

How professors achieve togetherness in an online learning environment



教授們如何在線上教學上達到統一性

How professors achieve togetherness in an online learning environment

教授們如何使線上教學達到團結意識

by Shane Farver

作者：沙·恩弗

Instead of a room full of nervous faces greeting her at the beginning of fall semester, a cold computer screen stares back at a professor.



從這個秋季學期開始，在她所教授的課程中，一個寒冷的電腦屏幕取代了原本滿屋子的緊張面孔。

“How can I get to know my students, forge a bond with them, create community?” she thinks. After all, these are real people at the other end of cyberspace — flesh and blood students with expectations and needs.



她思考著“我該如何去了解我的學生們，該如何制訂上課規定、營造一個共通的上課環境呢？”。

畢竟，這些都只是存在網路另一端的真實學生-而這些有血有肉學生他們的期望和需要又是什麼呢。

As she mulls over this challenge, a student signing on to the professor's online class for the first time thinks to himself, "How can I get in, get out, and get on with my life?"



當她在仔細考慮這一個挑戰時，一位學生註冊了她的線上課程，而這位學生在第一次登入時心裡想著“我該如何登入，登出，而且這門課能使我的生活獲得進步嗎？”

As with a regular classroom, creating community in the online classroom can be a tug of war between students and professors with their own ideas about what shape the community will take. Factors such as learning goals, student expectations, and teaching style all influence online community creation.



與在一般的教室一樣，如何在線上教室中建立學生與教師的共識，這可能會成為師生間激烈爭辯的話題，而根據她們的想法，將會獲得什麼形式的共識呢!很多因素，例如：學習目標、學生期望、教學模式...等，都會影響到建立線上教學的師生共識。

Matt Metcalf, who recently received a bachelor's degree in architecture from the University of Utah, said he gleaned more than expected from an online humanities course he recently took. However, a sense of community isn't what he signed up for. "I just wanted to get it done and out of the way," he said.



一位最近從猶他大學獲得建築學士的學生，馬特·梅特卡夫說，他在最近參加的人文學科的線上課程中，得到超過預期的收穫。然而，社群意識，並不是註冊這門課程的原因。“我只是想完成它”他說。

Students often sign up for online courses precisely to avoid being part of a community, said [Diane Kelly](#), an associate professor of nursing at the U. Instead, because students have so many other responsibilities, convenience is king.



一位在美國教授護理的副教授，黛安·凱利說“學生通常會註冊線上課程，正是為了要避免成為社群共識的一份子，因為學生有太多的工作要做，便利性對他們來說才是最重要的。”

“Our populations of students are working professionals,” Kelly said. “And, especially here in Utah, they’re usually working full time while going to school and many of them have significant family responsibilities as well.”



凱利說“我們的學生族群是有工作的專業人員(在職專班)”“而且，特別是在猶他州，這些學生雖然會來上學，但他們通常是全職工作的，而且其中某些人還有許多重要的家庭責任”。

Nevertheless, scholars have found that a sense of community in the learning environment contributes to students’ happiness and sense of support. “After all, communities are about relationships,” said Jerald E. Levine, an adjunct professor at the University of Maryland University College, in a [DE Oracle article](#). “They provide a sense of belonging. They reflect common interests.”



不過，學者們發現，在學習環境中的社群意識將帶給學生的快樂和支持的動力。“畢竟，社群共識就是關係”萊文·E·杰拉爾德，一位美國馬里蘭大學副教授，在 DE Oracle 的文章中提到“社群共識提供了歸屬感，它們反映了共同的利益。”

For [Linda Ralston](#), an associate professor in the U’s Department of Parks Recreation and Tourism, building community in the cyberspace classroom is just as vital as if the class were taking place under brick and mortar. “If you can achieve that, it’s a much more rich environment, even for me,” Ralston said.



對於琳達羅爾斯頓(猶他大學公園娛樂和旅遊系副教授)來說，建立虛擬線上教學的社群意識和實體課程一樣重要。羅爾斯頓說“如果你可以做到這點，即使是我也會認為線上教學是一個更加豐富的教學環境。”。

But creating a sense of togetherness in the online classroom can be challenging. No inquiring faces or raised hands are visible, and telling whether your students are interested or indifferent is tricky. In fact, some students would rather drop off their assignments and leave without contributing at all.



但是建立線上課程的團結意識是具有挑戰性的。沒有充滿疑惑的臉或舉手發問的情形，想知道學生是否對課堂內容有興趣或漠不關心是困難的。事實上，某些學生寧願打瞌睡而放棄他們的作業和課堂發表意見的機會。

“In the [physical] classroom, naturally students will raise their hand and ask a question,” Ralston said. “They don’t always do that in an online environment, because they don’t know you as well and so they don’t know how you take a question, and so I like to be proactive.”



羅爾斯頓說“在實體教室裡，學生們舉手發問是自然地”“在線上教學中他們不總是做這些事，因為他們還不了解你，所以他們不知道你如何解答問題，所以我會表現出積極主動的樣子”。

In a [study](#) released in 2000 regarding creating community for distance learners at the University of Illinois, Caroline Haythornthwaite, Michelle M. Kazmer and Jennifer Robins noted that a sense of community doesn’t just happen.



在一項由伊利諾大學所發表於 2000 年，關於如何為遠距離教學建立社群意識的研究，卡羅琳·

海索斯懷特、米歇爾·M·Kazmer 和珍妮佛·羅賓斯指出，社群意識並不會只是碰巧發生。

“Community does not suddenly appear fully formed when students begin the program,” they wrote. “There is a learning and adjustment phase that is more difficult for some than for others.”



在他們的文章中提到“當學生開始這個計畫時，社群意識不會一下子表現出完全的型態”“其中有一個學習和調整的階段，那對某些人來說是比較困難的部分”。

In the online classroom, Ralston starts community building right away. She provides a virtual orientation to accustom students to technology she uses to teach. She requires them to post an introduction to themselves on an online discussion board. She finds out about their nicknames, their hobbies. And she remembers them.



羅爾斯頓立即開始在線上教學中建立社群共識，她提供了一個虛擬目標使學生習慣她所用來上課的高科技設備。她要求學生們將自我介紹發佈於線上討論區。她知道學生們的綽號、喜好，而且使她記得這些資料。

Then she takes the time to write each student a personal e-mail.



然後她花一些時間輸入每個學生的個人電子信箱。

“I contact them all and I look for something that shares an interest — or that I might be interested in learning more (about),” she said. “I try to start building that open communication line. I think it’s important in an online class that the teacher takes the time to make that first step.”



她說：“我可以聯繫到全部的學生，而且我找了一些有趣的事情與他們分享，或者說我可能對學習到更多感到有興趣。”“我嘗試開始建立交流管道，我認為這對線上教學來說是很重要的，任課教師需要花些時間來作這第一步動作。”

Ralston also takes note of when most of her students are in the online classroom and makes sure that she's there for answering questions or offering guidance. For virtual office hours, she sets up a Webcam so students can see her. She uses [Wimba Classroom](#), software that is new to the U and enables instructors to record lectures in audio or video, among other things.



羅爾斯頓還注意到，她的學生大部分都會在線上教室，確認她是否在線上，回答問題或提供指導。關於虛擬的導師時間，她使用攝影機，使學生可以看到她。她使用 Wimba 線上教室及會議系統的軟體，它可以將教師授課的內容記錄成聲音檔或視訊檔，以及其他的模式。

But do all students want community in the online classroom? “The importance of community totally varies by the content, by the learning objectives, and by the scope, if you will, of that particular course,” Kelly said.



但是所有的學生都希望線上課程存在社群共識嗎？凱利說“如果你是參與某些特殊的課程，社群意識的重要性完全是取決於不同的課程內容，不同的學習目標，不同的領域。”

Online learning environments vary just as classroom environments do. The objectives for, say, a gender communication course will be different from a geology course.



就像教室環境不同一樣，線上學習的環境也各不相同，必須根據授課內容，比如說，兩性溝通課程將會與地質學課程有所不同。

Because of that, professors need to decide if community is valuable to a particular class in the first place, Kelly said. "Do you need discussion boards in every single class? Do you need group work in every single class? And I would say 'No.'"



正因如此，教授需要決定在這門課程中將社群意識放在首要條件是否有意義，凱利說“在每一堂課你是否需要討論區？在每一堂課你是否需要分組活動呢？當然我會說‘不’”

Her approach to teaching online courses stems from her own experiences as a PhD student with a family: She didn't necessarily have the time or the desire to be a part of the classroom community.



她的線上教學方法源自於她自己的經驗，當她還在念博士時與家人同住：她不一定有時間或意願成為課堂中的一份子。

Ralston said she recognizes some students want to finish coursework as quickly as possible, and she doesn't penalize them for that. What is important, she said, is that teachers remain just as visible and connected to students online as they are in the classroom. "That classroom environment, when I'm there it's active." she said. "When they're there, it's active. And so I want them to feel like they can talk to us."



羅爾斯頓說，她承認有些學生想要盡快完成作業，她並不對他們這樣的行為給予處罰。什麼才是最重要的，她說，是當學生在線上教室時，導師是可以被看見的室，並連線到線上的學生們。“當我出現在那個教學環境中，它便開始有效使用。”她說“當學生們進入線上教室，線上教室是可以使用。所以我希望學生們感覺到他們可以對我們說話。”