Research Highlights

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


Student satisfaction is used as one of the key elements to evaluate online courses, while perceived learning is considered as an indicator of learning. This study aimed to explore how online learning self-efficacy (OLSE), learner–content interaction (LCI), learner–instructor interaction (LII), and learner–learner interaction (LLI) can predict student satisfaction and perceived learning. A total of 167 students participated in this study. Regression results revealed that the overall model with all four predictor variables (OLSE, LCI, LII, and LLI) was significantly predictive of satisfaction and perceived learning. The study found that LCI was the strongest and most significant predictor of student satisfaction, while OLSE was the strongest and most significant predictor of perceived learning. However, LLI was not predictive of student satisfaction and perceived learning. This study suggests that instructors employ strategies that enhance students’ OLSE, LCI, and LII. Research is needed to understand how LLI fosters student learning and satisfaction.
2. Online learning and teaching tools:


**Background**: Digital open badges support competence-based professional development and criteria-based assessment of competences in digital environments. As the use of digital badges is growing rapidly, there is a need for in-depth pedagogical understanding to enable effective classroom application.

**Purpose**: This study seeks to examine the stages of online scaffolding and instructional badging in the digital open badge-driven learning process. We researched students’ experiences of scaffolding in badge-driven learning.

**Sample**: Data were collected from group online interviews (\(n = 6\)) with trained Finnish vocational teachers (\(n = 17\)) and students of vocational teacher education (\(n = 12\)) who earned badges of digital pedagogical competences in the national Professional Development (PD) programme called ‘Learning Online’.

**Design and methods**: This qualitative study was conducted via data-driven content analysis. Hierarchically inclusive relationships were analysed in an ongoing comparison to examine the stages of scaffolding in the digital open badge-driven learning process. The findings were mapped against Salmon’s five-stage-model to represent individual and group thinking regarding a specific concept at a particular time.

**Findings**: The findings reflect students’ experiences and provide insights regarding the optimal form of assessments and scaffolding. They further illustrate the challenges and opportunities involved in badge-driven learning from the perspective of professional development.

**Conclusions**: Based on the findings, we raise questions for further research and suggest a practical approach to help teachers to plan and conduct scaffolding and instructional badging in the digital open badge-driven learning environment.

3. Broader spectrum of online learning:


Massive Open Online Courses (MOOCs) allow learning to take place anytime and anywhere with little external monitoring by teachers. Characteristically, highly diverse groups of learners enrolled in MOOCs are required to make decisions related to their own learning activities to achieve academic success. Therefore, it is considered important to support self-regulated learning (SRL) strategies and adapt to relevant human factors (e.g., gender, cognitive abilities, prior knowledge). SRL supports have been widely investigated in traditional classroom settings, but little is known about how SRL can be supported in MOOCs. Very few experimental studies have been conducted in MOOCs at present. To fill this gap, this paper presents a systematic review of studies on approaches to support SRL in multiple types of online learning environments and how they address human factors. The 35 studies reviewed show that human factors play an important role in the efficacy of SRL supports. Future studies can use learning analytics to understand learners at a fine-grained level to provide support that best fits individual learners. The objective of the paper is twofold: (a) to inform researchers, designers and teachers about the state of the art of SRL support in online learning environments and MOOCs; (b) to provide suggestions for adaptive self-regulated learning support.

Online Teaching Idea Sharing

Using Google Tools in Online Courses

Google Forms provide a simple way to get feedback from your class. You can distribute a survey, ask for feedback on course activities, or even give a quick quiz with this free tool. Your results will be displayed in an Excel-compatible spreadsheet, and you can even create graphs to illustrate your collected data. If you are not familiar with how to use Google Forms, here is a quick tutorial: [How to use Google Forms](#).

Have you tried using a Google Doc for a class discussion? This is a great way to hold small group discussions. Create a Google Doc for each group with discussion questions, and students can carry on a conversation either asynchronously or in real-time. To check for participation, you can view the version history and see when each student contributed to the conversation. Here is a quick-start guide to Google Docs: [How to use Google Docs](#).

For more resources on promoting engaged student learning, visit the [University System of Georgia Teaching and Learning Conference](#) site. This year’s conference was held in April, but the posted schedule includes handouts and presentations from many of the presenters.

AERA OTL 2020

The 2020 AERA Annual Meeting will take place April 17 - 21, 2020, in San Francisco. The Call for Submissions is now open, with a deadline of July 10, 2019 at 11:59 pm PDT. Please submit proposals to the Online Teaching and Learning Special Interest Group!

OLC Corner

OLC Accelerate

The [OLC Accelerate Conference](#) is scheduled for November 19-22 in Orlando, Florida. This year’s theme, Accelerating Online Learning Worldwide, celebrates the 25th anniversary of the conference. Attendees at this year’s conference will have the opportunity to hear the rich history surrounding anytime/anyplace online learning and glimpse into the trends impacting the future of digital and online education. OLC’s annual awards recognizing innovations in online teaching and learning will be presented at the event. The conference brings together digital educators from around the world to meet and present on approaches and challenges to digital teaching and learning.

OLC published [Issue 23:2 of the Online Learning Journal](#) (OLJ). The current issue presents papers on topics related to faculty development, student and faculty support, pedagogy, and digital tools. This issue includes a review of the book *Blended Learning in Action: A Practical Guide Toward Sustainable Change*.

We invite you to read and share this issue with colleagues and to consider submitting your original work to [Online Learning](#), a leading research journal for digital and online professionals.

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If you have ideas or suggestions, please contact Gina Mariano, Editor - [gimariano@troy.edu](mailto:gimariano@troy.edu)