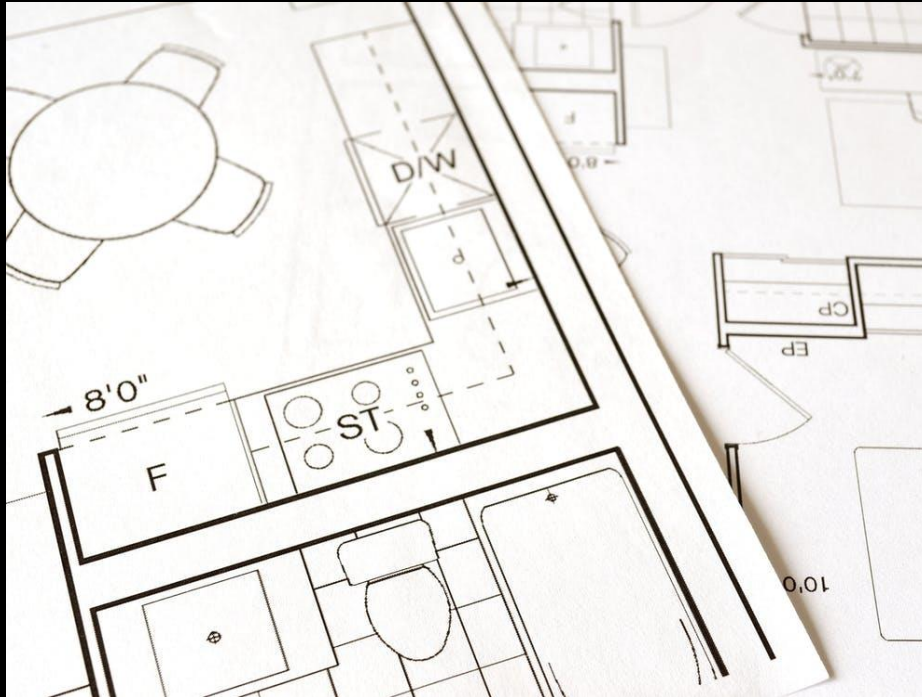


Designing an Online Learning Experience:

Planning for and constructing an effective online learning environment



Talk by “Mia” Ma. Mahalia Cristina Marci mia.marci.ph@gmail.com
For NU Baliuwag



CUSTOMER JOURNEY MAP

Think and Share:

- What app/s do you use regularly?
- Why did you download it?
- How did you learn to use it?
- What do you use it for?

Don't just look at what they use,
look at why they use it.

Why is this app a part of their life?

Some findings from tracking down a customer's online journey from 2019:

- The biggest group of social media users in the Philippines are in the 18-24 age range - university to early career age.
- Facebook was still the preferred social media app of Filipinos. This is due to the local network support for the app from “free Facebook” to data packages.
- Facebook was used as the “virtual meeting place” outside the classroom due to its accessibility. (Socialbakers 2019)

The background of the slide is a dark blue-grey color with a faint, light-colored architectural drawing overlaid. The drawing includes various geometric shapes like circles, rectangles, and lines, along with some text labels such as 'D/W', '10'0"', and '10'01'.

Learner Support Principles for the Online Classroom

Planning for and constructing an effective online learning environment



Learning Design

The learning design approach to planning teaching and learning activities enacts the collaborative inquiry that enables teachers to make their intuitive processes both visible and shareable (Ghislandi and Raffaghelli, as quoted by Laurillard)



Before we design, we build.

Objectives:

- Define learner support principles in distance and online education
- Review findings on effective learner support in distance and online education
- Look at learner support concepts in action

Learner Support

- Usually used to refer to in-classroom student accommodation and modification (e.g. remedial material or to serve the differently abled)
- Made a key term in studies on distance learning education.

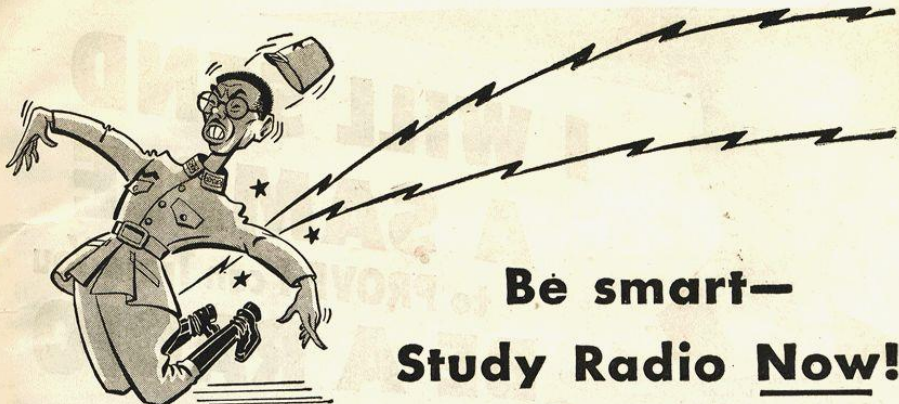




Distance Learning (Kofahi and Srinivas)

“The very idea behind distance learning (DL) is to deliver education that **does not constrain the students to be physically present in the same location as the instructor**. This way of continuous education and professional preparedness in various applied studies enables the student community to play a constructive role in their respective communities.”

From: International Journal
of Instructional Technology
and Distance Learning



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| ☐ Highway Engineering | ☐ Mechanical Engineering | ☐ Marine Engineering | ☐ Postal Service |
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| ☐ Structural Drafting | ☐ Sheet-Metal Drafting | ☐ Cotton Manufacturing | ☐ Stenography |
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Name..... Age..... Home Address.....
City..... State..... Position..... Working Hours..... A.M. to..... P.M.

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Distance Learning

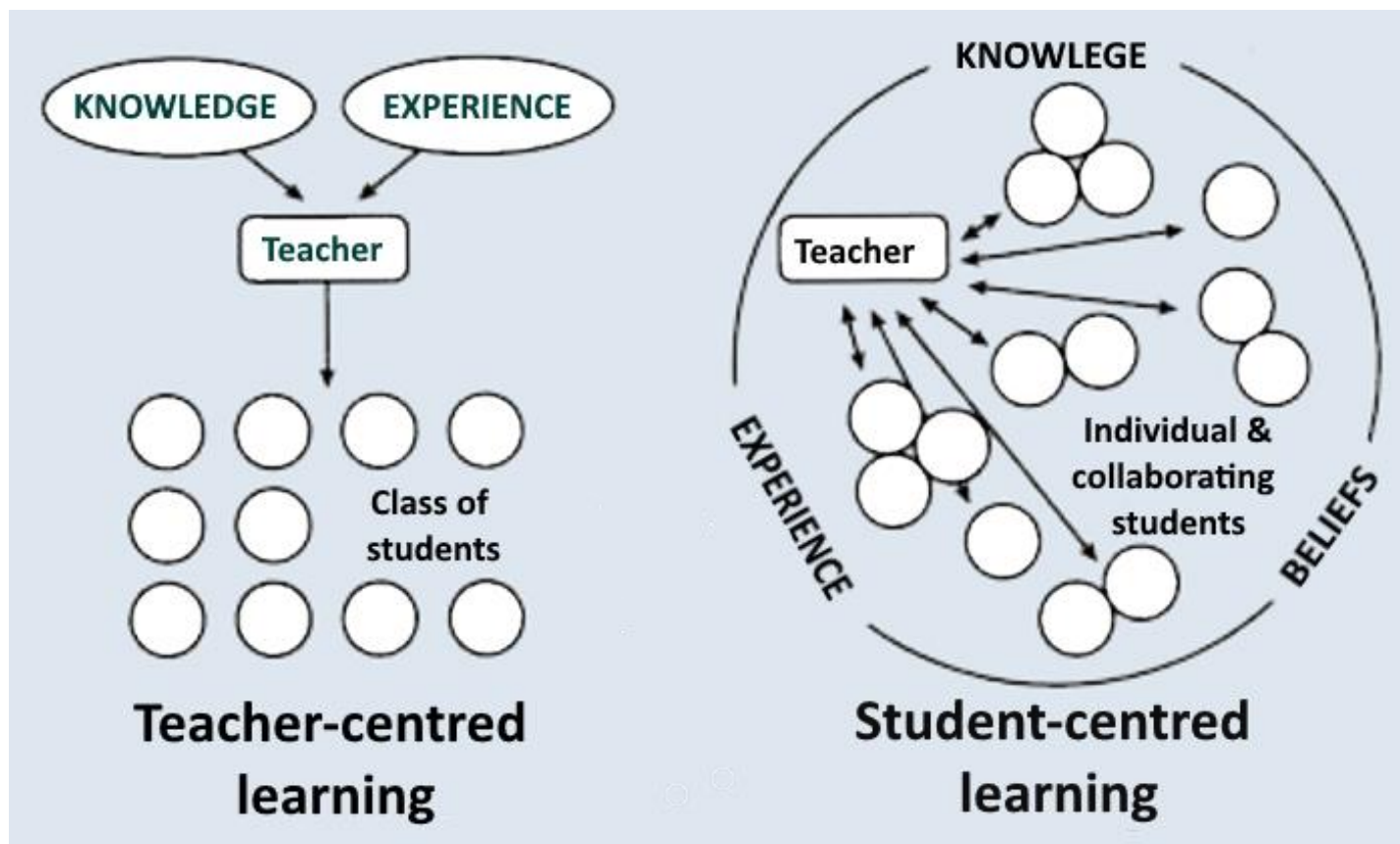
- Study through post (correspondence)
- Exams were taken in remote locations



Challenges in Distance Learning

- **Limited Resources**
- **Lack of Engagement**
- **Feelings of Isolation**
- **Quality Assurance**

A student centered and collaborative learning approach.



Group effort **required**

Members are **mutually dependent**

Social skills are **improved**

Helping and sharing is **expected**

Emphasis on **process and product**

Learner Support in Distance Learning Contexts





Learner support is essentially about roles, structures and environments, and therefore: support roles and supportive people, together with support structures and supportive environments.
(Thorpe, 2002)

Tait's Taxonomy of Learner Support

1. **cognitive**: supporting and developing learning through the mediation of the standard and uniform elements of course materials and learning resources for individual students;
2. **affective**: providing an environment which support students, creates commitment and enhances self-esteem;
3. **systemic**: establishing administrative processes and information management systems which are effective, transparent and overall student-friendly. (as cited in Brindley, Walcki & Zawacki-Brichter, 2004)

3 Kinds of Learner Support

- Institutional Support [systemic]
- Academic Support [cognitive]
- Community Support [affective]





Institutional Support [Systemic]

- What do I need to enroll?
- What classes are required?
- What does the institution require for my classes?
- What resources are available?
- Where are the help desk channels?

The background of the slide features a stylized illustration of a hand holding a magnifying glass over a website interface. The website has a teal header bar with three white circles on the left. The main content area is light gray and contains several placeholder boxes for text and images. The magnifying glass is positioned over a central placeholder box, highlighting it. The hand is yellow and is holding the handle of the magnifying glass, which has a teal frame.

Modes of Institutional Support:

- An easily navigation-able website
- Clearly marked contact details
- Clear instructions for processes
- Helpdesk and Training



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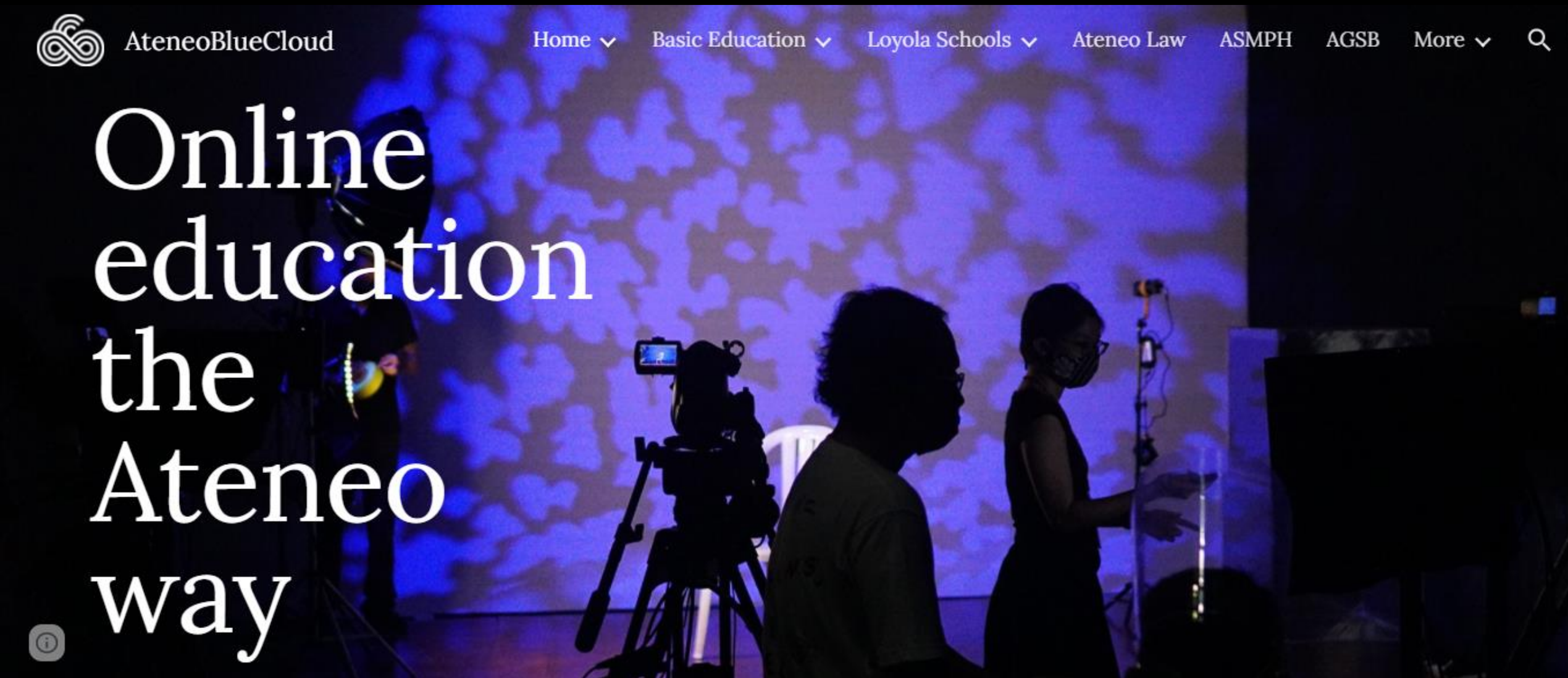
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Online education the Ateneo way



DE Readiness Module

CONTENTS

Introduction

1. What is Distance Education?

✓ Progress: 1 / 1

2. Becoming a Distance Learner

3. Assessing Your Readiness for Distance Learning

✓ Progress: 1 / 1



Course Tools

Introduction

MODULE OVERVIEW

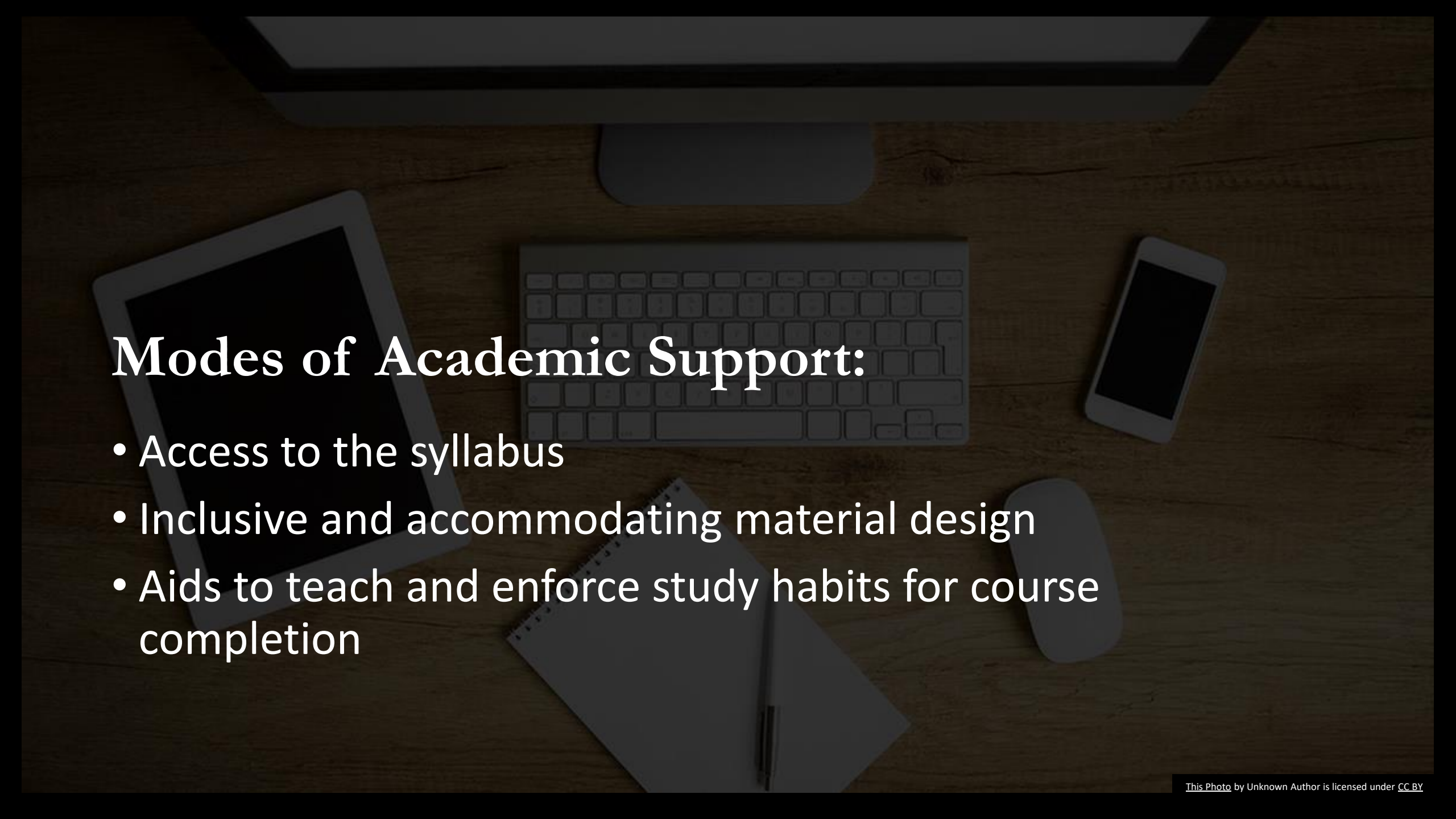
Implementation planning template

1. Needs analysis	2. Innovation	3. Implementation	4. Teacher outcomes	5. Pupil outcomes
Pupils 	Active ingredients 	Vertical slice team 	Short-term (1y) 	Short-term (1y)
Teachers 	Short-term (1y) 	Stages (who, what, when) 	Medium-term (2y) 	Medium-term (2y)
Parents 	Medium-term (2y) 	Leadership/responsibilities 	Long-term (3y) 	Long-term (3y)
Behaviours 	Long-term (3y) 	Consultation 	6. Monitoring and evaluation 	
Outcomes 		Communication Training / INSET Coaching / mentoring 		

Academic Support [Cognitive]

- How do I pass this class?
- What do I need to read/do for this class?
- How can I understand the concepts taught?
- How do I contact my teacher?





Modes of Academic Support:

- Access to the syllabus
- Inclusive and accommodating material design
- Aids to teach and enforce study habits for course completion

[Turn editing on](#)

Introduction to Communication Contexts



Read Watch Listen

⌚ 25

👥 30



📎 0

Definition of terms / video lecture on communication contexts. Key terms: Englishes, Audience, Purpose, Context, Visual Communication, Modes.

Discuss

⌚ 30

👥 30



📎 0

Discussion board in groups of 5-6: Has there ever been a time you found an opportunity or saw a disadvantage in communicating in English, Filipino, or another language that you know? Share that experience or observation in connection with the materials in module 1.

Collaborate

⌚ 60



📎 0

Put together presentations of media showcased in world Englishes. What do you think it's trying to communicate? To which audience? Is the language appropriate or not? Is it adequately supported by other modes (e.g. visual)?

Produce

⌚ 30



📎 0

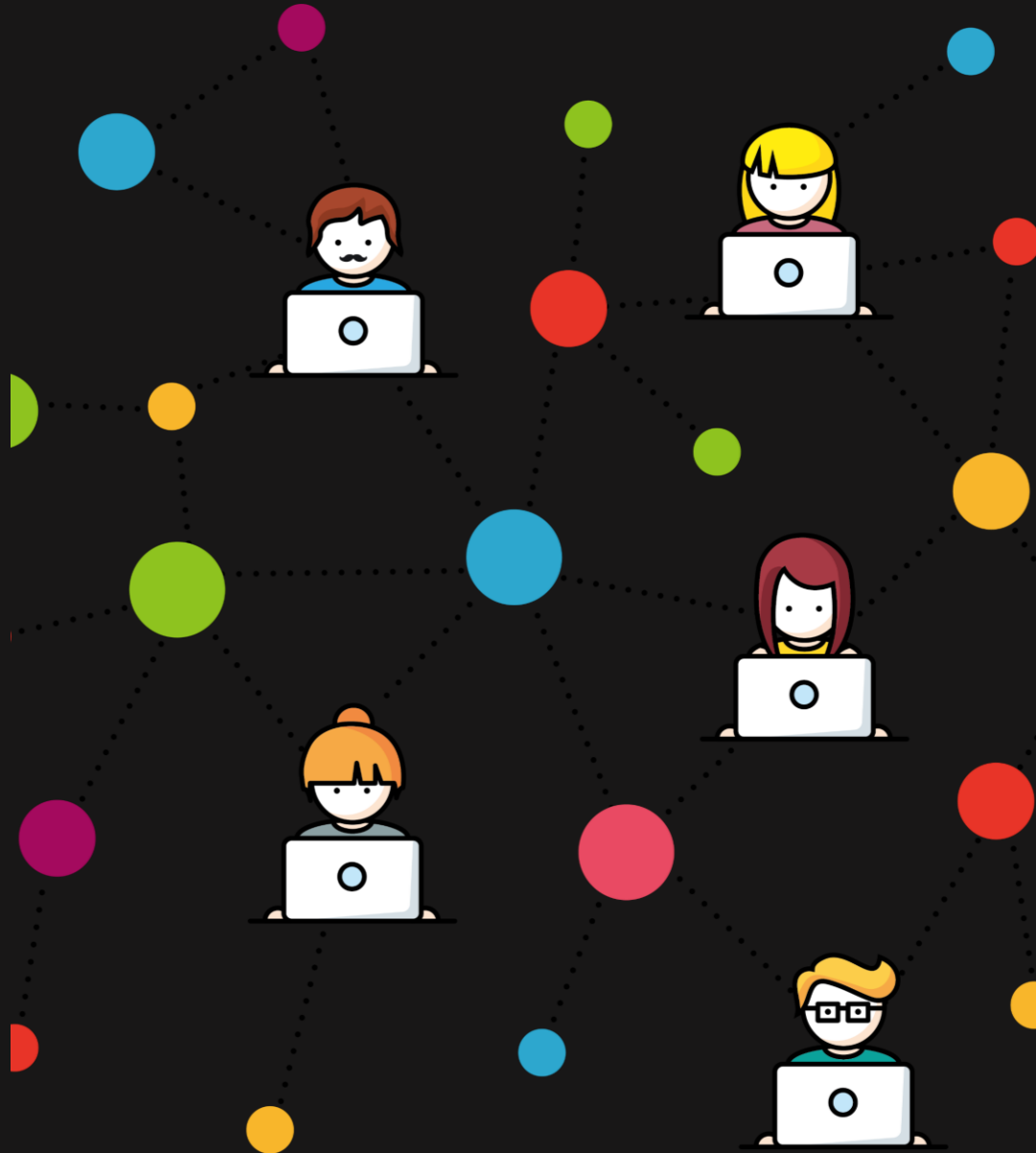
1. Share 2-3 ideas about what you thought you knew about communication and the power of language under "I used to think." 2. Share 5-7 ideas about what you learned under "I now think."

Community Support [Affective]

- How can I network and connect with my community?
- Are there extracurricular activities?
- What advocacies can I push or aid in this community?



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Modes of Community Support

- “Guidance” and “Non-Academic Support”
- Advisement, counselling, psychosocial support
- Online events, community hubs, Facebook Groups

A complex wooden maze is constructed from light-colored wooden strips, set against a dark, textured wooden background. The maze features a central square opening and a network of interconnected paths and dead ends. The text is centered within the maze's central square.

Learner support is aimed
toward helping learners succeed.

Sources:

Brindley, J., Walti, C., & Zawacki-Richter, O. (2004). The Current Context of Learner Support in Open, Distance and Online Learning: An Introduction [Abstract]. ASF-Series on Distance Education, 9. doi:http://www.c3l.uni-oldenburg.de/cde/support/fa04/Vol.%209%20chapters/Brindley_%20Walti_Zawacki-Richter.pdf

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