

INTRUSION!

**Retaining Online Students
in First-Year Writing Classes**

By Writoricians

Department of Writing and Rhetoric

Oakland University

February 5, 2014

Cast

- Marshall “Snidely” Kitchens - The Man in Charge!
- Laura Gabrion - Very Special Lecturer!
- Christina “Sonic” Moore - The Professor Known as Best Presenter!
- Shaun “Knuckles” Moore - The Professor Formerly Known as Best Presenter!
- Sheryl “Tails” Ruskiewicz - Pirate Skills!
- Rebecca Rivard - Ninja Skills!

Retention and Online Courses

High Impact Practices and Intrusive Advising in First Year Writing

Marshall Kitchens, Chair
Department of Writing and Rhetoric
Oakland University

Preparing Educators for Online Writing Instruction: Principles and Processes

1. Investigation
2. Immersion
3. Individualization
4. Association
5. Reflection

Hewett and Ehmann, 2004
National Council for Teachers of English

technorhetoric.net/10.1/praxis/hewett/

High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter

First Year Experiences

Writing Intensive Courses

Collaborative Assignments and Projects

Undergraduate Research

Global Learning

Community-based Learning

George D Kuh, 2008

Association of American Colleges and Universities

aacu.org/leap/hip.cfm

The Benefits of Intrusive Advising

Intrusive Advising involves proactive interactions with students, with the intention of connecting with them before a situation occurs that cannot be fixed.

[T]he goal is to help students feel cared for by the institution. Students who perceive that someone cares about them and that they belong to the school community are more likely to be academically successful than those who do not feel any sense of care by the institution.

**Jennifer Varney, 2007
Academic Advising Today
National Academic Advising Association
nacada.ksu.edu**

Measures in Retaining Online Students in First-year Writing



Consistent Structure and Open Communication

Laura Gabrion

Structure in the Online Classroom

- Maintain an organized approach to content delivery
- Include weekly reminders
- Provide students with opportunities to ask questions or express concerns
- Use communication in an encouraging and inviting manner

Organizing the Online Classroom

The screenshot displays a user interface for an online classroom. On the left is a vertical navigation menu with the following items: Navigation, Inistration, People, atest news, Activities, Quickmail, and a small icon at the bottom. The main content area is titled "January 13 - January 19" and features a large blue banner with the text "Week Two". Below this banner, there are three sections: "Read" with a document icon and the text "Week Two Readings"; "Review" with a document icon and a list of items: "Example of Screen Grab", "Rhetorical Analysis Prezi", "Project #1", and "Sample Project #1"; and "Do" with a document icon and the text "Discussion Forum #2".

January 13 - January 19

Week Two

Read

 Week Two Readings

Review

 Example of Screen Grab

 Rhetorical Analysis Prezi

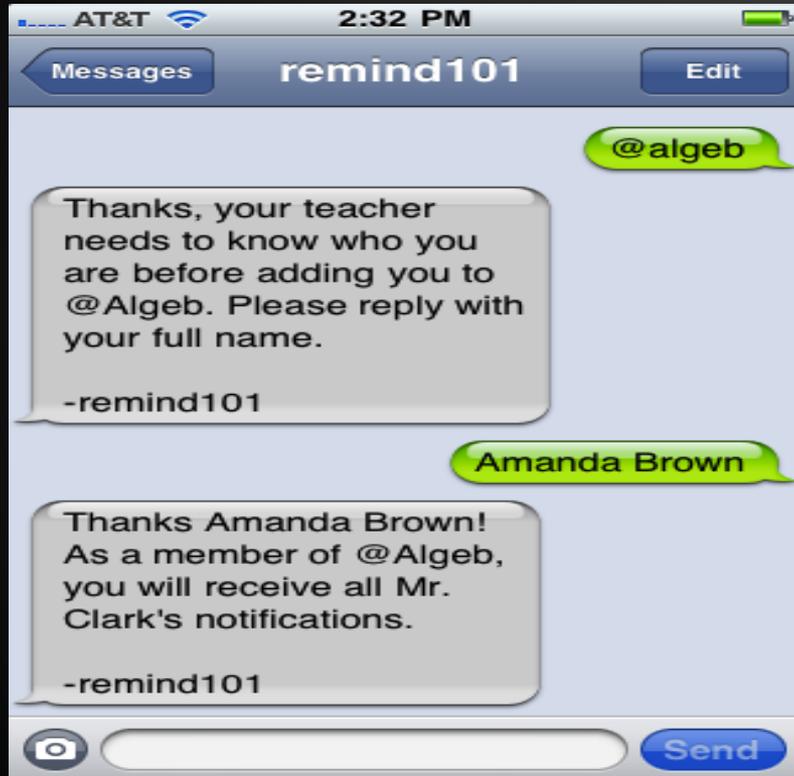
 Project #1

 Sample Project #1

Do

 Discussion Forum #2

Communicating in the Online Classroom



A screenshot of a Moodle forum post. The page header includes the Moodle logo and "Oakland University". The user is logged in as "Laura Gabrion". The navigation menu shows "OU", "Students", "Faculty", and "Help". The breadcrumb trail is "MyMoodle > WRT160-12638 201410 > General > News forum > Week Four".

The forum post is titled "Week Four" and is by "Laura Gabrion - Sunday, January 26, 2014, 7:19 PM". The content of the post is:

Good evening!

In five short hours, you will need to submit the rough draft for Project #1, participate in Peer Review Forum #1, and participate in Video Presentation #1 Forum. Many of you already have!

For next week, [this prezi](#) should help you with the assigned reading. In the Review section, you have handouts on the proper formatting of in-text citations, Project #2 and a study guide for the test next week. If you have any questions, feel free to ask. By Sunday, February 2, you will need to submit the following assignments: Project #1 (final copy), Project #1 (reflection), Test #1 and Writing Exercise #1.

Let me know if you have questions, and have a great week!

Directed Student Learning Using Completion Tracking

Shaun Moore

Inspector Moore

Moodle Logs

samoore-general-practice: Shaun Moore, All days (Server's local time)

samoore-general-practice Shaun Moore All days
Syllabus All actions Display on page

[Get these logs](#)

Displaying 0 records

Time	IP address	User full name	Action	Information

Badgering Emails

Subject* Missing Work

Message

Paragraph **B** *I*    

Stu,

I notice that you have not yet viewed the syllabus...

Completion Tracking

- Enables activity completion for all activities and resources.
- Allows the teacher to set completion criteria in a specific activity's settings.
- A check (tick) appears for the activity when the student meets set criteria.
- A criterion might be viewing, receiving a certain score or a student marking it as complete.

Completion Tracking Example

-  [Signup Sheet](#)
-  [CamBook](#)
-  [Prof Quiz Video](#)
-  [Links CSS Test](#)

Restricted: Not available until the activity **Prof Quiz Video** is marked complete.

-  [Upload your weekly reports here.](#)
-  [Upload your weekly reports here. \(no submit\)](#)
-  [Time Limit Test](#)
-  [Turn in online](#)
-  [Submit Yes](#)

First name: [All](#) [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

Last name: [All](#) [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

First name / Last name	Email address	Syllabus	Prof Quiz Video	Upload your weekly reports ...	Upload your weekly reports ...	Time Limit Test	Turn in online	Submit Yes	Quiz Test	Quiz Test	Water and River Projects	Water and River Projects ...	Water and River Projects ...	Video - How to Download ...
Nicholas Bongers	bongers@oakland.edu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cathryn Cheal	cheal@oakland.edu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dorothy Farrow	farrow@oakland.edu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shaun Moore	samoore@oakland.edu	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Matthew Switlik	switlik@oakland.edu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

First name: [All](#) [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

Last name: [All](#) [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

[Download in spreadsheet format \(UTF-8 .csv\)](#)
[Download in Excel-compatible format \(.csv\)](#)

Limitations

- Cannot guarantee that students are completing the item in all cases.
 - Can with activities like forums, quizzes, assignments.
 - Cannot with resources like videos, pdfs, links to webpages.
- If limits span between weeks, it could be confusing to students what they are required to do to open something up.

Setting Student Expectations

Christina Moore

A Student's Pass Into the Class

The School Supplies List

Due Saturday at midnight (11:55 p.m.)



Complete the Beginning of the Semester "To Do" List



Course Orientation Quiz



Restricted:

- Not available until the activity **Time Commitment** is marked complete.
- Not available until the activity **Quickmail: Communicating with the Class** is marked complete.
- Not available until the activity **Other Policies and Procedures** is marked complete.
- Not available until the activity **Grade Scale, Grade Determination, and Late Submissions** is marked complete.
- Not available until the activity **Course Description and Objectives** is marked complete.
- Not available until the activity **Course Calendar** is marked complete.
- Not available until the activity **Attendance and Academic Conduct** is marked complete.
- Not available until the activity **Course Orientation (Video: 14 min)** is marked complete.

The Digital School Supplies List

Complete the Beginning of the Semester Checklist

Beginning of the Semester Checklist

- Upload a picture of yourself to your profile (see "Profile" in the Administration block on the left).
- Sign up for a Dropbox or Copy account (see links in the first block on Moodle).
- In your Dropbox folder on your computer, create a folder for "WRT 160" and keep all electronic documents for our class in this folder-class notes, assignment drafts, and projects.
- Review the class syllabus and email me if you know of class sessions you will have to miss (cmamoore@oakland.edu).
- If you do not have the Microsoft Office Suite, download OpenOffice (see link in the first block on Moodle).
- If you do not have a PDF reader, download Adobe Reader (see link in the first block on Moodle). Since our class texts are mostly made up of online articles, they will be in PDF format, so it is important that you have this program.

Personalization

Storage

Organization

Free Software

A Student's Pass Into the Class

The School Supplies List

Course Orientation Quiz

Due Saturday at midnight (11:55 p.m.)



Complete the Beginning of the Semester "To Do" List



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- Not available until the activity **Course Orientation (Video: 14 min)** is marked complete.

Orientation Goals

Dropbox and Cony are examples of

During which week will student groups meet with me to discuss their project's progress?

In

Select

If you have issues using Moodle or an assignment is not working correctly, who can you contact for immediate assistance when I am not available?

Select one:

- a. University Technology Services, who is available through Kresge Library
- b. none of these
- c. Moodle Help, the link for which is in the top-left corner of our Moodle page
- d. a Kresge librarian

Situations for Support Services

A Student's Pass Into the Class

Read the [Expectations of Discussion Forums](#) page.

 Writing, Rhetoric, and Each of Us: Intro Discussion (Part 1 due Sat. at midnight; Part 2 due Mon. at midnight)

Restricted:

- Not available until the activity **Expectations of Discussion Forums** is marked complete.
- Not available until you achieve a required score in **Course Orientation Quiz**.

Due Monday at midnight

Complete Part 2 of the [Writing, Rhetoric, and Each of Us](#) forum.

 Turn in First-Week Essay Prompt

Assignment Specific

Course Specific

Measurements of Success

Reduced rate of questions with student

Less tech troubleshooting

Earlier drops before deadline

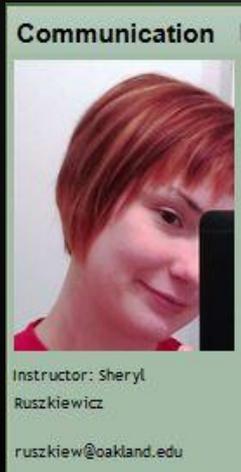
Self-regulated “early alert” measures

...as you can see I am a little behind. I came down with the stomach bug I...I will work my butt off to make sure everything gets caught up I promise. I understand that my grade will be affected.

I would ...say that I am usually not like this, but that is a lie! I always have trouble with classes right away. Usually I give up on the class altogether honestly. I have taken this exact class three others times between two different schools. I find this course really challenging for some reason, but the problem really lies in the fact that I give up on it after only a week or two.

Instructor Visibility and Classroom Community

Sheryl Ruszkiewicz



Creating an Online Community

Garrison (2007) discusses three elements of online community:

- Social presence
- Teaching presence
- Cognitive presence

Garrison, D. R. (2007). Online community of inquiry review: Social, cognitive, and teaching presence issues. *Journal of Asynchronous Learning Networks*. 11(1). 61-72.

Social: “Safe space” and Collaboration

How do I create social presence?

- Mini-biographies
- Group assignments
- Peer review and Dear reader letters
- Responding to students

Teaching: Share meaning, focus discussion

How do I create teaching presence?

- Share interest and self with students
- Photos, audio, and/or video
- Font and color choices
- Strategic discussion feedback

Cognitive: Connecting Knowledge

How do I create cognitive presence?

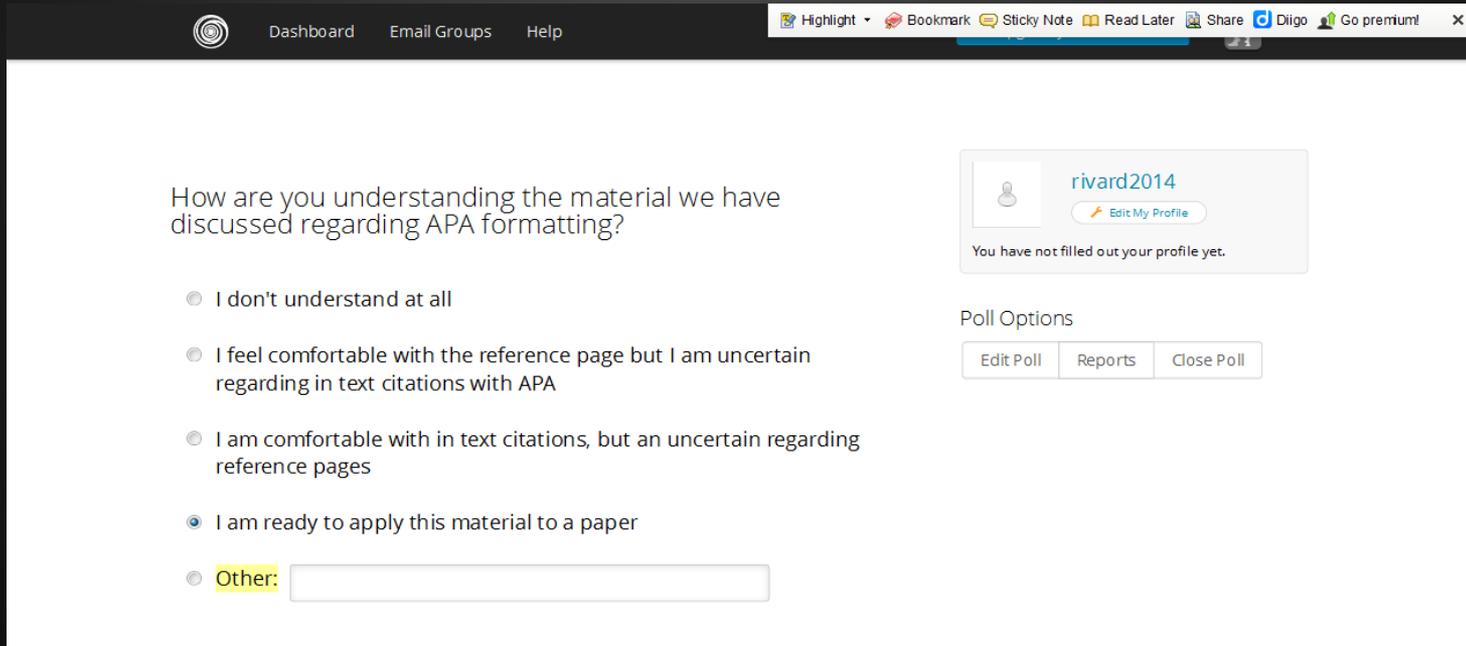
- Prior knowledge
 - “What do you know about...”
- Connect activities/assignments
 - “In your last assignment...”
- Personalized comments
 - “On your next assignment...”

The Pedagogy of Proctological Online Support

Rebecca Rivard

Anonymous polls

“the instructor must engage students in other digital-only ways to ‘take the emotional temperature’ (Hardiman, 2012, pg. 45) of the class and increase interaction with the students”



The screenshot shows a Blackboard poll interface. At the top, there is a navigation bar with links for Dashboard, Email Groups, and Help. To the right of the navigation bar are utility icons for Highlight, Bookmark, Sticky Note, Read Later, Share, Diigo, and Go premium. The main content area features a poll question: "How are you understanding the material we have discussed regarding APA formatting?". Below the question are five radio button options. The third option, "I am ready to apply this material to a paper", is selected. The fifth option, "Other:", is followed by a text input field. On the right side of the poll, there is a user profile box for "rivard2014" with an "Edit My Profile" button and a message stating "You have not filled out your profile yet." Below the profile box is a "Poll Options" section with buttons for "Edit Poll", "Reports", and "Close Poll".

Dashboard Email Groups Help

Highlight Bookmark Sticky Note Read Later Share Diigo Go premium

How are you understanding the material we have discussed regarding APA formatting?

- I don't understand at all
- I feel comfortable with the reference page but I am uncertain regarding in text citations with APA
- I am comfortable with in text citations, but an uncertain regarding reference pages
- I am ready to apply this material to a paper
- Other:

rivard2014
Edit My Profile
You have not filled out your profile yet.

Poll Options

Edit Poll Reports Close Poll

Keller's ARCS model for email and texting

Attention

Hello Chris,

You will want to review the video regarding paraphrasing, summarizing and quoting to catch up on the work you missed this week.

Relevance

There is an assignment due February 9th regarding this practice which is worth 10% of your final grade.

Confidence

Please email me if you have any questions regarding this or any other assignment.

Satisfaction

Let's work to get you back on track.

Avoid “passive withdrawal” (Simpson 2004)

possible intervention points:

- post initial assessment
- non submission of assignment/test
- failure of an assignment
- pre-exam or paper to remind students of details or assignment specifications

Simpson, O. (2004, 19 1). The impact on retention of interventions to support distance learning. *Open Learning*, 79-96.

Limitations

- loss of personal responsibility on the student's part (have clear boundaries)
- you can't save all of the students all of the time

Results, Conclusions, Future Study

Preliminary Results: Pass Rates

Summer 2013

Instructor 1: 15 of 18 students passed, 2 W's, 1 0.0

Instructor 2: 22 of 22 students passed

Instructor 3: 13 of 22 passed, 8 W's, 1 0.0

Instructor 4: 19 of 21 passed, 1 Incomplete, 1 0.0

Instructor 5: 5 of 9 passed, 1 W, 3 0.0 (1 no show)

Instructor 6: 14 of 19 passed, 4 0.0 (2 no show)

Instructor 7: 18 of 21 passed, 3 0.0 (1 no show)

Preliminary Conclusions

- Intrusive Advising strategies significantly increase persistence and pass rates.
- Multiple, scaffolded deadlines per week result in higher completion rates than one deadline per week.
- Students reported positive feedback on video presence.
- Target no-shows, non-starters, and students who vanish

Further Study

- Will examine pass rates in Winter 2014 compared with prior semesters.
- Include instructor reflection.
- Include student reflection.
- Disseminate results.
- Incorporate best practices into face-to-face sections as well as online sections.