

Tangible Takeaways

A Practical Discussion on
Quantifying the Feedback Flow

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A Vague Timeline – Phase 1

- Online classes begin to grow in popularity.
 - They are taught by faculty who have never taught online.
 - Taken by students who have not taken classes online.
 - Effective online teaching practices still very new.
 - Course design and instructor effectiveness is inconsistent.
 - Training is sporadic.
 - Technology is limited.
 - Schools may or may not have a OLL Director



A Vague Timeline – Phase 2



Online class offerings grow.



Classes are taught by faculty who may or may not have training.

Most faculty have not taken an online class.
Most students HAVE taken an online class.



LMS and technology evolves.

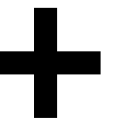


Most schools have hired OLL staff.

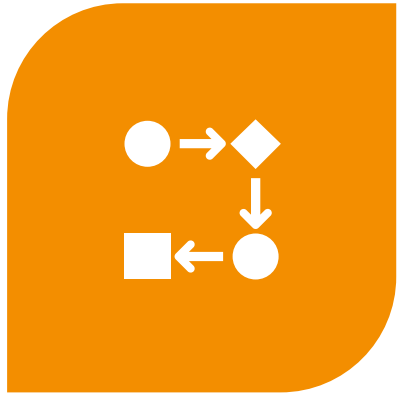


A Vague Timeline – Phase 3

- Online classes become essential.
- Most faculty undergo training to teach online.
 - Most junior faculty have taken online classes.
 - Many senior faculty have had some experience taking an online class.
 - Substantial majority of students have taken online classes.
- Junior faculty and students will have had mixed experiences.
- Oversight of online teaches increases.



What's the takeaway ?



WE'RE STILL IN THE
PROCESS OF GROWTH.



WE ARE STILL LEARNING
WHAT WORKS.



WE ARE STILL CLOSING
THE GAP.



What we know about students.

They engage more when they feel "seen" by the professor.

They engage more when they know the "why."

They have experience with different online courses

They want straight-forward course design.

Student Content Hierarchy

Low – General mass emails, instructions, written content, and video lectures, auto graded assignments.

Mid – Class email specific to semester. Table rubric. Number grade, general discussion responses.

High - Personal email. Annotated notes on assignments. Rubric with comments. Responses to specific discussion posts.

High impact RSI activities



Nobody has time for busywork.



Most professors I know absolutely have time for techniques that help students.





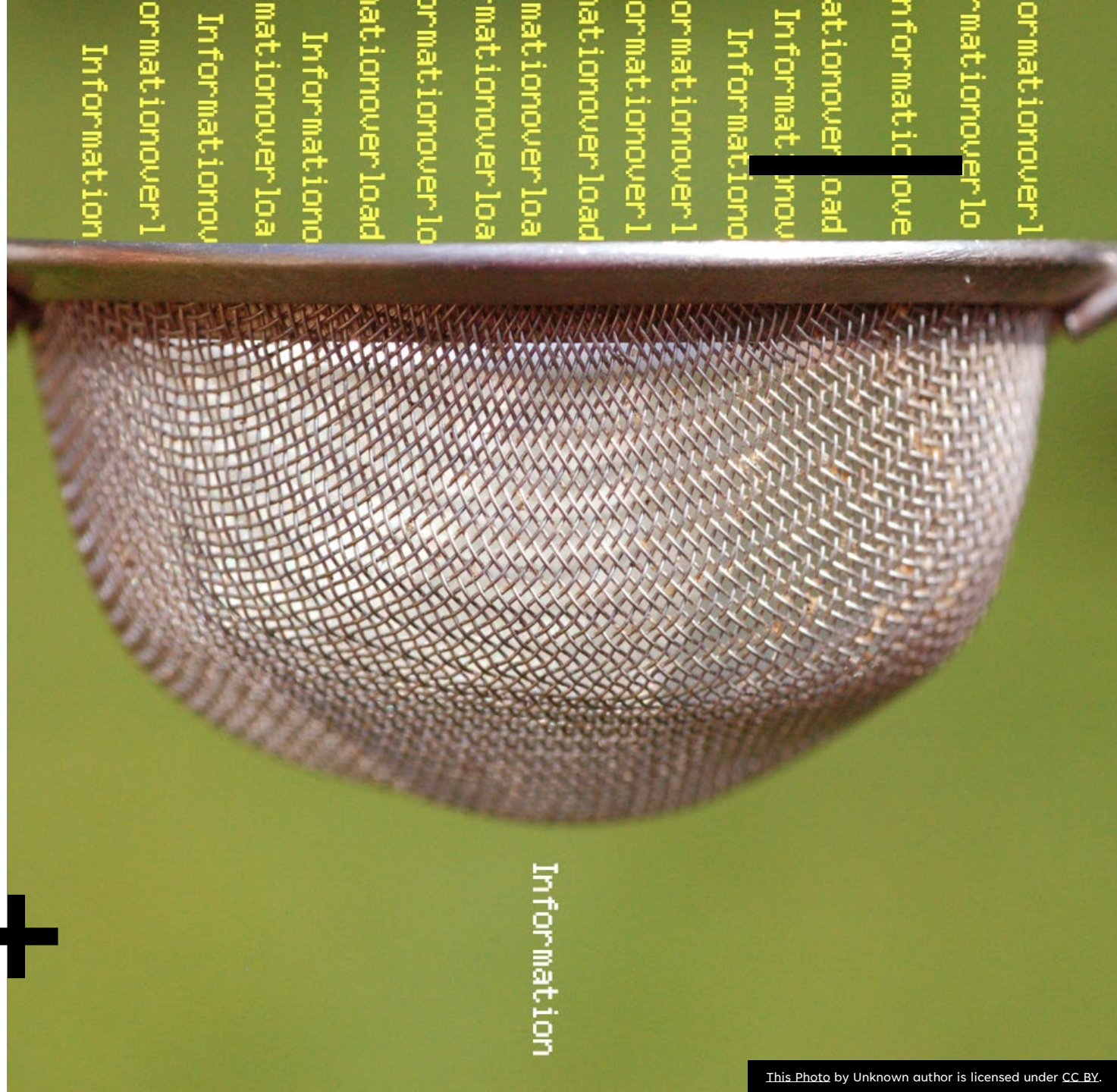
Introduction Week

- Email the Class
- Introduction Discussion
 - Find a way for them to talk about their interests.
 - Reply to every introduction post.
 - Say their name. Welcome them.
- Email them again later in the week.



Discussion Summaries

- A powerful way to leverage discussion for RSI is to compile information from a discussion and distribute it back to the students to reflect on.



Qualitative Quiz Questions

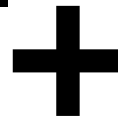
- Place module questions inside related quizzes.
 - This can be a quick way to connect.
 - Ask student to assess confidence on upcoming projects.
 - Ask students to check in during busy semester times.
 - Ask students to reflect on completed assignments.



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Let's talk about Literary Criticism.

- What comments do you write the most often?



Comment Libraries



Find what works for you.



Use your LMS stored comments.



Store emails and discussion posts on unpublished pages.



Invest in writing strong "source" comments that can be adjusted as needed.



Text Expanders for the digitally adventurous



- We are still discovering what works best in online learning.
- Even people trying to interpret the RSI guidelines repeatedly say that they can't standardize the guidelines because programs are so diverse.

You know your classes best.



Teaching online is hard work.



There's always something that can be improved.

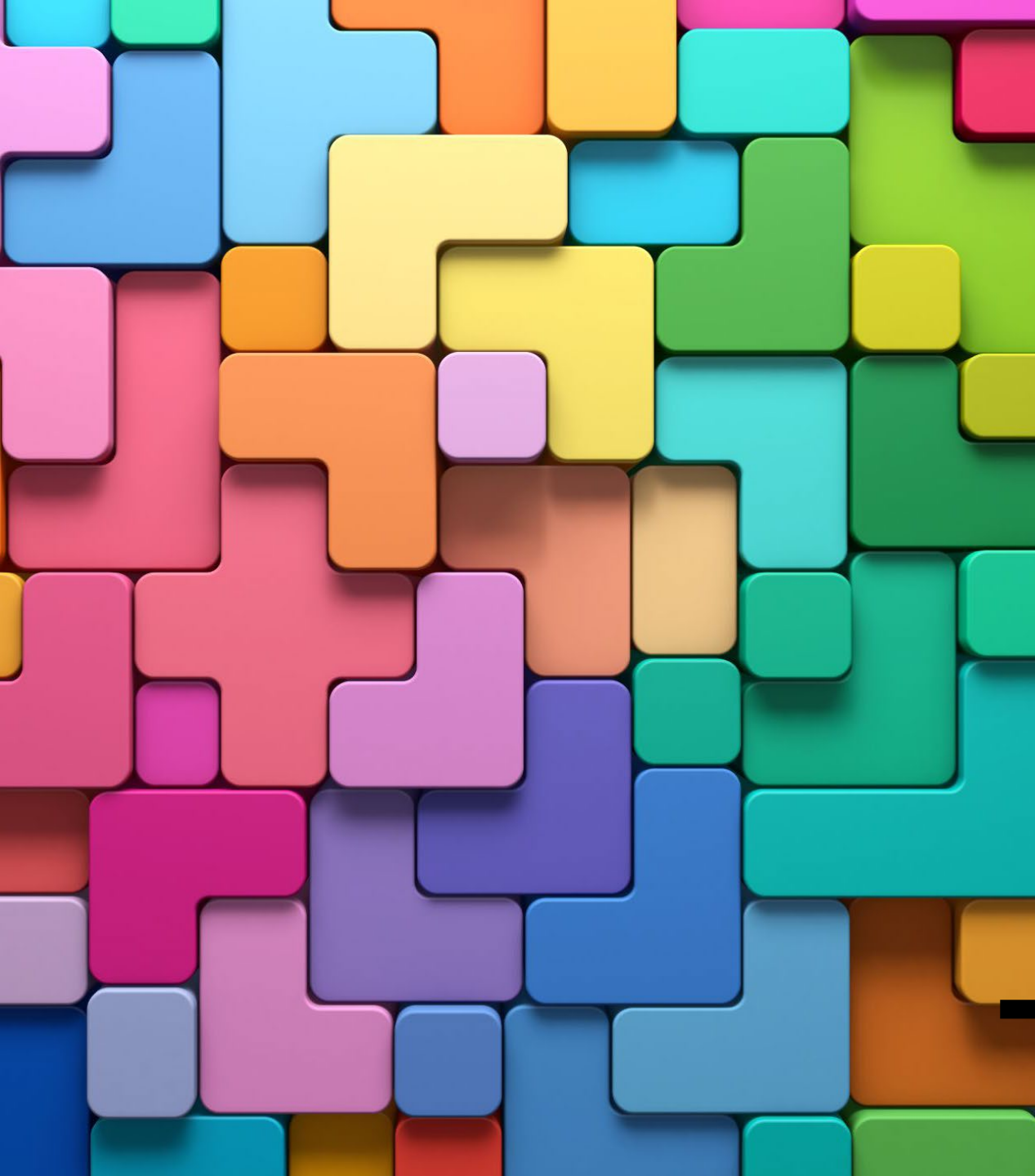


There's always more that can be done.



We must be effective with the time we do invest





Thank You!

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