



# Growing Online Learning

**2013: Self-Regulated Learning**

*FREE web-based conference for Illinois community colleges.*

**February 19 – 21, 2013**

## Keynote – Motivation and Student-Centered Online Learning

Anita Crawley  
 Author “Supporting Online Students: A Practical Guide to Planning, Implementing, and Evaluating Services”



Feb. 19 12:00 PM	<b>Motivation and Student-Centered Online Learning</b>	Anita Crawley
Feb. 19 3:00 PM	<b>Self-Regulated Learning: What does it look like in online education?</b>	Molly Baker Sauk Valley Community College
Feb. 20 9:00 AM	<b>Student Resistance to Active Learning in a Flipped Classroom</b>	Kona Jones Richland Community College
Feb. 20 12:00 PM	<b>Getting Students to Read and Do Homework before Class</b>	Linda Lee Carl Sandburg College
Feb. 20 3:00 PM	<b>Creating a Sense of Community in an Online Class</b>	Annette Gonzalez Moraine Valley Community College
Feb. 21 9:00 AM	<b>Peer Mentoring in an Online Learning Program</b>	Ray Schroeder, Emily Boles & Carrie Levin University of Illinois Springfield
Feb. 21 3:00 PM	<b>Activities &amp; Assignments that Promote Self-Regulated Learning</b>	Tracy Mustread, Spoon River College Anna Marie Pietrolonardo, Illinois Valley Community College Eric Thompson, College of DuPage

Registration and additional information are available [here](#).

For additional information contact: Jeff Newell, ILCCO Director, (217) 558-2066, [jeff.newell@illinois.gov](mailto:jeff.newell@illinois.gov)

## Sessions

### **Keynote: Motivation and Student-Centered Online Learning**

February 19, 12:00 PM

Anita Crawley

Author, “Supporting Online Students: A Practical Guide to Planning, Implementing, and Evaluating Services”

In this presentation, we will take a look at what research is telling us about one personal characteristic that may influence success in online courses – motivation. While students may enroll in your online courses with different levels of motivation for learning and academic success, your course design and facilitation strategies can motivate students to learn and complete the course. Discussion will include:

- Key findings from motivation in online learning research
- Course design elements to improve motivation
- Facilitation strategies to improve motivation

Bio: Anita Crawley is a consultant for various organizations and an online instructor and course developer for UCLA Extension and the Illinois Online Network. She previously held counseling/faculty and administrative positions in student affairs and distance learning programs at Harper and Montgomery Colleges. She is recognized for her pioneering work in the field of supporting online students.

### **Self-Regulated Learning: What does it look like in online education?**

February 19, 3:00 PM

Molly Baker

Director, Instructional Technology  
Sauk Valley Community College

Many students aren't prepared for the college online learning experience, have rarely had to self-regulate even for face-to-face classes, and do not realize how important it is in online learning. In K-12, parents and teachers guide and often do the regulating for them! Now in college, students need to be proactive, self-disciplined, self-guiding and willing to apply learning strategies to their goals. This session will share a model of self-regulated learning that can apply to online learning and will be the basis for many of the other sessions throughout the week.

### **Student Resistance to Active Learning in a Flipped Classroom**

February 20, 9:00 AM

Kona Jones

Director of Online Learning  
Richland Community College

This session will focus on student's misconceptions about learning and how these misconceptions lead to resistance to active learning in a flipped classroom environment. Recent literature on benefits of the

flipped classroom and active learning will be discussed as well as qualitative feedback from students participating in this type of classroom environment. Additional discussion will also cover different ways instructors can educate students on the importance and relevance of active learning.

## **Getting Students to Read and Do Homework before Class**

February 20, 12:00 PM

Linda Lee, Presenter  
Coordinator of Online Distance Learning  
Carl Sandburg College

In this workshop we will look at student reading habits and persistence; how students contribute to the problem; how faculty contribute to the problem and what we can do. Strategies and tips for reaching the 75% of students who don't do the readings will be given.

## **Creating a Sense of Community in an Online Class**

February 20, 3:00 PM

Annette Gonzales  
Director, Non-Traditional Learning  
Moraine Valley Community College

Having a sense of community can make a big difference in student retention and success in an online environment. Learn some tips and tricks on how to engage your online students and create a sense of community for them. The presentation will discuss using faculty bios, discussion boards, feedback, announcements, and more to help get your students engaging with you and each other.

## **Peer Mentoring in an Online Learning Program**

February 21, 9:00 AM

Ray Schroeder  
Associate Vice Chancellor for  
Online Learning  
Director, Center for Online  
Learning, Research and Service  
University of Illinois Springfield

Emily Boles  
Senior Instructional Developer  
Center for Online Learning,  
Research and Service  
University of Illinois Springfield

Carrie Levin  
Assistant Director  
Center for Online Learning,  
Research and Service  
University of Illinois Springfield

An online peer mentor is a successful student, who is placed in a course that he or she had completed, to serve as a guide for others. The duties of online peer mentors include tutoring students, facilitating discussion, and locating resources, but their most essential function is to model the role of a successful student.

In this session, we will explore the role of online peer mentors in the successful online learning program at the University of Illinois Springfield, including the following questions:

1. What is an online peer mentor?
2. How is an online peer mentor different from an online supplemental instructor?

3. What role do online peer mentors have with grading?
4. What training do online peer mentors have?
5. How are online peer mentors chosen?
6. What qualities make for a good online peer mentor?
7. What are the advantages to a faculty member of having an online peer mentor?
8. What are the advantages to students of having an online peer mentor in the class?

## **Activities & Assignments that Promote Self-Regulated Learning (Faculty Panel)**

February 21, 3:00 PM

Tracy Mustread  
Instructor of HIM/CNA  
Program  
Spoon River College

Anna Marie Pietrolonardo  
Professor, World Languages  
Illinois Valley Community  
College

Eric R. Thompson  
Associate Professor, Criminal  
Justice  
College of DuPage

Student engagement and self-regulated learning can be stimulated through meaningful and well-designed activities and assignments. This session will invite our three panel guests to share and discuss many of the ones they have developed and tested in their courses, especially ones that have helped students take an active role in regulating their own learning, thereby contributing to their success and retention. Participants will also be encouraged to share some of their success stories related to course activities or assignments.