THE EXPERIENCE OF A FIRST-TIME ONLINE CULTURAL STUDIES INSTRUCTOR: A CASE STUDY

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Agenda

First half of presentation:
- Sharing the study

Second half of presentation:
- Jigsaw activity
  - *QR Reader and Google Docs*

LITERATURE REVIEW

First-time Faculty User's Experiences

Transitioning from Traditional to Online Instruction

■ Overestimate ability with digital tools, overestimate effectiveness of digital tools (Bjelland, Miller, & Sprecher, 2014).

■ Digital mode of delivery can seem restrictive (Regan, Evmenova, Baker, Jerome, Spencer,

Lawson, & Werner, 2012).

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Aa Bb Cc Dd Ee Ff Gg

"I appreciate the text, Kate, but next time you can just raise your hand."

First-time Faculty User's Experiences: Teacher Identity

- Relatively few studies have looked at distance education from the first-time faculty user's point of view.

First-time Faculty User's Experiences: Challenges

- Technology

- Time (Bjelland, Miller, & Sprecher, 2014)

- Actual mode of delivery (Choi & Park, 2006)

METHODOLOGY

Guiding Questions

1. What is the progression of a first-time online instructor throughout the semester?
2. What factors does the first-time online instructor perceive to have the greatest impact on course creation and teaching strategies?

Participants

- Pamela
- Kristina
- Mid-sized university in Mid-Atlantic region

Data Collection

- Four interviews

- Audiotaped and transcribed verbatim

- Themes were established and coded using NVivo 10

- Excerpts were then selected

FINDINGS

Type of course

■ Type of course matters:
- Cultural studies course
- 16 weeks, 13 modules

■ The modules were:

1) What is Cultural Studies?
2) Culture and Identity Politics,
3) Politics of Self-Representation,
4) Politics of Representation,
5) Cultural Studies Project,
6) Identity Politics and Gender,

7) Vocabulary Quiz I,
8) Culture and Media Representations I,
9) Culture and Media Representations II,
10) Culture and Media Representations III,
11) Local and Global Identity,
12) Online Presentations, and
13) Online Presentations.

Cultural Studies Specifics

- Student assignments
- Nature of the material
- Language proficiency barriers

Instructor Personality

- Personality and motivation for going online
- Digital Immigrant Mindset → evolution in perception

The Interviewer

- Kristina related to Pamela on a personal level
- Differences in pedagogical beliefs

Best Practices in Distance Education

- Begin designing the course as soon as possible
- Establish and maintain a strong instructor presence

Constraints in Distance Education

■ Time constraints and prioritizing
  – large class size
  – design, assessment, feedback
■ Managing online assignments

Results of Best Practices

- Student engagement
- Production of quality work
- Increased efficiency of course delivery
- Increased structure of course content
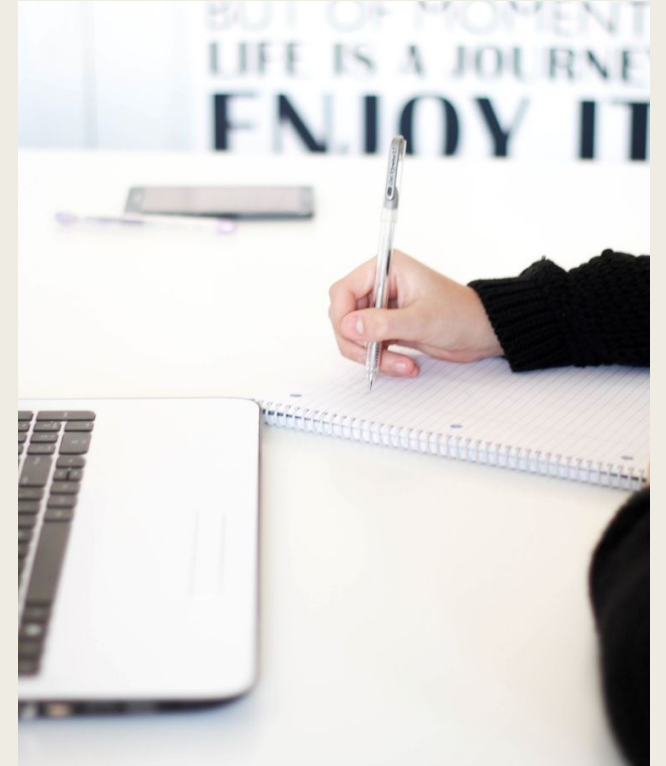
IMPLICATIONS

Content and Design Implications

- Begin work on the course as soon as possible
- Four elements to prioritize:
  - Designing assignments
  - Critical and analytical thinking
  - Online synchronous chats
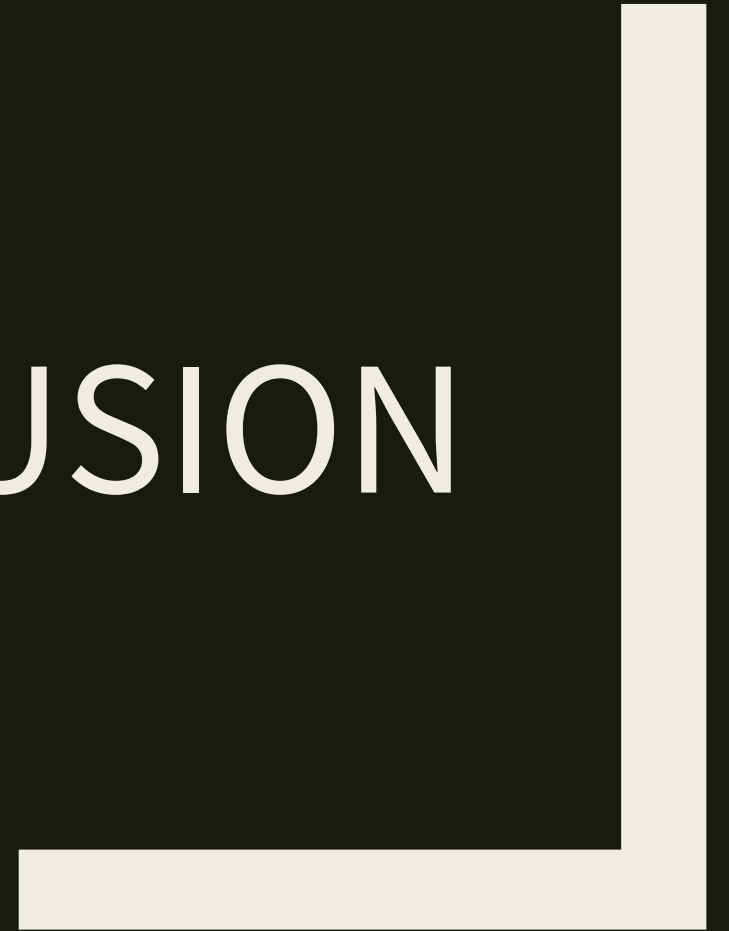 - Limited class size

Instructor Implications

■ The personality of the instructor was an important factor that emerged in this study.

    – Digital immigrants/natives

    – Incorporation of videos

Language Implications

- ■ English language learners → instructor available "24/7" → not manageable

- ■ How to support English language learners?

CONCLUSION

Student Interaction and Student Outcomes

- Interaction with students → satisfied online instructors → influence student outcomes
- Planning, feedback, pace of delivery
- Designing assignments
- Strong instructor presence

Instructor Personality and Nature of the Course

- Challenge of encouraging and measuring critical thinking
  - Feedback on discussion posts
  - Synchronous class session
  - Limiting the class size
- Online format just as efficient as face-to-face class

JIGSAW ACTIVITY

Small Group Discussions

Cultural Studies Course:

- What specifically about your content might be problematic when it comes to converting your course online?

- What would lend itself to online learning as far as your content is concerned?

Assignments:

- How can your assignments be designed in constructivist terms? What would excellent (collaborative) assignments look like?

- How can you ensure that students are engaging critically with the material?

- Which components of your course should be synchronous/asynchronous?

Nature of Students:

- Beyond the characteristics of the "typical" online student, what specific characteristics of your students should you be keeping in mind when you design your course?

- What are the technological requirements for your course? How would you bridge the gap within your student body?

Instructor:

- How would you leverage your instructor personality?

- What would you do to establish instructor presence?

- How will the nature of the digital immigrant/digital native influence your course?

Solutions for Constraints:

- What are some time-saving strategies that you could implement?

1. [Cultural Studies Course](https://goo.gl/DCtTPl)

https://goo.gl/DCtTPl

2. [Assignments](https://goo.gl/KPg2yb)

https://goo.gl/KPg2yb

3. [Nature of Students](#)

4. [Instructor](#)

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