**PID 3240, Reflective Thinking Report #3, Week 4**

**Objective:**

Today, in this reflective thinking report of the week four, I found that the interactions I have in this course with my instructor and with my fellow students are really important and contributes positively to my success in this course. In his book “Teaching Naked”, Bowen (2012) has emphasized the importance of these interactions, he stated, “Students are increasingly comfortable interacting online, but a body of literature suggests that the human connection remains an important part of online education.” (p. 239). Students and faculty need to interact with each other whether they are on campus or just taking online courses. In the next few paragraphs I will reflect on this important aspect of our day-to-day learning experience.

**Reflective:**

When I enrolled to my first online course five years ago, I was so scared that I will not be able to communicate with other students, and especially with my instructor. Soon after I received my access code to the course, my fears just disappeared, and eventually, it brought me a better experience than being in classroom with other students. I had more interactions with my instructor and it was much more than the physical ones. This experience became even better with the Provincial Instructor Diploma courses as there were offering all types of online interactions such as video conferencing with the faculty and with other students, recorded videos, podcasts, and discussion forums to name some. I found myself so connected and was able to find answers and explanations to all my concerns.

**Interpretive:**

As I had my nursing degree through online education, I found that some of my co-workers are not yet familiar with the latest online education experience. I was told once, “I can’t do the online thing, I need to sit in class and see the instructor”. Maybe I was feeling the same before I find that the online courses I am taking here are good as any on campus courses. I am glad that I have the opportunity to live both experiences with all of its positive and negative sides of it. Some research data show that “online courses with high levels of instructor-to-student interaction have a positive impact on student satisfaction and learning”. (RIT, n.d.). Others also have emphasized the importance of the interactions between students and faculty as a success factor for learning as well, Moore (1993) and Offir (2000) added “Interaction between instructors and learners is a critical element in the learning process during an online course (Moore 1993; Offir 2000, as cited in Gresh & Mrozowski, 2000, p. 3).

**Decisional:**

As a teacher, although I am not a formal teacher yet, I believe in the principle of proper communication between faculty and students. For that, there is no doubt that I will make sure that my students are well connected with me and with each other. Further literature research would possibly support this practice as shown from the quotes above. The only thing that concerns me is the school/college rules that may not align with my objectives in regards to the continuous interactions with my students. Furthermore, the model that the Provincial Instructor Diploma department at Vancouver Community College has showed me a great and doable model for the classroom and the online interactions. I have been in a classroom once and I have taken another three online courses and they all were just live examples of the concept discussed here. I will adopt this model and attempts to improve if there is any room left for improvement.

**References:**

Bowen, J. A., (July, 2012). Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning. First edition. Jossey-Bass.

Gresh, K., S., & Mrozowski, S. (Oct. 2000). Faculty/Student Interaction at a Distance: Seeking Balance. The Johns Hopkins School of Public Health. Baltimore, Maryland. Retrieved from https://net.educause.edu/ir/library/pdf/EDU0024.pdf

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