Welcome to Getting Started!

Remote Participants:
- Please mute your audio
- You may keep your video on or turn it off – your choice!
- A moderator will be monitoring the chat for questions

In Person Participants:
- Wear a mask!
- Remain socially distanced (6 ft) from others in the room
- Raise your hand if you have a question
GETTING STARTED

This workshop:
• is an overview of resources & best practices
• filled with ideas you can use in your courses
• includes technology demonstrations

This workshop is not:
• hands-on
• a comprehensive course redesign
• prescriptive (use what makes sense & discard the rest!)
# GETTING STARTED

## Academic Continuity Team (ACT)

<table>
<thead>
<tr>
<th>Cyberlearning</th>
<th>Institute for Teaching and Learning</th>
<th>Information Technology Customer Service</th>
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<tbody>
<tr>
<td>Jessica Chill</td>
<td>Hillary Fuhrman</td>
<td>Rosalyn Donaldson</td>
</tr>
<tr>
<td>Joe Alberti</td>
<td>Cary Wecht</td>
<td>Sharyn Zembower</td>
</tr>
<tr>
<td>Stephanie Adams</td>
<td>Alison Kaufman</td>
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GETTING STARTED

Academic Continuity Team (ACT)

- Resource Toolkit
- Trainings & Webinar Recordings
- One-on-One ACT Consultations
- Technology Guides
GETTING STARTED

Outcomes:

I want to communicate to my students.
I want to set expectations for my students.
I want my students to know how to use class technologies.
I want my course to be equitable.
COMMUNICATE

I WANT TO COMMUNICATE TO MY STUDENTS.
In-person -- communication happens informally before, during, and after class...

Important to be proactive in online environments and to plan your communication strategy in advance.
Key Elements of a Communication Plan to Share with Your Students:

1. Your preferred contact method
2. Your availability
3. How you will be primarily communicating
4. Office Hours' Time & Modality
COMMUNICATE

I. YOUR PREFERRED CONTACT METHOD

- YSU email
- YSU phone (can forward)
- Blackboard messaging (Blackboard Original only)
- Microsoft Teams Chat
- Webex Teams

Consider an FAQ discussion board for course questions!
COMMUNICATE

2. YOUR AVAILABILITY

• It doesn't need to be 24 hours a day!
• Important to set expectations
• How long does it typically take you to respond to an email? Let students know!
What would you do differently next time?

“Make a set time when I would be (un)available online. Students had a tendency to take advantage of the fact that I left [chat tool] running 24/7.”

YSU Faculty Feedback Survey, Spring 2020
3. HOW YOU WILL BE PRIMARILY COMMUNICATING

- Email – Students are most familiar with it!
- Attend to FERPA guidelines
- Blackboard Announcements
- We recommend sending announcements weekly to introduce or reiterate the weeks' objectives
**Week 6 Update**
Good afternoon everyone! I hope you are all doing well. Please take some time this week to review all the content and research on Escape Rooms. I am ...

**Week 5**
Good morning everyone! I can’t believe we are already in week 5. I have really been enjoying working with everyone and seeing the great work you are ...

**Level 4 Update**
Hi everyone. Please take a few minutes to review the Level 4 update video. If you have any questions, please do not hesitate to reach out. Thank you, Joe

**Minecraft Peer Review**
Good morning! As opposed to having everyone email their peer reviewer the link to their video, I added a discussion board that you can drop the link in...

**Video of Minecraft Project**
Good evening everyone! I wanted to clarify one item. Part of the Minecraft assignment is to video your structure and how it meets the learning objective...

**Lesson Plan**
Hi everyone! Someone brought up an excellent point if you want to use the BCOE template that I put into the Minecraft pdf. I have put the word docum...
New Course Announcement

Welcome!
21 minutes ago, at 12:04 PM

Everything you need to know is in the syllabus, where you can find all assignment requirements and due dates.
4. OFFICE HOURS TIME & MODALITY

• Blackboard Collaborate
• Webex Meetings
• Microsoft Teams

Note: Office Hours modality will depend on your course modality.
Webex and MS Teams
Office Hours Demonstration
COMMUNICATE

Particularly in asynchronous situations...

Be present in your course!

Engage in discussion boards. Respond to emails. Share videos, photos, and recordings. Let students know who you are.
SET EXPECTATIONS

I WANT TO SET EXPECTATIONS FOR MY STUDENTS.
SET EXPECTATIONS

"Guardrails"

Activity: What did you learn from your students' successes/challenges in Spring 2020 that you want to share with Fall 2020 students to help them succeed in your course?
What would you differently next time?

“Prepare the students for what they'll need to do and the discipline they'll need to use to work proactively. I'll also demonstrate and use WebEx or Collaborate with them early and in person to ease them into it.”

YSU Faculty Feedback Survey, Spring 2020
SET EXPECTATIONS

BEST PRACTICES & TIPS:

1. Set communication expectations through sharing your Communication Plan

2. Set technology expectations – consider using an introductory module with links to ITS guides to campus supported technologies
3. Tell students that it is critical they check their online course regularly & let them know what you expect (e.g. 2 times a week?)

4. If doing a blended campus/online model, be sure to clearly explain to students what elements of the course will be delivered through which medium
SET EXPECTATIONS

This may be confusing for students.

Aug. 19:
Read Clark and Mayer pages 14-75
In the online classroom, we will meet to
Discuss of your current thesis topic ideas
How to choose when you have multiple topic ideas
How to refine your thesis topic to keep the scope reasonable
Looking at the work of other thesis writers
Getting a viable starting idea
Conducting preliminary research
IRB considerations
Choosing a thesis chair and committee
Your relationship with your chair and committee
Writing the proposal; topic and length expectations
Thesis proposal paperwork; scheduling your proposal defense
What to do/expect at the proposal defense
SET EXPECTATIONS

Here the content is organized in a way that communicates clearly what is expected.
5. Explain your grading criteria, particularly for remote components like discussion boards.

6. Monitor assignment submissions and communicate missed deadlines to students.
SET EXPECTATIONS

7. Share tips & resources for students to succeed – such as Adjusting Your Study Habits During Covid.
I WANT MY STUDENTS TO KNOW HOW TO USE CLASS TECHNOLOGIES.
Students want technology that is:

- **Consistent** across their courses
- **Simple** to use

We recommend using YSU supported technology so students can use existing resources & seek support from the IT Service Desk.
Students have access to:

- Microsoft Office Suite
  - Word, PowerPoint, Excel, OneNote, OneDrive, Teams
- Microsoft Azure Education Portal
- Webex Meetings
- YSU App Cloud & Engineering Cloud
General Articles for Student Success

- How to Login to your Penguin Portal
- Request YSU Loaner Equipment
- How to get Technology Support
- How to Succeed in an Online Environment
- Tips for Improving your Home Internet

- Software Available for Students Personal Computers
- Accessing Software Remotely through the YSU App Cloud

• Creative Course Delivery Toolkit Training #1
Maag Library and Center for Student Progress have also both created resource pages for students:

- CSP: Links for Student Success
- Maag Library Guide to Online Services
I WANT MY COURSE TO BE EQUITABLE.
5 Equity Minded Practices for Teaching Online
(Harris & Wood, 2020)

1. Be Intrusive
2. Be Relational
3. Be Culturally Relevant & Affirming
4. Be Community Focused
5. Be Race Conscious
Strategies: BE INTRUSIVE --

- Conduct an informal check of students’ experiences
- Provide asynchronous alternatives/record class
- Make success in the course transparent
- Use assessment strategies that focus on improvement
- Connect students to support
Early identification of and intervention with students whose academic behaviors and/or performance are a cause for concern is a proven best practice in increasing the likelihood that they will be successful.
Strategies: BE RELATIONAL --

- Humanize yourself with an introduction video
- Learn about your students – more than just a name!
- Reject deficit perspectives about students' capacity to succeed in college
- Validate students
- Hold high expectations
EQUITABLE

Creative Course Delivery Toolkit Training #1

https://www.youtube.com/watch?v=21SZiWu_HBU
Strategies: BE CULTURALLY RELEVANT & AFFIRMING --

• Connect course content to students' lived experiences
• Center non-dominant perspectives
  • Who wrote the books and articles you are using?
  • Who were they written for?
• Acknowledge cultural strengths & assets
Strategies: BE CULTURALLY RELEVANT & AFFIRMING --

Use variable forms of assignments & assessments

- Consider an assignment where students can choose what they produce (a PowerPoint, a poem, a paper, a recording, etc...) -- this type of work encourages students to work within their strengths
- Can also eliminate some technology barriers
EQUITABLE

Strategies: BE COMMUNITY FOCUSED --

• Be present
• Model the engagement you expect from students
• Provide opportunities for students to engage outside of class – study groups, virtual meet-ups, etc...
• Create assignments/opportunities for students to share their unique perspectives
EQUITABLE

Strategies: BE RACE CONSCIOUS --

• Provide opportunities to engage racial and equity issues within the discipline
  • Discussions around current events/articles
  • Discipline specific case studies with an equity-focus
• Prepare yourself with the tools to manage these dialogues
  • Seek support from Diversity, Equity, & Inclusion
EQUITABLE

Prepare yourself to respond to microaggressions in the online classroom

Creative Course Delivery Toolkit Training #1

Reducing Bias in Your Online Classroom

Did you know that 40% of Americans note that they have personally experienced online harassment? And that a quarter of people choose not to post online after witnessing online harassment (Duggan, 2017; Souza, 2020)? Students in your online courses may be anxious to participate in online discussions because of their past experiences with online harassment whether it was because of their race, religion, politics, appearance, or a variety of other unique and intersecting identities.

Here are a few resources that you can access for guidance in creating an equitable and safe online learning space.

- **Responding to Racial Bias and Microaggressions in the Online Environment** (Harris & Wood, 2020). This webinar focuses on strategies faculty can use to address issues of bias and microaggressions in order to meet the needs of historically underrepresented and underserved students in the online environment.

- **Responding to Microaggressions in Online Learning Environments During a Pandemic** (Souza, 2020). This article summarizes a few strategies (e.g. co-creating group agreements, “calling students in” rather than calling them out) you can use to design your course as a safe learning space.
EQUITABLE

- Ensuring ADA compliance
  - Guides in Resource Toolkit
  - Utilize EIT Lab
- Connect students to support from Disability Services
- Provide necessary accommodations
  - Extend time on quizzes/exams
  - Allow multiple attempts
  - Extend deadlines on assignments
EQUITABLE

Blackboard Accommodations
• Exempt students from assessment due dates and time limits
• Accommodation is set for all assessment items within the course

Blackboard Test Exceptions
• Give an individual student an exception on a specific assessment item
• Additional attempts or extended access
GETTING STARTED

QUESTIONS?