

GETTING STARTED

Creative Course Delivery
Toolkit Training #1

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

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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!)

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Academic Continuity Team (ACT)

Cyberlearning	Institute for Teaching and Learning	Information Technology Customer Service
Jessica Chill	Hillary Fuhrman	Rosalyn Donaldson
Joe Alberti	Cary Wecht	Sharyn Zembower
Stephanie Adams	Alison Kaufman	

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Academic Continuity Team (ACT)

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

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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

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I WANT TO
COMMUNICATE TO
MY STUDENTS.

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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

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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

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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!

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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!

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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

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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

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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 objectiv...



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...

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astron01_01


Basics of Astronomy

 **Cathy Chu**
Instructor

Details & Actions

-  Roster
[View everyone in your course](#)
-  Course Description

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.

[Dismiss](#)

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4. OFFICE HOURS TIME & MODALITY

- Blackboard Collaborate
- Webex Meetings
- Microsoft Teams

Note: Office Hours modality will depend on your course modality.

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Webex and MS Teams Office Hours Demonstration

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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

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I WANT TO SET
EXPECTATIONS FOR
MY STUDENTS.

SET EXPECTATIONS

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"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?

SET EXPECTATIONS

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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

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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

SET EXPECTATIONS

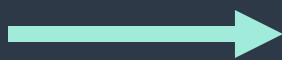
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3. Tell students that it is critical they check their online course regularly & let them know what you expect (e.g. 2 times a week?)

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

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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

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Here the content
is organized in a
way that
communicates
clearly what is
expected.



 **Level Activities**


Below is an outline of the items for which you will be responsible throughout the level.

LLO=Level Learning Objectives

 **Read**


Read the following early in the week to help you respond to discussion question(s) and to complete your assignment(s).

- Gamification in Education scholarly article (LLO1).
- 12 Examples of Gamification in the Classroom website (LLO2).

 **Watch**

Read or listen to the following instructional media early in the week.

- The Power of Gamification in Education video (LLO 1).
- Classroom Game Design: Paul Andersen at TEDx Bozeman video (LLO1).
- Gaming can make a better world video (LLO1).

 **Discuss**

Post response(s) to the following discussion prompt(s) no later than Wednesday of this week. Then follow-up on classmates' posts by Sunday of this week.

- Level 1: Discussion (LLO3)

SET EXPECTATIONS

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5. Explain your grading criteria, particularly for remote components like discussion boards.

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

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7. Share tips & resources for students to succeed – such as Adjusting Your Study Habits During Covid.

Adjusting your study habits during COVID **YOUNGSTOWN STATE UNIVERSITY**

We'll get through this together.

Things may feel out-of-control right now. You may be facing a lot of unknowns and disruptions. Try to be patient with yourself, your classmates, and your instructors during this time. Take care of your wellbeing first. Making a plan and adjusting your studying may help you feel even a little sense of control.

Use this resource as a starting point.

In this guide, we'll talk about:

- Staying organized
- Avoiding multitasking
- Making the most of video lectures
- Setting a schedule
- Trading your strategies for new ones
- Working with a group or team
- Staying connected to other people

Your study habits may need to change.

Here are some strategies to keep in mind while completing your course requirements online:

1. Staying organized

With so many things changing in your courses, you might be reliving that first-week-of-class confusion at a finals-week pace.

Here are some things you might want to keep track of for each class:

How are in-person parts of the class changing?

- What are the in-person parts of this course? (lecture, lab, etc)
- Where can you find it or how do you access it? (live-stream, lecture capture, etc)
- Is it at a specific time or can you watch it anytime?

Are assignments changing?

- Are there new due dates?
- Is how you're submitting your assignments changing?
- Are any quizzes or exams being offered virtually?

What should you do if you need help?

- Is your course offering virtual office hours? When and on what platform?
- Is there an online forum for asking questions?

One example of a way you could keep track:

	Class 1	Class 2	Class 3
important dates			Paper Due Friday
big changes	No lab Live lecture	Discussion optional Recorded lecture	May do paper instead of a group project
important links	Lecture link Office hours link	Discussion link Lecture link	Group paper folder

2. Avoiding multitasking

If you're doing more work on your own and your time is less structured, you might be more tempted to multitask. Many people think they can do multiple things at once. But research shows us that only about 2% of the population can multitask. Even if you feel like you're multitasking, you're probably not... really, you're switching between tasks very quickly (some call this "micro-tasking").

The downsides of multitasking and microtasking:

- **Assignments take longer.** Each time you come back to an assignment (from Instagram for example), you have to get familiar with it, find your spot, remember what you were going to do next, etc.
- **You're more likely to make mistakes.** Distractions and switching between tasks tires out the brain.
- **You'll remember less.** When your brain is divided, you're less able to commit what you're learning to long-term memory (because [it doesn't get encoded properly into your brain](#)).

What to do instead

When you need to study something important, consider:

The Magic of Monotasking.

- Focus on one thing at a time.
- Take breaks between tasks.
- Consider the "[pomodoro method](#)" to help you focus –you set a timer for 25- or 50-minute periods and then reward your- self with 5- or 10-minute breaks.

3. Making the most of video lectures

- **Stick to your instructor's schedule as much as you can.** Staying on a schedule will help you have a feeling of normalcy and prevent you from falling way behind.
- **Find out how to ask questions.** Is there a chat feature? Is there a discussion forum?
- **Close distracting tabs and apps.** Humans are not as good at multitasking as they think! (See #2 above.)

- **Continue to take notes as you would if you were there in person.**
- **Watch recordings at normal speed.** Research shows that playback speed of 1.5x can lower your retention and can result in lower scores on assessments. Faster playback speeds are worse for complex, multi-step material (which most of your lectures probably are). Remember: this is all about 1.5x. There hasn't even been research on 2x playback speed, which is probably even worse.

4. Setting a schedule

As the situation unfolds, you may have fewer social commitments, group meetings, or work hours. Setting a schedule for yourself can help provide structure and keep you motivated. If you don't already keep a weekly or daily calendar, try something like the example below to organize your time. Include time for movement and self-care.

Schedule Template

	Scheduled Activity	Course Tasks	Personal / Self-care
8am			Shower, Breakfast
9am	Call in for remote lecture		
10am		Read chapter 3	
11am			Break - video call with friend
12pm			Lunch and a short walk
1pm		Read chapter 4	
2pm	Recap lecture with classmate		

CLASS TECHNOLOGIES

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I WANT MY STUDENTS TO
KNOW HOW TO USE
CLASS TECHNOLOGIES.

CLASS TECHNOLOGIES

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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.

CLASS TECHNOLOGIES

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Students have access to:

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

CLASS TECHNOLOGIES

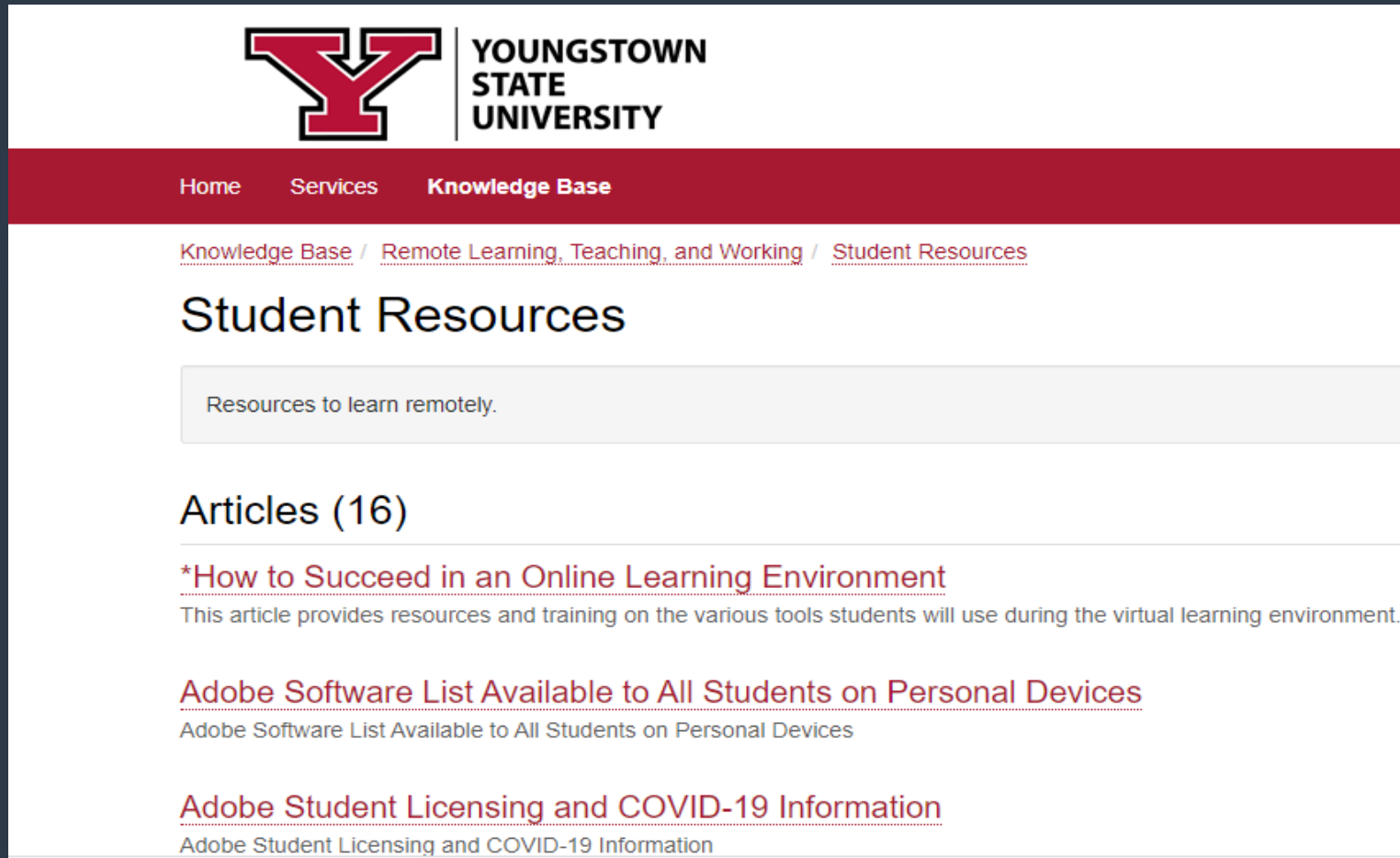
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General Articles for Student Success


- [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 Connection](#)
- [Software Available for Students Personal Computers](#)
- [Accessing Software Remotely through the YSU App Cloud](#)

CLASS TECHNOLOGIES

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The screenshot shows the Youngstown State University Knowledge Base interface. At the top left is the university's logo, a red 'Y' with a white outline, followed by the text 'YOUNGSTOWN STATE UNIVERSITY'. Below the logo is a red navigation bar with the links 'Home', 'Services', and 'Knowledge Base'. The main content area has a breadcrumb trail: 'Knowledge Base / Remote Learning, Teaching, and Working / Student Resources'. The title 'Student Resources' is prominently displayed. Below the title is a grey box containing the text 'Resources to learn remotely.'. Underneath, there is a section titled 'Articles (16)' with a horizontal line. Three articles are listed, each with a red title and a grey description: 1. '*How to Succeed in an Online Learning Environment' with the description 'This article provides resources and training on the various tools students will use during the virtual learning environment.' 2. 'Adobe Software List Available to All Students on Personal Devices' with the description 'Adobe Software List Available to All Students on Personal Devices'. 3. 'Adobe Student Licensing and COVID-19 Information' with the description 'Adobe Student Licensing and COVID-19 Information'.

 YOUNGSTOWN
STATE
UNIVERSITY

[Home](#) [Services](#) [Knowledge Base](#)

[Knowledge Base](#) / [Remote Learning, Teaching, and Working](#) / [Student Resources](#)

Student Resources

Resources to learn remotely.

Articles (16)

[*How to Succeed in an Online Learning Environment](#)
This article provides resources and training on the various tools students will use during the virtual learning environment.

[Adobe Software List Available to All Students on Personal Devices](#)
Adobe Software List Available to All Students on Personal Devices

[Adobe Student Licensing and COVID-19 Information](#)
Adobe Student Licensing and COVID-19 Information

<https://ysu.teamdynamix.com/TDClient/2000/Portal/KB/?CategoryID=17751>

CLASS TECHNOLOGIES

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ITS Knowledge Base

CLASS TECHNOLOGIES

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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](#)

EQUITABLE

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I WANT MY COURSE
TO BE EQUITABLE.

EQUITABLE

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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

EQUITABLE

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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

EQUITABLE

YSU EARS

Early Alert Reporting System

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.

Creative Course Delivery Toolkit Training #1

The screenshot shows the Academic Early Alert Reporting System (EARS) interface. At the top, it displays the Youngstown State University logo and the text "Academic Early Alert Reporting System". Below the header, there is a welcome message: "Welcome Sharyn Zembower!". A navigation link "Switch from Faculty to Affiliate View" is visible in the top right corner. The main content area is titled "Welcome to the Academic Early Alert Reporting System (EARS)" and contains three paragraphs of text explaining the system's purpose and how it works. On the right side, there is a form for reporting a concern. The form includes a course selection dropdown menu showing "PENG 1500 (99999) Intro to Penguin Studies". Below the dropdown, there is a checkbox labeled "No Concerns" which is checked. At the bottom right of the form, there is a "Submit / Continue" button. The footer of the page includes the name "Marion G. Hesch" and the "CENTER FOR STUDENT PROGRESS" logo.

YOUNGSTOWN STATE UNIVERSITY
Division of Institutional Effectiveness

Academic Early Alert Reporting System

Welcome Sharyn Zembower!

Switch from Faculty to Affiliate View

Welcome to the Academic Early Alert Reporting System (EARS)!

Thank you for supporting our students' success by using the Academic Early Alert Reporting System (EARS). Early identification of and intervention with students whose academic behaviors and/or performance are cause for concern is a proven best practice in increasing the likelihood that they will be successful.

Once you submit your alerts, students will receive a 'nudge' email letting them know that you have raised a concern. Staff in the Center for Student Progress or other campus departments/staff will also reach out to students to discuss issues impacting their attendance, help students correct the problem, and encourage them to discuss their progress with you.

Staff will record comments indicating if the student was reached and if so what was discussed. You may check the EARS for follow-up comments from staff doing outreach and add any additional information as needed

PENG 1500 (99999)
Intro to Penguin Studies

No Concerns

Submit / Continue

Marion G. Hesch
CENTER FOR STUDENT PROGRESS

Application developed for Youngstown State University by Jordan J. Buhler, 2019

EQUITABLE

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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

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https://www.youtube.com/watch?v=2ISZiWu_HBU

EQUITABLE

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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

EQUITABLE

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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

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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

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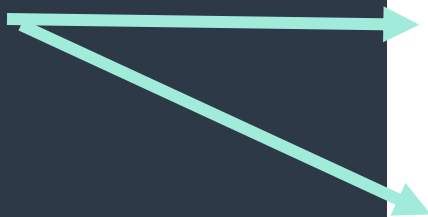
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Strategies: BE RACE CONSCIOUS --

- 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



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> 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.

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- 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



Joe Alberti
Student

- Due date accommodation**
Students with a due date accommodation never have their work marked late. When students with accommodations are in a group, all students in that group inherit the accommodation.
- Time limit accommodation**
Students with a time limit accommodation have more time to finish their work during timed assessments.
 - + 50% extra time
 - + 100% extra time
 - Unlimited time

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QUESTIONS?