COSH Faculty Development Spring 2021

ACUE Micro-Credential Course on

Creating an Inclusive and Supportive Online Learning Environment

Course Organization: Seven Competencies

➢ Welcoming Students to Online Learning

➢ Promoting Civil Online Learning

➢ Ensuring Equitable Access to Online Learning

➢ Helping Students Persist in Online Learning

➢ Embracing Diversity in Online Learning

➢ Checking for Student Understanding in Online Learning

➢ Providing Useful Feedback for Online Learning

CREATING AN INCLUSIVE AND SUPPORTIVE LEARNING ENVIRONMENT

Lydia Albuquerque, DNP, ACNP-BC, CCRN, FNAP
Assistant Professor,
Department of Nursing

Welcoming Students to Online Learning

Ensure the course is student ready

- Organize course content from a student's point of view
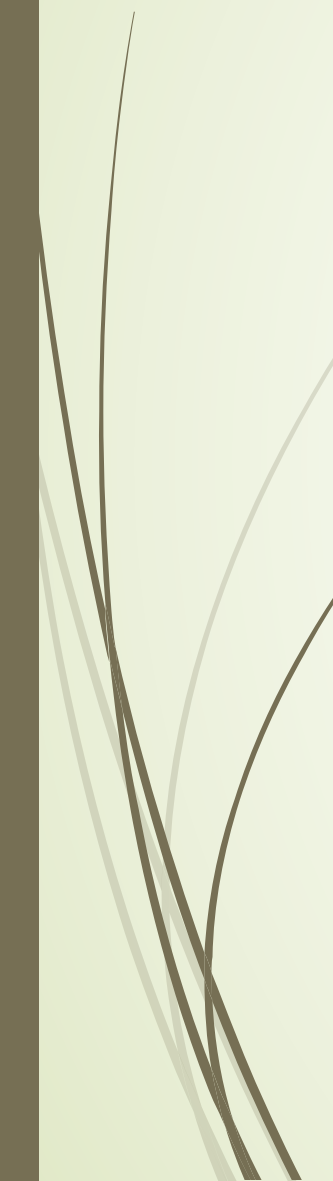- Conduct a technology check

Ensure students start strong

- Send a welcome message and relevant materials prior to class
- Develop an online orientation module
- Design a syllabus activity

Build community

- Create an online introduction discussion forum
- Build student-to-student relationships

Organize Course Content From a Student's Point of View

- Set up students for success

- Students gets frustrated if they cannot navigate through the system

- Utilize and activate student preview function

- Create a tutorial

Conduct a Technology Check

- Technology tools help to teach, learn and communicate online

- Navigate files and resource paths

- Review all links from outside resources such as articles, blogs

- Double check all video and audio files are working

- Ensure quizzes are ready for students

- Send an email to the entire class and ensure that they have received it

- Ensure students can download any assignments and reading material

Ensure Students Start Strong

- Send a welcome email before the course starts

- Make a syllabus available

- Prepare students for the first day of the class

- Assure students that the course will become clearer as they dive in

Develop an Online Orientation Module

- General information about online learning
- Weekly communication expectations
- Navigating online courses
- Syllabus activity
- Open discussion/ Q&A forum

Design a Syllabus Activity

- **Syllabus scavenger hunt**

  How many peers do you need to reply to?

  When is your project proposal due?

- **Syllabus discussion board**

  What two key points in the syllabus caught your attention

  and why?

- **Personalized and customized learning outcome**

  Ask students to choose a learning outcome and resonate

  with them for personal or professional reasons

Create an Online Introduction Discussion Forum

- Create an opportunity for students to get to know each other

- Include introduction prompts such as

  What experience do you have with this

  course topic?

  What is your biggest fear or hope about

  engaging in online classes?

Build Student-To-Student Relationships

- Getting to know you
- Survey questions
- Forming groups

Promoting Civil Online Learning Environment

Setting policies for civility in your syllabus

This syllabus contains the policies and expectations that have been established for this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Please bring any concerns you may have to my attention.

Include a statement of what students can expect from you

I will be present in the course and maintain a civil learning environment for all and will respect your opinions.

Promoting Civil Online Learning Environment

Set expectations that promote civility

- Set clear civility and netiquette guidelines in your syllabus

- Model and reinforce civil behaviors and professional expectations

- Collaborate with students to create community norms

Effectively respond to varying levels of challenging student behavior

- Effectively respond to minor disruptions

- Effectively respond to major challenges negatively impacting the learning environment

- Coach students to manage challenging conversations

Promoting Civil Online Learning Environment

State behaviors expectations in the course

You are expected to do your own work

Cheating, plagiarism, and any form of academic dishonesty will not be tolerated and will result in (include consequences)

Meaningful and constructive dialogue is encouraged in this course and requires a willingness to listen and mutual respect

Netiquette Guidelines

- Be inclusive
- Be on time
- Disagree respectfully
- Be concise
- Stay on topic
- No yelling
- Add some emotion
- Use humor carefully

Model and Reinforce Civil Behaviors and Professional Expectations

- Be approachable
- Check for tones
- Commit to a response time for questions and emails
- Connect expectations to professional behaviors

Collaborate with Students to Create Community Norms

- Engage students with regards to online communications

Effectively Respond to Minor Disruptions

- Response to the full group
- Response to student

Effectively Respond to Major Challenges Negatively Impacting the Learning Environment

- Reach out to offending students
- Next reach out to the full group

Coach Students to Manage Challenging Conversations

- Help students to manage their emotions
- Ask questions to help them create a plan of action
- Practice the conversation
- Model active listening

Ensuring Equitable Access to Online Learning/ Helping Students Persist in Online Learning

Dr. Naa-Solo Tettey

Associate Professor

Public Health

Ensuring Equitable Access to Online Learning

1. **Identify students' prior knowledge**

    ➡ Use early, ungraded assignments and preassessments

    ➢ Helps identify areas where students might need some extra supports

    ➢ Helps identify what they already know and are able to build upon

Ensuring Equitable Access to Online Learning

2. Implement instructional practices that support student success

➡ Incorporate research-based study skills

➢ Structure course in ways that support the use of these more effective study skills.

➡ Monitor online activity to identify challenges

➢ Most Learning Management Systems (LMS) allow instructors access to data they can use to monitor the online activity of their students.

➡ Provide opportunities for student practice

Ensuring Equitable Access to Online Learning

3. **Offer additional supports to meet students' needs**

➡ *Develop resources to support student learning*

> ➤ **Creating a resource bank** that includes information to help students understand the tools that will be used throughout the course.

> ➤ You may also include **supplementary resources and tools** that will be helpful to students such as campus writing resources, career counselors, tech support, financial aid services, and any course-related external resources.

➡ *Assist students in using campus-based resources*

> ➤ The **Campus Resources page** can be a general resource that you use for all of your courses.

> ➤ Reference this page in your introductory video and your syllabus

Helping Students Persist in Online Learning

1. **Build students' growth mindset**

   ➡ *Send messages that recognize student progress*

   ➢ Help students accept feedback as an opportunity for learning and development

   ➢ Focus on their growth or the progress that they have already made

   ➢ Offer specific feedback on areas for growth with opportunities to improve

Helping Students Persist in Online Learning

2. Increase students' sense of belonging

➡ *Hold both individual and group virtual office hours*

➢ Virtual office hours are a good way to give students an opportunity to connect with instructor and their peers

➢ Creates a supportive learning environment

Helping Students Persist in Online Learning

3. Use choice and points when appropriate to increase persistence

- *Offer choice in course resources*
  - Provide varied resources for sharing content with students. Readings, videos, websites, audio files, and podcasts can provide the same content in different formats.

- *Offer choice in assignment type*
  - Choice is motivating.
  - Students tend to take more ownership over their learning and perform better when they are offered choices in assignments and tasks.

Module 5: Embracing Diversity in Online Teaching

1. **Examine how implicit bias affects your understanding, actions, and decisions**
   - Implicit bias awareness (Harvard Implicit Association Test)
   - Classroom navigation: avoiding stereotype reinforcement
   - Assessment: blind grading, use of rubrics
   - Student feedback on feeling included (ACUE questionnaire)
2. **Create an inclusive online course and learning environment**
   - Create an inclusive syllabus (diversity value statements, dialogue rules, inclusive resources)
   - Acknowledge value of students' unique perspectives
   - Use course materials/examples that reflect our diverse society
   - Maintain respectful dialogue (synchronous/asynchronous, unintentional/intentional offense)
3. **Understand and mitigate the impact of stereotype threat and microaggressions**
   - Teach students awareness of both
     - Stereotype threat: U of Maryland video
     - Microaggressions: (un)intention vs impact
   - Recognize, acknowledge, support
   - Foster sense of belonging and growth mindset
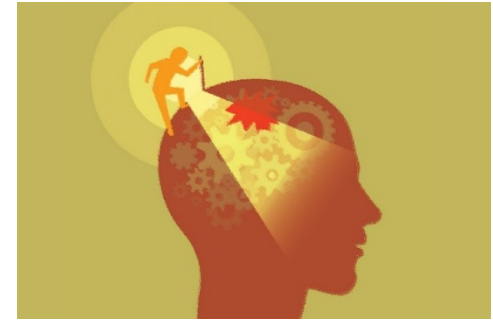
Module 6: Checking for Student Understanding in Online Learning

**1. Use effective questioning practices (synchronous)**
- Plan questions to uncover misunderstandings
- Use wait time
- Call on both volunteers and nonvolunteers
- Prompt students to clarify, expand, and support their responses

2. Implement practices to check for understanding
- Benefits of structured classrooms
- Online polls vs. surveys vs. quizzes
- Use informal, continuous checks for understanding
    - Muddiest Point
    - One-Minute thread
    - Use chat strategically

3. Monitor and address misconceptions
- Create a student Q&A forum and video
- Post FAQs and responses
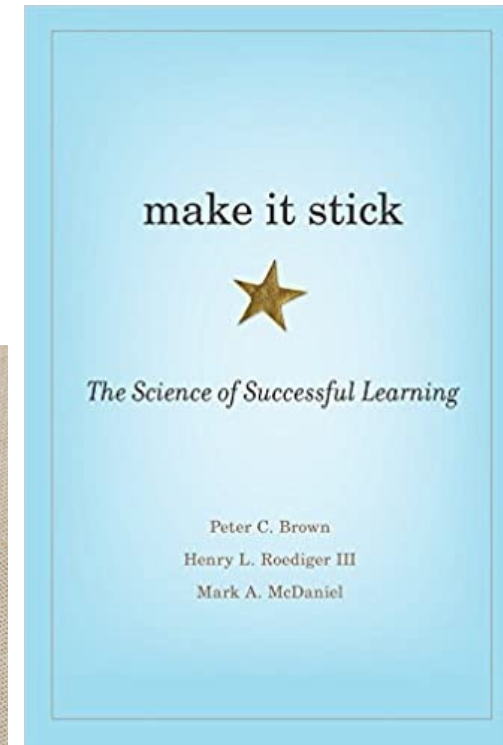
Engaging Underprepared Students

David Nacin

William Paterson University

March 22, 2022

Early Assessment

- Lets the instructor know if students will need additional technical support.

- Students are not trying to tackle technology at the same time as more major assignments.

- One suggestions is to ask them to create a video or audio introduction and upload it to the course.

Ungraded Assignments

- Helps our students to identify what they know and don't know.

- Online multiple choice format is ideal due to instant feedback which can be provided for both options.

- Students can quickly identify and correct misconceptions before graded assessment.

Sample Math Question

Which of the following would be counted by the Stirling number $S_2(4,2)$?

1) The number of ways we can break a group of four students into two teams of equal size.

Feedback: *Incorrect. Sterling numbers do not pay attention to the size of the groups.*

2) The number of split a group of four students into one set to receive A's and another set to receive B's.

Feedback: *Incorrect. Sterling numbers split students into indistinguishable groups. Here the students would know which group they were in by their grade.*

3) The number of ways to split a group of four students into two teams to play a game.

Feedback: *Correct! So long as the two teams are not labeled, this would be counted by $S_2(4,2)$.*

Low Stakes Assessment

- Students become familiar with the assessment experience.

- Test anxiety is reduced due to low point values.

- A large amount of low stakes assessment doesn't take time away from lecture in this format.

- Total percentage can still add up to a significant amount with an online format which can involve less grading once set up.

Teaching Students How to Learn

- Students may not have learned the skills they need to learn material.

- The ACUE recommends eleven strategies from Make It Stick: The Science of Successful Learning by Peter C. Brown, Henry L. Roediger III, and Mark A. McDaniel.

Believe You Can (The Growth Mindset)

- Students should adopt a belief that their intelligence is largely within their own control.

- Focus on learning (I understand/can apply this) rather than character or performance (I am this / I look good doing this).

- Adopt the belief that with deliberate practice, you can improve.

Monitoring Online Activity

- Most Learning Management Systems will allow you to monitor the online activity of their students.

- This course provides sample letters for contacting students about lack of activity.

SUBJECT: Logging into English 101

Hi Alisha,

I hope you are well. I am writing to check in with you on my English 101 course that you are enrolled in. It is the third day of the course and I noticed that you haven't logged in yet. Please let me know if you are having trouble logging in or getting set up.

I look forward to seeing you in class.

Thank you,

Mr. Johnson

Sample Letter for Students Who Have Not Logged In Enough

SUBJECT: English 101 Check in

Hi Javin,

I hope you are well. I am writing to check in with you since I noticed that you haven't logged into the course over the last week. If you need any help getting into the course or are having trouble with the material, I'm here to help. I look forward to hearing from you.

Best,

Ms. Beardly

A Course Resources Page

This should be referenced in your introductory videos and syllabus by pointing it out, explaining what is included, and showing them how to access it. Include the type of resource, a brief explanation of the resource, the contact information, and available hours when applicable.

- Tech support for logging in and navigating through the course. This is also helpful if any technical issues arise during the course.

- Campus resource centers that assist students in developing skills that they will need for your course, such as the Writing Center or the Math Lab.

- External blogs or articles written by experts in the field that can either relate the course content to current events or supplement the content that you are teaching.

A Campus Resources Page

A "Get Help" page should be referenced similarly to the course resource page.

- Campus and local food banks
- Housing assistance
- Financial aid
- Student support organizations
- Locations of gender-neutral bathrooms
- Campus security

Reflection/ Discussion

- What strategies/ practices seem applicable to your teaching?

- What questions do you have about implementing certain practices?

- What resources might you need to implement certain practices?