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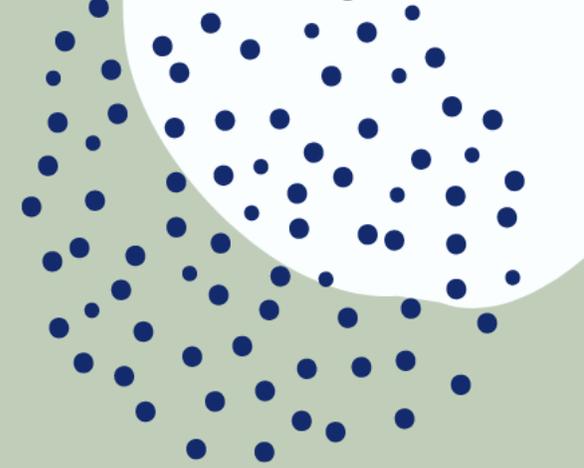
Welcome to today's #WCETWebcast

March 30, 2022

The webcast will begin shortly.

There is no audio being broadcast at this time.

An archive of this webcast will be available on the WCET website next week.



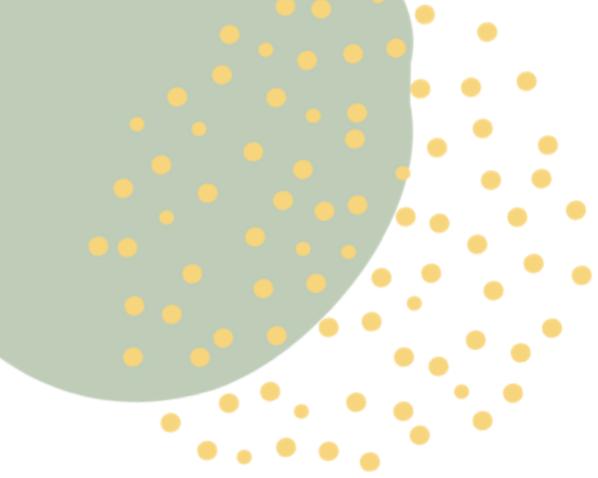


Ghosting in Online Courses: Data and Strategies to Save the Academic Journey

March 30, 2022

Hosted in partnership with:

WILEY University Services



Use the question box for questions and information exchange.

Slides and shared resources will be emailed to attendees next week.

Slides can be downloaded via the link in chat.

Follow the Twitter feed: #WCETWebcast.

Welcome!



Megan Raymond
Senior Director, Membership & Programs
WCET
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[@meraymond](https://twitter.com/meraymond)



Questions from the Audience

If you have a question during the presentation, please add it to the question box.

We will monitor the question box and have time for Q&A at the end of the webcast.

Moderator

Cali Morrison

Chief Instigator and Courageous Coach
Creative Synapse, LLC



Speakers



Dr. Julie Delich

Vice President of Retention
and Student Support

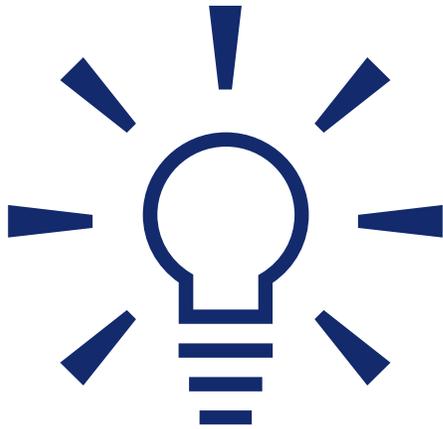
Wiley University Services



Dr. Jan Miller

Dean, College of Education
Dean, Division of Online Programs

University of West Alabama



Part of creating a culture of connected learners is making sure that everyone feels welcome and seen.

Encourage students to introduce themselves and get to know one another.



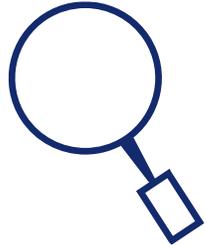
Context & Background

Part 1: Context & Background

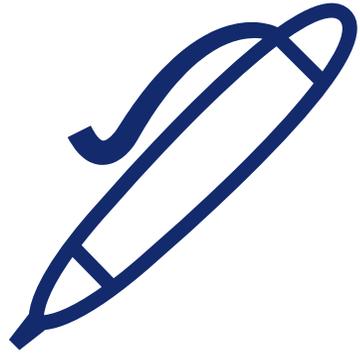
Who Are the Ghosts in Your Course?

EXERCISE

What Are Your Goals as an Educator or Advisor?



All of these intentions impact how students perceive you as an educator or advisor. And yes, all of these factors have different implications on the rate of potential student ghosting.



Write down three goals for yourself in teaching/advising for this course.

1.

2.

3.

EXERCISE

Set Your Intentions as an Educator or Advisor

- **How many students are in this course?**
- **Why are these students taking this course?**
- **If your course has a hybrid format, how many students are in-person and how many are virtual?**
- **What do you know about the background of these students?**

- **What challenges do you anticipate with this course? (participation, cheating, attendance, motivation...)**
- **What percentage of students do you anticipate will ghost your course?**
- **What would you like your target ghosting rate to be?**



3 Dirty Little Secrets in Education

1

Students assume educators and advisors don't care unless proven otherwise

2

Most courses are not designed for online learning and students know it or can feel it

3

Higher attrition rates are not only expected but acceptable as long as school gets paid

Poll

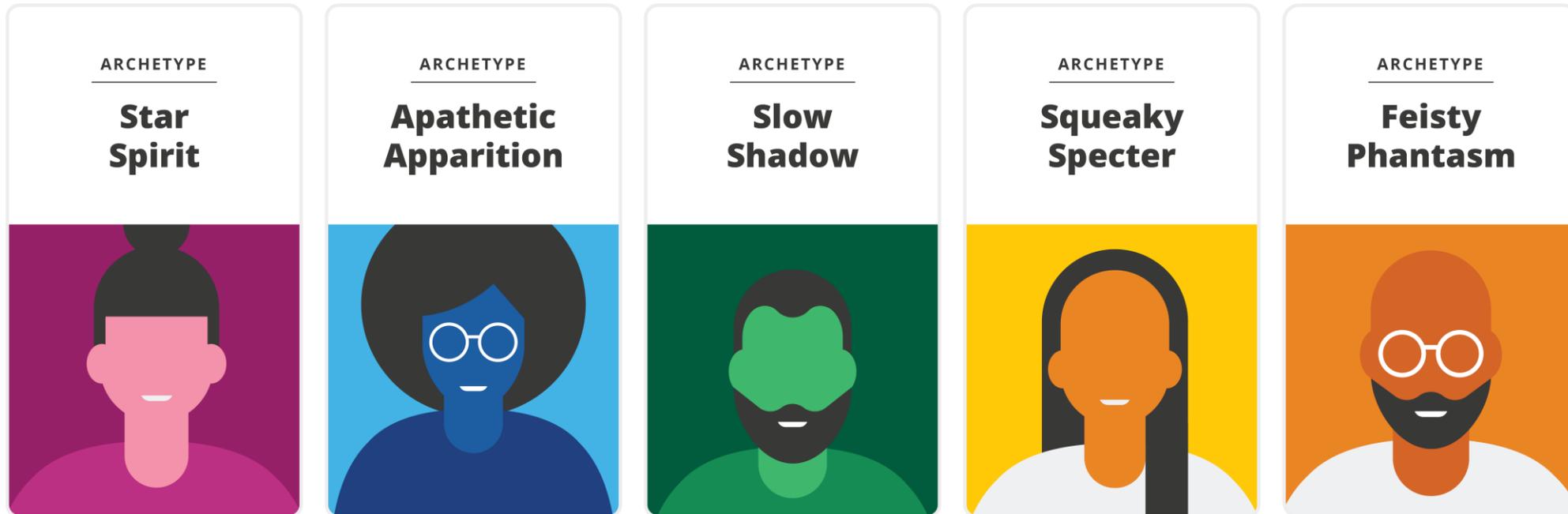
Which dirty little secret do you deal with the most?

Part 1: Context & Background

Predicting Who Will Ghost

ACTIVITY

Spot the Ghost



ARCHETYPE

Star Spirit



DESCRIPTION

Goes above and beyond on assignments.



TEMPTATIONS

Can't perform at the highest levels—whether because of family situations, health issues, or even just one bad grade.



INTERVENTIONS

Praise, empathy, and connection. Understanding failure is a personal definition, not a grade.



ARCHETYPE

Apathetic Apparition



DESCRIPTION

Reluctantly signed up for the course (it's either a requirement or an authority figure made them do the course); does the minimum amount of work to get by.



TEMPTATIONS

Has no regular touchpoints with the educator and no practical application of the learning materials.



INTERVENTIONS

Small manageable assignments. Belief that they can make it through. Experiential learning opportunities to relate lessons to their life.



ARCHETYPE

**Slow
Shadow**



DESCRIPTION

**Works diligently
but takes a long
time to complete
assignments.**



TEMPTATIONS

Falls behind.



INTERVENTIONS

**Having deadlines and
office hours to get
help. Might need
extensions,
reinforcement of
quality of work, and
patience. Avoid
shaming phrases.**



ARCHETYPE

Squeaky Specter



DESCRIPTION

Does work but complains loudly about everything; negative attitude rubs off on other students.



TEMPTATIONS

Feels concerns are not validated.



INTERVENTIONS

Concerns can be heard and addressed. Understanding the behavior is coming from a place of pain.



ARCHETYPE

**Feisty
Phantasm**



DESCRIPTION

Doesn't take assignments or course seriously; can be distracting and get the course off track with wild stories.



TEMPTATIONS

Doesn't get enough attention or gets called names for behavior.



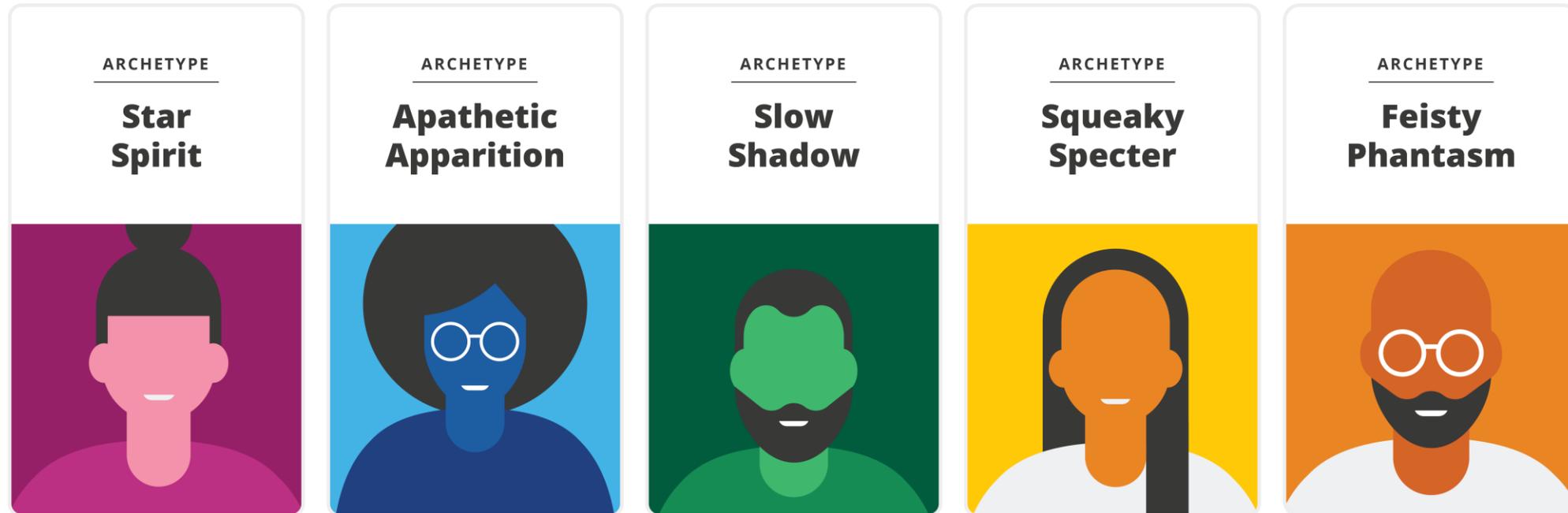
INTERVENTIONS

Feeling connected to the content. Highlight student's strengths. Give opportunities to be the center of attention with on-task work.



Poll

Which do you relate to ?





Investigate

Part 2: Investigate

Why Do Students Ghost in the First Place?

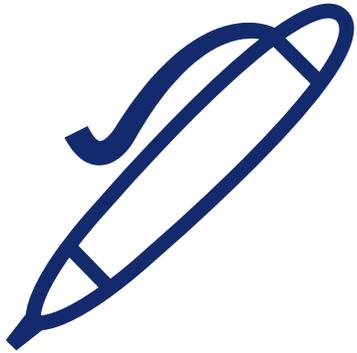
Reason 1: Lack of Connection

Reason 2: Lack of Support or Resource

Reason 3: Lack of Shame Resilience

EXERCISE

Rewrite Shaming Phrases



Educator says:

Why didn't you complete this assignment?

Student interprets:

What's wrong with you?
You must be lazy or stupid.
You aren't good enough to do well in this course.

Rewrite:

Educator says:

This program is too hard for you. You should change majors.

Student interprets:

You aren't worthy enough to be in this program.

Rewrite:

Educator says:

You clearly didn't understand the directions.

Student interprets:

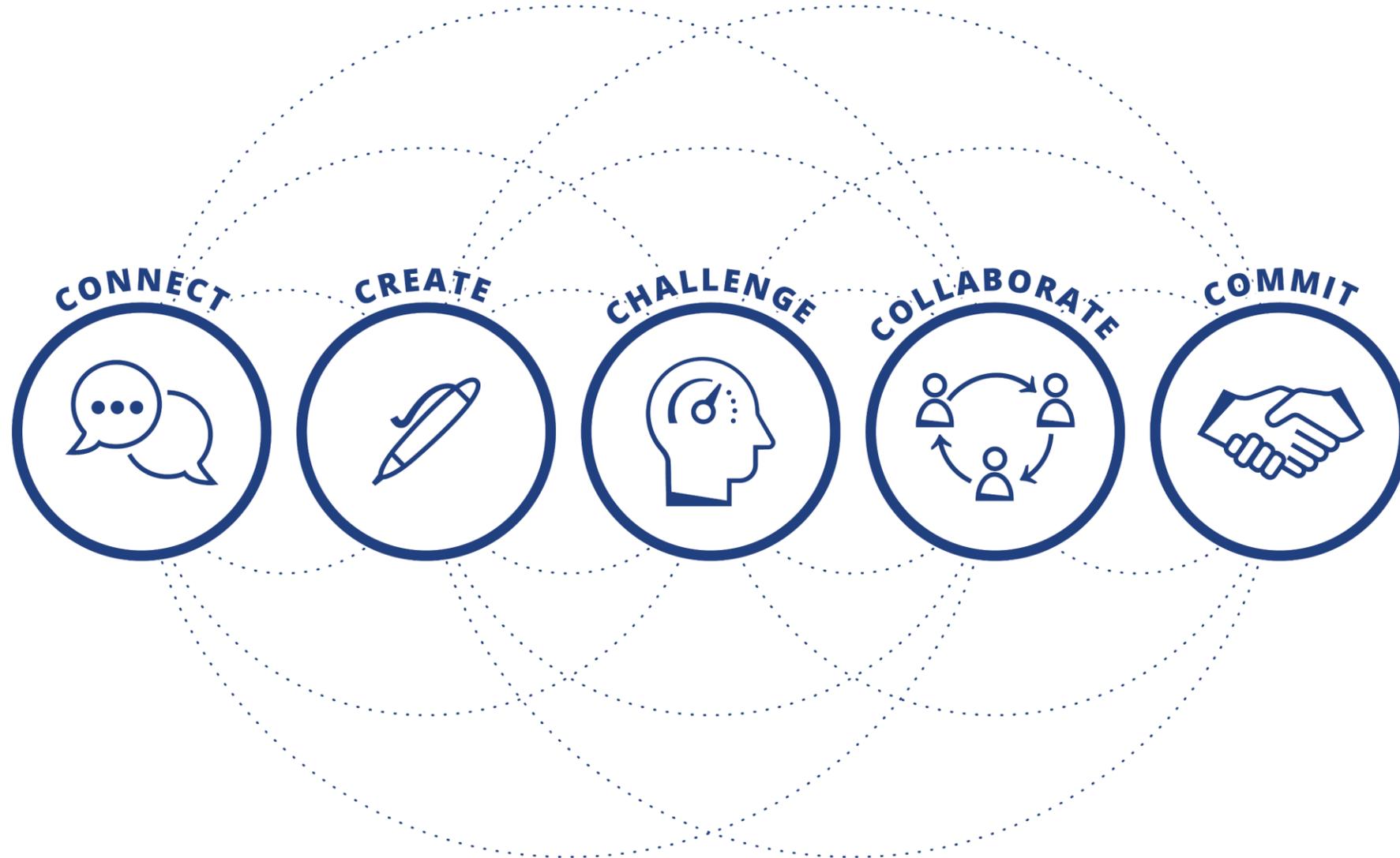
You must be an idiot, and something is wrong with you.

Rewrite:



Innovate

Solution #1: The 5 C's



Part 3: Innovate

Solution #2: Use Proactive Outreach and Support Plans

EXERCISE

Create a Support Plan

Support plans are written documentation for how we are supporting a student.

Support plans contain the following elements:

Intended/Desired Outcome & Timeline	Frequency of your outreach	Neutral/fact-based notes an advisor coming after you would need to know about this student	Relevant resources, if applicable

Part 3: Innovate

Best Practices and Trends in Online Learning

- 1. Long lectures are out; bite-size content is in (think TED talks, micro-courses, etc.).**
- 2. Be proactive in outreach to students. Check in early and often.**
- 3. Students want connections to skills employers are looking for and mentorship opportunities.**

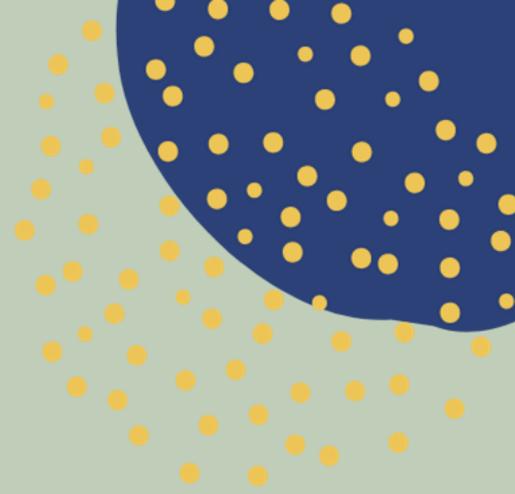
Conclusions

1. Make Academic Ghost Hunting part of your prep.
2. Post your intentions somewhere visible.
3. Seek out social support.
4. Share your stories/best practices:
universityservices@wiley.com

#StopStudentGhosting



Questions from the Audience



Contact Information



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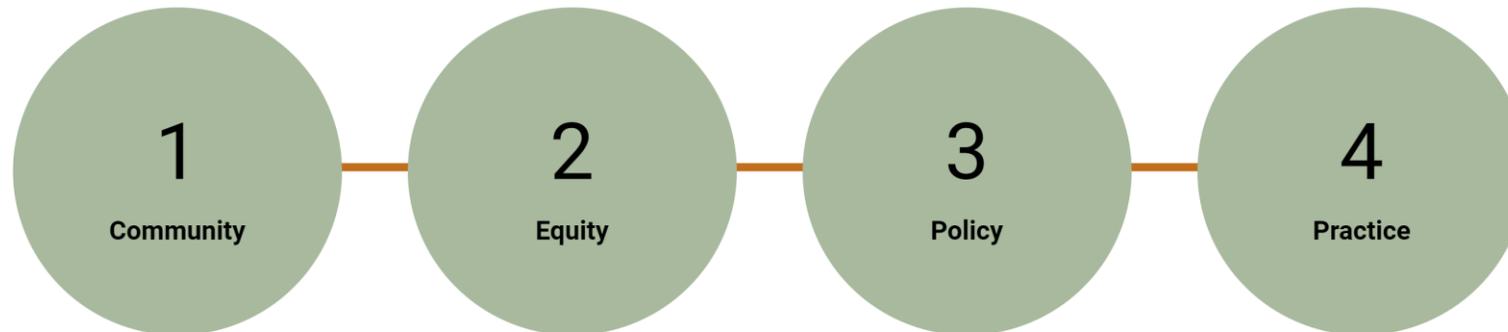
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Learn more about the benefits of joining our community: wcet.wiche.edu/join-us

WCET is the leader in the practice, policy, & advocacy of digital learning in higher education.



Additional Information and Resources

The webcast recording and additional resources will be available in the next week:

wcet.wiche.edu/events/webcasts.

To access free research, infographics, podcasts and more from Wiley, visit universitieservices.wiley.com.



Submit your proposal by March 31st
bit.ly/WCETAM2022



WCET 34th Annual Meeting | October 19 - 21, 2022

Call for proposals open through March 31.

#WCET2022

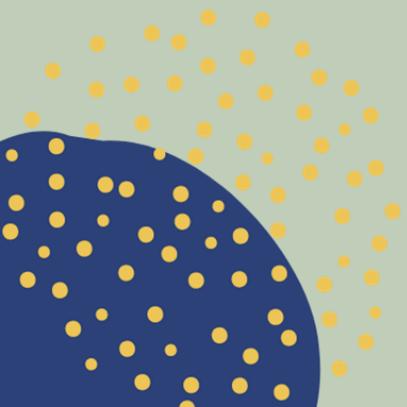


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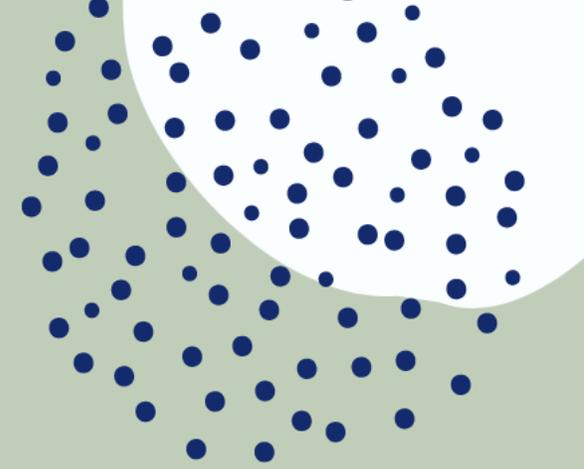
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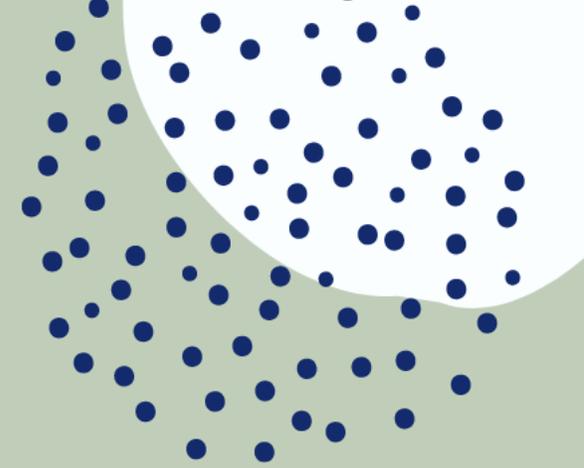


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