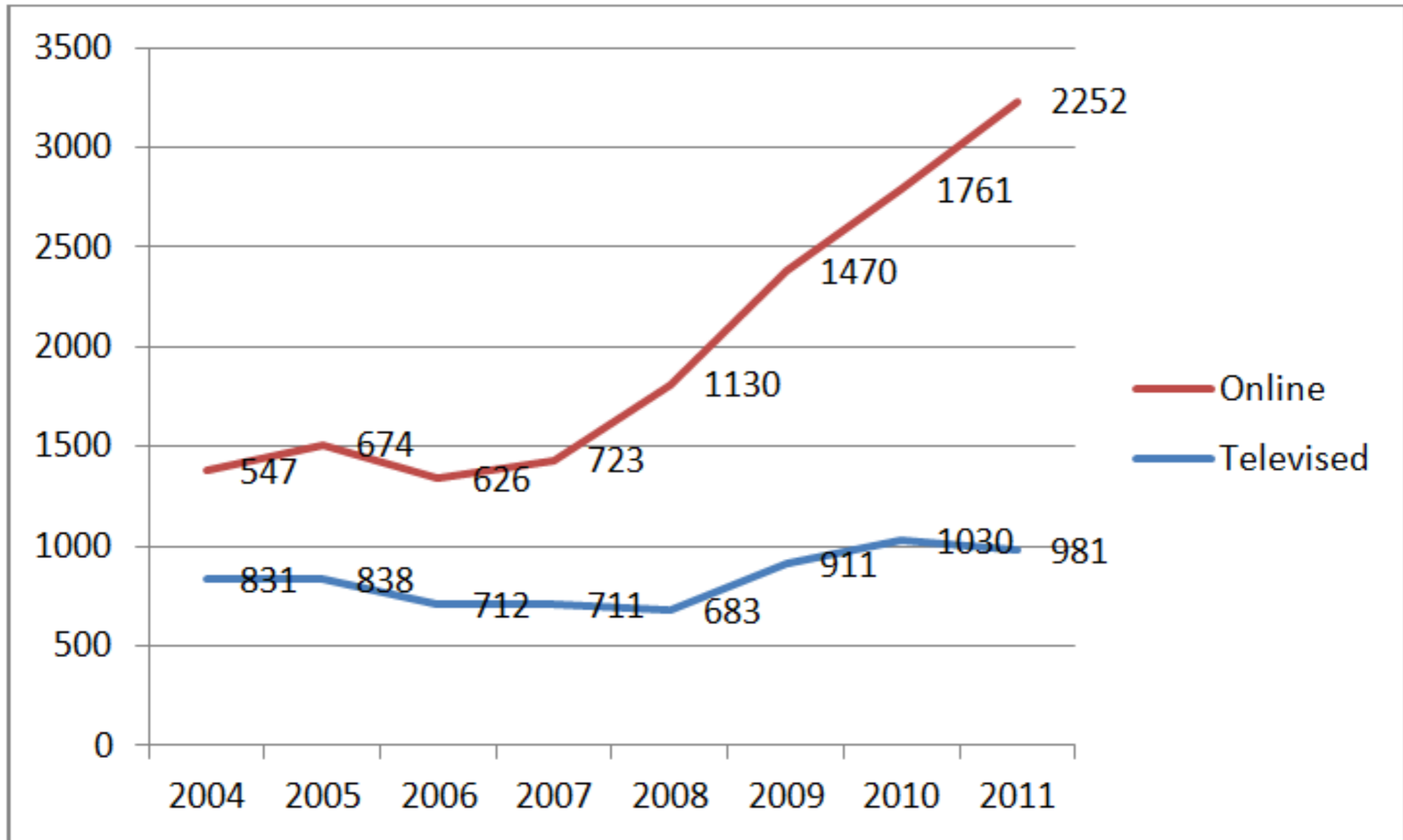
wordle.com

Course Growth



*Note: Faculty of Nursing & First Nations University of Canada are not included in statistics.

Enrolment Growth



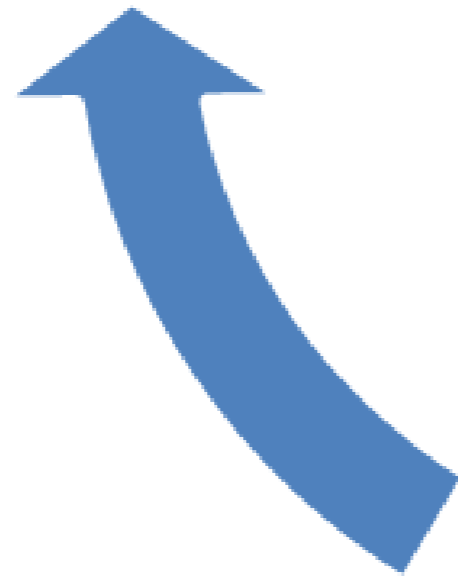
*Note: Faculty of Nursing & First Nations University of Canada are not included in statistics.

**Course
Improvement**



**Action
Research**

Our Project



**Student
Feedback**

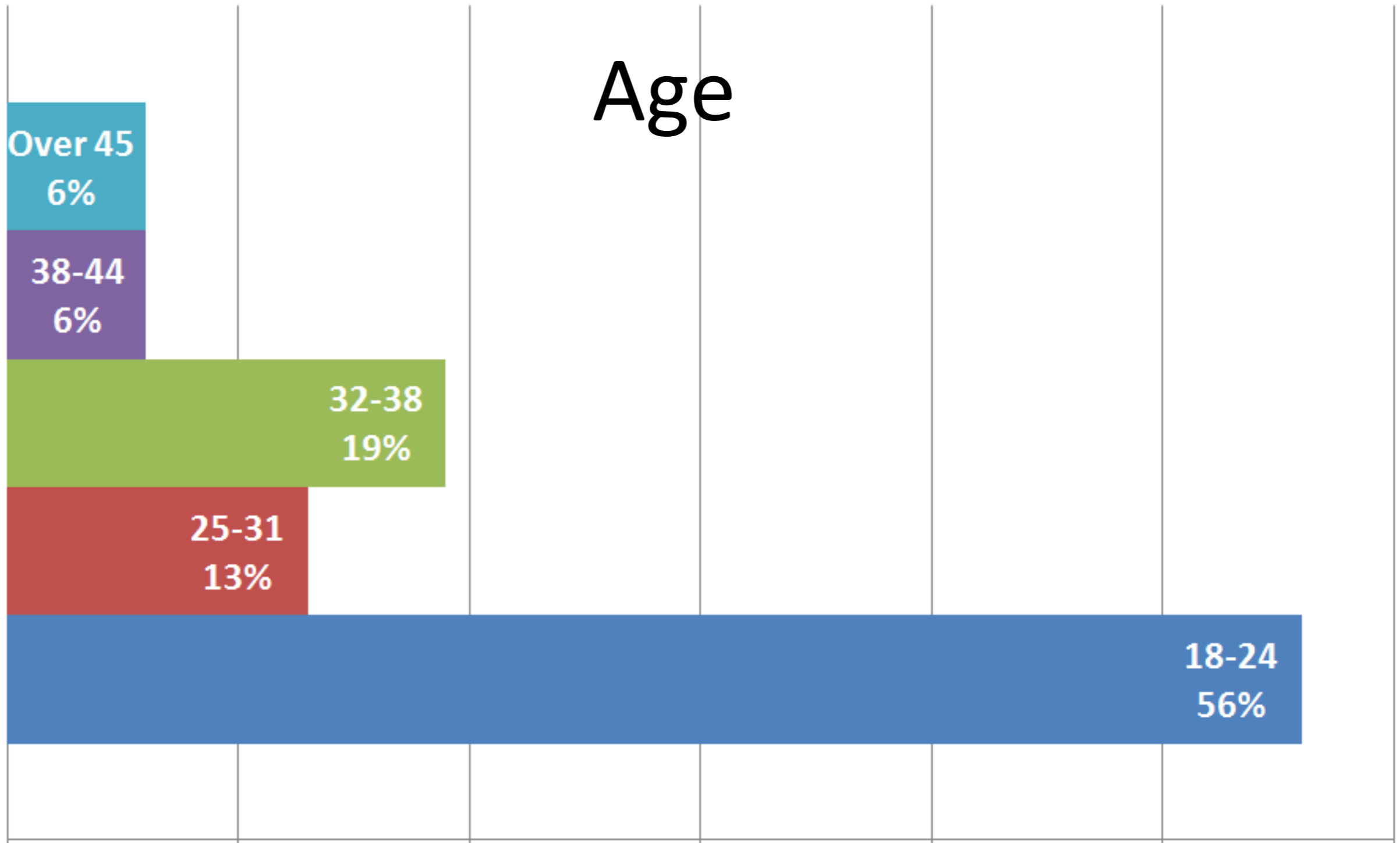


What was your
experience
taking an
online course
like?

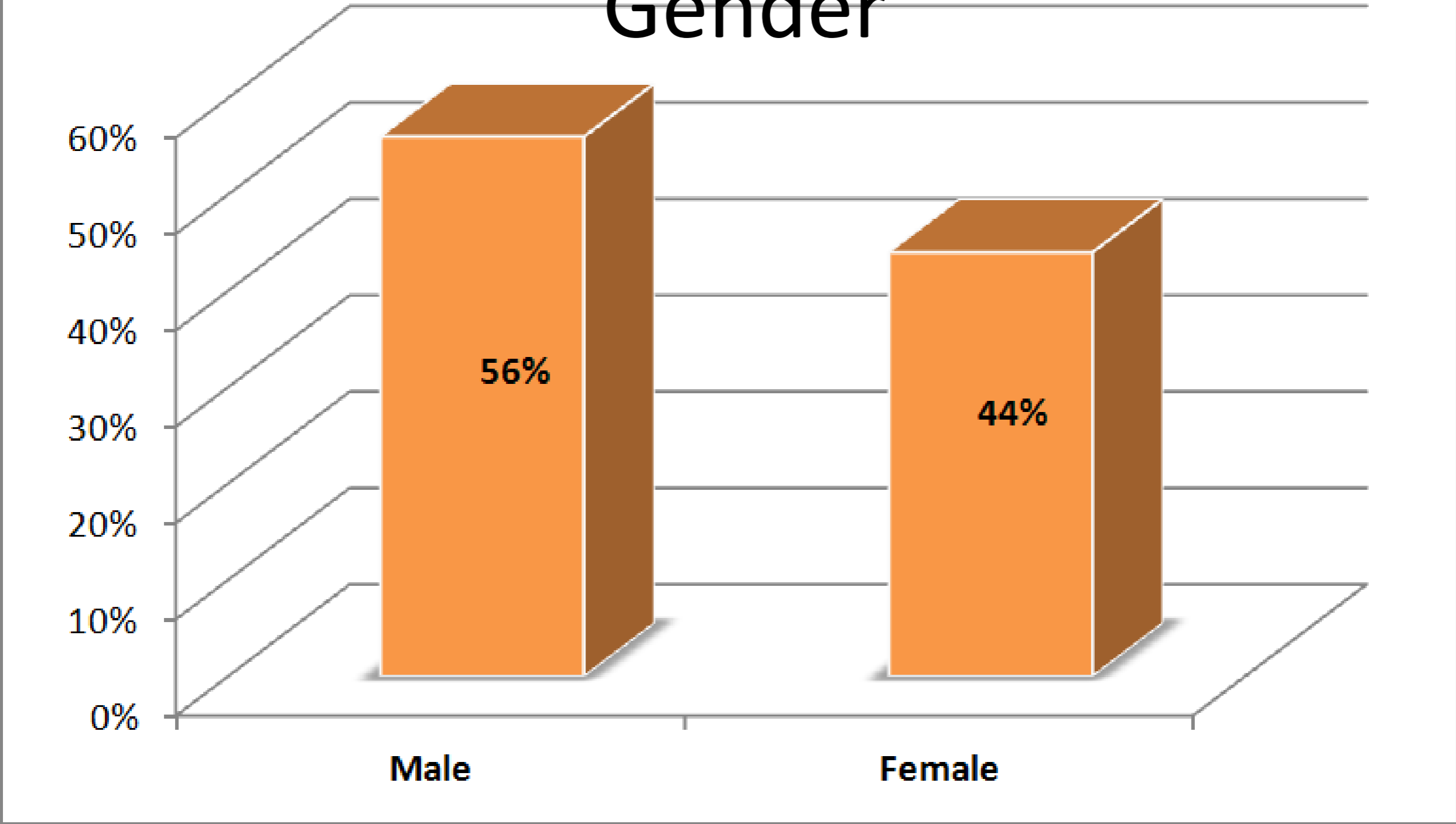
A photograph of several students in a computer lab. The central focus is a young man with dark hair and glasses, wearing a purple and grey striped sweater, looking intently at a computer monitor. To his right, a young woman with blonde hair, wearing a red and white striped shirt, is also looking at the screen. In the background, other students are visible, some working at their desks. The overall atmosphere is one of focused learning and collaboration.

Preparation & Participants

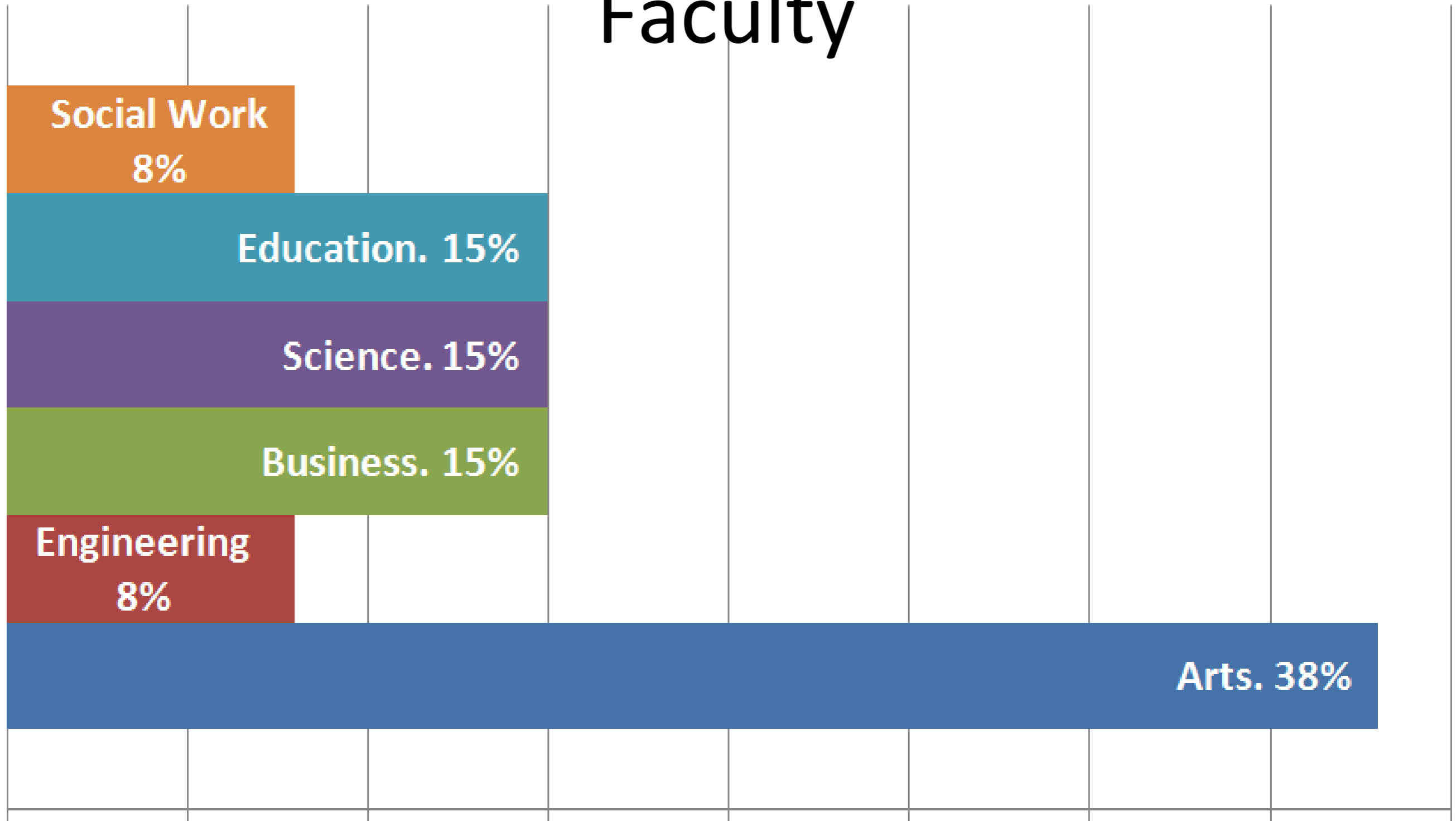
Age



Gender



Faculty





Lessons Learned & Moving Forward

Lessons Learned & Actions

What we learned

1. Email issues & alerts



30 Sec

2. Instructor presence in courses varies



50 sec

What needs to be done

1. Work with IT department to improve communication tools
2. Work with instructors to improve attitudes, knowledge and communication skills.

Lessons Learned & Actions

What we learned

3. Courses which have limited or no course design support are frustrating to students



1 min

4. Many students requested more video, especially tutorials



45 sec

What needs to be done

3. We will collaborate with the Centre for Teaching & Learning (CTL) to provide PD for face-to-face instructors
4. Make short screencast type overview tutorials

Lessons Learned & Actions

What we learned

5. Students experienced frustrations with file formats and file sizes.



30 sec

6. Students want to know whether a course has synchronous components.



51 sec

What needs to be done

5. Internally look at how we present materials to students.

6. Include this information in UR Self Serve

Contradictory Feedback

- Mobile phone on a bus/ I don't want to pay for a data plan
- I enjoy group work/ group work sucks
- Synchronous meetings are beneficial/ synchronous meetings are a hassle
- I want open access tools / I want a walled garden
- I want a weekly paced instruction/ I want to work at my own pace
- I want a correspondence/ I want interaction



Discussion

Question summary

1. What solutions are there for the email/notification problem?
2. Does your institution have Instructional Design support for f2f, online and blended?
3. Are there any institutions with strategies for personalized learning?
4. What are your thoughts on security? (the walled garden idea)

- ❖ Campus Facts 2010 - University of Regina
[‘Facts Brochure’](#)
- ❖ People vs. ‘Personalization’ Retaining the Human Element in the High-Tech era of education - <http://tinyurl.com/7qz4b88>
- ❖ A Student Guide to Studying Online - <http://tinyurl.com/7jowm82>
- ❖ Designing & Conducting Focus Group Interviews by Richard A. Krueger, University of Minnesota, 2002
- ❖ University of Regina – Photography Department



Thank-you

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