

ENGAGING STUDENTS

Creative Course Delivery
Toolkit Training #4

Welcome to Engaging Students!

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 PERSONALIZE MY COURSE.

I want to ENGAGE MY CLASS IN DISCUSSION.

I want to provide an OPPORTUNITY TO ENGAGE WITH CONTENT.

I want to MANAGE A SIMULTANEOUS ONLINE & FACE-TO-FACE AUDIENCE.

PERSONALIZE COURSE

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I WANT TO
PERSONALIZE MY
COURSE.

PERSONALIZE COURSE

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A combination of text, media, and your personality can help convert a Blackboard course to a personalized digital classroom.

Focus on infusing YOUR PERSONALITY & YOUR TEACHING STYLE into your course.

PERSONALIZE COURSE

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Type your response into the chat or use the “Raise Hand” feature in Webex to respond to this question – What did you do in Spring 2020/Summer 2020 to add your personality and/or personal teaching style to your remote courses?

PERSONALIZE COURSE

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Online courses can sometimes feel disconnected, focus on building rapport:

- Call students by name
- Humanize yourself
- Send personalized communication
- Be flexible

PERSONALIZE COURSE

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CALL STUDENTS BY NAME

- Commit to learning your student's names
 - Students can post an introduction photo or video
 - You can facilitate one-on-one video meetings
- Just like you would in a face-to-face class, in your synchronous courses, refer to students by their name

PERSONALIZE COURSE

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HUMANIZE YOURSELF

For asynchronous courses -

We recommend creating a **WELCOME VIDEO**
for your students.

PERSONALIZE COURSE

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https://www.youtube.com/watch?v=21SZiWu_HBU

PERSONALIZE COURSE

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HUMANIZE YOURSELF

For synchronous courses -

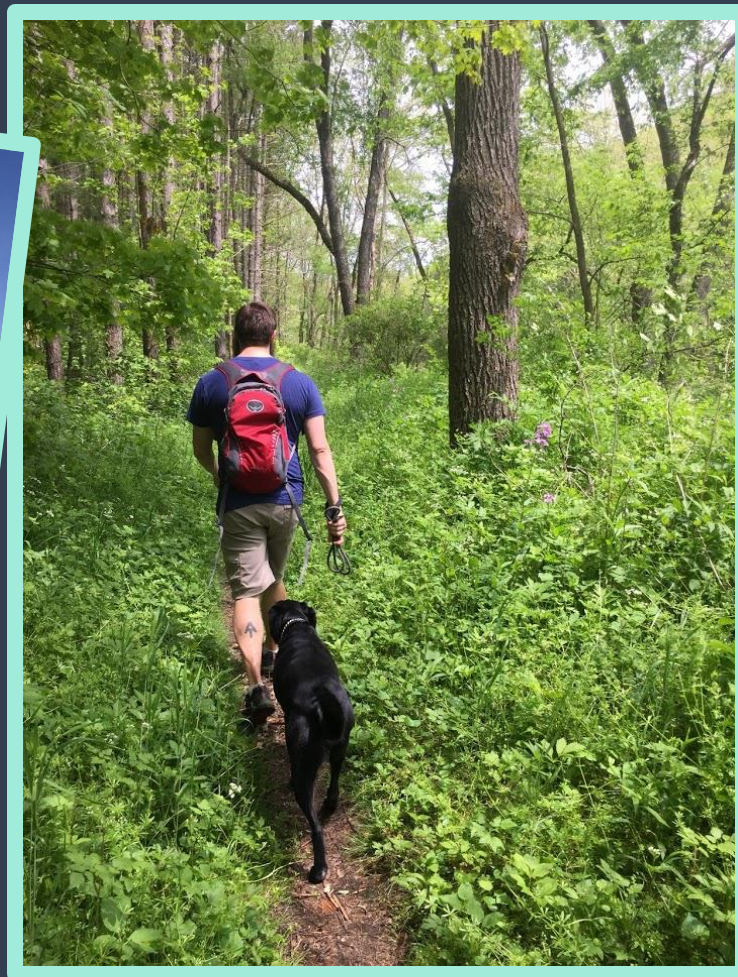
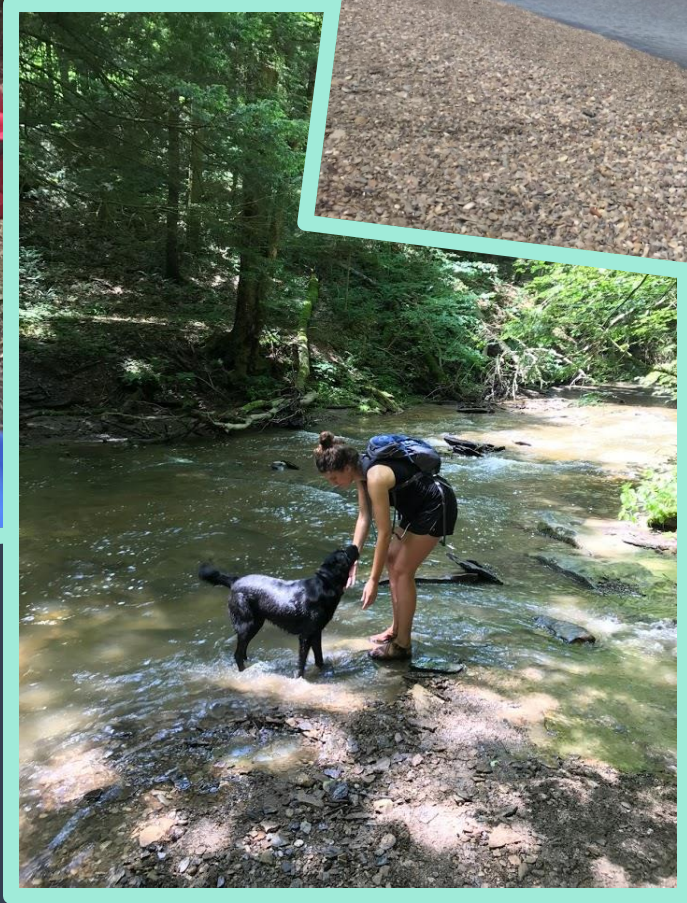
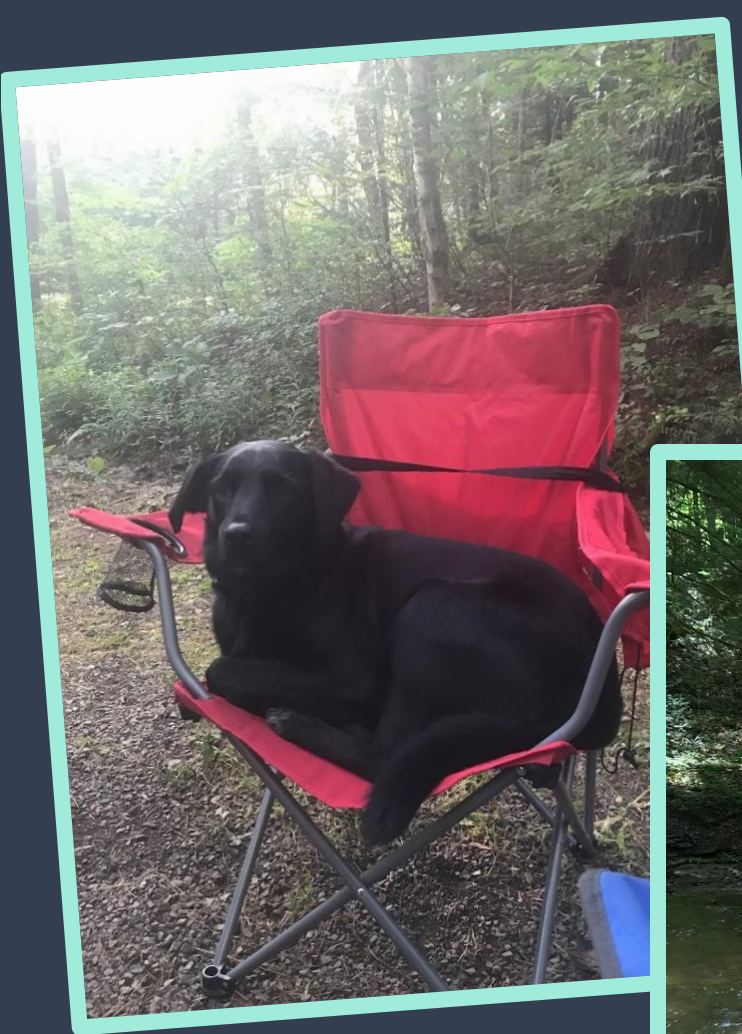
Share a few slides in a live or in-person lecture telling your students about yourself.

Graduation Ceremony for when I finished my PhD



WELCOME!

My name is Alison and I'll be your instructor. Even though we are all joining remotely, I wanted to take a few minutes for you to get to know me – and maybe you've already seen in your syllabus, that I'm going to ask you all to create & post "About You" slides!



We all love to hike, camp, swim, and be outside. So it is perfect that our dog Scarlet is the same!

PERSONALIZE COURSE

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HUMANIZE YOURSELF

Don't be afraid to infuse your writing with warmth and personality. This is an opportunity to portray your enthusiasm and support for your students' learning and success.

PERSONALIZE COURSE

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HUMANIZE YOURSELF

You can also send weekly announcements as a way to introduce students to the week's content.

PERSONALIZE COURSE

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PERSONALIZED LEARNING MODULES

Dear {First Name},

Welcome to week 2! This week, we will dive into the key readings for our course. Deadlines and our classroom link are listed below. This week's reading focuses on an introduction to qualitative research. Pay attention to the summary table on p. 33, it provides a good guide for the rest of the course.

See you Tuesday!

	Read	Prepare to	Meet
Week 2 August 24-28	Lichtman p. 1-35	Discuss your key takeaways from reading. Ask questions about your first reflection assignment.	Tuesday, 12 EST <u>Our Class Link</u>

PERSONALIZE COURSE

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PERSONALIZED ANNOUNCEMENTS

Welcome to Week 3 of our course.

We'll next examine tone beginning with Theodore Roethke's "My Papa's Waltz." Our editors X.J Kennedy and Dana Gioia explain that "To perceive the tone of a poem rightly, we need to read the poem carefully, paying attention to whatever suggestions we find in it." You'll find, as our chapter describes, "a spectrum of tones" in the poetic voices we meet this week from Stephen Crane's sardonic "The Wayfarer" to Walt Whitman's worshipful "To a Locomotive in Winter" to one of my favorite poems, Edwin Arlington Robinson's foreboding "Luke Havergal."

I hope you each find a poem this week that lights up your brains and better yet resonates with some emotional truths you hold evident. Since we're focusing on tone and the role of a speaker in a poem this week, allow yourself some fun by reading a poem or two out loud and experimenting with different vocal interpretations. Better yet, find a friend, significant other, or family member and perform a poem to them, then hand them our book and ask them to read it their own way (just as Julie Harris takes vocal ownership over Dickinson's "I like to see it lap the Miles" in this week's audio recording).

Take time as well to read the Comparison/Contrast Essay prompt this week and contact me with any questions you may have. My chief recommendation is to choose to compare and contrast two poems that you connect with and/or simply enjoy reading. In doing so, you'll make the essay-writing process less painful, more enlightening, and yes, even fun.

Also due this week is Discussion Board Post 3. I'm honored to read everyone's work to this point and looking forward to more insight from you all.

I hope you had a great weekend -- I surely enjoyed the sunshine!

Some announcements:

- Several people have not turned in their Weekly Update for last week. Please get that in today sometime so you can get those engagement points!
- I've attached the links to the two WebEx recordings from Friday, 6/5, on multiple-step income statements. They are also in the Material for Test 2 module.
- I will be holding a Q and A session on Tuesday, 11:00 am, on WebEx. You should have received an invitation.
- Another Weekly Update is due by noon on Friday, 6/12. You may earn 4 bonus engagement points on that assignment if you also participate in a short online survey (see attached) for two other accounting professors. For me to grant the bonus points you need to give out your YSU email when, at the end of the survey, they ask if you want to be notified about future projects.



Bonus survey.docx



WebEx Links -- Fri 6_5 Class Meeting 3701.docx



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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 going to give you the entire week next week to complete your final project. I provided you with the description of the assignment in the Welcome this week so you can begin brainstorming. Please let me know if you have any questions. **Keep up the hard work. We are almost there!**
Thank you,
Joe

Creating a Mail Merge

Rosalyn Donaldson, MS Ed.
Manager IT Service Desk & Training
IT Customer Services



PERSONALIZE COURSE

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BE FLEXIBLE

- Check-in with your students and respond to the feedback they provide
 - For example, if they are struggling to meet a Tuesday discussion board post deadlines, consider changing to a day later in the week

QUICK

BREAK

DISCUSSION

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I WANT TO ENGAGE MY
CLASS IN DISCUSSION.

DISCUSSION

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1. Synchronous Discussions

- Occur in real-time via video-conferencing and chat tools
- Provide an additional opportunity to connect

2. Asynchronous Discussions

- Occur anytime
- Give students opportunity to formulate their answers

DISCUSSION

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Synchronous Discussions

TO MUTE OR UNMUTE?

- In smaller classes, allow your students to unmute themselves to engage in the conversation and ask questions verbally.
- In larger classes, have them mute and use the “raise hand feature” or chat window.

DISCUSSION

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Synchronous Discussions

- Strategically utilize the chat feature in Webex
- Pose discussion questions verbally or through the chat window
- Allow time for students to think and type their response
- You may consider assigning a student or rotating through students to moderate the chat

DISCUSSION

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Chat

Rosalyn says she's on and marking attendance, fyi
from Jacob Labi 2:34 PM

What happens if students lack the technical skills to create videos? Won't this add an additional and unrelated educational responsibility to the class? I love the idea but can see it complicating and adding to the workload for student.

from Rosalyn Donaldson to everyone: 2:36 PM

Students can contact the YSU Service Desk for assistance with supported technology. Questions about how to record using a device and uploading it to a University resource can be answered at the Service Desk.

from Meenaksh 2:37 PM

Are closed captioning available for videos on youtube and teams? thanks!

from Alison Kaufman to everyone: 2:38 PM

You could also offer flexibility in how they choose to

To: Everyone

Enter chat message here

Participants (20)

Search

SA Stephanie Adams Me

AK Alison Kaufman Host

Hillary Fuhrman

DISCUSSION

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RESPOND IN THE CHAT:

If I was planning a trip to your hometown and only had 2 hours to spend, what do you recommend that I do? Eat? See? Etc...

DISCUSSION

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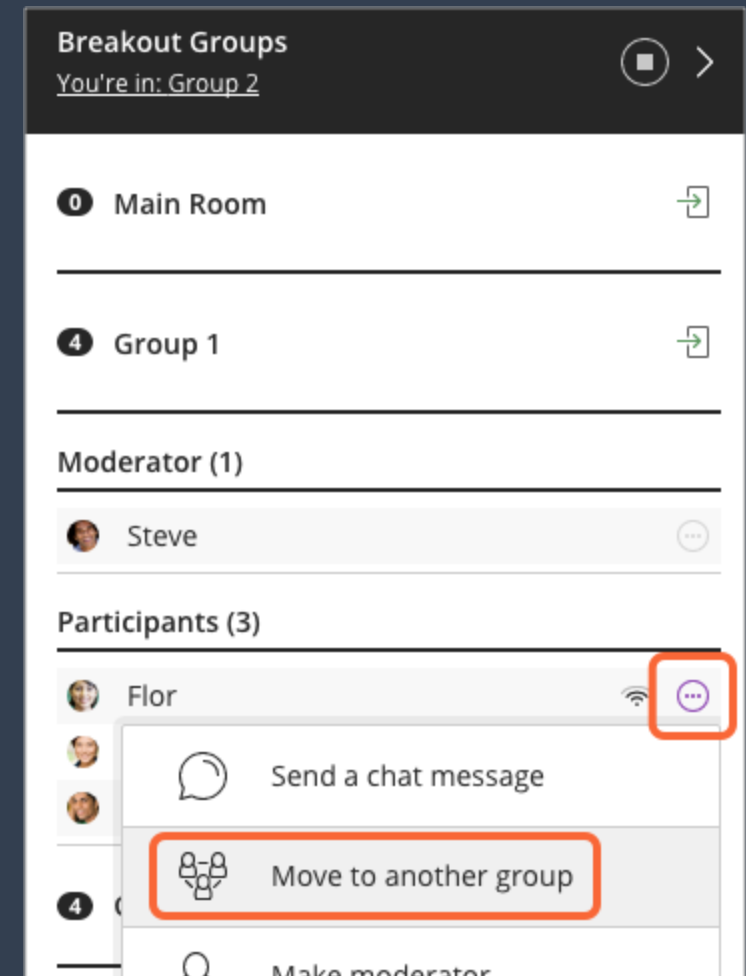
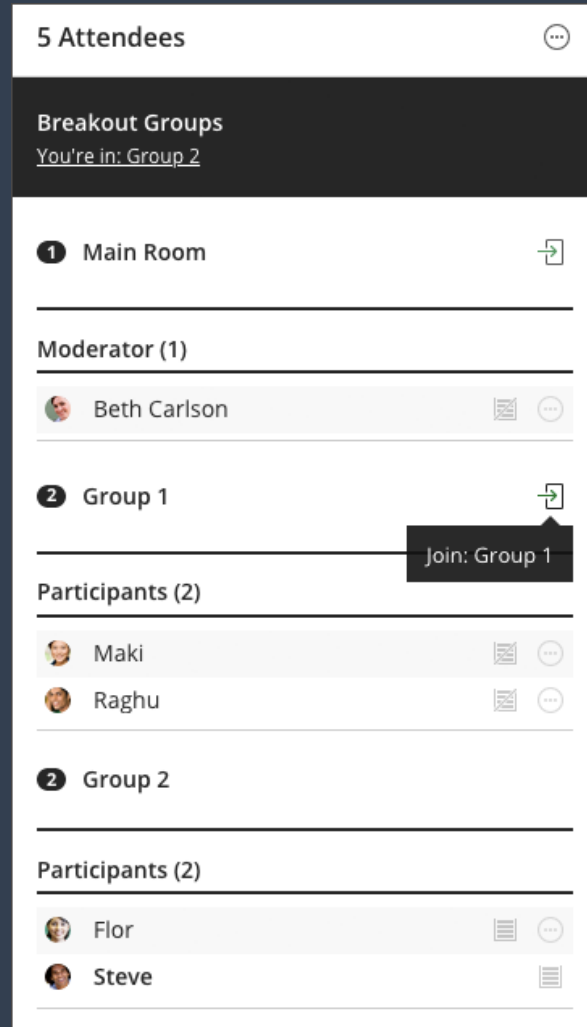
Synchronous Discussions

- Form breakout groups in Blackboard Collaborate. As a moderator, you can join each group to check on progress, answer questions, and facilitate collaboration...Just like you would walk around a classroom!
- Bring students back into the main group for summary discussion

DISCUSSION

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Blackboard Collaborate Breakout Groups



DISCUSSION

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Asynchronous Discussions

Utilize a Blackboard discussion board for asynchronous interaction and discussion

- Convey clear expectations for posts
- Ask appropriate prompt questions
- Give timely feedback

DISCUSSION

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CLEAR EXPECTATIONS

- Include instructions regarding number of posts, number of replies, and associated deadlines
- Set multiple due dates
- Set rules for netiquette

PROMPT

- Open-ended questions
- Questions that leave room for discussion
- Questions that require an original, thoughtful response
- No single answer questions!

FEEDBACK/GRADING

- Timely feedback is meaningful feedback
- Act as a facilitator and moderator
- Provide specific grading criteria (rubric)

DISCUSSION

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Ideas for Implementation

- Assign discussion board facilitators
- Invite students to propose discussion prompts
- Use the “post-first” setting to require students to respond with an original thought first before viewing any other student responses
- Think beyond "post once, reply twice"

DISCUSSION

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Alternative Discussion Structures

Type	Example	Rationale	When It Works
REFLECTION A discussion activity where students can post regular entries to reflect on learning. Can be used individually, small groups, or the whole class.	What were the 3 most significant things this week? What were 2 confusing things?	Reflection allows for decision making, self-examination, and critical analysis. It's a way to connect the learner to the learning.	Across disciplines

DISCUSSION

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Toolkit Training #4

Alternative Discussion Structures

Type	Example	Rationale	When It Works
CHALLENGE QUESTIONS Mini case studies, presenting short scenarios and asking "how would you handle this?" Learners reply with a solution and comment on the replies of their classmates.	How would you communicate a new diagnosis of Autism to a parent? What are the procedures to document a sexual harassment case in the workplace?	Challenge questions develop skills in thinking on the fly, problem-solving, decision making and rationalizing decisions.	Law Healthcare Social Work Psychology Business

DISCUSSION

Creative Course Delivery
Toolkit Training #4

Alternative Discussion Structures

Type	Example	Rationale	When It Works
SMALL GROUP SHARE This models a think/pair/share activity.	<p>In a small group discussion, create a 2-3 paragraph response.</p> <p>Post a final version to the class discussion board.</p> <p>Ask a question of the other group's final post. Respond to the questions posted to your group.</p>	<p>Provides opportunity for learners to practice in small groups before having to "report out" to the class.</p> <p>Reduces the amount to grade as each group produces one final response.</p>	<p>A way to facilitate discussion in large group settings.</p>

DISCUSSION

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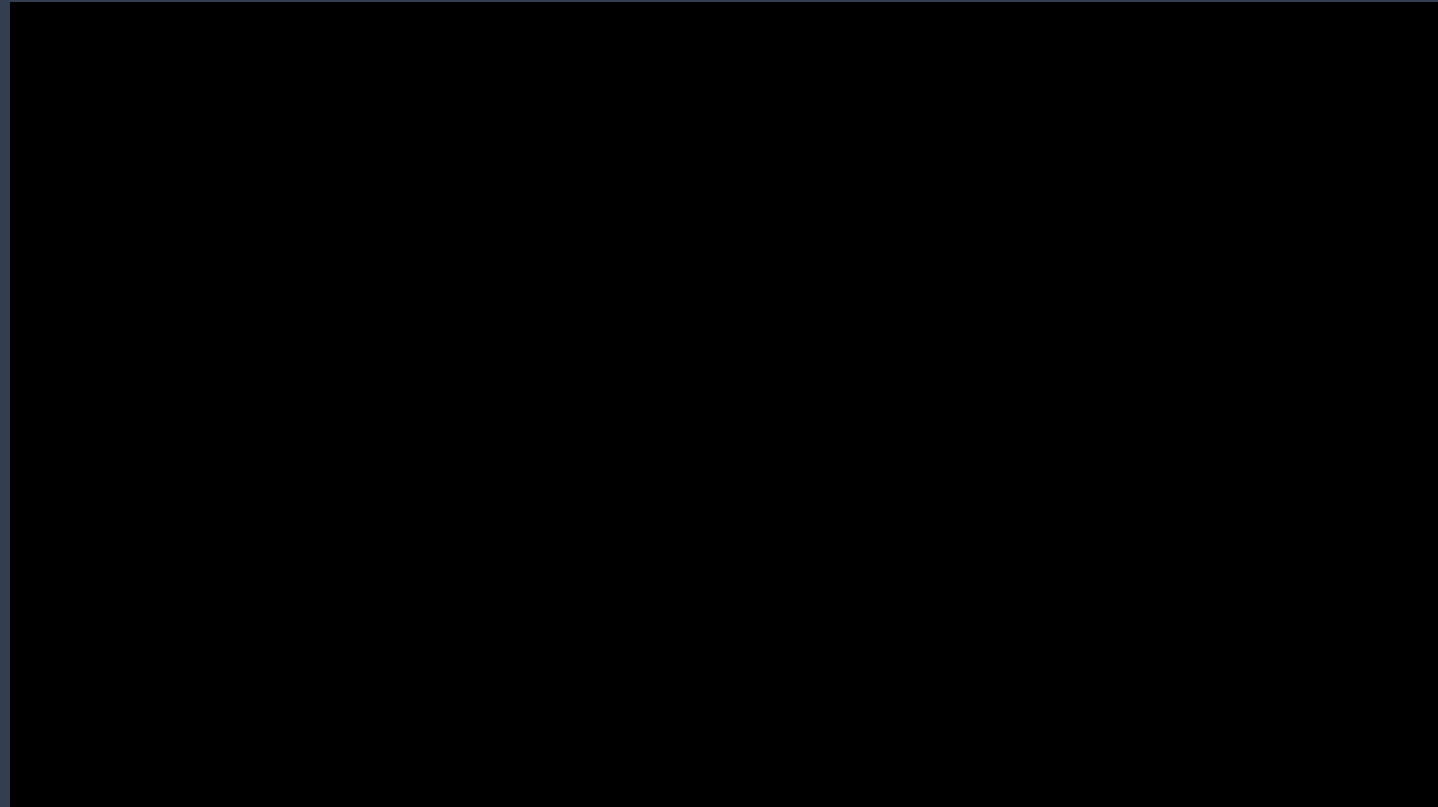
Alternative Discussion Structures

Type	Example	Rationale	When It Works
STUDENT FACILITATION The learner take on the role of the "instructor" to provide feedback for posted responses.	Students select one designated problem sets and submit their solutions to the instructor ahead of time. All other students post their solutions and the student facilitator provides feedback.	Provides opportunity for peer review. All learners practice the material, and all have an opportunity to provide feedback.	Math/Statistics Chemistry Computer Science Accounting

DISCUSSION

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CONSIDER
SHARING
THIS VIDEO
WITH
YOUR
STUDENTS



<https://www.youtube.com/watch?v=DwdqQjCfWSc>

QUICK

BREAK

ENGAGE WITH CONTENT

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I WANT TO PROVIDE AN
OPPORTUNITY TO
ENGAGE WITH CONTENT.

ENGAGE WITH CONTENT

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WHAT IS ACTIVE LEARNING?

- “Activities that students do to construct knowledge and understanding”
 - Frequently engages higher-order thinking
 - Metacognition (thinking about thinking) can provide the link between activity and learning

<https://cft.vanderbilt.edu/guides-sub-pages/active-learning/>

ENGAGE WITH CONTENT

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WHY ACTIVE LEARNING?

- 30 years of robust evidence supporting active learning
 - Students in lecture-only courses have higher failure rates than in courses with an active learning component (Freeman et al., 2014)
- Active learning promotes learning for ALL students – equity mindset. (Haak et al., 2011; Law et al, 1999; Schneider, 2000)

<https://cft.vanderbilt.edu/guides-sub-pages/active-learning/>

ENGAGE WITH CONTENT

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Example -- Easy Addition to Online/Hybrid Courses:

- **The Pause Procedure:** Pause for a few minutes every 15 minutes of class to have students write everything they can remember from the previous segment. They can submit this to you via Blackboard or post in a discussion board.

<https://cft.vanderbilt.edu/guides-sub-pages/active-learning/>

ENGAGE WITH CONTENT

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Take one minute to write down key points from what we've gone over so far during this session. Type them into the chat to share with others or write/type and keep them to yourself.

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Example -- More Complex Addition to Online/Hybrid Courses:

- **Mini-Maps:** Give students a short list of key terms (10 or less) and ask them to arrange the terms into a logical structure – with arrows and words to show relationships. You can utilize Microsoft Whiteboard, or have them upload a photo to Blackboard.

<https://cft.vanderbilt.edu/guides-sub-pages/active-learning/>

ENGAGE WITH CONTENT

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Take a second to sketch
your own mind-map:

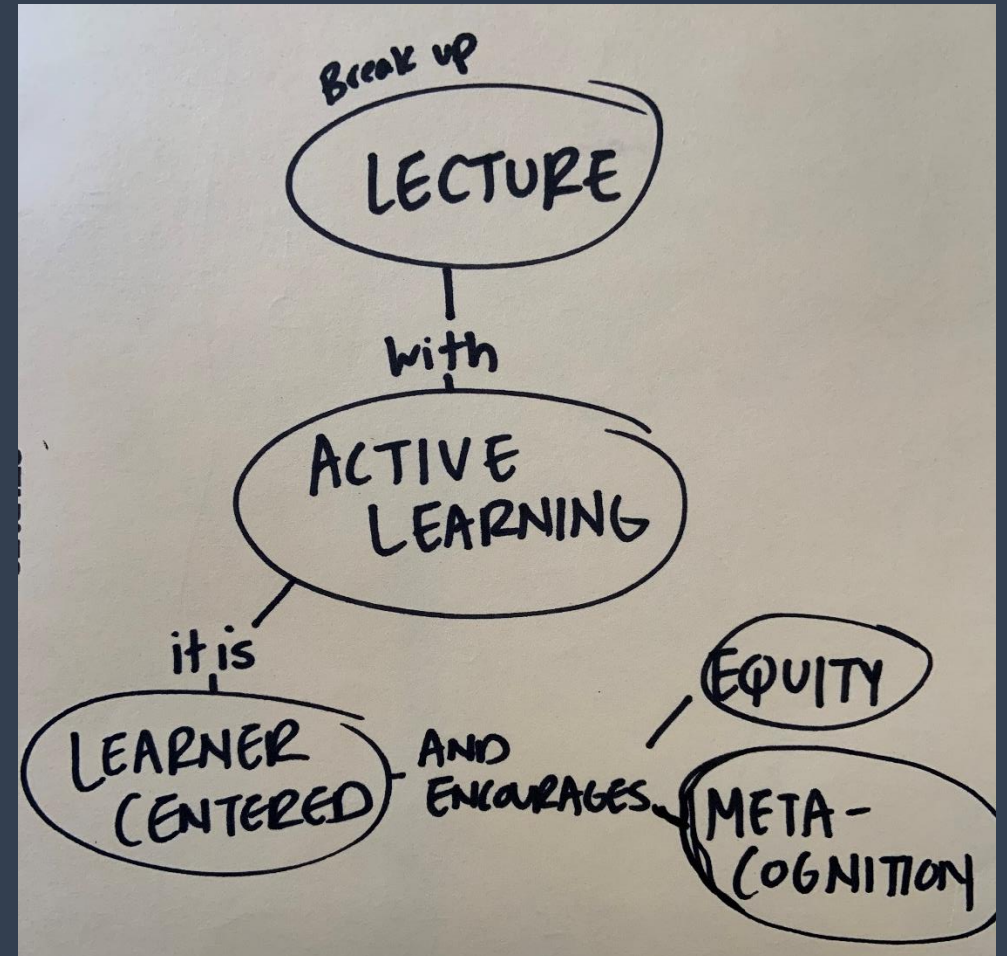
1. Equity
2. Active Learning
3. Metacognition
4. Learner-centered
5. Lecture

ENGAGE WITH CONTENT

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Take a second to sketch
your own mind-map:

1. Equity
2. Active Learning
3. Metacognition
4. Learner-centered
5. Lecture



ENGAGE WITH CONTENT

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Example -- More Complex Addition to Online/Hybrid Courses:

- **Student-Generated Tests Questions:** Provide students with course learning outcomes & Bloom's Taxonomy. Have students work in breakout group discussion boards to create tests questions that address various levels. Share students questions/answers with courses as a study guide.

<https://cft.vanderbilt.edu/guides-sub-pages/active-learning/>


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Use a Blackboard Discussion Board to have students share & respond to “test-questions” as a dynamic study guide.


How can discussion boards help improve online courses? ...

Responses (4)




 **Kevin Russo** ...
4/7/20, 1:54 PM • NEW
Discussion boards are useful for online classes due to their ability to allow students to interact with each other. One of the big losses in taking a fully online course is the loss of face to face interactions. Discussions help provide an alternative to allow students to communicate with each other and share their ideas on certain matters.

[Reply](#)

 **Jessica Chill** ...
4/7/20, 9:44 AM • NEW
Discussion boards increase communication between students and the instructor, allowing more meaningful interactions within an online course. In many ways, discussion boards can be more effective for learning than the typical in-class discussion. They encourage students to reflect on a topic and synthesize information before creating a written response. Discussion boards also minimize the risk of someone dominating the conversation. It gives students who are not comfortable interacting in-class the chance to express their opinions without fear of humiliation. Unlike in-class discussions, discussion boards do not allow students to hide during a conversation because their posts are recorded and graded.

[Reply](#)

 **Bobby Zwicker** ...
4/6/20, 5:07 PM • NEW
Discussion boards allow online students to interact with one another in a virtual way, similar to how students interact in a traditional face-to-face course. It helps supplement the online learning experience by adding an interactive element, providing the students with an opportunity to enhance their understanding of the course material with peer discussion.

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TRY A FLIPPED CLASSROOM

In a flipped classroom, students review content before the scheduled class session. Class time is reserved for higher-level thinking, problem solving, and discussions. This model allows you to take advantage of class time to focus on engaging learning activities as opposed to passive lectures.

ENGAGE WITH CONTENT

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WHAT STUDENTS DO ON THEIR OWN:

- Watched recorded lectures before the live class
- Review instructional content (articles, readings)
- Complete a small assignment before class to ensure engagement with required content. This also allows you to adjust your class activities based on how well students grasp the content.
- Perform research and prepare questions to ask class.

ENGAGE WITH CONTENT

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WHAT STUDENTS DO IN CLASS:

- Engage in discussion or debates with peers
- Practice or demonstrate skills learned*
- Facilitate individual or group presentations*

* Watch the Instructional Advanced recording for tips on doing these things in your remote/hybrid course!

QUICK

BREAK

SIMULTANEOUS AUDIENCE

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I WANT TO MANAGE A
SIMULTANEOUS ONLINE &
FACE-TO-FACE AUDIENCE.

SIMULTANEOUS AUDIENCE

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Apply the “Virtual Campus” (Hyflex) Values & Principles ([Beatty, 2019](#)):

1. **Learner Choice** - Provide meaningful alternative participation modes and enable students to choose between participation modes daily, weekly, or topically.
2. **Equivalency** - Provide learning activities in all participation modes which lead to equivalent learning outcomes.
3. **Reusability** - Utilize artifacts from learning activities in each participation mode as “learning objects” for all students.
4. **Accessibility** - Equip students with technology skills and equitable access to all participation modes

SIMULTANEOUS AUDIENCE

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Apply the “Virtual Campus” (Hyflex) Values & Principles ([Beatty, 2019](#)):

2. **Equivalency** - Provide learning activities in all participation modes which lead to equivalent learning outcomes.

SIMULTANEOUS AUDIENCE

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TIPS FOR LECTURE & ANSWERING QUESTIONS

- Make sure visual aids (e.g. PPT Slides or what you write on the whiteboard) is visible to both audiences
- Record the class session to accommodate those who may not be able to log on
- Set expectations for how in-person and remote participants should ask questions
- Keep an eye on the chat, listen for the tone of a raised hand, or assign a student!

Welcome to Engaging Students!

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

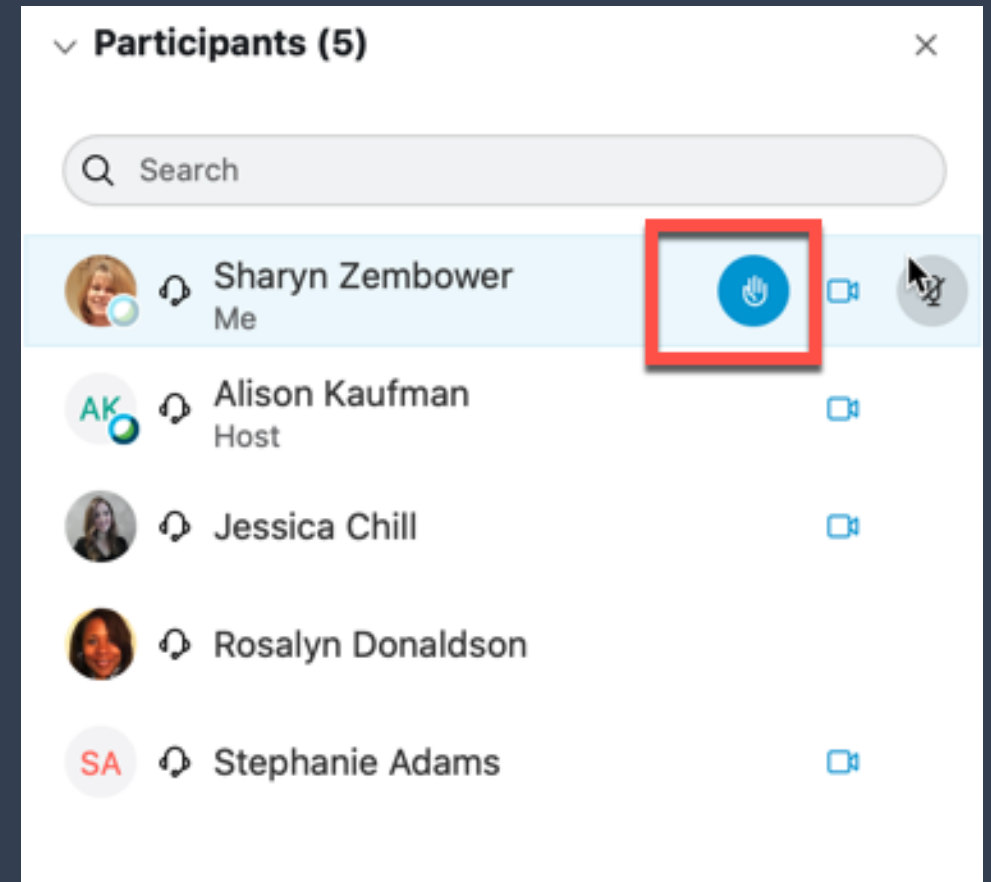
OUR EXAMPLE WHEN YOU ENTERED

SIMULTANEOUS AUDIENCE

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Webex provides the ability for students to raise their hands.

- When everyone joins the live session remotely, have all click on the participant icon. Students can then hover their cursor over their name and see the hand to raise and lower.
- Faculty will hear a tone when someone has raised their hands.



SIMULTANEOUS AUDIENCE

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DISCUSSION & DISCUSSION BOARDS

- If you are using a Classroom of the Future, the camera will capture an in-person student who asks a question and broadcast that to remote students. You'll need to read questions that come through the chat out loud.
- If you are not using a Classroom of the Future, it would be good practice to repeat questions or points made by students in-person, and to read what comes in the chat.

SIMULTANEOUS AUDIENCE

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TIP:
Consider
using games
or polls to
bring
audiences
together!

The screenshot shows the Kahoot! website homepage. At the top, there is a yellow banner with the text: "Are you a teacher, business or parent affected by COVID-19? See how Kahoot! can support you. [Learn more](#)". Below this is the navigation bar with the Kahoot! logo, a "News" button with a red notification badge, and menu items for "School", "Work", "Home", "Learning apps", and "Self study" (with a "New" badge). On the right side of the navigation bar are "Play", "Sign up", and "Log in" buttons.

The main content area features several promotional banners:

- Make learning awesome!**: A purple banner with the text "Kahoot! delivers engaging learning to billions." and a green "Sign up for free!" button. It includes a "Watch video" button and an image of two people using a tablet.
- Announcement: Meet Kahoot! Academy**: A white banner with a red background on the right side. It features a "Verified educator" badge and a "Premium partner" badge. The text reads: "A global knowledge platform and marketplace for educators!" with a "Learn more >" link.
- Thanks for attending Kahoot! EDU Summit!**: A white banner with a purple lightbulb icon containing "JUNE 17 2020" and the Kahoot! logo. The text says: "Couldn't attend? Check back for session recordings!".
- Kahoot! 360**: A blue banner with the text: "Create, deliver and track engaging training on any topic."

A dark blue cookie consent banner is visible in the bottom right corner, stating: "Treats for your browser! We're serving nice cookies to it so that your next visit to our website is even more awesome. [You can read up more about cookies here.](#)" with a "Gotcha, I agree!" button.

At the bottom of the page, there is a status bar with the text "Mozilla Firefox seems slow... to... start." and two buttons: "Learn How to Speed It Up" and "Don't Tell Me Again" with a close button (X).

SIMULTANEOUS AUDIENCE

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DISCUSSION & DISCUSSION BOARDS

- If students in your face-to-face class have devices, you can have them use Breakout Groups in Blackboard Collaborate to mix in-person and remote students into groups for small-group discussion
- Also, consider using a Discussion Board in Blackboard to connect students across audiences

SIMULTANEOUS AUDIENCE

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GROUP PROJECTS

- Consider assigning group work based on students' location
 - May be easier for in-person students to work together and remote students to work together
 - Or if you have cohorts (Tuesday group, Thursday group) – make it easier on students by assigning groups within the cohort
- Give students guidance (particularly remote students) on using OneDrive & Shared Microsoft Tools for file sharing and co-creating content

SIMULTANEOUS AUDIENCE

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ONEDRIVE & COLLABORATIVE MICROSOFT TOOLS DEMONSTRATION

QUESTIONS?

ENGAGING STUDENTS

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