On being an online student

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Topics

1. What I’ve done

2. Why take online courses?

3. My online learning preferences

4. Suggestions for teaching online
What I have done
Overall

- Taken 7 online classes
- All toward Master’s in Applied Statistics at Penn State
- 6 graduate, 1 undergraduate
- 6 at PSU, 1 Texas A&M
- All one at a time
Courses taken

- Regression (STAT 501), Summer 2008
- ANOVA (STAT 502), Summer 2009
- Time Series Analysis (STAT 510), Summer 2011
- Introduction to Mathematical Statistics (STAT 415), Summer 2012
- Applied Multivariate Statistical Analysis (STAT 505), Fall 2012
- Sampling Theory (STAT 506), Spring 2013
- Applied Categorical Data Analysis (STAT 659), Summer 2013
I am not the usual student.

I am not the target audience for the MAS program.

I have never taught an on-line course.

However I do use moodle for assignment management.
Why take online courses?
Why other students take online courses

- Flexibility
- Accessibility
- Reduced Cost
- Engagement
- Networking and Technology Skills
- Options

http://www.humboldt.edu/extended/elearning/sixreasons
Why I take online courses

- Commute time
- Flexibility
- Pace
My online learning preferences
Online Student
Kim Roth

What I've done
Why take online courses?
My online learning preferences
Suggestions for teaching online

Good

- Short videos of content
- Online lecture notes
- Prompt responses to student questions
- Consistent weighing in on correctness of student posts
- Consistent deadlines
- Consistent workload with noted differences
- Answer keys for work where appropriate
- Encouraging students to interact
- Practicing uploads
Bad

- Long videos of content
- Online notes with unfixed errors
- Inconsistent timing of responses to students
- Not responding to verify validity of responses
- Not announcing major changes in a way that goes beyond the class board
- Downtime of resources
- Not considering length of assignments
Neutral

- Short videos of computer software demos
- Interactions with other students
- Commenting on other students work
- Proctoring setup and experience
- Synchronous content
Recommendations for teaching online
Reccomendations

- Not the same as face to face.
- Content delivery method.
- Content development takes time.
- Significant regular online presence
- Student interaction is tricky.
- Proctored exams.
- Sample uploads.
- Student difficulties are different.
- Synchronous vs Asynchronous.
- Justine Kobeski can help.
Thank you to PDC and Provosts Lakso and Westcott for funding my courses.
I recommend
http://jolt.merlot.org/vol6no2/keengwe_0610.htm
for a place to begin reading.