

SUPPORTING SUCCESS

Creative Course Delivery
Toolkit Training #5

Welcome to Supporting Success!

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 my students to be **MOTIVATED TO LEARN.**

I want my students to **STAY INVOLVED IN THE COURSE.**

I want to **CHECK IN ON STUDENTS' UNDERSTANDING.**

I want to **PROVIDE MY STUDENTS WITH QUALITY FEEDBACK.**

MOTIVATED TO LEARN

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I WANT MY STUDENTS
TO BE MOTIVATED TO
LEARN.

MOTIVATED TO LEARN

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What are some factors (either extrinsic or intrinsic) that you think impact students interest/desire to put in appropriate effort in your course?

RESPOND IN THE WEBEX CHAT

MOTIVATED TO LEARN

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STRATEGIES to ENCOURAGE MOTIVATION:

1. Inspire interest in the subject matter
2. Ensure opportunities for student success
3. Create a positive learning environment

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Jose Bowen
on Student
Engagement



MOTIVATED TO LEARN

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INSPIRE INTEREST

Connect material to students

- Real-world problem solving
- Personal reflection
- Career-based case study
- Applied learning

MOTIVATED TO LEARN

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INSPIRE INTEREST

Identify assignments that require curiosity, challenge or mastery.

[NILOA Assignment Library](#)

MOTIVATED TO LEARN

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INSPIRE INTEREST

- Avoid “busy work” and seek assignments that students see as valuable.
- Give students control
 - Topics
 - Project modality

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OPPORTUNITIES FOR SUCCESS

- Give students opportunities for success early in the semester.
 - Builds confidence
 - Incrementally increase difficulty

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OPPORTUNITIES FOR SUCCESS

- Be realistic with what you assign
- Avoid grading on a curve
 - Give all students the opportunity to score high

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OPPORTUNITIES FOR SUCCESS

- Teach growth mindset
 - Take the short mindset assessment to assess your assumptions about mindset
- Consider sharing this video with your students:
WHAT IS A GROWTH MINDSET?

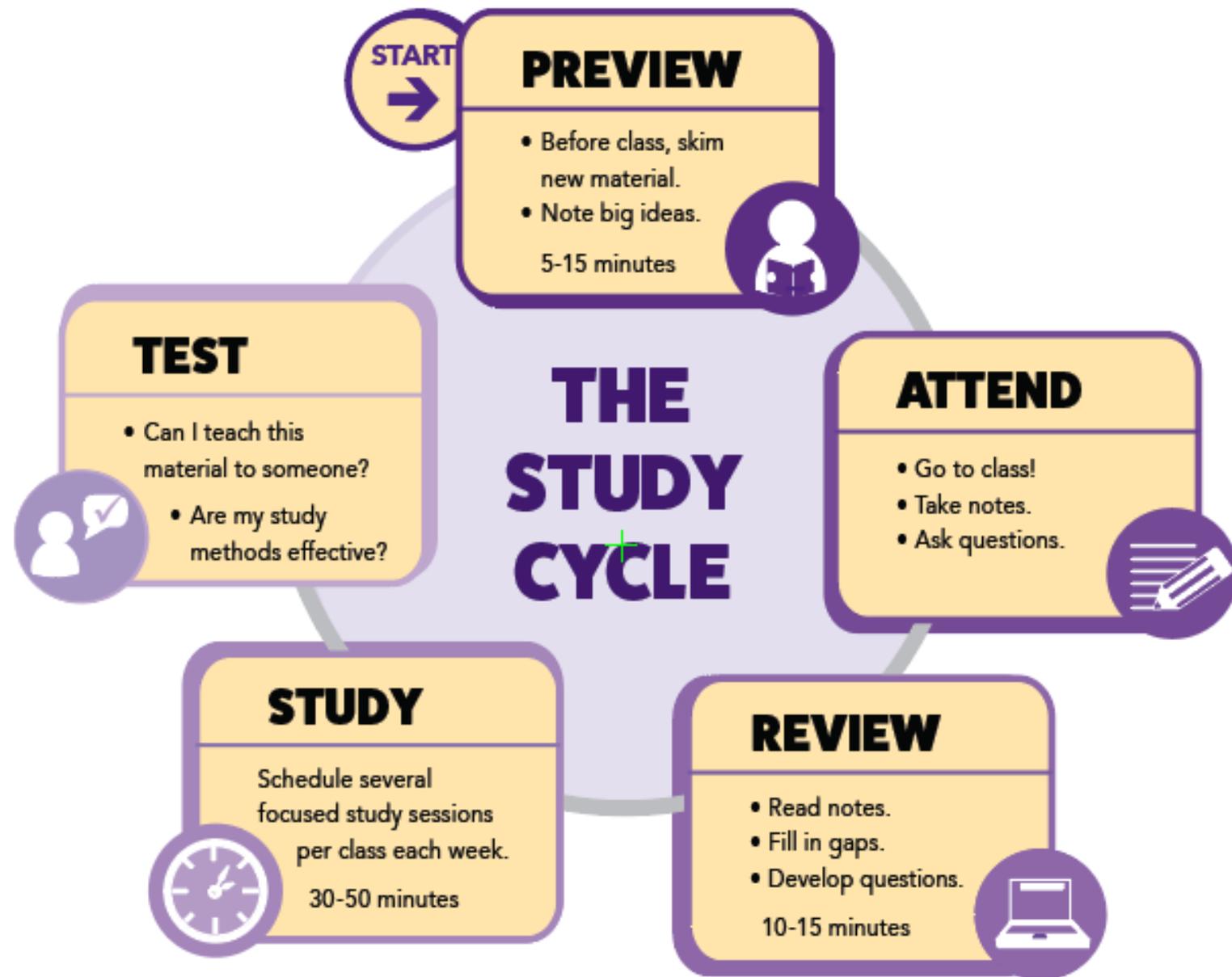
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OPPORTUNITIES FOR SUCCESS

- Teach students effective learning strategies
- Consider sharing resources from [Dr. Saundra McGuire](#), such as The Study Cycle





MOTIVATED TO LEARN

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POSITIVE LEARNING ENVIRONMENT

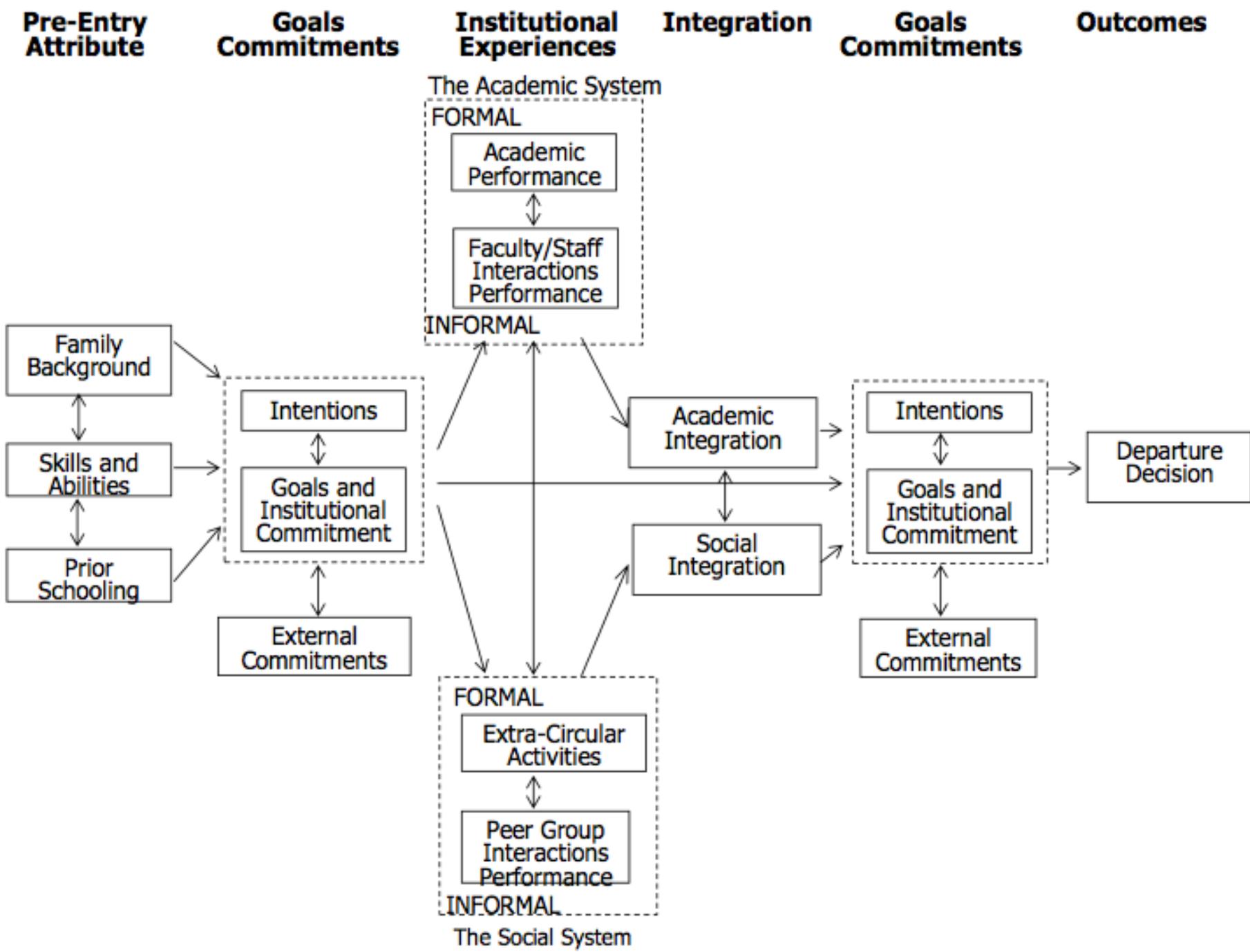
- Help students feel valued. Enthusiasm for your course is contagious!
- Use a variety of teaching methods
- Give early and effective feedback

QUICK
BREAK

STAY INVOLVED

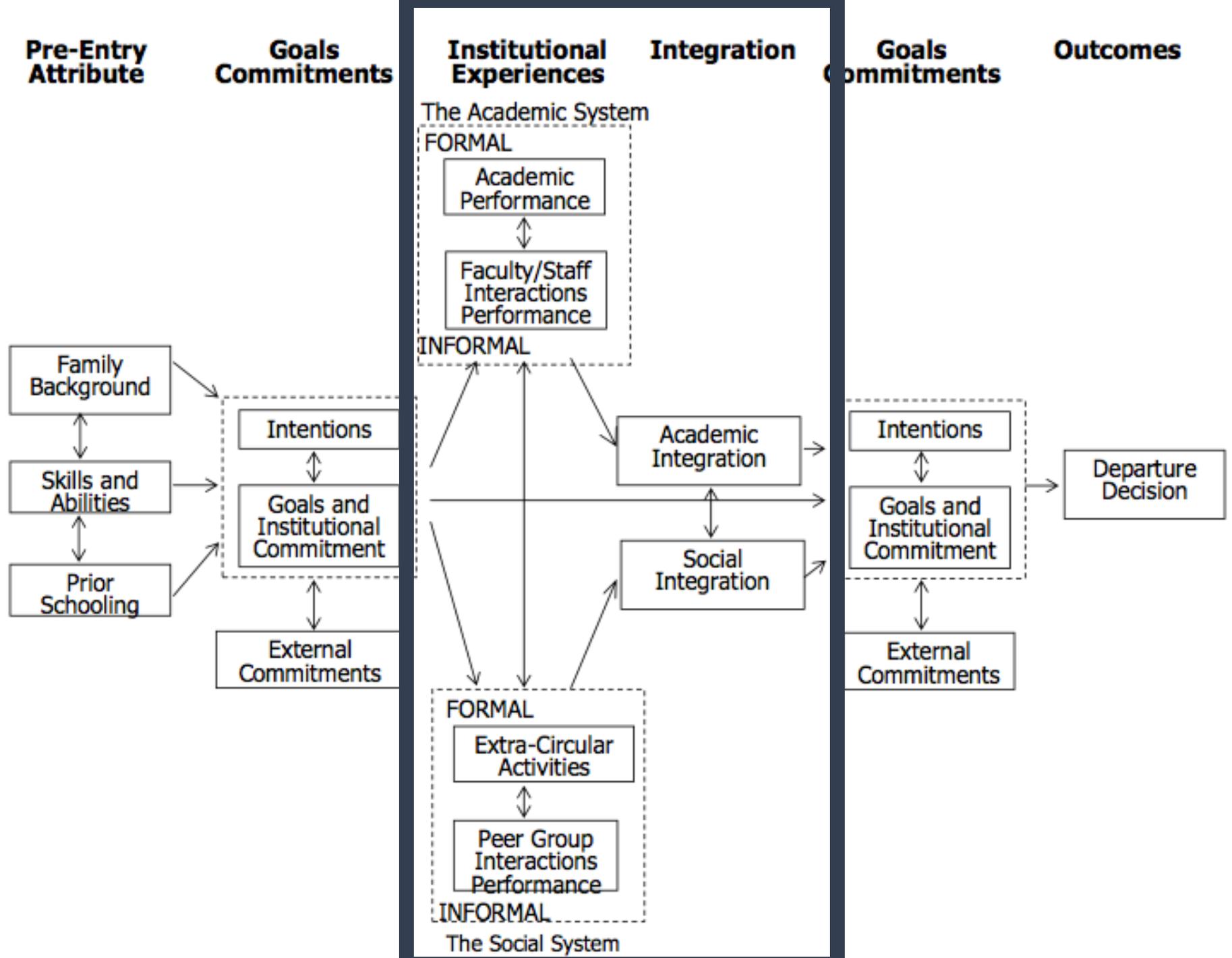
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I WANT MY STUDENTS
TO STAY INVOLVED IN
THE COURSE.



A Conceptual Schema for Dropout From College

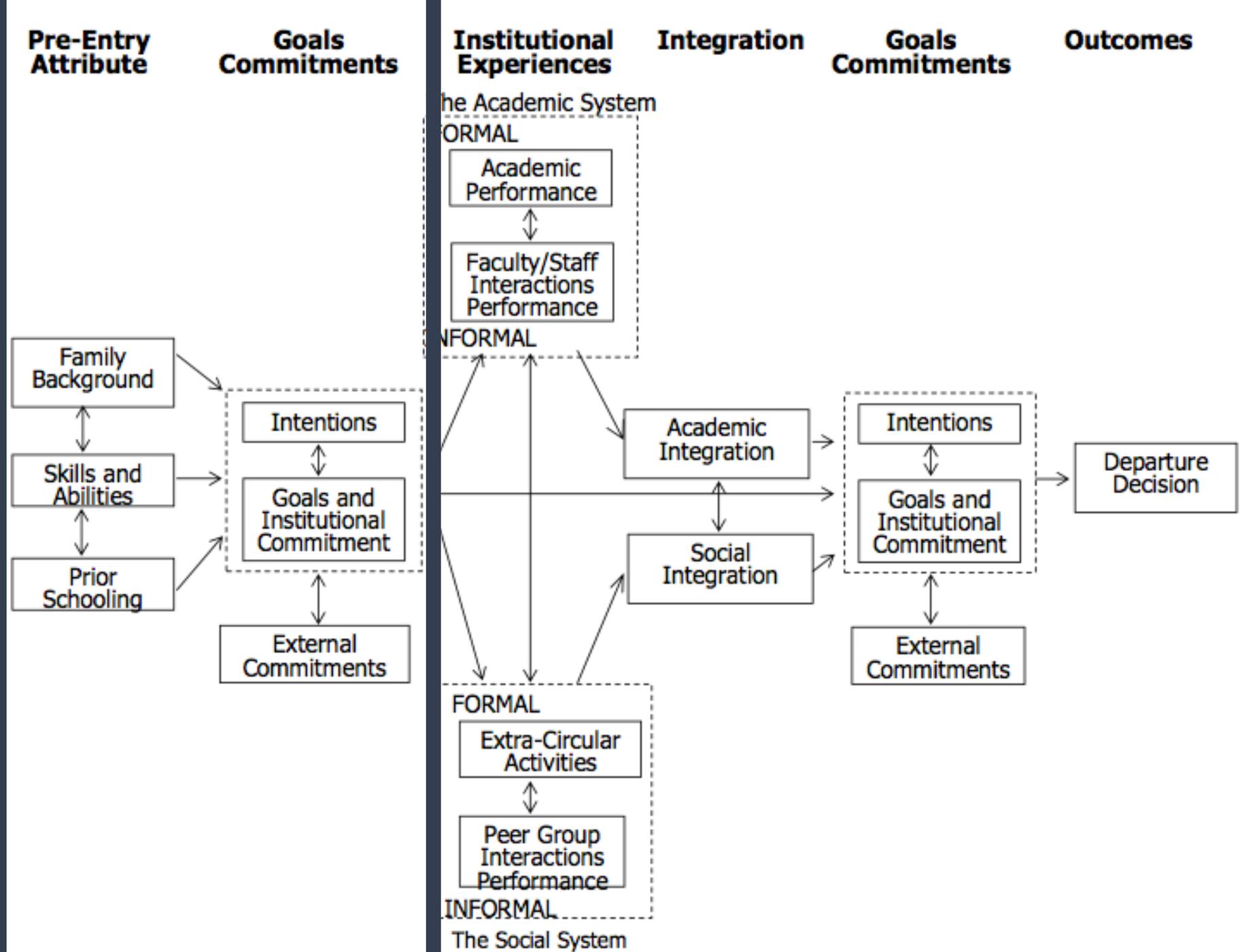
(Tinto 1993)



Many factors impact student retention – some we can't control, but others we can.

A Conceptual Schema for Dropout From College

(Tinto 1993)



Important to be conscious of how Covid-19 has effected pre-entry & personal goal setting.

A Conceptual Schema for Dropout From College

(Tinto 1993)

STAY INVOLVED

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STRATEGIES to KEEP STUDENTS INVOLVED:

1. Increase the likelihood of student success
2. Intervene (personally & institutionally)
3. Increase students' feelings of belonging & inclusion
4. Help students see the value of their course/curriculum

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INCREASE THE LIKELIHOOD OF SUCCESS

- Use frequent small stakes assessments (e.g. CATs)
- Particularly important early in the term
- Students will:
 - Achieve early success/build confidence
 - Regularly recall information
 - Know where they need to improve

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CAT EXAMPLE: Directed Paraphrasing

Imagine you are explaining Tinto's conceptual framework about retention to someone who knows nothing about higher education. Take a moment to write a description of the framework using every day language.

Enter your description here: <https://bit.ly/2OFjpWS>

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INCREASE THE LIKELIHOOD OF SUCCESS

- Be strategic about helping students complete out of class work
 - Points for pre-class preparation
 - Low stakes quizzes in every class
 - Entrance ticket

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Entrance Ticket Example

In preparation for your next class, you'll be reading Until Black Women Are Free, None of Us Will Be. If you are attending face-to-face on Monday, write 2 questions you had after reading and turn it in upon arriving. If you are attending virtually on Monday, submit 2 questions you had on a Blackboard discussion board before the start of class. We will use the questions for discussion.

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INCREASE THE LIKELIHOOD OF SUCCESS

- Be as clear as possible about expectations – confused students are frustrated students!

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Dates & Module	Course Outcome(s) Covered	Attend	Read	Watch	Turn-in
<p>Week of July 20 MODULE 1 MINDSET</p> <p>Note all links to Read & Watch are in module.</p> <p>Everything will be turned-in through Blackboard by Sunday at 11:59pm.</p>	<p>Students will be able to articulate aspects of a growth mindset.</p> <p>Students will be able to reflect on their mindset towards college.</p>	<p>Group 1: Attend class M; Watch through CLASS LINK on W & F</p> <p>Group 2: Attend class W; Watch through CLASS LINK on M & F</p> <p>Group 3; Attend class F; Watch through CLASS LINK on M & W</p>	<p>Dweck pp. 5-15</p> <p>Three Mindset Shifts Article</p>	<p>TEDx Talk (Briceno)</p>	<p>Discussion Board Posts</p> <p>Growth Mindset Concept Map</p> <p>Journal Entry #1</p>

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INCREASE THE LIKELIHOOD OF SUCCESS

- Connect students:
 - **To each-other** – set-up voluntary study groups or provide a way for students to get in touch with peers for support
 - **To campus-resources** -- Advisors, Center for Student Progress, Writing Center, MAC

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INTERVENE

With remote courses it may be hard to know if students are watching videos or accessing your materials.

We recommend incorporating small activities aligned with chunks of content as a gauge for student's engagement.

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Connecting a Form to a Video in Microsoft Stream

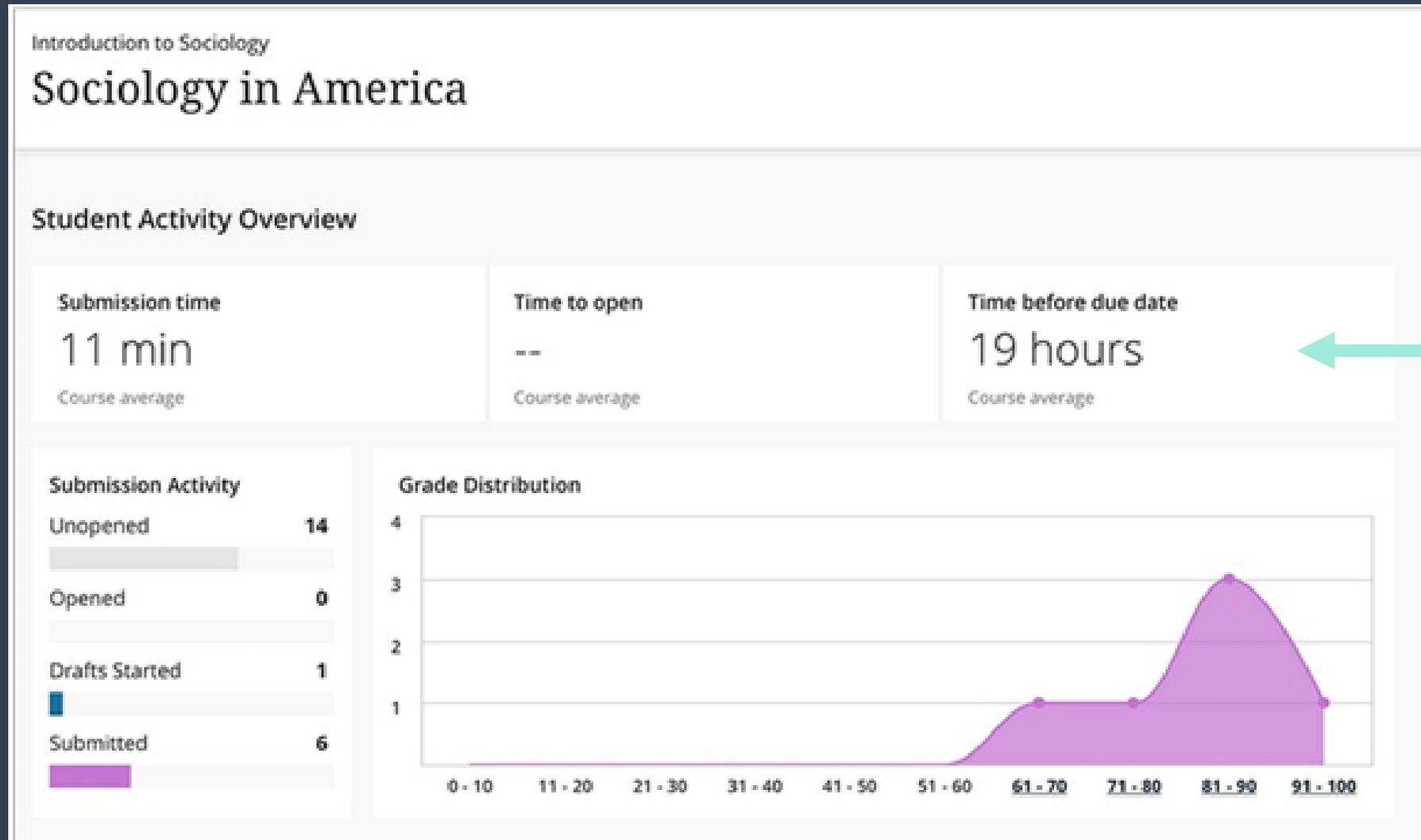
The image shows a video player interface. On the left, a browser window displays the Penguin Portal login page for Youngstown State University. The page features three main login buttons: 'OFFICE365 Email & Calendar', 'BLACKBOARD Online Student Learning', and 'PENGUIN PORTAL Courses, Grades, Payments'. A text overlay on the Penguin Portal button reads: 'space for storing and sharing of files and content. To access'. The video player controls at the bottom show a progress bar at 0:06 / 4:05 and a 'Forgot your password? Let's get you a new one.' link.

On the right, the 'Interactivity' transcript is visible, circled in red. It includes an 'Add Form' button and a table of recorded interactions:

NAME	VIEWED	TIME
File Types	👁	0:46 ^
OneDrive Collabor...		2:14 ^

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Checking
student
activity in
Blackboard.



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INTERVENE

If students are not completing these small activities (or not attending your face-to-face courses), utilize YSU's Early Alert Reporting System, EARS, to connect students to academic support.

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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.

The screenshot shows the Academic Early Alert Reporting System (EARS) interface. At the top left is the Youngstown State University logo and the text "YOUNGSTOWN STATE UNIVERSITY" and "Division of Institutional Effectiveness". The title "Academic Early Alert Reporting System" is centered at the top. Below the title, it says "Welcome Sharyn Zembower!". On the right, there is a link "Switch from Faculty to Affiliate View". The main content area is divided into two columns. The left column contains a welcome message and instructions: "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." The right column shows a student record for "PENG 1500 (99999) Intro to Penguin Studies" with a "No Concerns" checkbox checked. At the bottom right of the right column is a "Submit / Continue" button. The footer includes "Marion G. Hesch" and "CENTER FOR STUDENT PROGRESS".

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INCREASE STUDENT'S FEELINGS OF BELONGING

- Watch our recording of [I want my course to be equitable.](#)
- The Association of College & University Educators (ACUE) put together a free [Inclusive Teaching Practices](#) resource toolkit.

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The screenshot shows a web browser window with the URL <https://acue.org/inclusive-teaching-practices-toolkit/>. The page content is organized into two columns. The left column is titled "Ensure your course reflects a diverse society and world." and contains two video thumbnails. The right column is titled "Ensure your syllabus sets the tone for diversity and inclusion." and also contains two video thumbnails. Below each video is a short text description. The browser's address bar shows the URL and a 67% zoom level. The page title is "Inclusive Teaching Practices Toolkit".

practices you use in your courses.

Ensure your course reflects a diverse society and world.

01:55

03:11

DARVELLE HUTCHINS, MBA, MA
DOCTORAL CANDIDATE
COMMUNICATION

02:53

02:16

Be intentional when selecting your multimedia (images, videos, blogs), required readings, and illustrative examples so that your course site and curriculum reflect diverse people, voices, and viewpoints. For example, seek articles from publications outside of your discipline's main journals, in journals published outside the U.S., and in open-access databases. Although you want to encourage diverse viewpoints, avoid calling on students from particular identity groups to ask for their perspective on an entire group's experience. Instead, ask "Are there any other ideas?" "Can

An inclusive syllabus includes policies and resources that help to ensure all students are supported in their learning. [Preview an example of an inclusive syllabus.](#)

Adding a diversity statement that explains why diversity and inclusion are important to education—both generally and in your specific course—helps students understand the importance and relevance of diversity and inclusion. [See sample diversity statements.](#)

Short videos
from faculty
across the
country with
strategies for
creating an
inclusive
classroom.

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Share your gender pronouns with students.

Model inclusion and send a message that your course is a safe space for students across the gender spectrum by including your pronouns on your syllabus, on your signature line, and in your LMS profile. It is also helpful to explain why this practice is important by including a link to information such as <https://www.mypronouns.org/>

As part of an introduction survey, you might also ask students to list their pronouns and ensure that you use their preferred pronouns in correspondence with them.

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Learn and use students' preferred names.

Remember that students' preferred names may not always match what is on your course roster. Ask students to ensure that their preferred name appears in their LMS profile and accompanying their video on any live meetings. You might also ask students their preferred names in a course introduction survey. Using students' preferred names when you interact with them helps them to feel seen by you.

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HELP STUDENTS SEE THE VALUE

Choose one of your courses and reflect, “Why is it important that students take this course?”

Share in the Webex chat if you are willing.

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HELP STUDENTS SEE THE VALUE

- Explain the reason for your content and it's role in the curriculum
- Connect content to the “real-world”
 - Encourage experiential learning – internships, service learning, study abroad
- Always look for ways to improve your course!

QUICK
BREAK

CHECK-IN

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I WANT TO CHECK-IN
ON STUDENTS'
UNDERSTANDING.

CHECK-IN

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Course evaluations can be useful to provide a summative overview of a students' experience, but they do little to provide feedback while the course is in progress.

CHECK-IN

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Decide your reason for checking-in.

- Gauging student learning of prior concepts
- Students perspectives on the course
- Students habits in the course
- Knowledge into what is happening for students outside of the course

CHECK-IN

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Gauging
student
learning of
prior concepts



Utilize Classroom
Assessment
Techniques (CATs)

CHECK-IN

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MINUTE PAPER

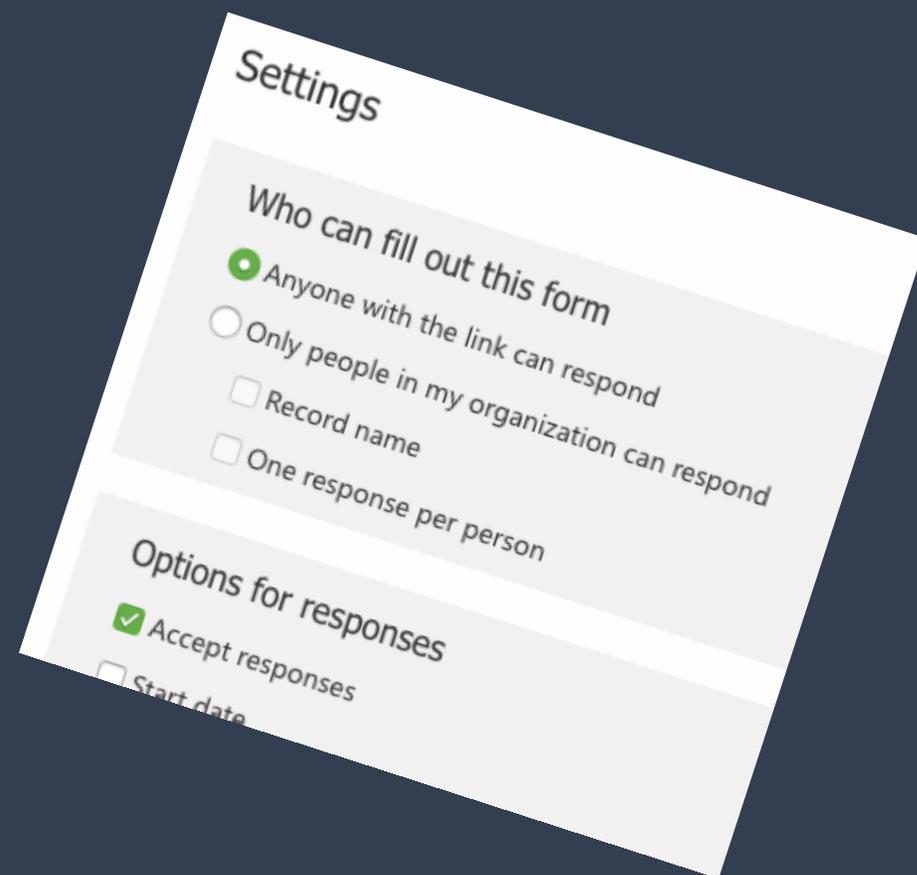
Give students one minute to anonymously respond to the following questions:

- What is the most important thing you learned?
- What is something you still need to learn?

CHECK-IN

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Microsoft Forms allows you to accept responses anonymously



Settings

Who can fill out this form

- Anyone with the link can respond
- Only people in my organization can respond

Record name

One response per person

Options for responses

- Accept responses
- Start date

CHECK-IN

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Students'
perspectives
and habits in
the course



Question Protocol/
Learner –Centered
Questions

CHECK-IN

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QUESTIONS YOU CAN ASK

- What **helps/hinders** your learning in this course?
- What should I **start/stop/keep** doing in this course?
- What **specific advice** would you give to help your instructor improve learning in this course?

CHECK-IN

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LEARNER-CENTERED QUESTIONS

- What are **YOU** doing to help/hinder your learning in this course?
- What could **YOU** be doing to improve your learning in this course?
- What steps could **YOU** take to improve your own learning in this course?

CHECK-IN

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Technology Tools to Collect Responses:

- Online Survey Tools - *anonymous or not!*
 - YSU Supported: **Microsoft Forms**
 - Others you may be familiar with/have access to:
Qualtrics, Survey Gizmo, Google Forms, Survey Monkey

CHECK-IN

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Technology Tools to Collect Responses:

- No-Credit Blackboard Quiz to ask about habits/engagement with course:
 - I have a reliable computer to access for this course (True/False).
 - I know how to contact my professor if I have any questions (True/False).
 - I know where to find the syllabus (True/False).

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CYBERLEARNING

DEMONSTRATION:

CREATING A NO-CREDIT

QUIZ IN BLACKBOARD

CHECK-IN

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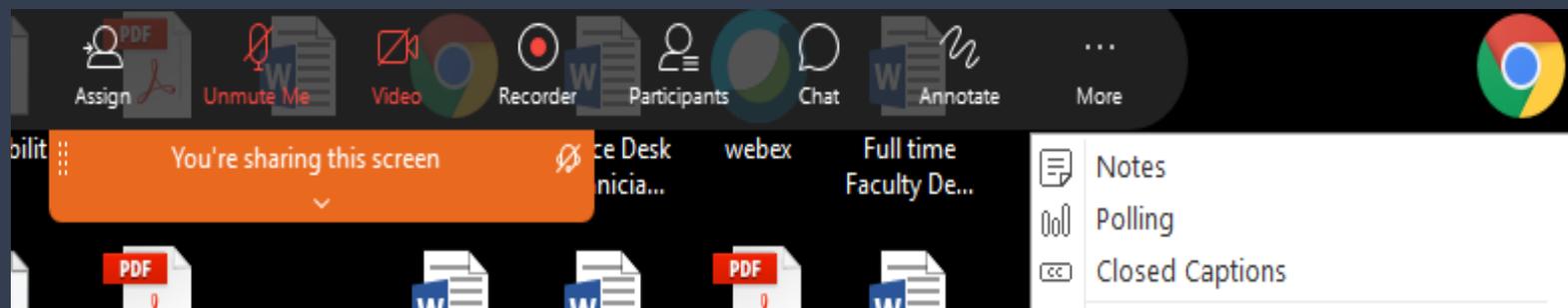
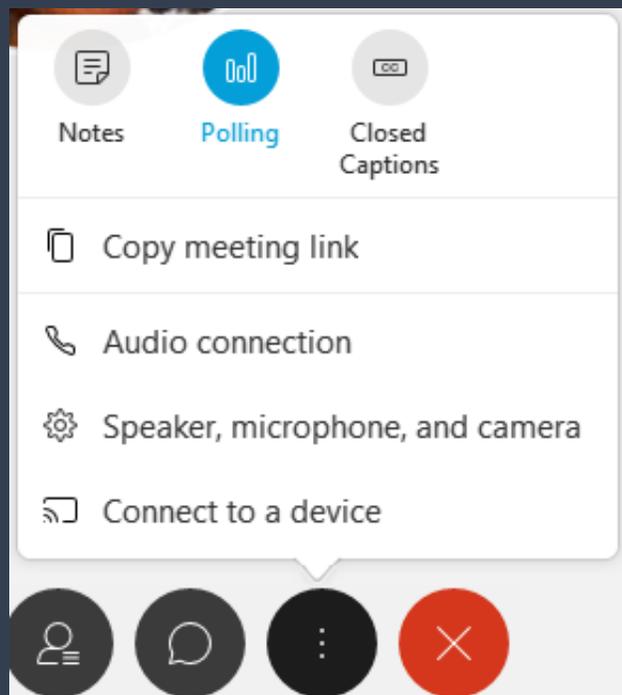
Technology Tools to Collect Responses:

- Video-Conferencing Tools
 - One-on-one or group conversations
 - Webex, Blackboard Collaborate, or Microsoft Teams

CHECK-IN

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Using WebEx to Set-up/Start a Poll



CHECK-IN

Using WebEx to Collect Responses

What are ways to check-in on student learning?

Please respond to the poll on the screen:

- A. Minute paper
- B. Learning-centered Questions
- C. Polls
- D. Quizzes
- E. All of the above.

The screenshot shows a WebEx Polling interface. At the top, there is a title bar with a dropdown arrow and the word "Polling", and a close button (X). Below the title bar is a toolbar with icons for a calendar, download, edit, delete, up arrow, and down arrow. The main content area is titled "Poll Questions:" and contains a single question: "1. What are some ways to check-in on student learning?". Below the question are five radio button options: "A. Minute paper", "B. Learner-Centered Questions", "C. Polls", "D. Quizzes", and "E. All of the above". At the bottom of the interface, there is a "Question" section with a "Type:" dropdown menu set to "Multiple choice - Single Answer". To the right of the dropdown are "New" and "Change Type" buttons. Below this is an "Answer" section with an "Add" button. At the very bottom, there is a "Record individual responses" checkbox (which is unchecked) and three buttons: "Clear All", "Options...", and "Open Poll".

CHECK-IN

Display Responses

Polling

Poll in progress:

Questions	Results	Bar Graph
1. What are some ways to ch...		
A. Minute paper	0/0 (0%)	
B. Learner-Centered Ques...	0/0 (0%)	
C. Polls	0/0 (0%)	
D. Quizzes	0/0 (0%)	
E. All of the above	0/0 (0%)	
No Answer	0/0 (0%)	

Polling status

Not started	...	0/0 (0%)
In progress	...	0/0 (0%)
Finished	...	0/0 (0%)

Remaining time: 3:48 Time limit: 5:00

New Poll Edit Questions Close Poll

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Quick Tour

Using MS Team to Collect Responses

CHECK-IN

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Technology Tools to Collect Responses:

- Blackboard Discussion Board
 - Create a board specifically for students to ask and answer questions for each other about the course & technology questions
 - You can monitor for places students lack understanding

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CYBERLEARNING

DEMONSTRATION: CREATING

A DISCUSSION BOARD

CHECK-IN

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What is
happening in
student's lives



Check-in
Template

CHECK-IN

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We've developed a 2-question check-in survey [Microsoft Forms template](#) that you can you to duplicate and distribute to your course.

1. How are you (and your family) dealing with Covid-19?
2. What do you want me to know to support your learning and success in this course?

CHECK-IN

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 Duplicate this form and start to use it as your own. [Duplicate it](#)

Student Check-In

It is voluntary to complete these questions, but I wanted to check-in to see if there are ways I can provide support for you during the transition to courses being delivered online. YSU is committed to supporting your learning.

1. How are you (and your family) dealing with Covid-19?

2. What do you want me to know to support your learning and success in this course?

3. Name (Optional)

1. Click the link
2. “Duplicate it”
3. Yours to edit & distribute to your students!

CHECK-IN

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The screenshot shows a Microsoft Forms interface for a 'Student Check-In' form. The form has two tabs: 'Questions' and 'Responses'. The 'Responses' tab is highlighted in orange and has a teal arrow pointing to it from a text box. The 'Share' button in the top right corner is circled in teal, with an arrow pointing to the 'Send and collect responses' section. The form contains two questions with text input fields.

Questions

Responses

Student Check-In (Copy)

It is voluntary to complete these questions, for you during the transition to courses being

1. How are you (and your family) dealing with Covid-19?

Enter your answer

2. What do you want me to know to support your learning and success in this course?

Enter your answer

Preview Theme Share

Send and collect responses

Anyone with the link can respond

<https://forms.office.com/Pages/Respon> Copy

Share as a template

+ Get a link to duplicate

Share to collaborate

+ Get a link to view and edit

Your responses will come in to this tab.
You can export them into an Excel.

Copy & paste
this link into
your
Blackboard
course or send
via email to
students!

QUICK

BREAK

QUALITY FEEDBACK

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I WANT TO PROVIDE
MY STUDENTS WITH
QUALITY FEEDBACK.

QUALITY FEEDBACK

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BEST PRACTICES

1. Providing regular opportunities for meaningful feedback
2. Feedback that goes beyond just a midterm and final

QUALITY FEEDBACK

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Sharing Grades (Basics)

- The securest way to provide grades and feedback is through the assignment tool and grade center in Blackboard.
- You can also send grades/feedback from a YSU email to a YSU email.

QUALITY FEEDBACK

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CYBERLEARNING
DEMONSTRATION:
GRADEBOOK

QUALITY FEEDBACK

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Not all feedback needs to come from you as the faculty member, it can be provided by peers or through self-reflection.

QUALITY FEEDBACK

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Cognitive Wrappers (from Jose Bowen)

short survey (online or in person) given to students with paper, assignment or exam feedback (but with no grade!) They consist of four parts:

1. Rationale: This is only to help you improve.
2. Reflection: How did you prepare for this exam?
3. Comparison: What kinds of mistakes did you make?
4. Adjustment: How will you prepare differently next time?

QUALITY FEEDBACK

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“Meaningful Feedback” (Fink, 2003)

1. **FREQUENT** – every class/ or at minimum once a week
2. **IMMEDIATE** - not for everything; but incorporating opportunities like a self-graded quiz or peer critique
3. **DISCRIMINATING** – should be clear to students the difference between good & poor performance
4. **LOVINGLY** - (or empathetically) delivered.

QUALITY FEEDBACK

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MIX IN PERSONAL FEEDBACK ELEMENTS

- Share a video or audio recording with students.
- Set up a phone or video-chat to discuss progress.

QUALITY FEEDBACK

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CYBERLEARNING

DEMONSTRATION: VIDEO

FEEDBACK IN BLACKBOARD

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