WHAT I’VE LEARNED ABOUT TEACHING ONLINE

Presented by

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7 TIPS AND TRICKS

- Align Objectives
- Orientating Students
- Clear Expectations
- Engaging Students
- Prompt Feedback
- Real-World Applications
- Social and Instructor Presence

https://teachonline.asu.edu/2018/09/best-practices-for-teaching-online/#more-4063
BACKWARD DESIGN

1. Identify the results desired
   Learning outcomes

2. Determine acceptable evidence

3. Plan learning experiences and instruction
   Course content
IDENTIFY DESIRED RESULTS

- Establish curricular priorities
  - Need to know
  - Nice to know
  - Worth being familiar with

- Filtering content—To what extent does the idea:
  - Represent a “big idea” having enduring value beyond the classroom?
  - Reside at the heart of the discipline?
  - Require uncovery?
  - Offer potential for engaging students?
DETERMINE ACCEPTABLE EVIDENCE

- Assessment design
  - Informal checks for understanding
  - Observation/dialogue
  - Quizzing/testing
  - Academic prompting
  - Performance task or project

- Evidence of understanding must be formative
  - Not based solely off of end-of-course testing or projects
PLAN LEARNING EXPERIENCES

- Design a coherent learning experience for students
- Make content engaging and interesting
- Determine types of content
  - Lectures
  - Reading
  - Assignments
  - Assessments
- Create opportunities for students to interact
ORIENTATING STUDENTS

Michael Schmidt, Ph.D.
Biochemistry/Molecular Biology
ORIENTATING STUDENTS TO THE ONLINE EXPERIENCE
ORIENTATING STUDENTS TO THE ONLINE EXPERIENCE

- Having students introduce themselves within the first week of class can help them feel like that are part of a community.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Threads</th>
<th>Posts</th>
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<tbody>
<tr>
<td>Introduction</td>
<td>15</td>
<td>15 (15)</td>
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Please provided a brief introduction to yourself and why you are taking the course.
CLEAR EXPECTATIONS

Michael Schmidt, Ph.D.
Biochemistry/Molecular Biology
## Clear Expectations

### Week 2 Schedule

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Video</th>
<th>Notes</th>
<th>Homework</th>
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<tbody>
<tr>
<td>Lecture 5 - Proteins 1</td>
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<td>Lecture 8 - Enzyme Kinetics</td>
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## CLEAR EXPECTATIONS

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Recording and Notes</th>
<th>Reading</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>6/24-6/28</td>
<td>Energy and Metabolism</td>
<td>Section 1.3</td>
<td>Introduction Essay, Homework 1-4</td>
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<td></td>
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<td>Aqueous Chemistry</td>
<td>Chapter 2</td>
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<td>Amino Acids</td>
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<td>Intro to Proteins</td>
<td>4.2 and 4.6</td>
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<td>7/1-7/5</td>
<td>Proteins 1</td>
<td>4.3 and 4.4</td>
<td>Homework 5-8 Quiz 1</td>
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<td>Proteins 2</td>
<td>Chapter 5</td>
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<td>Enzymes</td>
<td>Chapter 6</td>
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<td>Enzyme Kinetics</td>
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<td>7/8-7/12</td>
<td>Membranes and Carbs</td>
<td>Chapters 8 and 11</td>
<td>Homework 9-12</td>
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<td>Chapter 12</td>
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<td>Nitrogen Metabolism</td>
<td>Chapter 18</td>
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<td>7/22-7/26</td>
<td>Regulation of Metabolism</td>
<td>Chapter 19</td>
<td>Homework 17-19</td>
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<td>Cell Signaling</td>
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<td>DNA Structure</td>
<td>Chapter 3</td>
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<td>6</td>
<td>7/29-8/1</td>
<td>DNA replication and Repair</td>
<td>Chapter 20</td>
<td>Final Exam 12:00-2:00pm*</td>
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<td>Transcription and Translation</td>
<td>Chapter 21 and 22</td>
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CLEAR EXPECTATIONS

- Providing due dates and schedules in multiple places helps keep students on track and reduces student confusion

Week 2 To-Do list

Posted May 16, 2016 8:37 AM

1) Review the podcast and notes for lectures 4-7

2) Make sure you have completed HW 1 by 11:59pm Wednesday.

3) Make sure you have completed HW 2 by 11:59pm Friday.

4) Complete learning catalytics by 11:00pm Friday

5) Look at practice exam.
ENGAGING STUDENTS

Megan Faragher, Ph.D.

English
PROVIDE SYNCHRONOUS & ASYNCHRONOUS OPTIONS TO IMPROVE ENGAGEMENT

- Structure activities into online lectures to assure student engagement with materials for synchronous participants but enable completion in asynchronous mode (Moraros et al. 2015).

- Build activities that apply real-world experiences or partially flip the online learning experience can facilitate student engagement (Hung et al. 2010).

**Example:** Building response questions at two points in a live lecture requiring either synchronous response via audio or chatroom or asynchronous written response submitted via dropbox, which can count as ‘attendance’


FLEXIBLE MANAGEMENT

- **Construct a flexible course:** Students may or may not take advantage of synchronous modes, and your course should be able to manage mostly-synchronous or mostly-asynchronous participation.

- **Plan for contingencies:** Expect people to take courses asynchronously but have back-ups in case students prefer synchronous participation.

- **Practical tools:** Blackboard Collaborate Ultra; break-out groups for highly synchronous populations; live chat engagement for students to demonstrate engagement
DISCUSSION BOARDS AS A FORM OF ENGAGED LEARNING

- Discussion Boards offer a way for student to apply material mastery that has already been assessed (via quizzes or other activities) to new questions or problems (Dixon, 2014).

- Producing more open-ended discussion assignments enables the following outcomes:
  - Students apply content knowledge to an array of problems.
  - Decenters authority of the professor, as students become teachers. (Reese-Durham, 2014).
  - Peers learn from the diversity of student curated contributions.
PROMPT FEEDBACK

Ann Stalter, Ph.D., RN, M.Ed.
Nursing
PROMPT FEEDBACK keeps students cognitively present and engaged.
REAL WORLD APPLICATIONS

Dan Noel, Ph.D.
Leadership Studies
SIMILARITIES BETWEEN ONLINE LEARNING AND REAL-WORLD

U.S. industries are **exponentially increasing** their use of virtual environments

You may *never* meet other students (or coworkers)

Online learning demands a higher level of **student discipline** (deadlines, project management, etc.)
USE TECHNOLOGY
that is common to current organizations
USE TECHNOLOGY
that encourages personal interests and engagement
USE TECHNOLOGY that encourages relevance or a transfer of learning

- Project-Based Learning
- Group Assignments
- Online Simulations
SOCIAL & INSTRUCTOR PRESENCE

Ann Stalter, Ph.D., RN, M.Ed.
Nursing
PRESENCE
is the ability to perceive others in an online class “real” and the projection of oneself as authentic
THE FOSTERING OF PRESENCE is an unveiling process, involving open communication, affective expression, and group cohesion (Garrison et al., 2000).
STRATEGIES
to create presence involves

course design and fun tools
IT’S ALL ABOUT THE LEARNING EXPERIENCE for each individual student while promoting an ongoing sense of community.