Codebook

Codes and their Characteristics

How do faculty members facilitate instructor presence in the online learning environment ***(Facilitation of Instructor Presence)***

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| **Code Name** | **Code Definition** | **Code - Inclusive Criteria** | **Code - Example from the transcript** |
| Online Learning Experience | Student's past engagement with online education | - Types of online courses taken - Platforms used - Duration of online learning | "I have had experience taking online classes." |
| Flexibility of Online Learning | The ability to customize study schedule in online courses | - Self-paced learning - Time management - Work-life-study balance | "I really liked that I could work on school stuff based on my own schedule" |
| Challenges of Online Learning | Difficulties faced by students in online education | - Self-discipline requirements - Lack of in-person interaction - Technical issues | "It surely takes more self-discipline to succeed in an online course." |
| Mindset for Online Learning | Mental approach adopted by students for online education | - Goal-oriented thinking - Self-motivation strategies - Time management skills | "I have a goal-oriented mindset, where I thrive on completing my assignments on time and with good quality." |
| Instructor-Student Relationship | The bond and interaction between faculty and learners in online settings | - Impact on student motivation - Comparison with in-person relationships - Strategies for building rapport | "strong bond between the student and the professor surely stimulates students' interest and passion for the class" |
| Instructor Presence Definition | Student's understanding of what constitutes instructor presence online | - Active involvement - Visibility in the course - Responsiveness | "I think it is how actively involved the professors are in students' learning process." |
| Effective Instructor Behaviors | Actions taken by instructors that positively impact online learning | - Prompt feedback - Proactive communication - Personalized attention | "the professor would give me detailed feedback on my assignments promptly and reach out to me" |
| Lack of Instructor Presence | Indicators of insufficient instructor engagement in online courses | - Delayed responses - Errors in course materials - Lack of engagement | "I would wait for days to get an answer from my professor, and there were many errors in the assignments" |
| Effective Communication Strategies | Methods used by instructors to maintain engagement in online courses | - Regular updates - Multiple communication channels - Clarity in instructions | "give detailed feedback on my assignment, quick to respond to my emails, classes are organized" |
| Primary Communication Method | The main channel used for instructor-student interaction | - Email usage - Frequency of communication - Effectiveness of the method | "I mostly communicated with my professors through email." |
| Alternative Communication Methods | Secondary channels for instructor-student interaction in special cases | - Video calls - Phone conversations - In-person meetings | "Sometimes I will request a Zoom meeting with them if I feel it is hard to describe the problem in words" |
| Expected Response Time | Student's expectations for instructor feedback turnaround | - Ideal response time - Acceptable delays - Impact on learning progress | "preferably within one or two days, but I think professors are busy, so within a week is understandable." |
| Communication Preference | Student's preferred mode of interaction with instructors | - Written vs. verbal communication - Reasons for preference - Impact on learning | "I prefer writing over talking, because writing gives me time to think about what I am going to communicate" |
| Technology in Online Learning | The role of digital tools in facilitating online education | - Types of technologies used - Benefits of technology - Challenges with technology | "technologies definitely help with online learning. Emails, DMs, Zoom/Team meetings" |
| Suggestions for Improving Instructor Presence | Recommendations for enhancing faculty engagement in online courses | - Communication frequency - Feedback quality - Use of synchronous sessions | "Communicate with students often and effectively, give effective feedback on assignments as soon as possible" |
| Impact of Good Instructor Presence | The effects of strong instructor engagement on student experience | - Learning outcomes - Student motivation - Course engagement | "make a difference in students' learning/attitude toward/engagement in the class." |
| Key Factors for Instructor Presence | Critical elements that contribute to effective instructor presence | - Communication consistency - Quality of course materials - Responsiveness | "Effective and constant communication with students, minimize errors in materials given out to students, respond to emails timely" |
| Course Content Areas | Specific subjects or topics covered in online courses | - Names of courses - Subject matter - Depth of content | "I have taken and completed fundamentals of data analytics" |
| In-depth Learning | Detailed exploration of complex topics in online courses | - Advanced concepts - Theoretical foundations - Practical applications | "probability theory, statistical inference, linear regression, probit regression" |
| Self-discipline Requirement | The need for personal motivation and time management in online learning | - Setting personal deadlines - Avoiding procrastination - Maintaining focus | "you learn things on your own" |
| Motivation from Instructor | How instructor actions inspire student engagement and interest | - Encouragement - Recognition of effort - Inspiring passion for the subject | "strong bond between the student and the professor surely stimulates students' interest and passion for the class" |
| Challenges in Online Learning | Specific difficulties encountered in the online learning environment | - Technical issues - Lack of face-to-face interaction - Self-motivation struggles | "it is harder to establish that bond when students and the professor barely meet one another in person" |
| Specific Expected Communication Method | Preferred or anticipated ways of interacting with instructors | - Email expectations - Video call availability - Use of learning management systems | "professors are available for phone calls and videos" |
| Effective Instructor Presence Behaviors | Actions that make students feel supported and engaged | - Timely feedback - Proactive outreach - Personalized interactions | "the professor would give me detailed feedback on my assignments promptly and reach out to me" |
| Consequences of Online Learning Failure | Negative outcomes from poor online learning experiences | - Decreased motivation - Reduced engagement - Learning setbacks | "I was a little discouraged and reached out for help less" |
| Positive Perspective Toward Technology | Favorable views on the use of technology in online education | - Appreciation of digital tools - Recognition of technology benefits - Comfort with online platforms | "make it possible to connect with professors outside traditional classroom" |
| Tolerance to Online Learning Challenges | Student's ability to cope with difficulties in online courses | - Patience with technical issues - Adaptability to new learning methods - Resilience in face of challenges | "I have never experienced a super long delay in response from my professor" |
| Missmatch Between Question and Communication Method | Instances where chosen communication method is not ideal for the query | - Complex questions in email - Need for visual explanation - Limitations of text-based communication | "when I have multiple questions that would be too long to include in one email" |
| Pros and Cons of Communication Methods | Evaluation of different ways to interact with instructors | - Effectiveness of various methods - Situational appropriateness - Student preferences | "Talking is a more effective way of communication in some cases" |
| Face-to-face communication value | Definitive statements or beliefs about online learning experiences | - Strong preferences - Firm beliefs about effective practices - Decisive judgments on course elements | "I think not necessarily" |
| **Code 1 (Personal engagement)** | Direct contact from the instructor, emphasizing the availability and personal communication of the instructor. | Includes emails, video calls, comments on assignments, personal feedback, and interactions with students outside class hours. | “The professor's availability to answer questions and provide feedback is the most important factor.” |
| **Code 2 (Timely Feedback)** | Feedback from the instructor provided in a timely manner to aid learning and keep students motivated. | Includes feedback within a few days of submission, feedback provided on assignments before the next is due. | “If feedback is not timely, it affects my motivation to start the next assignment.” |
| **Code 3 (Instructor availability)** | The instructor is accessible for questions, clarifications, or additional help outside of class time. | Includes scheduled Zoom meetings, office hours, quick email responses, and informal chats before or after class. | “You can schedule office hours to discuss your assignments, the course, or your overall learning experience.” |
| **Code 4 (Building rapport)** | Developing a relationship or connection with the instructor to feel more engaged in the class. | Includes informal conversations, feeling comfortable asking questions, one-on-one meetings with the professor. | “It’s more challenging to develop a close relationship with the professor in an online setting.” |
| **Code 5 (Class engagement through stories)** | The instructor makes the class more engaging by sharing real-world experiences and personal or professional stories. | Includes stories from the instructor's own experience, guest speakers, and examples that link theory to real-world applications. | “Making the class engaging by sharing personal or professional stories is really important.” |
| **Code 6 (Convenience of online learning)** | The flexibility of online learning allows students to balance work, personal responsibilities, and school. | Includes not needing to commute, the ability to attend from anywhere, and the ability to schedule around work. | “The flexibility of not having to commute to school and being able to take classes after work is a big advantage.” |
| **Code 7 (Lack of informal interaction)** | Difficulty in building informal relationships with the professor and classmates in an online setting. | Includes fewer opportunities for casual conversation, the formality of online settings, and hesitations to ask questions. | “In an online class, everything is more formal and you can’t just walk up to the professor for a private conversation.” |
| **Code 8 (Self-discipline)** | The student takes responsibility for staying focused and managing distractions during online classes. | Includes keeping the camera on, avoiding distractions like phones, and being self-disciplined. | “Being self-disciplined and keeping the camera on is crucial in maintaining focus during online learning.” |
| **Code 9 (Real-world application of theory)** | The instructor connects theoretical concepts from the course to real-world experiences or situations. | Includes guest speakers, real-life examples, and personal or professional stories. | “I appreciate when professors explain how the theory applies in a real-world marketing setting.” |
| **Code 10 (Delayed feedback)** | The instructor does not provide feedback in a timely manner, affecting student progress and motivation. | Includes feedback given too late to improve on future assignments and feedback delayed until the end of the semester. | “Some professors only provide feedback at the end of the semester, which is not helpful.” |
| **Code 11 (Instructor feedback methods)** | The different ways instructors provide feedback to students, such as written comments, video responses, or meetings. | Includes written feedback, video feedback, and live meetings to discuss feedback. | “Scheduling a meeting to discuss the assignment can also be an effective way to demonstrate presence and provide feedback.” |
| **Code 12 (Work-life balance in online learning)** | The ability to manage full-time work and education through the flexibility of online classes. | Includes the convenience of attending classes after work and managing responsibilities at work and home. | “Online classes allow me to attend from anywhere, whether it’s at the office after work or another quiet location.” |
| **Code 13 (Instructor-led discussions)** | The instructor actively guides and facilitates class discussions, particularly in discussion-heavy classes. | Includes guiding conversations, asking questions, and steering discussions in an online environment. | “Discussion-heavy classes require more instructor presence to guide and steer the conversations.” |
| **Code 14 (Feeling disconnected)** | The student feels disconnected from the class or instructor due to lack of interaction or engagement. | Includes feeling isolated, less motivated, or disconnected from the instructor and classmates. | “In an online class, you don’t get that one-on-one interaction with the professor like you would in person.” |
| **Code 15 (Online class dynamics)** | The ways in which the dynamics of an online class differ from in-person learning. | Includes formality of interactions, limited casual conversations, and breakout rooms in online classes. | “Everything is more formal and you can’t just walk up to the professor and have a private conversation.” |
| **Code 16 (Importance of office hours)** | The availability of office hours for students to meet with the instructor one-on-one and discuss questions or concerns. | Includes setting up Zoom meetings or in-person office hours to discuss assignments or get help. | “Office hours allow students to discuss their assignments, the course, or their overall learning experience.” |
| **Code 17 (Guest speakers in class)** | The use of guest speakers in class to provide students with real-world perspectives and industry insights. | Includes guest speakers from companies or industries relevant to the course material. | “My professor invited guest speakers from major companies like the CMO of Nike and a transportation expert from McDonald’s.” |
| **Code 18 (Personal responsibility in learning)** | The student takes personal responsibility for staying engaged and completing course requirements in online learning. | Includes managing time, avoiding distractions, and staying on top of assignments without being prompted. | “As a master’s student, I’ve learned that education is a personal responsibility.” |
| **Code 19 (Online learning post-COVID)** | How the experience of online learning changed after the pandemic, with more widespread adoption of online classes. | Includes the shift to online learning due to the pandemic and the differences compared to pre-pandemic learning. | “COVID-19 has certainly changed the way people learn.” |
| **Code 20 (Instructor empathy)** | Instructors show care and understanding for students’ needs and concerns, creating a supportive learning environment. | Includes instructors offering flexibility, understanding personal challenges, and providing additional support. | “He showed genuine care for his students and made an effort to expose us to various opportunities.” |
| **Code 21 (Interactive online classes)** | The instructor makes an effort to make online classes interactive through participation, activities, or discussions. | Includes breakout rooms, class participation, and live discussions. | “If the camera is on, it also feels more interactive, and professors can address students by name.” |
| **Code 22 (Lack of spontaneous interactions)** | The lack of casual, spontaneous interactions between students and instructors in an online setting. | Includes missing opportunities to casually talk with professors or classmates before or after class. | “In an in-person class, you can talk to the professor before or after class about various topics, even non-academic ones.” |
| **Code 23 (Student expectations for response time)** | The student’s expectations for how quickly instructors should respond to emails or questions. | Includes expecting a response within 24 hours or timely communication. | “I expect professors to respond within 24 hours. Delayed responses can affect my learning.” |
| **Code 24 (Balancing full-time work with studies)** | The challenges and benefits of balancing full-time work with online studies. | Includes managing work responsibilities while completing coursework and attending classes online. | “Now at McDaniel, I work full-time 40 hours a week, so attending in-person classes is not possible.” |
| **Code 25 (Professor passion for teaching)** | The professor’s enthusiasm and passion for teaching that motivates students to engage more in the class. | Includes enthusiastic teaching, engaging activities, and instructors who care deeply about student learning. | “His passion for teaching was clear. He invited guest speakers and provided excellent feedback.” |
| **Code 26 (Online breakout rooms)** | The use of breakout rooms in online classes for small group discussions and activities. | Includes the instructor jumping into breakout rooms to check on student progress and engage in small group activities. | “In online settings, they have to jump into breakout rooms, which can feel awkward.” |
| **Code 27 (Respect for instructors)** | Students show respect for their instructors by following guidelines and demonstrating professionalism. | Includes keeping the camera on, submitting assignments on time, and communicating politely. | “Keeping the camera on shows respect to the professor and helps me focus on the class.” |
| **Code 28 (Professor-led presentations)** | Instructors lead engaging presentations that go beyond just reading PowerPoint slides, creating an interactive class experience. | Includes active discussions, dynamic presentations, and avoiding reading directly from slides. | “He made the class very engaging, which set him apart from professors who simply read through PowerPoint slides.” |
| **Code 29 (Time management strategies)** | The strategies students use to manage their time effectively while balancing online learning and other commitments. | Includes creating schedules, setting deadlines, and avoiding procrastination. | “I try my best to stay focused during online classes. Time management is crucial.” |
| **Code 30 (Barriers to trust in online learning)** | The difficulties students face in building trust and rapport with instructors due to the lack of face-to-face interaction. | Includes challenges in trusting the instructor, feeling isolated, or hesitating to ask questions. | “The lack of face-to-face interaction makes it harder to build relationships with professors.” |