

Toolbox for effective online learning

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**LOW-HANGING FRUIT AND CONCRETE
SUGGESTIONS FOR IMPLEMENTATION**

ONLINE

What works?
What's easy?
Why do it?
.....And how

I hope you will walk away being able to:

Compare and contrast online learning with
face-to-face

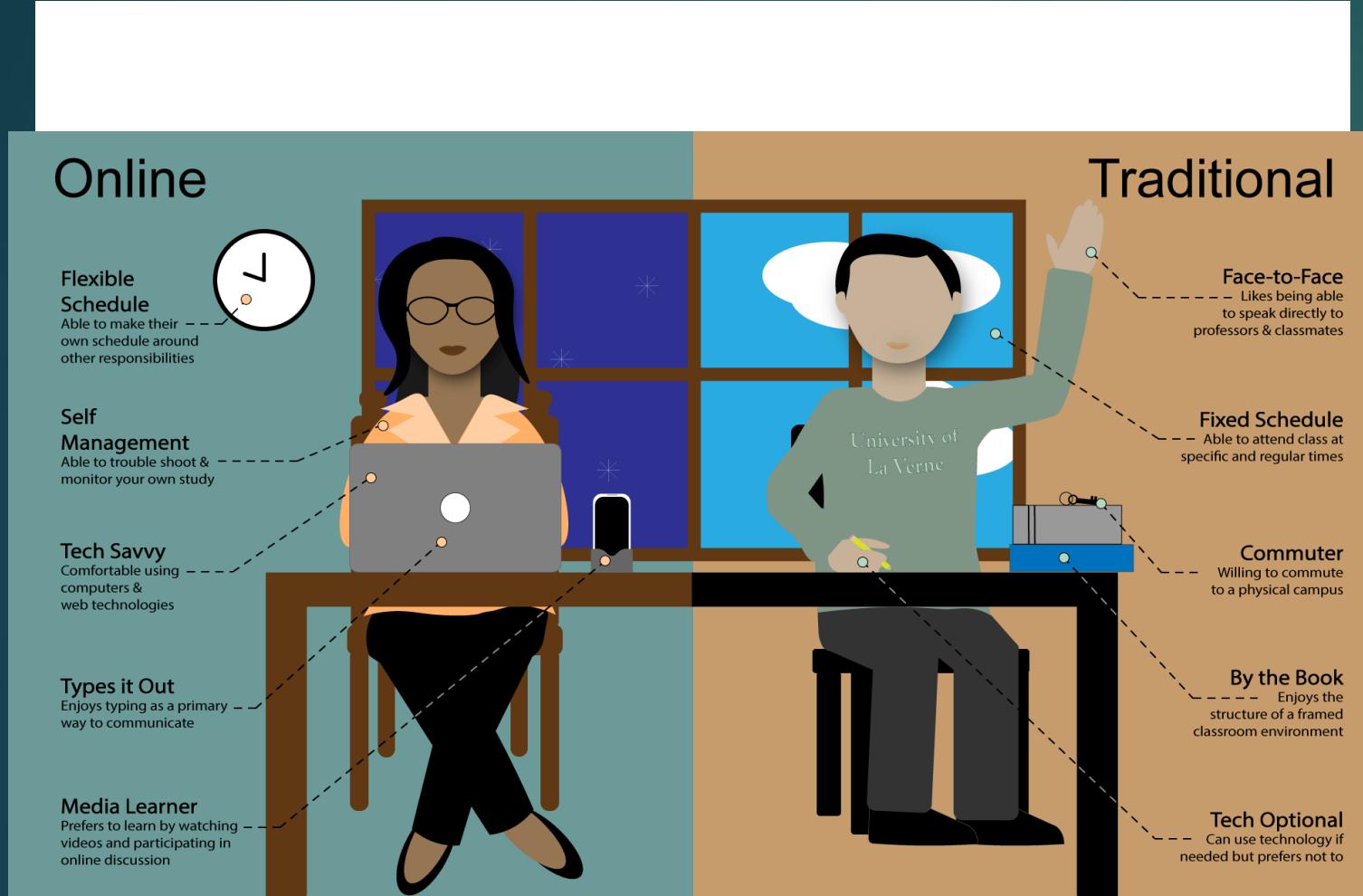
Identify challenges in Online learning

Embrace opportunities in Online learning

Enact accessible strategies to encourage
activity and learning in your course

Link the tools you already use, or have recently
learned, to the strategies you want to try

Differences between Online and Face-to-face Learning



In the live version of the webinar, a video – link below- was inserted here to model how you might use those sorts of media to break up a ppt and engage your learners)

<https://ep.jhu.edu/faculty/learning-roadmap-for-new-online-instructors/comparing-face-to-face-and-online-teaching>

Challenges and considerations with online learning

(in the live version of the webinar, this slide was used to model how one might follow a 'chunk' of material, video or just a topic, with questions where students online could volunteer answers using the 'chat feature' in Zoom, or use 'Breakout rooms' in Zoom to keep students actively engaged.

- ▶ **1) What was the common challenge of teaching online courses mentioned by the Engineering Professors in the video?**

- ▶ **2) What did Engineering Professors say that they liked about online teaching in the video?**

Challenges and considerations with online learning



Online environments lack the immediate and physical link to the student

Can't read body language and other cues



Students may have more distractions
Shorter attention spans
Online learning requires more organization and self-motivation



As the instructor It may be easy to move more quickly than usual through material,

No eye contact, can't see who is sleeping, on their phones, looking lost

"a course online means you have to consider even more carefully both the substance and tone of your written documents. You'd be amazed at how the absence of things like vocal inflection, hand gestures, and facial expressions can cast your words in a much different light for students."

Kevin Gannon is a professor of history and director of the Center for Excellence in Teaching and Learning (CETL) at Grand View University in Des Moines, Iowa.

Consider your current learner audience.

- ▶ This unplanned yet necessary move to online learning in the current situation means that:
Students who enjoy the in-the-moment opportunities to see and be seen, share ideas in real time and benefit from very personal interactions of peers and course instructors, may feel frustrated, unsupported, and dissatisfied.



▶ **This may or may not correlate with the ability to do quality work in this format.**

Opportunities in online environments!

- ▶ More communication between instructor and students through a mix of synchronous and asynchronous discussions
- ▶ More opportunity for quiet students to engage
- ▶ Great opportunities to facilitate student interaction and active learning



I. Preparing your Team – Clear expectations and organization are good for everybody!

Work closely with your entire teaching staff to be sure that the necessary, timely support that face-to-face students are familiar with is in place in your new online model.

Set up recurring zoom meetings at regularly scheduled times

(or ask one of your teaching staff to set these up). One at the beginning of the week and one at the end of the week might be good if the time is available.

Use a simple 'Agenda Template' that includes regular items that the team will address:

- 1) Learning objectives: topics, what level of learning is expected, what students will be able to perform if objectives are met
- 2) Assignments (discuss variety to encourage student engagement)
- 3) Problem solving student concerns (different staff are likely to hear different concerns from students)

Even more critical in online environment

II. Preparing your students for online learning!

- ▶ Clarify roles and expectations for workload and format, communication and support, and honor them. e.g. If weekly reflections and/or participation in discussion is required, be clear and consistent about when deadlines are and the way the task will integrate into the course grade.

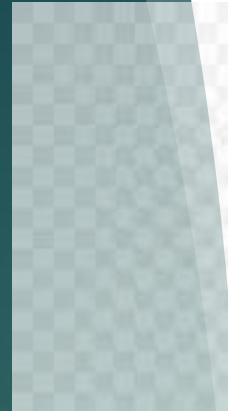
- ▶ Students will have to establish a quiet, consistent, distraction-free, location to access and complete course requirements.
 - ▶ Put away phones, close unrelated screens

- ▶ Students must organize online work for themselves and execute that long-term plan.
 - ▶ They have multiple courses – use calendars!



III. ToolBox:

Create a varied and engaging online classroom using readily available tips and tools



Creating and executing the “ideal” online course from scratch takes lots of planning, and is harder than face-to-face teaching.

- ▶ **What you are doing is ‘transitioning’ an in progress face-to-face course to the online environment!! Very challenging, but these strategies will help!**
- ▶ **Create different opportunities for students to interact with content encourages a shared and collaborative learning environment.**
- ▶ **Empower the students to lead, discuss topics, and review each other’s work.**
- ▶ **Where possible, be present as a guide and arbitrator, instead of control.**

Some low-hanging best practices for online learning: In your ‘lecture’



- ▶ **Chunk course material - find logical breakpoints**
 - ▶ Face-to-face 15 -20 minutes is the recommended lecture time – online maybe shorter
 - ▶ Then, ask a question or two:
 - ▶ Send students to **Zoom breakout rooms**
https://vod.video.cornell.edu/media/Using+Zoom+Breakout+Rooms/1_kx66ub59
 - ▶ When they return, allow a designated speaker from each room to unmute and share the answer
 - ▶ Ask students to chime in on **Zoom chat**
 - ▶ Ask students to give ‘**thumbs up on Zoom**’ if they understand, or thumbs down if they don’t at any point in the lecture time.

In your ‘lecture’- continued



- ▶ **Polling using clickers can be integrated here**
 - ▶ Currently free, easy-to-use technology that students can access through phones to answer questions in real time.

(See additional presentation provided by Kathy Dimiduk)

https://vod.video.cornell.edu/media/Setting+up+iClicker+for+Online+Classes/1_fi18o8y8

- ▶ **At the end of the lecture time:** Take a minute to let them see you summarize key points – Personal connection is valuable
 - ▶ Simply hang around to chat and answer questions for 10-15 min. as you would in face-to-face!
 - ▶ Ask them/require them to post on a specific lecture discussion thread something they really understood, and something they have a question about. - **Feedback benefits your teaching team and reinforces their learning**
 - ▶ Require that each student try and respond to at least one other students question along with posting their own before you or your team intervenes to clarify the right answer (definitely do that eventually!)

Some low-hanging best practices for online learning: In your ‘recitation and office hours



- ▶ If the purpose of recitation is to help students learn how to apply the information they've learned in lecture:
 - ▶ **Many of the same easy strategies can be used in recitation, but lecture portion should be minimized and key concepts , theorems, vocabulary, and equations can be reviewed.**
 - ▶ **Utilize chat and breakout rooms in zoom for group discussion and application of material to solve problems or create.**
 - ▶ **Facilitator can use the ‘Whiteboard’ option in zoom to resolve answers in the larger group.**
 - ▶ **Whiteboard can be interactive for all in the Zoom. Will allow students to respond.**
https://vod.video.cornell.edu/media/Screen+sharing+and+using+the+whiteboard+feature/1_icdke2lg

Some low-hanging best practices for online learning:

Make a couple extra
times for ‘check in’



- ▶ Upload an end of the week, how is it going?, summary of key points, reminders, video of you speaking directly to students- can use CANVAS, email, maybe ...Instagram!

- ▶ Or simply send out an announcement (any media) without a video
 - ▶ Add some discipline-based humor☺ (check appropriateness!). Obviously, keep professional tone in doing so.