Decoding informal online learning to advance nonprofit missions
Been there. Done that.
Emerging Student Patterns in Coursera-style MOOCs

Data from: Kizilcec, Piech, & Schneider (2013)
How *DO* people learn informally online?
6 Effective Principles of informal online learning design, identified through a theory-building metasynthesis
Provide opportunities for learners to communicate with others in order to share and develop knowledge
#2

Share expert information through diverse and abundant learning objects
Transition the role of experts from gatekeepers to facilitators who mediate and provide scaffolding as needed.
#4

Develop learning objects with learner’s motivations and conflicting priorities in mind
#5

Facilitate ease of access and selection for learner choice and control with proper tagging of learning objects
Encourage commitment from members, targeting those with interest in the domain
Where do you have opportunities for improvement?

Do you have…?

1. Learner to learner communication
2. Diverse & abundant learning objects
3. Expert as facilitator, not gatekeeper
4. Learner-centered design
5. Search-friendly functionality & titling/tagging
6. Learner commitment
But where do I START?
Create diverse, easily shareable “learning objects”

- Survey-based Learning Modules
- GIFs or Micro Videos
- Email Series
- Text Message Series or Nudges
- Podcasting
Disaster Recovery

Coping with Stress

No one who experiences disaster is untouched by it. While it’s normal to feel stress after a disaster, experiencing too much at one time can negatively impact your family’s recovery process. These resources can help you understand your stress, and better cope with stress following a disaster.

Coping with Your Own Stress

- **Trying to Understand and Cope with Disasters** — Symptoms of stress and how to ease it, when to seek help.
- **What are Common Personal Reactions to a Disaster?** — Information about common reactions and Post-Traumatic Stress Disorder.
- **After a Natural Disaster: Coping with Loss** — University of Minnesota Extension and Partners — The five stages of grieving.
- **After a Natural Disaster: Managing Anger** — University of Minnesota Extension and Partners — Change how you see things, say how you feel, and calm down.
PDFs

Healthy & Fit on the Go

Strength Training
Maintain high-intensity resistance exercises that increase muscle fitness and bone strength in strength training. Resistance can be achieved with
non-strengthening or strengthening exercises involving major muscle
groups on two or more days a week. Perform at least one set of 8-12 repetitions for each major group. The strength exercises as it's difficult to attain the 12th repetition.

Major muscle groups: All exercises of the type of resistance exercise, use slow muscle contractions throughout the motion range of motion in each exercise and can work both left and right sides as well as the front and back of each body.

- Chest: push-ups on the floor or against a wall or table
- Upper back: push-ups, pull-ups, "swimming" shoulders to rear with resistance
- Biceps: pull-up with full upper arm, while constant and rear back should remain smooth.
- Triceps: pull-down exercises with full upper arm, while constant and rear back should remain smooth.
- Abdominal: plain old box have six pack or curl-ups are very effective.

Fatigue: Start with maximum that can be done, and then increase end of each exercise.

Standing exercises: All body moves in the front and back, arm and chest.

Chest: standing exercises (LEFs), both on floor, while resting on the back of the foot and load, knee slight.

Resistance Tools

Body weight: The weight of your own body and limbs can be a very effective resistance tool. For you, your own body weight is your resistance for leg exercises for your legs as well as your body weight.

In fact, it's a great idea to decrease strengthening exercises without any added weight or resistance. Here's what you can do:

- Add weight: Two very popular and effective types of strengthening training: Pulleys and work with added weight as resistance.

Household items: In cities, try some of these common items you remember to use them for your back to do some push-ups:

- Scissors:
- Rocks:
- Sandbags:
- Straps for resistance bands:

Free weights and resistance machines: Muscle building machines like Cybex, hula hoop, with weight disks, and band-ball machines are the most common tools used for strengthening exercises in schools and fitness gym. Check with your local gym or university for a demonstration of strengthening machines. Also, you can make your own strength bands using the helped resistance of a friction lock. Once you have the exercises, you can continue strengthening training at home.

GIFs

Upper Back Strengthening with Band

Standing Chest Press
Questions? Ideas?

Next: Evaluation Strategies
How *CAN* we measure informal online learning?
Content Appraisal

Knowledge level
the level of specialized knowledge needed to understand website content

Interrelatedness
how well pieces of content link to other content on the website

Relevance
how current and of interest the contest is to the intended audience

Usability
the readability and effectiveness of the presentation of the content

Actionability
the explanation of a next step to be taken by the user

Differentiation
how the content fills a unique need or offers a unique perspective

(Nadeau, Heidorn, Broady, & Whittle, 2012)
Belief Statement Surveys/Interviews

<table>
<thead>
<tr>
<th>Belief Statement</th>
<th>PS-1 Mean ± SD</th>
<th>PS-2 Mean ± SD</th>
<th>p Value (PS-1 vs. PS-2)</th>
<th>PS-2 Control Mean ± SD</th>
<th>p Value (PS-2 vs. Control)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I know how to prepare many different vegetables.</td>
<td>4.25 ± 1.06</td>
<td>4.25 ± 1.08</td>
<td>p = 0.50</td>
<td>4.23 ± 1.16</td>
<td>p = 0.44</td>
</tr>
<tr>
<td>2. I want to serve more balanced meals to my family.</td>
<td>4.33 ± 1.03</td>
<td>4.35 ± 1.09</td>
<td>p = 0.35</td>
<td>4.13 ± 1.14</td>
<td>p = 0.03 ²</td>
</tr>
<tr>
<td>3. Canned fruit is just as healthy as fresh fruit.</td>
<td>2.17 ± 1.17</td>
<td>2.21 ± 1.25</td>
<td>p = 0.30</td>
<td>1.93 ± 0.96</td>
<td>p = 0.01 ²</td>
</tr>
<tr>
<td>4. Frozen vegetables are just as healthy as fresh.</td>
<td>2.90 ± 1.37</td>
<td>3.00 ± 1.30</td>
<td>p = 0.065</td>
<td>2.91 ± 1.25</td>
<td>p = 0.24</td>
</tr>
<tr>
<td>5. It is easy to get my family to eat vegetables.</td>
<td>3.73 ± 1.30</td>
<td>3.82 ± 1.26</td>
<td>p = 0.055</td>
<td>3.79 ± 1.22</td>
<td>p = 0.38</td>
</tr>
<tr>
<td>6. It is easy to get my family to eat fruit.</td>
<td>4.37 ± 1.00</td>
<td>4.49 ± 0.90</td>
<td>p = 0.005 ²</td>
<td>4.43 ± 1.06</td>
<td>p = 0.27</td>
</tr>
<tr>
<td>7. Eating a diet that includes a lot of fruits and vegetables is expensive.</td>
<td>3.42 ± 1.39</td>
<td>3.17 ± 1.45</td>
<td>p = 0.0005 ²</td>
<td>3.06 ± 1.30</td>
<td>p = 0.21</td>
</tr>
<tr>
<td>8. It is time consuming to prepare healthy food.</td>
<td>2.45 ± 1.31</td>
<td>2.29 ± 1.27</td>
<td>p = 0.005 ²</td>
<td>2.45 ± 1.28</td>
<td>p = 0.09</td>
</tr>
</tbody>
</table>

¹ Responses were recorded on a five point scale where 1 = Strongly Disagree and 5 = Strongly Agree; ² One sided t-test used to test changes after the Food Hero campaign; p < 0.05 was considered significant.

(Tobey, Koenig, Brown, & Manore, 2016)
RE-AIM Framework Survey

Reach: To what extent was the target audience (natural disaster responders) reached?

Effectiveness: What did the natural disaster responders see as strengths and weaknesses of the videos, and to what extent did the video series meet their needs?

Adoption: Was the information in the video series applicable to natural disaster responders’ situation?

Implementation: Did the natural disaster responders integrate the video series into their disaster response?

Maintenance: Do the natural disaster responders plan to continue using the video series?

(Cronin, Hendrickson, & Croymans, 2018)
Contextual Analysis

(Joksimović, Poquet, Kovanović, Dowell, Mill, Gašević, Dawson, Graesser, & Brooks, 2018)
What kind of evaluation is right for your online learning opportunity?

Methods, techniques and approaches for impact evaluation should match the circumstances...

1. Purpose
2. Nature of intervention (e.g. course, website)
3. Research/evaluation questions
4. Level of existing knowledge
5. Resources available

(Patton, 2008)
Questions? Ideas?

Thank you!
References


