

## SoTL Commons Conference 2020 Savannah

**Conference Track:** Online Learning

**Session Type:** Research Brief & Reflection Panels

**Title:**

Building Relationships in Online Classes to Promote Socially Constructed Learning and Critical Inquiry

**Abstract:**

Strategies from three current books that support social learning and critical inquiry in a supportive online learning environment will be presented. *The Culture Code* (Coyle, 2018) provides strategies for building relationships. *Creating Wicked Students* (Handstedt, 2018) provides strategies for creating discussions and learning activities that require creative thinking and inquiry. And, *The New Education* (Davidson, 2017) provides strategies for course structure, goals, and assessment. Phase one of a new study focused on evaluating the impact of these strategies in online classes will be shared and suggestions for future iterations of the study will be solicited.

**Proposal:**

Many college courses are currently being presented with courseware that saves the instructor time, but severely limits the opportunity for socially constructed learning and teaching presence. The success of an online course depends on building and promoting cognitive, social, and teaching presence through the course design, delivery, and content. Building teacher to student and student to student relationships are a key to unlocking the power of moving the basic understanding of academic content towards the critical application of academic content to build new knowledge and inform practice. These important components to successful learning can be utilized in any course.

Strategies from three current, best-selling books and examples of how they are being implemented in online courses to support relationships, social learning, and critical inquiry in supportive online learning environments will be presented. *The Culture Code* (Coyle, 2018) provides strategies for building relationships. *Creating Wicked Students* (Handstedt, 2018) provides strategies for creating discussions and learning activities that require creative and critical thinking and inquiry. And, *The New Education* (Davidson, 2017) provides strategies for course structure, learning goals, and assessment.

These strategies are being put into practice in my online classes and their impact will be studied over the course of the next several semesters. Phase one of this new study examines the impact of the practices presented in this session on building teacher to student and student to student relationships that support academic learning. The methodology for this study will be shared and suggestions for future iterations of the study will be solicited.

**Keywords:** relationships, online learning, socially constructed learning, teaching presence, critical inquiry

### References

Coyle, D. (2018). *The culture code: The secrets of highly successful groups* (First edition.). New York, New York: Bantam Books.

Davidson, C. (2017) *The new education: How to revolutionize the university to prepare students for a world in flux*. New York, New York: Basic Books.

Hanstedt, P. (2018). *Creating wicked students: Designing courses for a complex world*. Sterling, Virginia: Stylus Publishing.