



The Online Teaching and Learning SIG Newsletter

Volume 2, Issue 1, February 2018
American Educational Research Association



OTL Website

For the AERA OTL SIG website, go to:

www.AERAOTL.com.

This website has information about the OTL SIG, membership, committees, officers, and related activities at the AERA Annual Meetings.

Graduate Student Research

We are seeking research proposals and briefs for the new graduate student research column in the OTL newsletter. Please send your entries to Tugce Aldemir (stfa5065@psu.edu).

EDITORIAL STAFF

Gina J Mariano, Editor - gjmariano@troy.edu

Tugce Aldemir, Content Editor - tfa5065@psu.edu

Denise Nadasen, Associate Editor -

denise.nadasen@gmail.com

Amanda Jacobs, OLC Coordinator -

amanda.jacobs@unco.edu

Iwona Lech, Research Section Coordinator -

iwonalech@gmail.com

Stephanie Colby, Webmaster for the OTL Website -

stephanie.colby@postgrad.curtin.edu.au

Research Highlights

1. Why online? Perspectives, attitudes, and behind the scenes of online learning and teaching:

Kahn, P., Everington, L., Kelm, K., Reid, I., & Watkins, F. (2017). Understanding student engagement in online learning environments: The role of reflexivity. *Educational Technology Research and Development*, 65(1), 203-218.

This paper reports on multiple case studies that explored student engagement in a set of postgraduate fully online degrees. It explores how tasks and social interactions in online learning environments trigger students' reflexivity. It highlights the scope for dissonance between the modes of reflexivity and practices favored by an online learning environment and the reflexive profile of the student.

2. Online learning and teaching tools:

White, A. (2016). Using digital Think-Alouds to build comprehension of online informational texts. *The Reading Teacher*, 69(4), 421-425.

The ability to navigate and comprehend online informational text is essential for 21st century learners. It requires orchestrating a mix of old and

new reading strategies, and it's easy for teachers and students to feel overwhelmed! This paper describes a way of combining student screencasting with Reciprocal Teaching to help students and teachers slow down and more deeply explore and understand the component skills of online informational reading.

3. Broader spectrum of online learning:

Arbaugh, J. B. (2004). Learning to learn online: A study of perceptual changes between multiple online course experiences. *The Internet and Higher Education*, 7(3), 169-182.

This paper reports on changes in students' perceptions of technological, course conduct, and course outcome variables as they participated in multiple online courses over a 4-year period. Although there was little to no significant change between the first and second online courses, the significant changes in students' satisfaction with the internet as a course delivery medium, their perceptions of participant interaction, and the usefulness and ease of use of the course software suggest that students need to take at least two online courses before drawing conclusions about this delivery medium.

4. Emotions and Cognition: Emerging Foci of Online Learning Research:

O'Regan, K. (2003). Emotion and e-learning. *Journal of Asynchronous learning networks*, 7(3), 78-92.

Traditionally, emotion and cognition have been viewed as polar opposites and this view has been incorporated into theories of learning. One reason for this may be a lack of clarity in defining emotion. In fact, there are other perspectives on how emotion, cognition, and learning are related. These considerations emerge with renewed vigor with the

move to online education. The author interviewed eleven students studying online. These students identified emotions which were critical to their online learning. Evidence from the literature and from the interviews positions emotion as central and essential to the teaching and learning process.

5. Communication and Collaboration in Asynchronous Learning Environments:

Kreijns, K., Kirschner, P. A., & Jochems, W. (2003). Identifying the Pitfalls for Social Interaction in Computer-Supported Collaborative Learning Environments: A Review of the Research. *Computers in Human Behavior*, 19(3), 335-353.

Computer-mediated, world-wide networks have enabled a shift from contiguous learning groups to asynchronous distributed learning groups utilizing computer-supported, collaborative learning environments. Although these environments can support communication and collaboration, both research and field observations are not always positive about their working. This article focuses on factors which may cause this discrepancy, centering on two pitfalls that appear to impede achieving the desired results, namely taking for granted that participants will socially interact simply because the environment makes it possible and neglecting the social (psychological) dimension of the desired social interaction. It examines the social interactions which determine how groups develop, how sound social spaces characterized by group cohesion, trust, respect and belonging are established, and how a sense of community of learning is established. It concludes with an evaluation of educational techniques proposed by instructors and educators, as well as the findings of educational researchers and guidelines for avoiding the pitfalls.

OLC Corner



The December issue of Online Learning featured a special section of high quality papers presented at the American Education Research Association's (AERA) 2017 Annual Conference. Through a collaboration between the Online Learning Consortium and AERA, this issue highlights 11 papers selected from more than 100 original submissions to the SIG-OTL. These papers include research on online collaboration from the perspectives of minority students and instructors, how perceptions of communities are influenced by course length and discussion facilitation, and on the relationship between self-reflection and achievement in online K-12 math courses. The issue also contains 6 articles from our regular submission process addressing vital issues related to modalities, learning processes, motivation, satisfaction, and performance.

On March 1st, the latest edition of Online Learning will be released. This issue will include 12 articles on topics including learner engagement, MOOCs, and a broad variety of empirical research. Please [read and share](#) this new issues with colleagues!

OLC Insights: Contribute to the OLC Blog

If you are interested in submitting a post to the OLC blog, learn how to do so [here](#).

The OLC Research Center for Digital Learning and Leadership

The mission of The OLC Research Center for Digital Learning and Leadership is to transform teaching and learning in the digital learning landscape through the dissemination of research throughout the field. In collaboration with the OLC community, the Research Center seeks to further knowledge of the field, to create collaborative networks among like-minded professionals who share similar knowledge bases, and to provide original, evidence-based, and theoretical-based research. The purpose of The Research Center is to provide resources for researchers and practitioners who seek resources on topics related to digital learning trends, innovations, and effective practices in the field.

Research studies, white papers, journal articles and other resources including webinars, podcasts and publications are categorized into six different categories: teaching & learning, instructional/learning design, leadership, digital learning, annual reports, and the AERA Online Teaching and Learning SIG newsletter which is made possible through a collaboration with AERA. All of the resources in the center are either original research that has been conducted through commissioned, sponsored, or institutional collaborations; curated research that is made possible through collaborations with a variety of institutions and organizations; curated articles from OLC's peer-reviewed journal, Online Learning; or resources that supplement research in these six areas. Visit and contribute to the Research Center [here](#).