

# Office of Online Learning



Southern Connecticut  
State University

# Office of Online Learning

## Training Overview



- Day 1 (Monday)
  - Revising your course and syllabus in on online format
  - Designing your Blackboard Learn 9 course shell
  - Engaging students with online introductions
  - Setting clear guidelines and expectations
  - Sharing important course information
  - Using synchronous tools to engage students

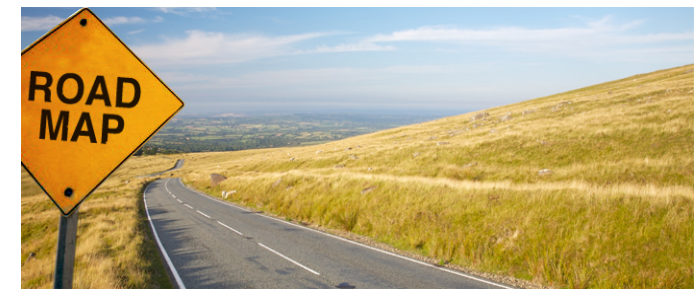


# Office of Online Learning

## Training Overview



- Day 2 (Wednesday)
  - Designing your weekly content
  - Making your content accessible to all students
  - Creating assignments & rubrics
  - Creating quizzes and tests
  - Creating and using groups in online learning
  - Using Wikis, Journals, and Blogs



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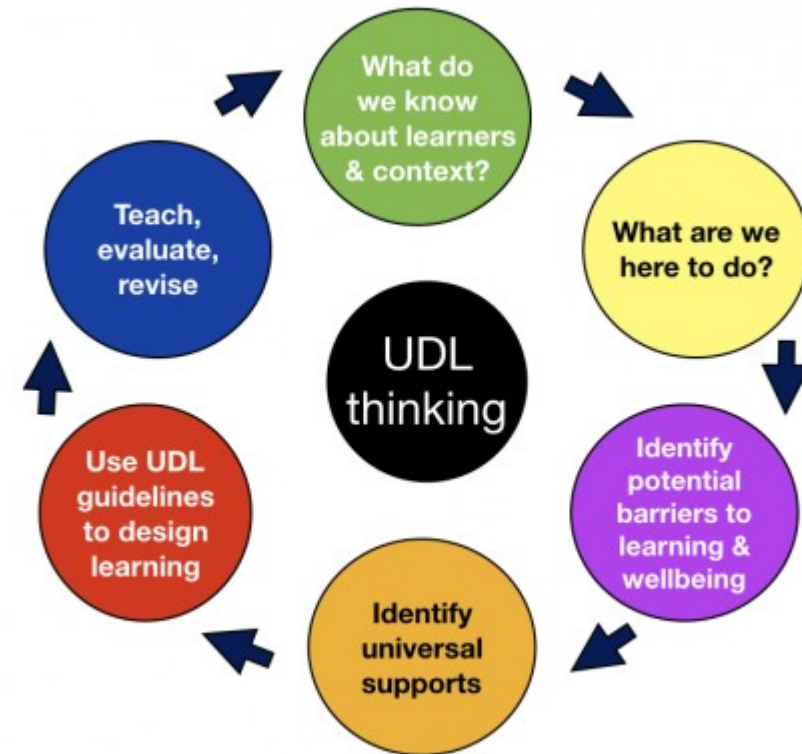
## Training Overview

- Day 3 (Friday)
  - Making discussion boards effective learning tools
  - Setting up the grade center
  - Using third party tools





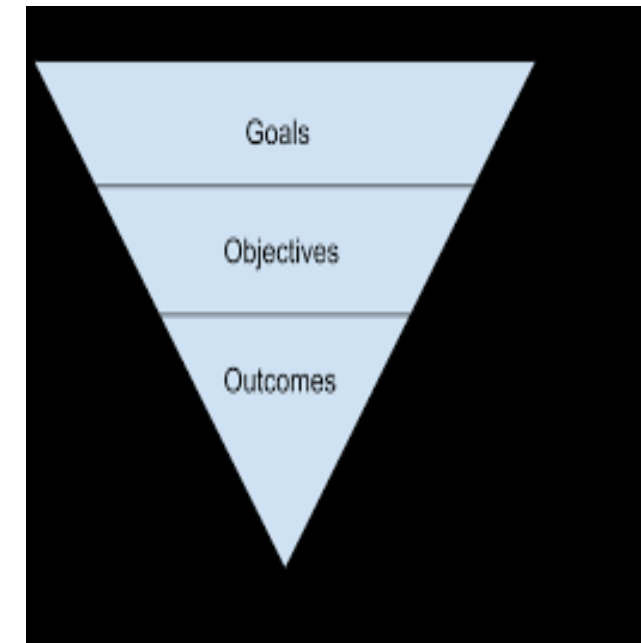
- Essential learning
- Universal design



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## Essential Learning

- What do you want students to be able to do after your course?
- Course Objectives/Outcomes
- In class activities  $\neq$  online activities
- Identify the purpose and align activities



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## Universal Design for Learning

### Multiple Means of Engagement

Stimulate motivation and sustained enthusiasm for learning by promoting various ways of engaging with material.



### Multiple Means of Representation

Present information and content in a variety of ways to support understanding by students with different learning styles/abilities.



### Multiple Means of Action/Expression

Offer options for students to demonstrate their learning in various ways (e.g. allow choice of assessment type).



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## Example – On the Ground Plan



COURSE OBJECTIVES	OUTCOMES	EVIDENCE OF LEARNING
<ul style="list-style-type: none"><li>•The definition of moderate to severe disabilities;</li><li>•Historical &amp; societal perceptions &amp; expectations of this population.</li></ul>	<ul style="list-style-type: none"><li>•Demonstrate understanding of the impact of moderate/severe disabilities on relationships, social/emotional development, academic performance, health, mobility &amp; communication.</li></ul>	<ul style="list-style-type: none"><li>•In class discussion.</li><li>•Midterm</li></ul>
<ul style="list-style-type: none"><li>•The features &amp; benefits of collaborative partnerships;</li><li>•Strategies to promote team collaboration.</li></ul>	<ul style="list-style-type: none"><li>•Discuss key strategies for effective collaboration with IEP team members, including students &amp; family members.</li></ul>	<ul style="list-style-type: none"><li>•In class application activities.</li><li>•Midterm</li></ul>
<ul style="list-style-type: none"><li>•The process for creating legally correct, meaningful IEPs.</li></ul>	<ul style="list-style-type: none"><li>•Identify the components &amp; stages of the IEP process. Write standards-based, measurable IEP goals &amp; objectives for students with moderate to severe disabilities.</li></ul>	<ul style="list-style-type: none"><li>•Develop measurable IEP goals &amp; objectives (in-class activities).</li></ul>

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## Example – Online Conversion



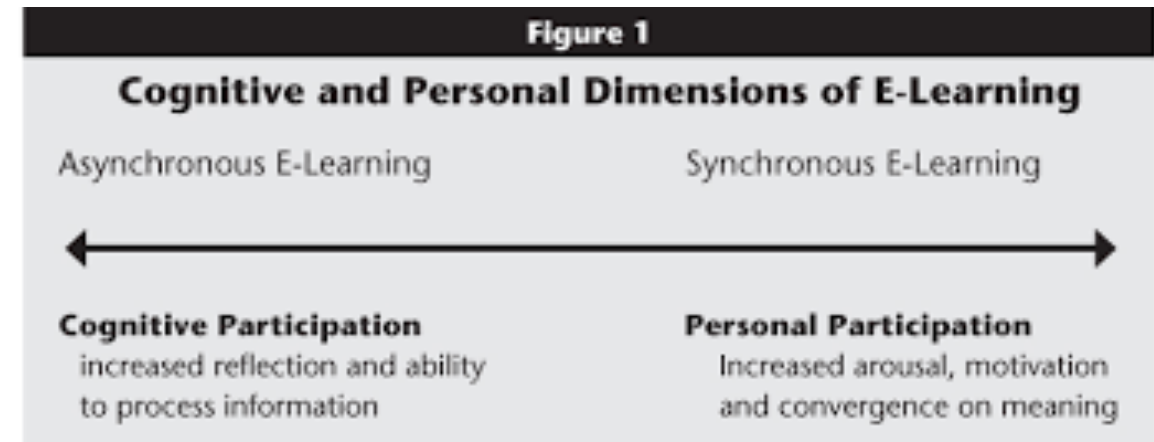
COURSE OBJECTIVES	OUTCOMES	EVIDENCE OF LEARNING
<ul style="list-style-type: none"><li>•The definition of moderate to severe disabilities;</li><li>•Historical &amp; societal perceptions &amp; expectations of this population.</li></ul>	<ul style="list-style-type: none"><li>•Demonstrate understanding of the impact of moderate/severe disabilities on relationships, social/emotional development, academic performance, health, mobility &amp; communication.</li></ul>	<ul style="list-style-type: none"><li>•Guided Notes</li></ul>
<ul style="list-style-type: none"><li>•The features &amp; benefits of collaborative partnerships;</li><li>•Strategies to promote team collaboration.</li></ul>	<ul style="list-style-type: none"><li>•Discuss key strategies for effective collaboration with IEP team members, including students &amp; family members.</li></ul>	<ul style="list-style-type: none"><li>•Case Study Discussion Board</li></ul>
<ul style="list-style-type: none"><li>•The process for creating legally correct, meaningful IEPs.</li></ul>	<ul style="list-style-type: none"><li>•Identify the components &amp; stages of the IEP process. Write standards-based, measurable IEP goals &amp; objectives for students with moderate to severe disabilities.</li></ul>	<ul style="list-style-type: none"><li>•Develop measurable IEP goals &amp; objectives submitted activity</li></ul>



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## Synchronous

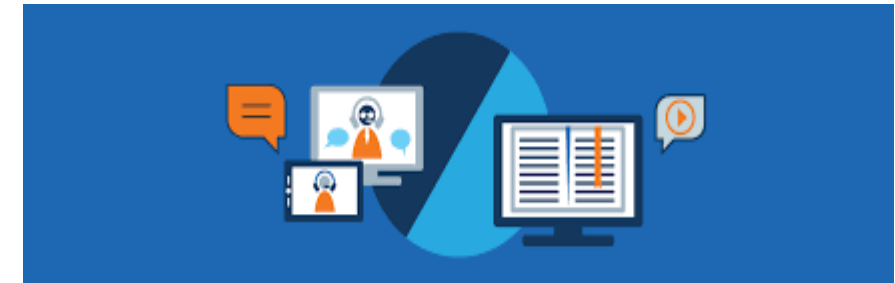
- Face to face interactions
- Live class sessions
  - Optional vs required
- Office hours
- Discussions



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## Asynchronous

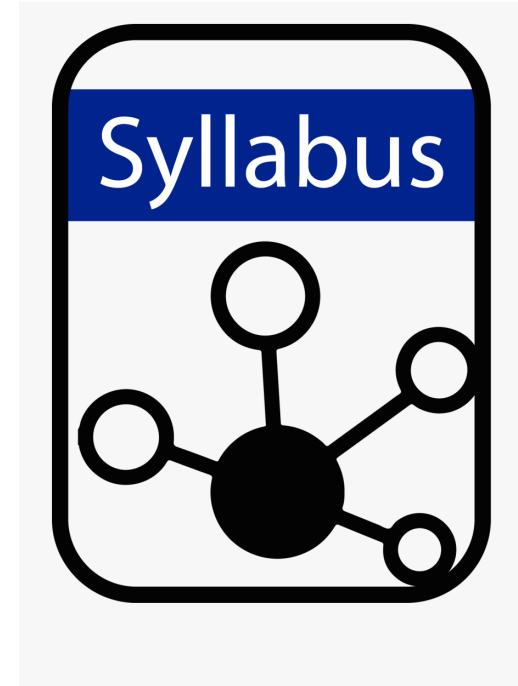
- Work at their own pace
- Increased flexibility
- Intervals
- Feedback



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## Syllabus

- Expectations
  - What are you expecting in your online class?
  - Technology tools?
- Asynchronous/synchronous class expectations
- Transparency
- Communications



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## Clear Expectations – Participation Example



- Participation:

Your participation is measured through your completion of the online activities. The majority of our synchronous class sessions are recommended but are optional. I will record the synchronous sessions and post them in Blackboard within 24 hours of the session. During the video sessions I will review expectations for that week's assignments, answer questions, and clarify any confusions.

- Live Sessions:

To create the most effective learning environment for all, please mute your microphone if you have background noise that may be distracting. Please turn your video on if you feel comfortable, take a break if you need one, try to be in a place where learning can occur, and feel free to verbally participate or use the chat.

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## Blackboard Learn 9 – Course Shell Overview



- Course Layout Design
  - **Ease of learning:** How quickly can a new student navigate through your course while learning the material?
  - **Efficiency of use:** After students are familiar with your course setup, how quickly can they accomplish tasks?
  - **Usability:** Can users with different levels of ability, experience, knowledge, language skills, hardware, or concentration level use your course easily?
  - **Subjective satisfaction:** How much do students enjoy working through your course material?
  - **Accessibility:** You want people with disabilities to receive the same level of information, services, and use that people without disabilities receive. Is your course a level playing field?
- Course Shell Elements



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## Course Organization

- Course Template
- Course Dashboard
- Announcements
- Syllabus
- Weekly Materials
- Calendar
- My Grades
- Course Materials
- Help & Policies
- Email



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## Announcements

- Course home
- Important class information
- Emailed to students
- Things change



## Course Introductions



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## Faculty/Student Introductions

- Written
- Video/Audio
- Discussion Board
- Pictures



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## Course Introductions – Why??

- A great way to begin to establish your social presence
- Make it human – Begin with sharing your home, family, pets, and interests
- Consider adding in your teaching philosophy
- Finish up with your current interests in teaching, service and research





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## Course Introductions – How??

- Start with your own as a model
- Then ask students to post theirs
- Encourage, but don't require, photos
- If it is a large class, consider breaking them into smaller groups to do this - their discussion groups would be ideal!



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## Course Introductions – Where??

- Consider putting this in the Course Materials section
- The best place for things that will need to be accessed throughout the course



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## Course Introductions – What Format??

- Lots of choices for this based on your own preference and comfort level with the various technologies
- We will talk about several



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## Course Introductions – An Example

- Lots of choices for this based on your own preference and comfort level with the various technologies
- Videos on the OOL site demonstrate three different options.



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## Written Introductions - Roadmap

- Why use the written introductions model?
- What do I need to build my written introduction?
- How do I construct a written introduction?
- How do I post & share my written introduction?

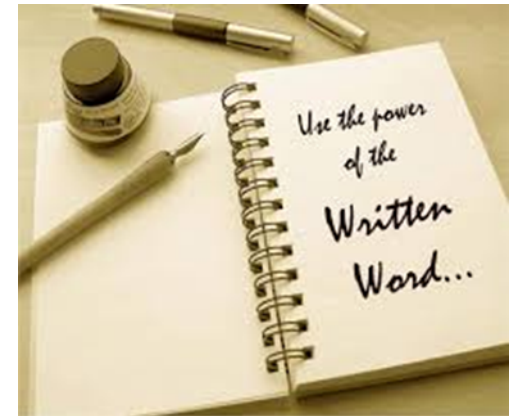




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## Why use the written introductions model?

- A great low-tech way to begin to establish your social presence
- Easy to construct and gives your students an easy model to follow
- Quick and easy to modify for different classes or later terms



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## What do I need to build my written introduction?

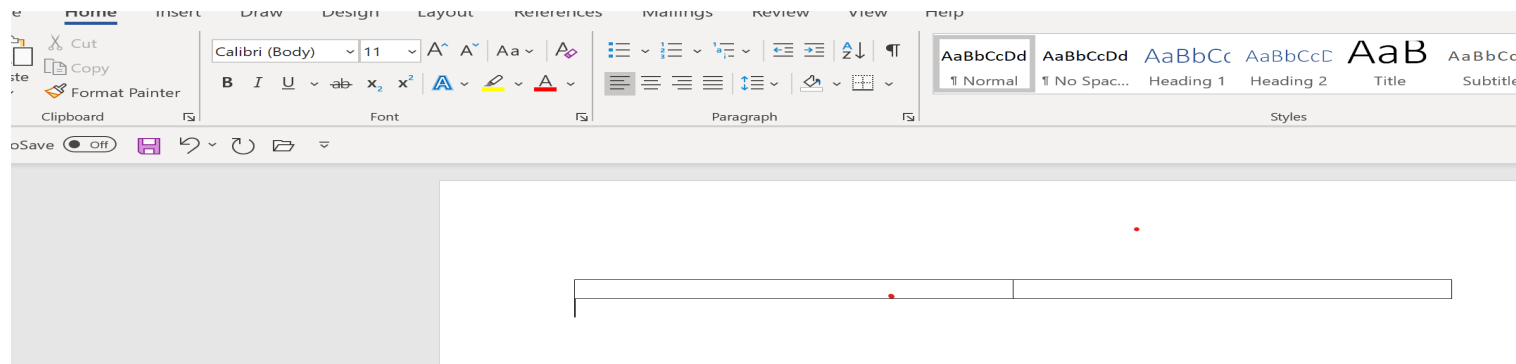
- Start by gathering the materials you want to include so you will only have to paste them into the format
- Type up a few sentences of things you would like to include.
- Remember to focus first on home, family, pets and hobbies – things that show that you are human and approachable.
- Gather digital copies of photos to include. Again, think of your family, hobbies, pets, travels, and so on...



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## How do I construct a written introduction?


- Begin by opening Microsoft word and opening a new blank document
- Go under the home tab and insert a table with one row and two columns at the top of the page



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## How do I construct a written introduction?

- Go into the table and start entering your sentences and pictures

	<p>Hello everyone and welcome to class! I will start by introducing myself. My name is Libby Rhoades. I am your course instructor. Please call me Libby!</p>
---	--

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## How do I construct a written introduction?

- Keep adding pictures and text in a pleasing grid



This is the end of my eighth year here at SCSU as a faculty member in the School Psychology Program. My husband Matt and I moved here from Texas. We've moved around quite a bit over the last 16 years or so as I've worked to design new school psychology programs and to help existing programs work towards accreditation. Matt is a historian, a reference librarian and a musician.

Hello everyone and welcome to class! I will start by introducing myself. My name is Libby Rhoades. I am your course instructor. Please call me Libby!



We live in Meriden with a house full of "rescues." I love dogs, cats, reading, science fiction and Starbucks!





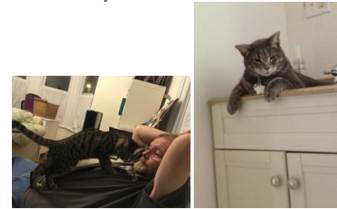
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## How do I construct a written introduction?

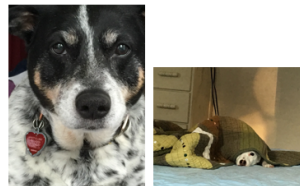
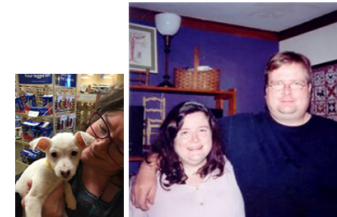
- Rearrange them until you have a look you like
- If you like, you can then select no borders for a cleaner look



Hello everyone and welcome to class! I will start by introducing myself. My name is Libby Rhoades. I am your course instructor. Please call me Libby!



This is the end of my eighth year here at SCSU as a faculty member in the School Psychology Program. My husband Matt and I moved here from Texas. We've moved around quite a bit over the last 16 years or so as I've worked to design new school psychology programs and to help existing programs work towards accreditation. Matt is a historian, a reference librarian and a musician.



We live in Meriden with a house full of "rescues." I love dogs, cats, reading, science fiction and Starbucks!



Thanks for joining us! I hope this will be a fun and enlightening class for you.



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## How do I post & share my written introduction?



- Simply save your final product (as a pdf document would be best)
- Head to Blackboard for the final steps
- Post in the introductions section of your course

- Video based discussion board
- Face to face interaction
- Increase social connection
- Set the tone
- Match the activity
- Considerations





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## Sample Schedule



	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday/Sunday
Individual activity 1 (L-R)	Assignment: Listening, reading, creating (1.0 hour)		Assignment: Listening, reading, creating (1.0 hour)		Assignment: Listening, reading, creating (1.0 hour)	
Individual activity 2 (L-L)		Discussion board reading and postings (1.5 hour)		Discussion board reading and postings (1.5 hour)		
Individual activity 3 (L-R)			Self-test quiz/review (30 minutes)		Occasional survey/feedback	
Individual activity 4 (L-L)	Discussion, informal collaboration with peers (20 minutes)	Discussion, informal collaboration with peers (20 minutes)		Discussion, informal collaboration with peers (20 minutes)		Discussion, informal collaboration with peers (20 minutes)
Group or team activity (L-L)		Possible group activity or synchronous activity		Possible group activity or synchronous activity		Possible group activity or synchronous activity
Faculty-mentor activity	Opens discussion forum for week; feedback to students on previous week	Special availability hours; monitoring of student posts	Monitoring and scanning student interactions plus possible Q&A session	Special availability hours; monitoring of student posts	Monitoring and scanning student interactions plus possible Q&A session	Monitoring of student activity for critical messages

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## Course Information - Roadmap

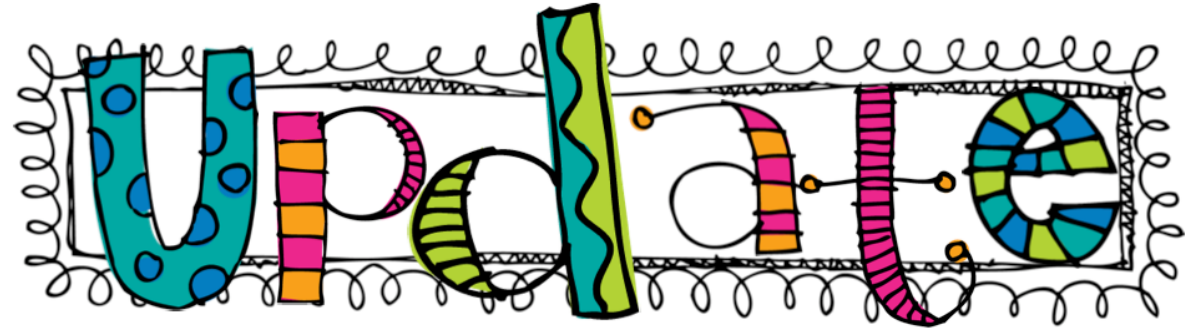
- Why is this important?
- What do I need to include?
- Where should I put this information?
- Hints & Tips



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## Course Information – Why is this important?

- Online classes are different
- Students are less secure
- There are fewer cues for what the student is supposed to do

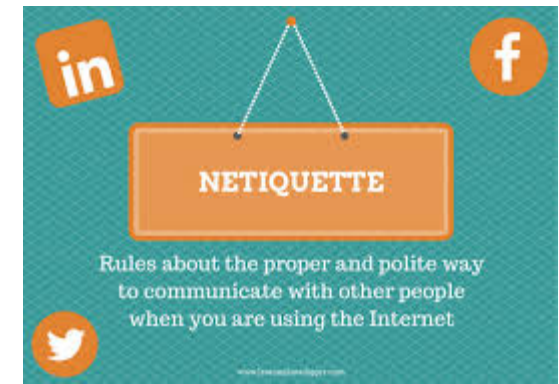


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## Course Information – What do I need to include?

### Netiquette – Why?

- Online behavioral expectations also known as Netiquette
- Students need guidance on how to behave
- It helps to put your expectations in positive terms rather than a long list of prohibited behaviors

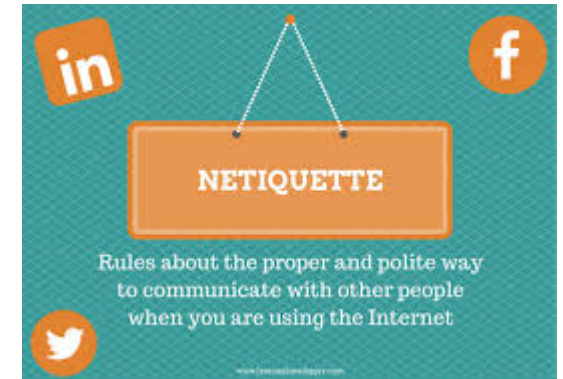


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## Course Information – What do I need to include?

## Netiquette – A few good guidelines

- **Remember this is a professional setting.** Use proper grammar and spelling. Make sure you can back up what you are saying with facts and data.
- **Respect others.** Take care to respect the opinions of others, honor their privacy and forgive their mistakes.



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## Course Information – What do I need to include?

## Netiquette – A few good guidelines

- Real people (in the here and now) take priority. If you are having dinner with your partner, helping your child with homework, or having a heart-to-heart talk with a friend, they deserve your full attention!
- Speak to others the way you would in a real classroom. All caps is considered yelling. Remember please and thank you.





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## Course Information – What do I need to include?

- Netiquette
- You can develop your own document or link to an existing one
- Here are a few good examples:
  - [Core Rules of Netiquette](#)
  - [10 rules of netiquette for students](#)
  - [10 Netiquette Guidelines Online Students Need to Know](#)



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## Course Information – What do I need to include?



And don't forget!

- How to access the library and needed materials





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## Course Information – What do I need to include?

- How much time students should expect to spend on the course and the various course components
- When are assessments and discussions due
- Flexibility
- How should students contact you with course-related questions?
- Who should students contact for technical questions?



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## Course Information – Where should I put this information?

- The more places the better!
- Syllabus
- Course Materials section (where I put items that aren't related to a specific week or unit)
- In the area where they will be needed, like your directions for the weekly chat.



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## Course Information – Hints & Tips



- If it matters, say it more than once
- If you want them to remember it, quiz them on it
- If you want to avoid answering the same question multiple times, set up an ask-the-instructor discussion board for questions that everyone can see

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## Guidelines and Expectations

- Forms of communication
  - Email, office phone, etc.
- Expectation of reply
  - 3 hours, 24 hours, 3 days, 1 week?
  - Weekdays, every day, weekends?
- Office hours?
- How long to grade



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## Guidelines & Expectations - Roadmap

- Why is this important?
- What do I need to include?
- Where should I put this information?



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## Guidelines & Expectations - What do I need to include?

What do I need to include?

- Forms of communication
- Your preferences for mail, phone or in-person - Remember at least one method should be asynchronous!
- How long should they expect to wait for a reply – 24 hours is a reasonable practice but don't forget weekends & let them know when you will be unavailable due to a conference or other travel



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## Guidelines & Expectations - What do I need to include?

What do I need to include?

- Office hours – How will you hold these at a distance?
- How long should they expect for their assignments to be graded – 1 week is a reasonable practice but let them know if it will be longer!





# Office of Online Learning

## Guidelines & Expectations – Where should I put them?

- The more places the better!
- Syllabus
- Course Materials section (where I put items that aren't related to a specific week or unit)
- In the area where they will be needed, like your assignment drop box.



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## Course Interactions



- Faculty to student
  - Mini lectures
  - Announcements
  - Interactions
- Student to student
- Student to resource
- Types of work
  - Individual work
  - Small groups
  - Large groups

### EXHIBIT 7.1 Group Availability and Contact Info

Enter your available hours for group work or study.

**Example:**

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
John Doe	Generally not available for meetings	After 6 pm. EST	Before 3 p.m. EST	After 6 pm. EST	5:30-7:30 pm EST	5:30-7:30 pm EST	After 10:00 a.m EST

Study Habits: I log on Wed-Fri and generally make my group contributions on Friday.

Contact Info: 555-123-4567 (H) 555-123-4568 (w)

Preferences: I prefer text messages for initial contact; and then to work by phone, e-mail, and Google hangout or Skype

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## Student Engagement Strategies



1. Collect information from students before class (short question survey)
2. Tell students what to expect before class
3. Make it relevant, then highlight the relevance
4. Ask participant to come with one ‘burning question”
5. Make sure your class offers novel content (not what they have learned previously)
6. Ask participants to keep their cameras on
7. Do a quick social check-in at the beginning of class
8. Pose a question and give participants a moment to write
9. Ask questions that require students to pick a side

Norman, M. (2017) Synchronous Online Classes: 10 Tips for Engaging Students

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## Quick Tips



- ▶ Host a demo session so that students can get familiar with the software - encourage use of embedded tools
- ▶ Set expectations before session
- ▶ Use breakout groups
- ▶ Do short “Topics upon Request”
- ▶ Plan to record your session
- ▶ Prepare for technology failures

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## Uses for Synchronous Modalities



- Recruitment
- Orientations
- Advisement
- Class discussions
- Group work
- Dissertation/Thesis/Special Project defenses
- Class presentations (faculty, student, guest speakers)
- Conferences with practicum preceptors

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## Training Overview



- Day 2 (Wednesday)
  - Designing your weekly content
  - Making your content accessible to all students
  - Creating assignments & rubrics
  - Creating quizzes and tests
  - Creating and using groups in online learning
  - Using Wikis, Journals, and Blogs





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## Weekly Course Materials

- Lectures
- Videos
- Discussions
- Quizzes
- Assignments



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## Weekly Content



- Review key components of weekly content
- Apply the principles of universal design to weekly content
- Review an example of weekly content folder

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## Key Components



- Expectations for the week
- Content
- Learning measurement

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## Expectations



- Learning goals – *why is this essential?*
- Things To Do – *organizational support*

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## Weekly Tasks & Deadlines

- Why is this important?
- Multiple ways to do this
- A few examples





## Learning Goals

### Learning Goals

- Describe the characteristics of a student with an intellectual disability
- Describe the evidence based practices to support for a student with an intellectual disability
- Describe high leverage practice #7
- Analyze the contents of IEP pages 1 & 2
- Analyze a scenario to identify HLP #7 or EBPs to implement for students with intellectual disabilities

### Link to Course Learning Outcomes:

- Describe the definition of moderate to severe disabilities; societal perceptions and expectations of this population.
- Describe the process for creating legally correct, meaningful IEP goals and objectives for students with moderate to severe disabilities.
- Match effective support strategies for students with moderate to severe disabilities.
- Implement principles of positive behavior support.

## Completion Strategies - Class 2

### Step 1:

- Review content in Step 1 & take notes
- Participate in Step 1 discussion board. Be sure to post your initial response by 1/20 and engage in discussion - at least 3 posts to classmates - through 1/26 at 11:59pm.
- Submit Step 1 notes by 1/26 at 11:59pm

### Step 2:

- Review content in Step 2

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## Weekly Tasks & Deadlines – An Example

### INSTRUCTIONS

JUST AHEAD


*Welcome to our second week of class! Read this section first thing each week and if you have any questions or something is unclear, email me right away!*



Week 2 Class Instructions	
Due Date	Item & Instructions
Beginning of Week 2	Week 2 Class Instructions – Read over this document for clarity and understanding. Let me know immediately if you have any questions.
Beginning of Week 2	Go back and retake the Week 1 Quiz - After the original due date, you can get full information and feedback on your right and wrong answers. Only your original score counts, but this will help you in the long term as you will see these questions again on the final exam!
During Week 2 with final contributions due by Sunday at Midnight	Small Group Activity – This week your group activities will center around the Kip Kinkel case including early signs of psychological difficulties, the development of his pathology and what interventions were tried and opportunities missed. Be sure you have watched the film and reviewed your notes to use as a part of your discussions. You will need to come back multiple times to take an active part in this conversation. Ask questions. Share ideas and new information. Let us know your perspective. Your link to the group activity is at the bottom of this week's page and that is where you will find it each week.
During Week 2	Week 2 Lectures, Readings & Videos – Review the online materials for the week. These readings and video clips will all be covered on the Week 2 Quiz.
After Completing the Week 2 Readings	View Film. Watch the film, The Bad Seed, in preparation for next week's group activity. While watching the film, make notes of the following: <ol style="list-style-type: none"> <li>Signs of psychopathology in Rhoda, the main child character.</li> <li>Evidence to support diagnosis with any of the externalizing DSM5 disorders that are covered in class this week.</li> <li>Factors that would support or not support Rhoda's eligibility under IDEA as a child with an emotional disturbance.</li> </ol>
Due by Sunday at midnight	Weekly Quiz – Take the Weekly Quiz. It must be completed by the end of the week (Sunday at midnight). The quiz length will vary a bit week to week but it is always due at the same time. Be sure to give yourself plenty of time to complete it before it is due! Starting it after 11:00 pm on Sunday is often a recipe for difficulties! The quiz will consist of objective items on the week's topics – multiple choice, matching and true/false questions.

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## Weekly Folder Example


 **Week 12 Intro**

Hi everyone,

I hope you are all doing well and staying safe! This week we're taking a look at AAC. There are a lot more chapters than usual dedicated to this but please read chapters 10, 11 and 12 in your textbook. Below, I've also provided you with a few resources and links. You'll find a short video I created, the slides in PDF format, and links to some videos. All the icons in the slides are clickable links to the different resources so make sure you click on them. They can also be used in your 'LiveBinder'. Please take a look at all the resources provided and then, in the Journal available on this page, answer the questions posed. Please let me know if you have any questions. You can email me at zamfir1@southernct.edu and I will get back to you within 24 hours.

The Journal responses are due by the end of day on Friday, April 17.


Stay safe!

 **Week 12 - AAC**


AAC


SED 517 - Week 12


B. Zamfir



Here's the intro video for AAC.

 **Week 12 Slides (in PDF)**

 **AAC Videos**

 **Week 12 Journal**

1. Read Michael Williams' story in your textbook, on page 172. What is your reaction? Why is it important to consider multi-modal approaches for students?
2. Examine the following technology:
  - Low tech:**
    - Boardmaker (<https://goboardmaker.com/pages/what-is-boardmaker/>) / BoardmakerOnline (<https://goboardmaker.com/pages/boardmaker-online>)
    - PECS (<https://pecsusd.com/pecs/>)
  - Mid tech:**
    - GoTalk (<https://www.attainmentcompany.com/gotalk-9>)
    - AbleNET (<https://www.ablenetinc.com/easy-tech-communication-kit>)
  - High tech:**
    - Proloquo2Go (<http://www.assistiveware.com/product/proloquo2go>)
    - Tobii Dynavox (<https://www.tobii.com/en-US/MarketPopupClicked=true>)
    - PRC (<https://store.prcenr.com>)
3. What are the benefits of each (low tech, mid tech, high tech)? What are the pros/cons for each? How would you feel implementing each in your classroom? Using them in your daily life?
3. Decide on one of your classroom routines and break it down as if it is an ECT lesson.



- Multiple means of representation – *Can we provide access options?*
  - Text
  - Video/Animations
  - Audio
  - Visuals

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## Measuring Student Learning



- Lots of options to measure student learning – *multiple means of expression*
  - Assignments
  - Blogs
  - Journals
  - Discussion boards
- *Most important is matching the task to the learning*

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## Online Lectures

- Considerations
- PowerPoint
- Screen Capture
  - Kaltura



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## Using Blogs, Journals & Wikis - Roadmap

- Why use Blogs, Journals & Wikis?
- Blog Basics
- Journal Basics
- Wiki Basics
- Building Blogs, Journals & Wikis in Blackboard

Wiki	Blog	Journal	Discussion Board
A collaborative space where all students can view, contribute and edit content.	A shared online diary use to interpret, showcase and present information.  Can easily incorporate rich media.	Personal writing space for self-reflection and private communication with the instructor.	Online discussions that are organized hierarchically with forums, threads and replies.  Students can express their ideas, gathering feedback and help with refining their opinions and plans.

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## Goals



- Identify essential learning components of assignments to translate into online courses.
- Create an assignment in Blackboard.

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## Essential Questions



- What do I want students to be able to do?
- In what ways do I want students to understand this material?
- How will they demonstrate their learning?

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## Active Learning Examples



- Submit notes
- Low risk, high frequency learning checks
- Reflections
- Annotations

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## Why use Blogs, Journals & Wikis?



- A way to assess student learning & understanding
- To stimulate student self-reflection
- To stimulate student-to-student interactions
- To stimulate instructor-student interactions
- To stimulate higher-level thinking and application of course concepts

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## Blogs Basics

- A blog is defined as a regularly updated website or web page, typically one run by a single individual, that is written in an informal or conversational style, typical in a series of “diary type” posts
- A “one to many” type of interaction
- One individual posts, others can make comments



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## Blogs Basics

### Advantages:

- Students are familiar with this format from many other sources
- Useful for a variety of functions:
  - Instructor can post on some aspect of the material, perhaps on a controversial topic & students can comment
  - Individual students can become “experts” on some aspect of the course material and post while peers comment



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## Blogs Basics

### Disadvantages:

- Less flexible than the Discussion Board tool in Blackboard
- Since these are generally very informal, keeping postings appropriate both in terms of content and format (grammar, appropriate language) can be an issue



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## Journal Basics

- A journal is a private post or response, usually visible only to the instructor and individual student
- Allows for student self-reflection
- Instructor responses can feel very personal and allow for individual support and encouragement
- Ideal for classes dealing with content that challenges a student's values, social or political views



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## Wiki Basics

- A wiki is a publication collaboratively edited and managed by a group directly using a web browser
- A wiki easily allows asynchronous development of a written product
- Instructors can easily see exactly what part of the written product each participant has contributed and what edits they have made to the document
- Prior versions of the publication are saved so they can be retrieved if necessary



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## Wiki Basics

Wikis are ideal for group projects that might otherwise be very difficult due to student schedules, geographic barriers, or a Pandemic!

Examples (a few I have used!):

- Students in a child development class can develop a parenting manual
- Students can collaboratively develop a guide to legal issues in schools to share with their individual schools and districts
- Students can collaboratively write and edit an article to submit for publication
- Students can work together to develop a lesson plan to teach their students the content of your course



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Building Blogs, Journals & Wikis



Let's go to Blackboard for a demonstration of building blogs, journals & wikis...



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## Why use groups in an online class?

### Why use groups in an online class?

- Increases social presence
- Helps connect students to each other
- Increases social pressure to keep up with class and participate
- Helps those who learn best socially and through hearing others' reasoning



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## How to use groups in an online class?



### Options for group activities:

- Small group discussions (reactions to case studies, debates about controversial topics, applying the class content to a current issue or social problem)
- Group projects (application of class materials to a real-world problem, building a product using the case concepts)
- Study groups (to support each other's learning, share strategies for solving problems and quizzing each other)
- Quiz bowl teams to compete against other groups in answering questions about class content

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## Building a Group



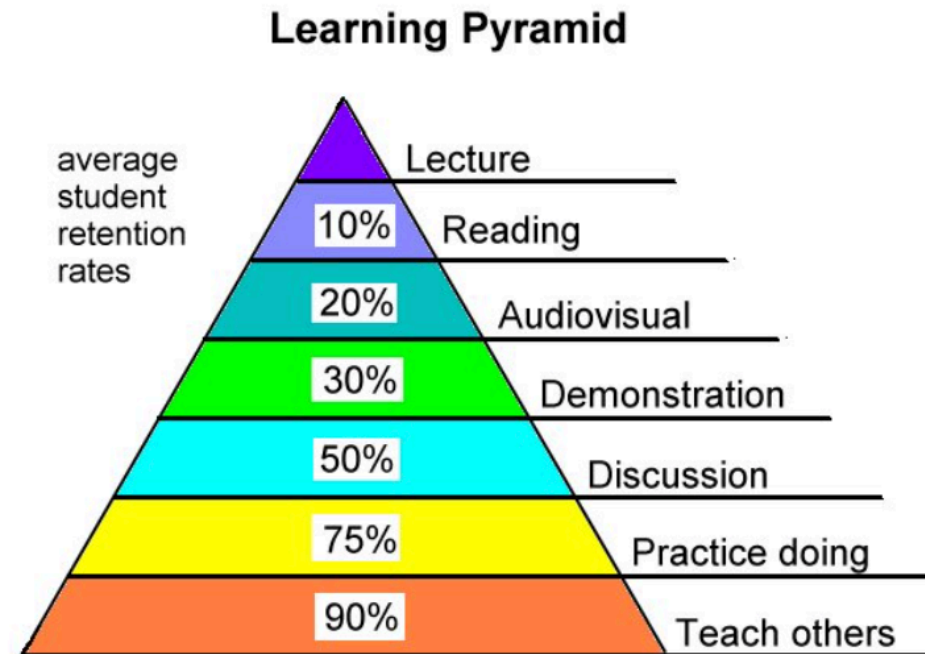
Let's go to Blackboard for a demonstration of building a group...

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## Assessments

- <http://assessmentcommons.org>
- Exams and quizzes
  - [Test Generators](#)
- Online Discussions
- Assignments
- Faculty Comments

### Learning Pyramid and Assessment strategies



Source: National Training Laboratories, Bethel, Maine

# Assignments

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## You Pick 2



<b>Accommodations &amp; Technology</b>	Review technology under Executive Function and pick one to explore and play around with (you'll share with a group) - prepare at least 3 pros/cons, and how it/you can incorporate it to support student learning. What profile of a student would this support and what type of accommodation would it support? <a href="#">Toolbox</a>	Review technology under <i>Physical Expression</i> and pick one to explore and play around with (you'll share with a group) - prepare at least 3 pros/cons, and how it/you can incorporate it to support student learning. What profile of a student would this support and what type of accommodation would it support? <a href="#">Toolbox</a>	Review technology under <i>Expression &amp; Communication</i> and pick one to explore and play around with (you'll share with a group) - prepare at least 3 pros/cons, and how it/you can incorporate it to support student learning. What profile of a student would this support and what type of accommodation would it support? <a href="#">Toolbox</a>
<b>Action Research Project</b>	Take 5 minutes to list out your ideas for your research. Starting with a hypothesis and possible execution of research. Get feedback from at least two other students regarding your brainstorm. Submit your list after class.	Have a 15 minute discussion with a peer on your action research idea. Ask two specific questions regarding the question and implementation. Take notes on your discussion to submit.	Create a concept map or visual of your discrepancies in your classroom to possibly address in your practice piece. Present your concept map and get feedback from 3 other students. Submit concept map.

## Groups



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## Building a Quiz in Blackboard - Roadmap



- When & why to use quizzes in an online course
- Finding & writing questions
- Building quizzes in Blackboard -

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## Building a Quiz in Blackboard - When & why ?



- When & why to use quizzes in an online course
  - Students do better with multiple low-stakes opportunities to show their learning and achieve credit
  - Increases learning
  - Decreases cheating
  - Increases accountability for the readings
  - Helps students keep up

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## Building a Quiz in Blackboard – Writing questions



- Where to find questions
  - Test banks – advantages & disadvantages
  - Use previously used questions on Blackboard
  - Writing your own
  - Have students write them!

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Building a Quiz in Blackboard – Building quizzes in BB



Building quizzes in Blackboard

Let's go into Blackboard & I will demonstrate...

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Southern Connecticut  
State University

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## Training Overview



- Day 3 (Friday)
  - Making discussion boards effective learning tools
  - Setting up the grade center
  - Teams & WebEx
  - Loose Ends



## Discussion Boards: Purpose & Design

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## Goals



- Describe the role discussion boards play in online and hybrid courses.
- Identify approaches to designing discussion boards to facilitate student learning.
- Review strategies to create discussion questions that convey basic understanding, stimulate higher order thinking, and promote synthesis of content.



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## Path to Success



- Communicate the purpose of the discussion board and expectations
- Set a structure for the discussion
- Create effective question prompts
- Facilitate discussion effectively

<https://psycnet.apa.org/record/2018-65290-007>



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## Essential Questions for Discussion Boards



- What do I want students to be able to do?
- In what ways do I want students to understand this material?

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## Using a Taxonomy



Table 5  
*Examples of Generic Socratic Questions Organized by Learning Purpose*

Learning purpose	Examples of Socratic questions
Clarification	What do you mean by. . . ? Can you give an example?
Probing purpose	What is the purpose of? What was your purpose when you said?
Probing assumptions	What are the assumptions behind these statements? Is this always the case?
Compare–contrast	Can you compare X with Y? How are X and Y similar?
Exploring additional evidence	What additional evidence can you find to support or refute this idea? How does this connect to the concepts we’ve discussed previously?
Probing others’ viewpoints	What would someone who disagrees say? Does anyone see this differently?
Probing implications	What are potential consequences or implications of this? Can you provide a real world example of . . . ?
Self-reflective processes	Why should this issue matter? What is the importance of learning about this issue?
Probing concepts	What is the main idea here? What main theories do we need to consider in order to answer this question?
Probing conclusions	What conclusions can we make? On what information are we basing this conclusion?

*Note.* These questions are described in Harrington and Aloni (2013b), King (1995), Paul (1995), Paul and Elder (2016), and Strang (2011).

<https://psycnet.apa.org/record/2018-65290-007>

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## Types of Questions



- **Exploratory:** probe facts & basic knowledge
- **Challenge:** interrogate assumptions, conclusions or interpretations
- **Relational:** ask for comparison of themes, ideas, or issues
- **Diagnostic:** probe motives or causes
- **Action:** call for a conclusion or action
- **Cause & Effect:** ask for casual relationships between ideas, actions, or events
- **Extension:** expand the discussion
- **Hypothetical:** pose a change in the facts or issues
- **Priority:** seek to identify the most important issues
- **Summary:** elicit synthesis

<https://www.cmu.edu/teaching/design/teach/instructionalstrategies/discussions.html>

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## Discussion Board Strategies

- 3-2-1 strategy
  - Identify three main points
  - Identify two supporting or interesting details
  - Identify one question



A worksheet for the 3-2-1 strategy. It features a decorative border with a wavy top and bottom and dashed lines on the sides. At the top, the numbers "3-2-1" are written in a large, bold font. Below the numbers, there are three sections for writing:

- 3 Facts You Learned**: A box with three horizontal lines for writing.
- 2 Questions You Still Have**: A box with two horizontal lines for writing.
- 1 Opinion You Have**: A box with one horizontal line for writing.

At the bottom right, there is a small copyright notice: © 2012 Debra Allen Learn With PE in Grade Three.

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## Discussion Board Approaches



- Small groups
- Student choice
- Roles
- Case study analysis
- Synchronous vs asynchronous

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## Synchronous vs Asynchronous



- Synchronous
  - Time block
  - Flow of discussion
- Asynchronous
  - Student flexibility
  - Processing

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## Example



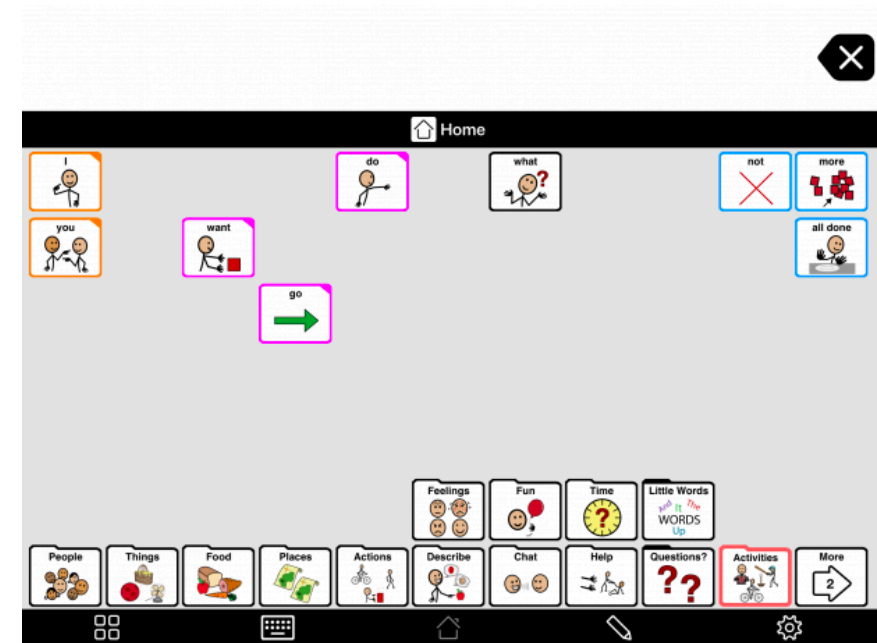
- Essential Learning: Describe effective strategies for students with complex communication needs (evidence homework/content was completed)
- *There are three threads in this discussion board. Participate ONE of the discussion board threads (pick what is most interesting or applicable to your experiences) initial post by Monday at 11:59pm engaging in discussion responding to at least 2 classmates through Friday. Cite the information you found on PrAACTical AAC and your online modules. Remember our discussion board rubric.*



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## Thread Option Example

- You have a student who is non-verbal recently diagnosed with autism spectrum disorder in your classroom. Your student has recently started to take toys away from other students and refuse to transition out of the classroom. He was recently provided a communication device. Please see the image. How could you incorporate teaching and modeling language in your class? Please provide an example. How do you build capacity for the students' parents and the rest of your team to help your student?*



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## Avoid

- Asking too many questions at once
- Asking a question and answering it yourself
- Failing to probe or explore the implications of answers
- Asking unconnected questions
- Asking yes/no or leading questions



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## Helpful Practices



- Synthesize discussion
- Demonstrate relevance
- Encourage participation
- Create ground rules



## Discussion Boards: Setting Expectations & Rubrics

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## Goals



- Explore discussion board grading examples.
- Categorize instructor feedback to guide student work.

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## Expectations



- Be clear
- Be transparent with what you expect from the discussion board and *why*
- Model expected behavior
  - Ex. Fading faculty presence

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## Grading



- Rubrics
- Qualitative & Quantitative
- Low Stakes, no grading
- Binary
- Dropping lowest...”self-care passes”

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## Rubric Example



Points	Proficient	Novice	Developing
Social Presence (4 points)	Posts demonstrate affective presence (The expression of emotion, feelings, and mood) interactive presence – (evidence that you are reading, attending, understanding, thinking about other's responses, posting on time and across 3 days) and cohesive presence – (responses that build and sustain a sense of 'belongingness,' group commitment, or common goals and objectives).	Posts demonstrate 1 out of 3 of the social presence requirements: affective, interactive, or cohesive.	Posts demonstrate 0 of the 3 social presence requirements: affective, interactive, or cohesive. Posts do not contribute to a sense of community and lack academic rigor, ex: "I agree" or "Great point."
Cognitive Presence (4 points)	The post contains documented information that uniquely contributes greatly to the understanding of some issue under discussion; new information is brought into the discussion and is explained and applied such that the reader gains insight into the material being studied.	The post contains at least one usable fact or piece of information, however, the fact or information is available from the reading or class material.	The post adds no academic value to the discussion; no new information is presented.
Teaching Presence (4 points)	Posts facilitated the discussion by identifying areas of agreement and disagreement; Seeking to reach consensus / understanding; Encouraging, acknowledging and reinforcing student contributions; Setting Soca climate for learning; Drawing in participants / prompting discussion; Assessing the efficacy of the process OR the posts provided direct instruction: Presenting content and questions; Focusing the discussion; Summarizing the discussion; Confirming understanding; Diagnosing misperceptions; Injecting knowledge from diverse sources; Responding to technical concerns	Posts attempted to facilitate the discussion or provide direct instruction, however, more elaboration, additional resources, critical thinking, or synthesis of information is needed.	Posts did not facilitate the discussion or provide direct instruction.



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## Purpose of Engagement



Socratic	Ask reflective questions about the learner's posting; foster critical thought
Informative	Comment on learner's posting as it relates to subject content
Corrective	Correct the content of a student's posting
Non-content related	Misc. messages that do not relate to course content but foster community
Affective	Acknowledge learner participation and provide affective support
Administrative	Relate to general course administrative topics

[Blignaut & Trollip, \(2003\).](#)

- "While you addressed 2 of the concepts of universal design for learning, your post was missing one component. Citing a resource supporting your stance is essential to credibility and adding to the discussion, demonstrating your cognitive presence. Also, please be sure to post your initial response by XX/XX and respond to at least 3 classmates across 2 days, improving your social presence."
- *Corrective feedback*

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## Feedback Examples



- "I appreciate your teaching, social, and cognitive presence in your discussion post. I encourage you to consider the student perspective in your future posts to elevate your critical thinking and analysis of the practices."
- *Socratic feedback*

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## Tips

- Feedback on expectations
- Personalized feedback when grading discussions
- Whole class feedback in announcements
- Can't monitor everything!
- Feedback promotes further student learning



## Discussion Boards: Adding Rubrics to Blackboard

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## Goals



- Identify how to create a rubric in Blackboard and share across courses for consistency and ease of grading.

## Discussion Boards: Approaches to Discussion Boards

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## Goal



- Analyze additional discussion board tools to supplement the student experience.
- Identify how to create threads with prompts and restrict student views of posts in Blackboard.



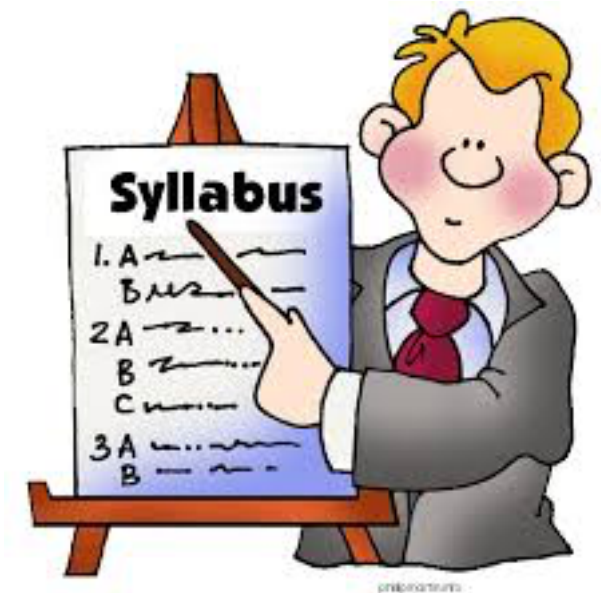
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## Blackboard Discussion Board Settings



- Restrict viewing other students' threads
- Subscribe to forum or threads
- Prevent creating threads

## Grading



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## Using Synchronous Tools

- Microsoft Teams
- WebEx

