



# ROLE OF SOCIAL NORMS IN ONLINE EDUCATION

## –A Special Reference at Uttar Kannada District

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### **Abstract:**

**Introduction:** Social norms can serve as a strong encouragement to participants, but they are mostly unobservable in online education. The COVID-19 virus during the 2020 global pandemic required most educational offerings to be available online, which resulted in an unexpected boost in demand for online education.

**Review of literature:** According to Napier, Huttner-Loan, & Reich, (2020) online education for career development are expected to transfer learned skills and knowledge into work practice. According to Kizilcec, Schneider, Cohen, & McFarland, (2014) study tested the effects of email messages about how MOOC discussion forums are generally used on social course engagement.

**Purpose of study:** The main purpose of this study is to different types of norm messages from participants' engagement in online education at Uttar Kannada district.

**Research methods:** This paper completed with (research methods) help of all participants (450) collected the information through (Google meet) asks the question during (March to August 2020) survey at Uttar Kannada district.

**Data Analysis:** Research analyses on the age, gender, qualification, experience teaching, and self-reported by the participants on social norm in online education at Uttar Kannada district.

**Result:** Research finds the result on Course Completion Rate in and Social Course Engagement in the course by experimental condition among participants.

**Conclusion:** This study provides a comprehensive field research of multiple norm messages in the context of online education to understand which kinds of social norms can promote persistence and engagement during the survey.

**Keywords:** Online Education, Social Norms

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## INTRODUCTION:

Today's digital knowledge economy obliges workers to continuously update and expand their skill sets. According to Karnouskos, Egkiffstein & Ifenthaler, (2017) and Joyner et al., (2020) online education as a means for access to state-of-the-art knowledge without the time and location constraints of in-person seminars. According to Crawford et al., (2020) and Kizilcec et al., (2021) the spread of the COVID-19 virus during the 2020 global pandemic required most educational offerings to be available online, which resulted in an unexpected boost in demand for online education .

According to Napier, Huttner-Loan, & Reich, (2020) online education for career development are expected to transfer learned skills and knowledge into work practice. According to (Krasny et al., (2019) emphasizes building a learning community to foster each other's professional growth and create real-world applications based on what was covered in the course. Through online education, professionals with similar interests and career goals can connect worldwide to build a community that seeks to augment learning by sharing experience and knowledge from their workplace.

Social norms can be communicated in three different formats of messages. *First* the message can describe what behavior most people conduct (descriptive norm messages, e.g., 'most people eat healthy food.'). *Second* message state what behavior people should conduct (injunctive norm messages, e.g., 'people should eat healthy food.'). *Third* message what behavior a growing number of people conduct (dynamic norm messages, e.g., 'more people eat healthy food nowadays.'). Although classic social norm messages have not yet been tested in online learning environments, prior research shows that communicating norms can have a positive impact on learning behavior.

In contrast to the effects on most target behaviors in prior studies, the effects of norm interventions on complex behaviors that require sustained action beyond a single behavior produce results that are more mixed. According to Tyers, (2018) descriptive norm message stating the number of people who offset their carbon emissions failed to influence people's behavior or interest in spending money to offset their own air travel emissions. According to Yue Li & Krasny, (2019) professional development requires sustained effort over time in sharpening skills and obtaining up-to-date knowledge. In teacher education in particular, conducting education activities involves multiple actions including defining target audiences and learning objectives, developing lesson plans, and delivering learning activities, all of which must be considered in measuring changes in educational practice. This is little evidence for the kind of norm message will be encouraged to people carry out these kinds of complex behaviors.

## Review of literature:

Prior research has tested the influence of social norms in the context of MOOCs using indirect intervention approaches.

According to Davis et al., (2017) study used a learning analytics dashboard to convey a descriptive norm of how previously successful learners were behaving in the course. This approach facilitated an upward social comparison, which led to an increase in completion rate by 43% and social course engagement, which refers to student activities within the course.

According to Anderson et al.; Coetzee et al.(2014) studies have experimented with communicating injunctive norms via badges in discussion forums. Badges are visible to other course participants as a sign of exemplary behavior, such as answering peer questions in a timely manner. The studies found that introducing badges increases course participants' participation in forum discussions.

According to Kizilcec, Schneider, Cohen, & McFarland, (2014) study tested the effects of email messages about how MOOC discussion forums are generally used on social course engagement. Messages describing the forum as a communal place for social exchange (collectivist) or as a convenient feature to get one's own questions answered (individualist) backfired and reduced social course engagement compared to a neutral message reminding course participants of the existence of a forum. Taken together, prior studies on social norms in MOOCs employed a variety of intervention types and found positive as well as negative results.

It is unclear whether a normative message is an effective approach to encourage a target behavior such as learning in a MOOC.

According to Clinnin; Kellogg, Booth, & Oliver,; Kizilcec et al., (2014). Norm interventions target individuals' social desire to fit in a community, but MOOC participants are typically only monthly tied to each other. Therefore, instead of starting by diagnosing the prevalence of a target behavior, all three types of norm messages, descriptive, injunctive, and dynamic, can be tested simultaneously. In this way, it can be inferred which norm message motivates course participants to conduct the target behavior outside of the course or put the learned knowledge into practice despite the absence of information about the community which course participants relate to, and the prevalence of the target behavior in that community. Evaluating the impact of an intervention on participant engagement in the course and beyond presents a set of challenges.

First, engagement can be quantified in many ways within the course using log data collected from online educational platforms.

According to Kahan, Soffer, & Nachmias, (2017) course completion is one of the most commonly used outcome measures in (online) education research, and it can serve as a summary indicator of high academic engagement. Still, depending on the course pedagogy, it can reflect different types and levels of engagement.

According to Barak & Watted, (2017) Course participants' engagement in these channels often counts as one of the requirements for course completion. Other courses grounded in constructivist pedagogy may instead use frequent project submissions to provide course participants with opportunities to construct knowledge individually.

Second, measuring longer-term learning behaviors is even more challenging. This is especially true for behavioral outcomes after course completion. Only a few studies have measured MOOC participants' behavioral outcomes in the long-term from the perspective of knowledge transfer (Chen, Davis, Hauff, & Houben, 2016), knowledge co-creation (Krasny et al., 2018), teaching practice (Napier, Huttner-Loan, & Reich, 2020) and career advancement (Wang, Paquette, & Baker, 2014).

### **Purpose of study:**

- The main purpose of this study is to advance a scientific understanding of the effectiveness of different types of norm messages from participants' engagement in online education at Uttar Kannada district.
- Research also implementation to increase in the participants' engagement in online education at Uttar Kannada district.

### **Research Methods:**

#### **Context:**

- This study was conducted in a Nature Education MOOC. It was a practice-based survey designed for teachers, students and parents interested in nature education worldwide. Survey participants were expected to exchange ideas about educational activities with each other in structured discussions and to develop an actionable lesson plan for their local setting.
- The duration of this survey from March 7th to August 8th, 2020.
- This six-month survey was offered in both English and Kannada.
- The course materials comprised video lectures and readings for self-paced learning, and weekly webinars with guest speakers and social media groups for informal peer interaction.

#### **Participants:**

- To ensure that the course is accessible to as many people as possible as participants could choose this survey. Registrants were randomly assigned into three groups based on their registration information to achieve covariate balance. Among 487 registrants, 450 participants enrolled out of (147 descriptive norms; 146 dynamic norms; 157 injunctive norm).

#### **Procedure:**

- Participants were shown one type of social norm message in video lectures according to their assigned condition during the research.
- No normative message was shown to participants in the control condition.

- One year after the research ended, a follow-up survey was sent to all participants asking whether they have engaged in nature education practices since taking the course.

### Measures:

- To assess the immediate effects of the intervention on participants' beliefs, a four-question survey was placed immediately following the first manipulation in one month of the course materials (i.e., the video lecture and value- relevance activity) on the course platform on a scale from 0 to 100%.
- To measure the impact of the intervention, we focus on research completion and social course engagement:

*First*, participants' course completion was measured by whether they received a certificate of completion. This required submitting a final research, creating at least one post and one comment to peer's posts on each of the one month discussion boards, and making at least one reflection on Google meet including English and kannada during the course. The overall course completion rate was 79% for participants in Uttar Kannada district.

*Second*, social course engagement was measured by the individual's total number of posts, Google meet reflections, and comments in the course. The monthly discussion questions asked participants to reflect on their own experience and how to integrate learned ideas into their practices. Participants were also asked to comment on at least one other fellow participant's post each month. The Google meet reflections asked participants to summarize the main ideas from Google meet to the course lectures and readings as well as their own practices. The total number of the posts, comments and Google meet reflections therefore provides an indicator of participants' social course engagement.

### Data Analyses:

Participants' self-reported background information, which also used for data analysis are as follows:

**Table No. 1**

**Teaching a nature of educational program at the time of course registration**

Course Registration	Participants	Percentage
Students	238	52.89
Teachers	176	39.11
Parents	36	8
<b>Total</b>	<b>450</b>	<b>100</b>

(Source: Filed survey at Uttar Kannada District)

**Note:** The most frequently self-reported were participants in Uttar Kannada District focus on a subset of 450 individuals out of students (52.89%), and teachers (39.11%). and parents (8%).

**Table No. 2****Knowing anyone working in the nature of educational field**

<b>Educational Field</b>	<b>Participants</b>	<b>Percentage</b>
SSLC	198	44
PUC	152	33.79
Degree	79	17.55
Post degree	21	4.66
<b>Total</b>	<b>450</b>	<b>100</b>

(Source: Filed survey at Uttar Kannada District)

**Note:** The most frequently self-reported were participants in Uttar Kannada District focus on a subset of 450 individuals out of 44% is SSLC, 33.79% is PUC, bachelor degree is 17.55, and 4.66% is post degree.

**Table No. 3****Gender of the Participants**

<b>Gender</b>	<b>Participants</b>	<b>Percentage</b>
Male	194	43.11
Female	267	56.89
<b>Total</b>	<b>450</b>	<b>100</b>

(Source: Filed survey at Uttar Kannada District)

**Note:** The most frequently self-reported were participants in Uttar Kannada District focus on a subset of 450 individuals out of female (56.89%) and male (43.11%).

**Table No. 4****Age of the Participants**

<b>Age</b>	<b>Participants</b>	<b>Percentage</b>
10-20	104	23.11
20-30	97	21.56
30-40	74	16.44
40-50	82	18.22
50-60	93	20.67
<b>Total</b>	<b>450</b>	<b>100</b>

(Source: Filed survey at Uttar Kannada District)

**Note:** The most frequently self-reported were participants in Uttar Kannada District focus on a subset of 450 individuals out of 10-20 years (23.11%), 20-30 years (21.56%), 50-60 years (20.67%), 40-50 years (18.22%), and 30-40 (16.44%).

**Table No. 5****Work experience in nature of education**

<b>Work Experience in Educational</b>	<b>Participants</b>	<b>Percentage</b>
5-10	82	39.42
10-20	43	20.68
20-30	37	17.79
30-35	46	22.11
<b>Total</b>	<b>208</b>	<b>100</b>

**Note:** The most frequently self-reported were participants in Uttar Kannada District focus on a subset of 450 individuals out of 208 participants (46.22%) in which 15-10 years (39.42%), 30-35 years (22.11%), 10-20 years (20.68%), and 20-30 years (17.79%) had work experience in educational practices in the field of nature education.

**Table No. 6**  
**Long-Term Nature of Education Outcomes**

S.L. No.	Actions taken one year after course completion	Respondents		Percentage	
		yes	No	yes	No
1	I integrated nature of education into other activities.	312	138	69.33	30.67
2	I enhanced my current nature education activity or activities.	308	142	68.44	31.56
3	I implemented the lesson plan I developed during the course.	328	122	72.88	27.12
4	I initiated a new nature of education activity.	367	83	81.55	18.45
5	I used new teaching approaches in my current nature of education activity or activities.	259	191	57.55	42.45
6	I participated in a new nature of education activity organized by others.	243	207	54	46
7	I expanded locations of my current nature of education activity or activities.	279	171	62	38
8	I kept in touch with some course participants.	302	148	67.11	32.89
9	I trained other educators in nature of education.	211	239	46.88	53.12

(Source: Filed survey at Uttar Kannada District)

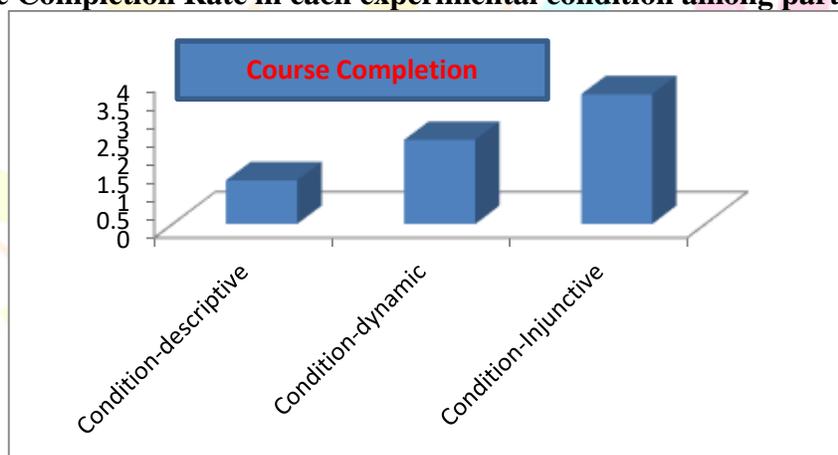
**Note:** The follow-up survey, which was sent to all participants one year after the course had ended, asked about 9 different kinds of nature education activities that participants may have conducted since taking the course (Table No.6). For each activity, participants were asked to answer 'yes' or 'no' to report on their recent activity. The survey was completed by all 450 course participants (100% response rate). Although more than half of the course participants were experienced in nature education, there were also inexperienced participants who completed the survey.

## Results:

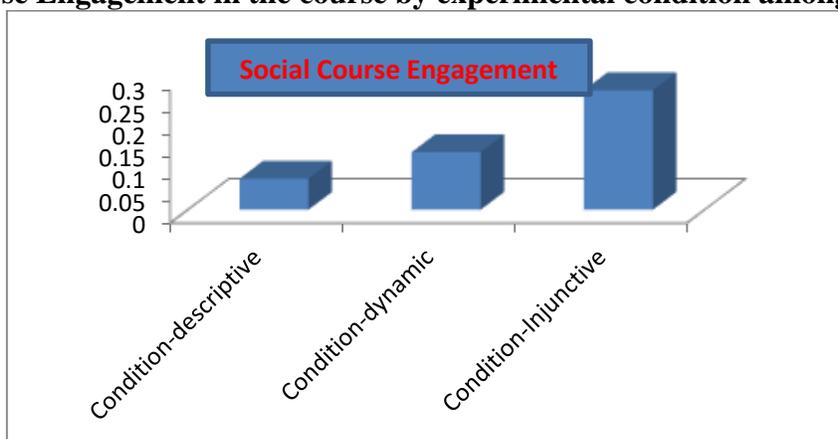
Research finds the result on Course Completion Rate in each experimental condition among participants and Social Course Engagement in the course by experimental condition among participants (Figure 1 and 2) both shown below:

**Table No.7****Regression outputs for completion rate and social course engagement**

Completion rate	Course Completion	Social course engagement
Condition-descriptive	1.2	.07
Condition-dynamic	2.31	.13
Condition-Injunctive	3.56	.27
Age	-.4	-.6
Female	.59	.7
SSLC	.67	.8
Work experience in nature education	-.26	-.3
<b>Number of observation</b>	<b>281</b>	<b>169</b>

**Figure No.1****Course Completion Rate in each experimental condition among participants**

The social norms interventions did not significantly increase the average course completion rate all participants (descriptive:  $b = 1.2$ ,  $t(281)$ ; dynamic:  $b = 2.31$ ,  $t(281)$ ; injunctive:  $b = 3.56$ ,  $t(281)$ ). In contrast, neither the descriptive norm intervention ( $b = 1.2$ ,  $t(281)$ ) nor the dynamic norm intervention ( $b = 2.31$ ,  $t(281)$ ) significantly increased the completion rate among participants.

**Figure No.2****Social Course Engagement in the course by experimental condition among participants**

Results for social course engagement are similar to those for course completion (FigureNo.2, Table 7).

Overall, the interventions did not significantly increase social course engagement in the course (descriptive:  $b = .07, (169)$ ; dynamic:  $b = .13, (169)$ ; injunctive:  $b = .27, (169)$ ).

## Conclusion:

The conclusion of this study are as follows. *First*, this study provides a comprehensive field research of multiple norm messages in the context of online education to understand which kinds of social norms can promote persistence and engagement during the survey. We find that a the effect of the dynamic norm message did not increase participants' engagement during the survey. *Second*, this study is a rare look at how social norm messages differ in their effects across three contexts. It demonstrates that an injunctive norm message is effective in promoting research persistence for participants in the individualist at Uttar Kannada district. Third, the present study offers empirical evidence for how online education can contribute to district, finding that participants are highly motivated and engaged month after taking the survey.

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