

Creating a Sense of Connectedness While Teaching Online



Faculty Development Day, January 28, 2021

The Issue

Transitioning from face-to-face (synchronous) to online (asynchronous) can be a challenge. From how to present the content, anticipating students' questions to ensuring that all of the material is covered, it's a lot to grapple with!

In this session, we will explore some practical and easy-to-follow strategies to help create an online environment that keeps both students and instructors connected with one another and the materials while remaining on schedule.

Presenters

DOES Instructional Design Team

Holly Davenport, Director of Instructional Design

Patrizia Magni, Senior Instructional Designer

Michael Nusbaum, Multimedia Specialist

Brian Tomlinson, Instructional Designer/Faculty Support Specialist

Agenda

1. Instructor Presence
2. Navigational Instructions
3. Measurable Learning Objectives
4. Effective Use of Media
5. Tips to Stay on Track

The Importance of Instructor Presence

I. Introduce yourself to your students

A. Create a welcome video or upload a photograph



B. Provide some personal information, within reason.

1. At your discretion
2. Puts students at ease
3. Helps during this time of distant learning

The Importance of Instructor Presence

- A. Give a brief explanation of your teaching philosophy
 - 1. Talk about learning experience/overall learning objective
 - 2. May mention your thinking behind some assignments, what you hope to accomplish with the class



- B. Provide Course/Class Expectations*
 - 1. What are your expectations of the students?
 - 2. What should students expect from you?
 - 3. What you want the students to get out of the course.

Must Haves

- A. Faculty Contact Information
 - 1. Availability (office)
 - 2. Office zoom/collaborate link



- B. Turn around time
 - 1. Let students know what the turnaround time is for their work to be assessed and returned
 - 2. Course expectations
 - i. Good time to reiterate course expectations
 - ii. Emphasis on level of engagement

The Need for Clear Navigational Instructions

Navigation = the **PROCESS** of **planning** and **directing** the movement of the student through your course.

LOGICAL

CONSISTENT

CLEAR INSTRUCTIONS:

- how to get started
- where to find various course components

The Need for Clear Navigational Instructions

Components:

- **Announcement**
- **Start Here**
- **Course Information**
- **Faculty Information**
- **Course Materials**

Announcements



Course Information



Faculty Information



Course Work

Course Materials



Assignments

Tests and Quizzes 

Course Tools

My Grades



Discussion Board



Announcement

Welcome Announcement = Informational

- Contact Students Before the First Day of Class
- Explains the structure of the course (especially for hybrid courses)
- Clarifies where students should click
- Identifies the expectations of students

IMPORTANT NOTE

- No blue text – no underline

Start Here

- Navigational instructions
- Are you ready?



Faculty Information

- Photograph/ Video
- Contact Information
- Availability
- Something about you
- Turn around time
- Teaching philosophy
- Personal Information (your bio)
- Preferred modes of communications



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My studies, work and research have focused on integrating technology with successful educational practices. I have taught face to face , blended and online courses in k-12 and higher education both in Italy and the US.

After completing my doctorate in Applied Linguistics at Teachers College, Columbia University with a concentration on technology, I have been actively involved in working with faculty to aid them in the use of technology for teaching and learning.

I have designed and implemented events and summer enrichment programs to share best teaching & learning practices, contributed to the assessment of learning outcomes for accreditation, evaluation of course delivery and identification of quality standards, participated in the selection and facilitated the adoption of the College LMS and ePortfolio systems and contributed to the design of active learning spaces and technology enhanced research and development centers.

Course Information

- Syllabus
- Course Schedule
- Course Requirements
- Textbooks (if any)
- Assessment Information (grading policy, rubrics)
- Netiquette
- Course policies: student conduct, academic integrity, late submissions of work, incomplete grades etc.
- Any required knowledge or prerequisites
- Minimum technical skills expected
- Accessibility

	Syllabus ▾
	Assigned Textbook ▾
	Discussion Board Expectations ▾
	Being a Successful Online Student ▾
	Technology Requirements ▾
	ADA and Student Support ▾
	Grading Policy ▾
	Technology Requirements ▾
	Plagiarism and Academic Integrity at John Jay ▾
	Netiquette ▾
	ADA Accessibilty, Counseling, Military and Veterans Support ▾

Course Structure

Weekly Course Structure

Each course week will begin at 12 midnight on Monday, and end at 11:59 p.m. on Sunday

- To receive credit, discussion posts or assignments must be submitted within the assigned week. In addition to weekly topical discussions, the course includes two other discussion boards: one for introductions during Week 1, and a Q&A board where students may post questions with general applicability throughout the course.
- Assignments and discussion grades generally will be posted by the end of the week after their due date. For example, work due during Week 1 will be graded and posted by the end of Week 2.

Course Schedule

Course Week/ Dates	Topic	Assignment
	UNIT ONE: DEFINITIONS AND FRAMEWORKS	
Week 1 10/29 – 11/4	Defining Homeland Security	<p><u>Textbook</u> Chapter 1.1.1 (C. Bellavita, p. 7) Chapter 1.1.2 (S. Reese, p. 34)</p> <p><u>Video</u> <i>Lilacs out of the Dead Land: 9 Lessons to be Learned from Last Week</i>, Christopher Bellavita, Center for Homeland Defense and Security, Naval Post Graduate School</p>
		<p>Post in Introductions forum</p> <p>Post in weekly discussion forum (first post by Thursday, respond to a classmate by Sunday)</p>
Week 2 11/5 – 11/11	Defining the Terrorist Threat	<p><u>Textbook</u> Chapter 1.2.3 (J. Sinai, p. 116)</p> <p><u>Supplemental Reading</u> A. Schmid, <i>Terrorism – The Definitional Problem</i>, CASE WESTERN JOURNAL OF INT’L LAW, vol. 36, Issue 2 (2004), pages 385-395 (Part III) are not required</p>

Course Materials

- The course is broken down by modules/weeks.
- The list is logically set up, in order.

The screenshot shows a dark blue navigation sidebar on the left with the following items: READ THIS FIRST, Course Dashboard, Announcements, Course Information, Faculty Information, Course Work, Course Materials, Assignments, Tests and Quizzes, and WEEK 1. The main content area is titled 'Course Materials' and features a horizontal menu with 'Build Content', 'Assessments', 'Tools', and 'Partner Content'. Below this menu, three folder icons are listed: 'Week 1', 'Week 2', and 'Week 3'. A red arrow points to the 'Week 1' folder icon.

Inside Week 1

The screenshot displays the 'Inside Week 1' content area with a vertical list of items, each with a document icon and a dropdown arrow: 'Overview of the week', 'Learning Objectives', 'Readings and Videos', 'Discussion Forum 1', 'Assignment 1', and 'Quiz 1'. The 'Overview of the week' item includes sub-items: 'This week is about.....' and 'Tasks for this week....'. The 'Learning Objectives' item includes the text: 'At the end of the week you will be able to.....'. A purple vertical bar is visible on the left side of the content area.

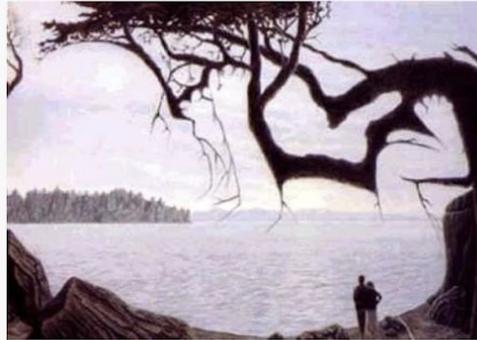
Course Materials

Inside Week 1

- Add deliverables
- Setting up clear dates for each week/module



Module Overview



Tasks for the week

- Complete Discussion week # 1 - Introductions
- Read the assigned readings and complete Reading Response Week #1
- Watch the movie: Rashomon
- Complete the Play Posit: Rashomon Effect Interactive quiz
- Respond to at least two other postings on the Discussion by the end of the week



Welcome to LIT237, Literature as Witness. This week, we will begin with a basic overview of the course, and then start our work by differentiating between witnessing and watching. We will also discuss point of view and witnessing.

As we get started, I invite you to think about your expectations for this course--why did you sign up for it? What sounds interesting about it? Also, think about what you know about witnessing, and how that might impact the way you interact with our course materials.

Finally, each week, I will post an image which may be seen in more than one way. In this first image, one of my favorites, can be viewed in two different ways--what do you see?

Course Materials

Inside Week 1

- Add deliverables
- Setting up clear dates for each week/module

Activity	Due Date*	Estimated Time Required
Discussion: Introduce Yourself	Thursday, January 7	30 minutes
Quiz: Online Learning Myths and Realities	Thursday, January 7	15 minutes
Discussion: Alignment Table Peer Review	Thursday, January 7	1 hour
Practice Activity: Determine a Logical Course Navigation	Sunday, January 10	1 hour
Discussion: One-Minute Feedback	Sunday, January 10	less than 5 minutes

Discussion Forum

- **Personal Introduction Discussion Board Forum.**
 - What drew you to this course?
 - What are your greatest strengths/qualities?
 - How do you learn best?
 - What do you hope most to get out of this course?

Presenting Measurable Learning Objectives

Learning objectives are the **foundation of a well-designed course**.

When clearly stated and explained, learning objectives **assist in focussing students' efforts** in the course.



Plans for the Week (Detailed Learning Objectives)

Upon successful completion of this week, you will be able to explain:

- the basic principles of the classical school of criminology,
- Deterrence Research, and Rational Choice Theory and gain knowledge of recent studies, and
- Routine Activity Theory and gain knowledge of recent studies.

Presenting Measurable Learning Objectives

Learning objectives consist of:

- an **action verb** that identifies the performance to be demonstrated;
- a **learning statement** that specifies what learning will be demonstrated in the performance;
- a broad statement of the **criterion** or minimum standard for acceptable performance.

After successful completion of this week, the student will be able to:

Action Verb -> Learning -> Criteria

Action Verb -> Criteria -> Learning

Example: List three characteristics that make the weather patterns in the Pacific Northwest distinctive from those in the Midwest.

Presenting Measurable Learning Objectives

Course learning objectives describe outcomes that are **measurable**.

Beware of verbs that are vague or subjective, such as **know, understand, appreciate, learn**, etc...

Room for Improvement:

Original - Students will demonstrate metric measurement of length.

Better - Given a metric ruler, the students will measure the length of common linear objects to the nearest millimeter.

Presenting Measurable Learning Objectives



Presenting Measurable Learning Objectives

Module/weekly objectives describe outcomes that are measurable and point back to the course objectives help to **focus the learning**.



Detailed Learning Objectives

Course Objectives (CO) Relevant to the Topic:

CO1: Explain why and how the project management methodology may be applied as an effective solution for effective emergency management and public safety programs;

Upon successful completion of *this module*, you will be able to:

1. Explain why project is a good fit for emergency management
2. Explain what is a project, project management, and managing risks through mitigation and preparedness programs and response
3. Describe the role of the project manager and emergency manager in managing projects

Presenting Measurable Learning Objectives

Include instructions to students on **how to meet** the learning objectives.

“Given a metric ruler, the students will measure the length of common linear objects to the nearest millimeter.”

Remember to write your learning objectives from the **students’ perspectives**.

Make sure the learning objectives are **appropriately designed** for the level of the course.

Presenting Measurable Learning Objectives



The Need for Effective Media

Five factors that make media effective:

- Relevance
- Clarity
- Depth
- Diverse Perspectives
- Accessibility

The Need for Effective Media

Relevance:

- Make sure the tools and media you incorporate support the module learning objectives specifically and course learning objectives generally
- When producing our own videos, we always like to add a narrative element and cite topical or historical examples of more abstract concepts.
- If your learning objective is to do one thing and you have media that's way off topic it throws everyone off

The Need for Effective Media

Clarity:

- The reason you selected the video or podcast should be clearly explained, same goes for how they will be used
- Don't just throw it in and say "watch this", give context and show how the media is relevant to the learning objective.
- Students should be very aware of what's being selected and why.

The Need for Effective Media

Depth:

- The tools and media should support student engagement and guide the student to become an active learner
- For our own videos, we always like to include a call to action at the end. Tell them as you watch, “look for this”.
- Use the videos themselves as a jumping off point for a debate or discussion on a platform like Voicethread or Kialo

The Need for Effective Media

Diverse Perspectives:

- The instructional materials present a variety of perspectives on the course content
- Going beyond the textbook if there is one
- If you're using an older textbook, use newer media that the text may have missed

The Need for Effective Media

Accessibility:

- Students can readily access to the technologies required in the course
- This means choosing material that is captioned etc, but also not paywalled
- Many free resources available through Library -
<https://guides.lib.jjay.cuny.edu/video>
- Creating your own media

Tips to Help You Stay on Track

Respond to student questions efficiently

- If a student asks good question via email
 - reply personally to the student by email, and ask the student to copy/paste the question and the instructor's reply into the course Q&A forum for other students to read.
- If more than one student emails with the same question, then there is a need to respond to the whole group. Period!
 - There is likely widespread area of confusion. This can be handled by posting a news announcement, an all-class email, or a Q&A posting on the discussion board.
 - Consider revising the assignment to resolve the problem for next term.

Tips to Help You Stay on Track

Respond to student questions efficiently

- If the question is procedural, such as how to do something in the course management system
 - **create a quick video with an audio explanation** to show students how to proceed.
 - Accompany this with a transcript for those who have accessibility or technical issues with the video.
- If a student emails you a question which has already been answered (in an announcement, discussion forum, etc.), **direct the student to the answer rather than answering via email.**
- **Analyze the instructor welcome email/announcement** and the first few announcements to make sure the preliminary info provides good support for students and minimizes "how to begin" questions as the course starts.

Tips to Help You Stay on Track

Establish naming protocols and train students

Use a quiz to reinforce class policies/procedures

Organize the discussion forums (connect them to weekly topics/readings)

Use the right tools (less is more)

Work smarter, not harder, at grading (take notes, keep records)

Know what works best for you

Questions

If you have additional questions after the session, please feel free to email onlineed@jjay.cuny.edu.

To schedule a one-on-one with a member of the DOES Instructional Design team, visit <http://www.jjay.cuny.edu/resources-online-learning>.