



Best Practice:
The Power of
Reframing Online Learning

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Perception

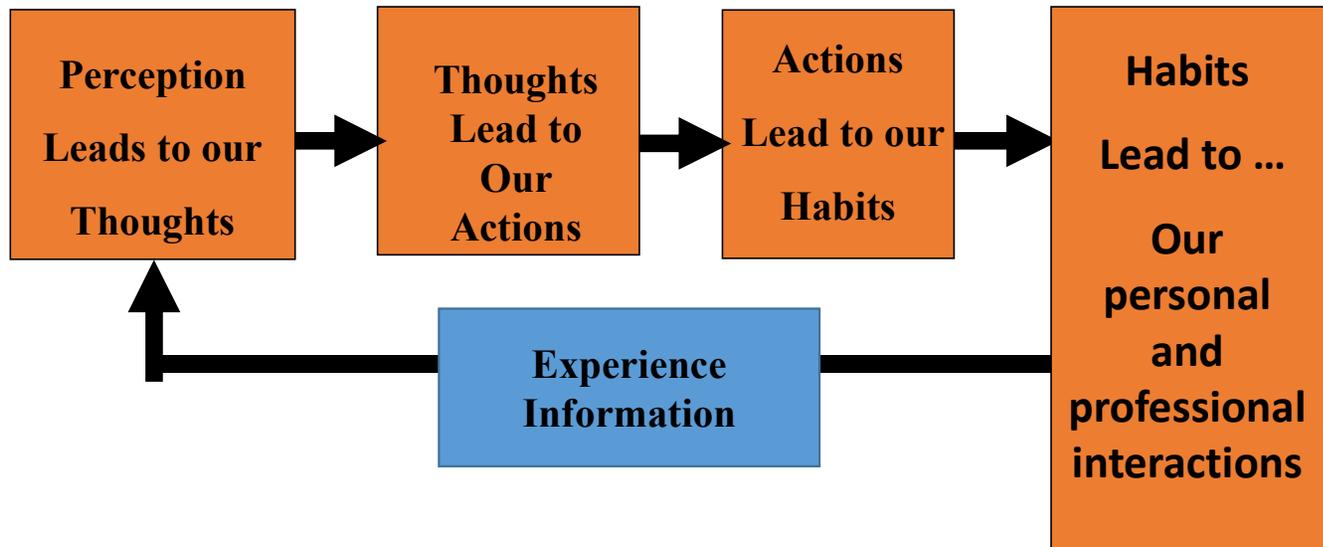








Perception



Both Good and Bad

- Helps us know how to act in traditional situations
- Is impacted by:
 - Optimism Bias and Over confidence
 - Functional Fixedness

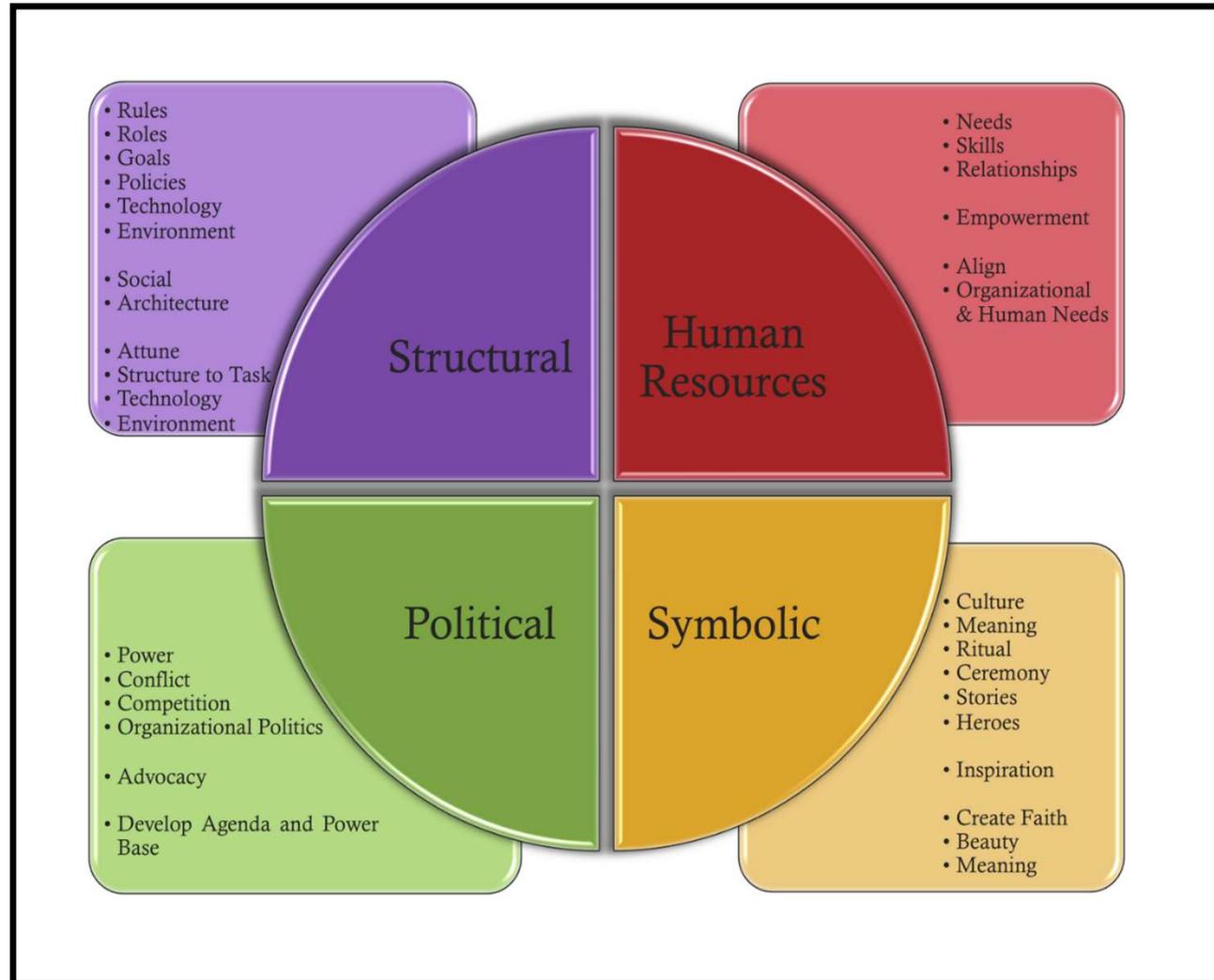
Special Attention to Community- It Is So Important in the New Normal

- We are inherently social creatures – innate.
- Most basic desire is to feel like we belong!
- We need communities. We need relationships. We need to be surrounded around people who believe what we believe.

**This is as true for an individual's success ...
organizational success... online success!**



The Frames?



The Structural Frame

The Structural Frame emphasizes:

- Goals, specialized roles, and formalized relationships.
- Specifically, this frame focuses on the division of labor, rules, policies, procedures and hierarchies that are currently established in the environment.

Problems:

- When the current “structure” established in the online program does not fit within the current environment.

The Structural Frame

When the leader/teacher is able to observe an issue through the structural frame:

- Carefully study the existing structure to understand how the structure works (or does not work) – redesigns if nec.
- Redefine new goals and strategies for moving forward
- Proactively change in response to changing goals, technology and external demands
- Increase communication effectiveness

Structural Frame

- **Continually Establishing Boundaries and Guideline. Let Stakeholders know what they are expected to be responsible for. What is their role?**
 - Alleviates anxiety
 - Prevent burnout
- **Establishing Goals**
 - What are your personal goals? What are the goals for Stakeholders? What are the goals for the program/class/organization in this new normal?
- **Communication Effectively**
 - Study by HBR found 46% of remote workers said the best managers were those who “checked in frequently and regularly.”
- **Address Technology:**
 - Keep it simple and structured... then add on.

Time Triangle: Impact of Tech

Figure 3. Time Triangles



Where is the time and energy going?

Brown, R. E. (2001). The process of community-building in distance learning classes. *Journal of asynchronous learning networks*, 5(2), 18-35.

**What Structural Elements are
Positively or Negatively
Impacting your
Class/Program/Organization?**

The Human Resource Frame

The Human Resource Frame emphasizes:

- The role individuals play in getting the work done while feeling good about themselves, the class/program/organization and their work.
- Specifically, this frame focuses on individual needs, feelings, prejudices, skills, and limitations

Problems:

- Arise when an individual or a group of individuals are unsatisfied and actively disengaged with their work

Human Resource Frame

- **Intentionally Focus on the Connectedness needs of specific Individuals**
 - Easy to become too task focused in the current situation. It is Critical to make time to continue to build connections between everyone in the department or organization
 - Separation from a physical space with face-to-face interaction has a tendency to reduce the sense of community, giving rise to feelings of disconnection, isolation, distraction, and lack of personal attention, which could affect student persistence in distance education courses or programs. - (Rovai, 2002)
- **Address the fit – Provide Training & Resources**
 - How are you working with those stakeholders who are not a “good fit” for online

**How can you use the Human
Resource Frame to Positively
Impacting your
Class/Program/Organization?**

The Symbolic Frame

The Symbolic Frame recognizes:

- Culture is the glue that holds a business together, unites people, and ultimately helps the leader accomplish their goals
- Stories, myths, rituals, ceremonies, history and symbols like vision, mission and values are the driving forces behind the culture

Problems:

- Are often associated with leaders not living up to those symbols that are communicated as important (i.e. the organizational values)

Symbolic

First, Set the Tone for the Culture - What values drive your course? How are you demonstrating/communicating those values?

**"People don't buy what you do,
they buy why you do it."**

- Simon Sinek

**What do you make your
stakeholders do because of
your values (or your
class/program/organization
values)?**

Symbolic Frame

Then:

- **Foster a Culture of Interconnectedness (not individual)**
 - Make sure everyone has their screens on.
 - Set up some digital space for stakeholders to catch up, chat, celebrate accomplishments/birthdays, or just discuss weekend plans is important to provide the feeling of socializing at work/class.
- **Set up the Stories You Want to Tell**
- **Praise, Reward and Reinforce**
 - Find reasons to praise and reward effective online working behaviors like completing tasks, asking questions, or contributing to an effective culture.

**How are you (or will you) use
the symbolic Frame?**

The Political Frame

The Political Frame views:

- “Organizations/Programs/Classes are coalitions composed of individuals and groups with enduring differences who live in a world of scarce resources” (Bolman & Deal, 2013, p. 209).
- Furthermore, leadership in these coalitions looks to use power and influence to address this landscape. Effective leaders are able to use conflict, negotiation, and bargaining to achieve the groups goals.

Problems:

- When power is used unjustly or ineffectively.
- Additionally, issues may also emerge if the leader has little political awareness, which suggest they are unable to accurately read key power relationships, detect crucial social networks, or understand the forces that shape the views of key stakeholders (Goleman, 1998).

Political Frame

First, Measure What Matters

- What should we be measuring?
- What can we use to measure?
- How are you changing the program/class/yourself based on your measurement!

Classroom Community Scale

	Strongly agree (SA)	Agree (A)	Neutral (N)	Disagree (D)	Strongly disagree (SD)
1. I feel that students in this course care about each other	(SA)	(A)	(N)	(D)	(SD)
2. I feel that I am encouraged to ask questions	(SA)	(A)	(N)	(D)	(SD)
3. I feel connected to others in this course	(SA)	(A)	(N)	(D)	(SD)
4. I feel that it is hard to get help when I have a question	(SA)	(A)	(N)	(D)	(SD)
5. I do not feel a spirit of community	(SA)	(A)	(N)	(D)	(SD)
6. I feel that I receive timely feedback	(SA)	(A)	(N)	(D)	(SD)
7. I feel that this course is like a family	(SA)	(A)	(N)	(D)	(SD)
8. I feel uneasy exposing gaps in my understanding	(SA)	(A)	(N)	(D)	(SD)
9. I feel isolated in this course	(SA)	(A)	(N)	(D)	(SD)
10. I feel reluctant to speak openly	(SA)	(A)	(N)	(D)	(SD)
11. I trust others in this course	(SA)	(A)	(N)	(D)	(SD)
12. I feel that this course results in only modest learning	(SA)	(A)	(N)	(D)	(SD)
13. I feel that I can rely on others in this course	(SA)	(A)	(N)	(D)	(SD)
14. I feel that other students do not help me learn	(SA)	(A)	(N)	(D)	(SD)
15. I feel that members of this course depend on me	(SA)	(A)	(N)	(D)	(SD)
16. I feel that I am given ample opportunities to learn	(SA)	(A)	(N)	(D)	(SD)
17. I feel uncertain about others in this course	(SA)	(A)	(N)	(D)	(SD)
18. I feel that my educational needs are not being met	(SA)	(A)	(N)	(D)	(SD)
19. I feel confident that others will support me	(SA)	(A)	(N)	(D)	(SD)
20. I feel that this course does not promote a desire to learn	(SA)	(A)	(N)	(D)	(SD)

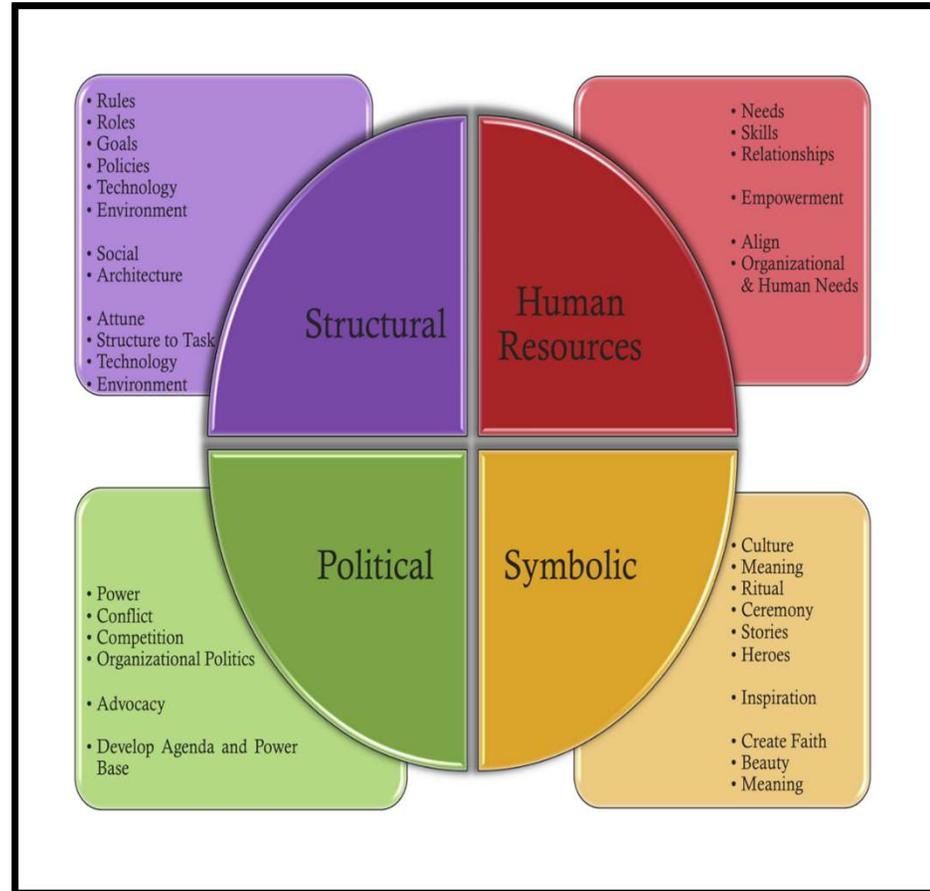
Rovai, A. P. (2002). Development of an instrument to measure classroom community. *The Internet and Higher Education*, 5(3), 197-211.

Political Frame

- **Measure What Matters**
- **Check Yourself**
 - It is important as the leader to check your cognitive bias. There is a tendency for leaders to provide opportunities, assign tasks and rely on employees who are similar to the leader.
- **Provide Grace**
 - With the complexity and at times chaos of pandemics or disasters, let your leadership default being compassionate and providing grace.

What do you personally need to pay attention to more when it comes to the Political Frame?

The Frames?



Organizations as Multiple Realities

<u>Process</u>	<u>Structural</u>	<u>Human Resource</u>	<u>Political</u>	<u>Symbolic</u>
<i>Strategic planning</i>	Create strategic direction	Meeting to promote participation	Arena to air conflict	Ritual to reassure audiences
<i>Decision-making</i>	Rational process to get right answer	Open process to build commitment	Chance to gain or use power	Ritual to build values, bonding
<i>Reorganizing</i>	Improve structure/ environment fit	Balance needs and tasks	Reallocate power, form new coalitions	Image of accountability, responsiveness

Organizations as Multiple Realities

<u>Process</u>	<u>Structural</u>	<u>Human Resource</u>	<u>Political</u>	<u>Symbolic</u>
<i>Evaluating</i>	Allocate rewards, control performance	Help people grow and develop	Chance to exercise power	Occasion to play roles in organizational drama
<i>Approaching conflict</i>	Authorities resolve conflict	Individuals confront conflict	Bargaining, forcing, manipulating	Develop shared values, meaning
<i>Goal setting</i>	Keep organization headed in right direction	Keep people involved and informed	Let people make their interests known	Develop symbols, shared values

Organizations as Multiple Realities

<u>Process</u>	<u>Structural</u>	<u>Human Resource</u>	<u>Political</u>	<u>Symbolic</u>
<i>Communication</i>	Transmit facts, information	Exchange information, needs, feelings	Influence or manipulate others	Tell stories
<i>Meetings</i>	Formal occasions to make decisions	Informal occasions to involve, share feelings	Competitive occasions to score points	Sacred occasions to celebrate, transform culture
<i>Motivation</i>	Economic incentives	Growth, self-actualization	Coercion, manipulation, seduction	Symbols, celebrations

Take Away

- Before any opportunity go through the checklist of Frames to proactively address possibilities
- During times of conflict (or chaos) review the frames
- Stay healthy!

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