Online Teaching & Learning
Through Disruption:
Strategies for Rapidly Moving Online

Presenters

Susan Adams, M.Ed, Instructional Designer
Dr. Karen Stout, President and CEO
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Introduction & Agenda

1. Webinar Housekeeping
2. Presentation: Strategies for Rapidly Moving Online
3. A few words from Dr. Karen Stout
4. Questions, answers, and shares
5. Next Steps
Poll Questions
Strategies for Rapidly Moving Online

Susan Adams
Instructional Designer
Achieving the Dream
We will leave the webinar today with a shared understanding of:

- How to address COVID-19 with your students.
- How to provide content to your students online.
- How to remain equity minded as we provide context to the content (direct instruction)
- How communication can happen online to students, with students and in generating an online community.
"The real skill that Panic-gogy requires is sort of a critical compassion, if you will, the ability to look at the situation as it really is. Figure out what's going on, how you can operate within that, and how you can be compassionate in that as well."

~ Robin DeRosa, director of the Open Learning and Teaching Collaborative at Plymouth State University in New Hampshire.
Teaching During COVID-19

DeRosa suggests that we ask students for their own suggestions on the best ways to keep in touch.

"The idea here is really to help our students feel included in the process of rethinking education for a challenging time."

DeRosa also suggests that educators bring COVID-19 into their curriculum.

"Whatever field you teach, I think it's worth asking how is that field affected by the public health crisis and what contributions could the field be making right now to help people in their communities."
"What we're doing is trying to extend a sense of care to our students and trying to build a community that's going to be able to work together to get through the learning challenges that we have."

~ Robin DeRosa, director of the Open Learning and Teaching Collaborative at Plymouth State University in New Hampshire.
COVID-19 Responsive Syllabus

Adjusted Syllabus
Spring 2020
Brandon Bayne
UNC - Chapel Hill

Principles

1. Nobody signed up for this.
   - Not for the sickness, not for the social distancing, not for the sudden end of our collective lives together on campus
   - Not for an online class, not for teaching remotely, not for learning from home, not for mastering new technologies, not for varied access to learning materials

2. The humane option is the best option.
   - We are going to prioritize supporting each other as humans
   - We are going to prioritize simple solutions that make sense for the most
   - We are going to prioritize sharing resources and communicating clearly

3. We cannot just do the same thing online.
   - Some assignments are no longer possible
   - Some expectations are no longer reasonable
   - Some objectives are no longer valuable

4. We will foster intellectual nourishment, social connection, and personal accommodation.
   - Accessible asynchronous content for diverse access, time zones, and contexts
   - Optional synchronous discussion to learn together and combat isolation

5. We will remain flexible and adjust to the situation.
   - Nobody knows where this is going and what we’ll need to adapt
   - Everybody needs support and understanding in this unprecedented moment
Poll Question
Three Basic Elements

• **Content**: How will you get content to students in the easiest and most accessible way? How will students engage with that content?

• **Context (Direct Instruction)**: How can you provide context (your direction instruction) in an online environment?

• **Connection**: How will you as an instructor feasibly communicate with your students? And how will they communicate with you? How will students communicate with each other and work together?
Minimum Viable (transitioned) Course, if your department lets you:

* send students clear, bulleted email with things to do & resources
* include times when they can call you or otherwise connect
* suggest benchmarks, but don’t require
* collect work via email, save into folders

4:30 AM - Mar 13, 2020

79 people are talking about this
Content to Students

• Email
• Shared Folder
• Learning Management System
Organize Course Content

1. Introduction or Overview
2. List module outcomes
3. Checklist of the readings & activities
4. Link or attach *readings, videos or podcast materials* and write a focused relevancy statements for each.
5. Write a module summary
1. In your brief module overview or introduction, introduce the material, highlight the main ideas or topics, and explain what students will learn.

2. Introduce the readings, video, or podcast with a brief focus narrative that explains its purpose and value to the student. When possible, connect it to course topics, objectives, activities, and assignments.

3. In your module summary, highlight what students learned, a preview of the next module, remind students about anything they need to be working and including upcoming assessment dates or project deadlines.
Module 1: Holistic Health Assessment

Overview
This module will introduce you to the ShadowHealth simulated health assessment program, an online system that provides "digital clinical experiences" for nursing students to use in practicing new patient-care skills. (By now you should have purchased the ShadowHealth program.)

Learning Outcomes:
By the end of this module you will be able to:

1. State the factors that affect patient-nurse communication.
2. Discuss common non-verbal modes of communication.
3. Describe the basic characteristics of culture and the steps to cultural competence.

What You Will Do
1. Read two chapters in the textbook
2. Read an article on implicit bias
3. Participate in two discussion forums

Readings
1. Physical Examination and Health Assessment by Carolyn Jarvis:
   a. Chapter 3: Interview, pp. 29-48
   b. Chapter 2: Culture, pp. 11-28


   Focus: These chapters focus on the importance of communication and culture when obtaining a health history.

2. "Implicit Bias in Healthcare Professionals"


   Focus: The authors conducted Systematic review to examine unintentional implicit biases held by healthcare workers toward the patients they care for. Forty-two studies spanning the years 2003-2013 were eligible to be included in the review. A correlation between implicit biases of healthcare professionals and a decrease in positive patient outcomes was noted in 35 of the studies.
Activity 1: Discussion: Special Populations Encountered

Read the chapter pages from the Jarvis text that are specified in the resources for this module. Considering those readings and/or the patients you encounter on a daily basis, think about whether the patients you encounter include those from at-risk, marginalized, or vulnerable populations such as the aged, veterans, the obese, individuals with low health literacy, or people who are part of a culture or have a sexual orientation or gender identity that is different from your own. Please write a brief (300-400 words) post answering the following questions:

- How do you adapt your communication for different patients you are caring for?
- What communication techniques are supported in the literature when caring for the population you have selected?

Initial post due: Thursday, 11:59 p.m., ET
Response posts due: Sunday, 11:59 p.m., ET

Your assignment Guidelines & Rubric:

- Include an initial post of 300 to 500 words in length
- Be written in formal, third-person, APA style
- Include at least two references or examples from the readings to support your views
- Include responses to at least two of your peers, consisting of 150 to 200 words each

Review the Discussion Rubric attached (or linked) for more details.

Module Summary

In Module 1, you learned about communication and the effect that cultural differences can have on communication between a patient and a nurse. You have shared and communicated information about yourself and received feedback and reflection from your peers. Through the discussion board, you’ve read stories from your peers of nurse-patient interactions that occur in different areas of nursing practice.
Low Tech Lecture

• Share your course lectures as written documents
• Annotate your slideshow with notes
Many students may only have a mobile device available, so make sure you are using mobile-friendly formats including PDFs and often your LMS pages.

PDFs are easier to read on phones and tablets and keep the file size small, and the original file format often has application features that are helpful to students who use accessibility software.
Communication Lines

1. Phone/Text
2. Email
3. LMS announcements tool, discussion board
4. Live video sessions (Zoom, and others)
Communication Approaches

1. Office Hours
2. Weekly Announcements
3. Assignment & activity feedback (formative and summative)
4. Peer reviews
5. Online Activities (full class annotation, shared doc, asynchronous discussions)
Tips for administering effective virtual discussions

- **Craft discussion questions that are clear and specific** so that students can build off the question for a sustained response.

- **Create discussion questions and prompts that require complex thinking and application of ideas** to avoid repetitive student responses: [Sample Discussion Forum Prompts Aligned to Bloom’s Taxonomy](#) (Carlton University)

- **Assign roles to students** so that they understand when and how they might respond to you or their peers. For example, students might “role play” as particular kinds of respondents or you might ask them to do particular tasks (e.g. be a summarizer, a respondent, a connector with outside resources).

- **On discussion boards, be present by providing feedback and coaching to student responses.**
Building an Online Community

Have students introduce themselves early on to build trust for later discussions or shared work.

Two icebreaker activities:
1. Post three clues to the location of your favorite place to relax. Your classmates will then guess what your location is.
2. If you could, when and where would you travel (forward or backward) in time? Where would you go? In which time period?
Building an Online Community

Create channels for connecting outside of class materials and activities:

• Generate a “water cooler” or “café” discussion board where the class can talk about current events and common interests.
• Create a social media page for the class where ideas can be shared.
• Watch a virtual event together and discuss it afterwards.
• Invite students to monitor a Twitter hashtag and report back trends or misconceptions.
Communication Through Email

If your class size is in the 20 or less range, you can structure the discussion around a key question or two per week and ask everyone to reply in that email thread.

Tip: Designate a student or group to summarize the discussion or part of the discussion at the end of the week and post or email to everyone. Rotate that role.

Consider doing your own wrap up email (Subject Line: Week 8 – Wrap Up) to capture any topics that didn’t get addressed or need further exploration.
Communication through Learning Management System

If your institution has an LMS, it will have a bulletin board/Forums area. Entire online classes have been taught using only the bulletin board.
Communication through digital apps & the internet as a "One Room School House"

Hypothes.is, online annotation tool: https://web.hypothes.is/
Slack for forums: https://slack.com/
Padlet for shared content (the free version allows users to create 3 “boards”): https://padlet.com/
PbWorks: http://www.pbworks.com/
Twitter Hashtag for course: https://twitter.com/
WhatsApp: https://www.whatsapp.com/
Poll Question

What mode of communication are you using most with your students now?

- ✔ Email
- ✔ Learning Management System
- ✔ SMS/Text
- ✔ Phone (Voice)
- ✔ Other
Digital Activities on the Fly
Simple video tools could help
An instructor could share a video of themselves conducting an experiment and then give the resulting data to students to work with. In a performance-based class, students and faculty could use videos to share work and feedback.

Investigate Virtual labs
Platforms such as Merlot and Harvard University's LabXchange can supplement online instruction. And some MOOC providers said they will make their courses more widely available.

Provide raw data for analysis:
In cases where the lab includes both collection of data and its analysis, consider showing how the data can be collected, and then provide some raw sets of data for students to analyze. This approach is not as comprehensive as having students collect and analyze their own data, but it might keep them engaged with parts of the lab experience during the closure.
**Writing assignment feedback**

For peer feedback, instructors can set up pairs or triads for students to email drafts to each other. Just as with any peer feedback process, it is most helpful to structure these discussions by sharing a rubric in advance or asking students to annotate their draft with questions that ask for specific feedback from their reader.

**Research Paper:**

If your most important goal is source-related, an annotated bibliography might also function well as a substitute assignment. If asking and answering questions is most critical, consider if a research proposal -- laying out the key intended aims and approaches of the project -- might meet similar objectives.
Educators can provide assignment choices or ask students to collaboratively come up with course assignments that feel relevant and motivating. By asking students to examine the course outcomes that interest them the most, they can craft a set of assignments and activities to meet that outcome as an assignment in itself.
Digital Assignments:
- Build a Portfolio
- Write a Blog
- Create a professional Twitter account

- Create an assignment that is durable enough to be portfolio-worthy and appropriate to the field of study.
- Ask students to create a professional Twitter account, which can help them grow their personal learning and professional network.
- Interview a celebrity in their field or research current trends and build a curated digital newsfeed.
- Write a blog of their learning process in the course. What concepts and have direct application to their current practice, personal commitments, relevant interests or professional pursuits?
Invite your students to annotate in specific ways. For example you can annotate by giving students the following prompts and frames to their reading:

- **Questioning**: Have students highlight, tag, and annotate words or passages that are confusing to them in their readings.
- **Close reading**: Have students identify formal textual elements and broader social and historical contexts at work in specific passages.
- **Gloss**: Have students look up difficult words or unknown allusions in a text and share their research as annotations.
- **Rhetorical analysis**: Have students mark and explain the use of rhetorical strategies in online articles or essays.
- **Opinion**: Have students share their personal opinions on a controversial topic as discussed by an article.
Digital Activity: Digital Storytelling

Invite students to create a multimedia-rich, digital narrative to enhance or extend course concepts.

Digital stories are short-form video productions (usually less than five minutes long) that combine video, audio, images, and narrative voice to share a unique and personal perspective on an experience, event, or phenomenon.

Examples:

- Invites student to write a story about a day in the life of a scientist, scholar or celebrity: research a celebrity in your field and write a story of their typical day by examining their digital identity.
- Visualize course concepts: Turn a paper into an infographic, storyboard, timeline or mini-videos.
Digital Activity Banks

- Seattle University Blended Learning Toolkit
  Provides ideas for activities and assessments are provided at each stage of student inquiry. In addition, there are tool ideas to help you think about how to accomplish each activity online
- Adding Some Tec-Variety, 100+ Activities for Motivating and Retaining Learners Online
  A free downloadable book with activities organized via motivational principles.
Resources

How to address COVID-19 in the online classroom:

- 'Panic-gogy': Teaching Online Classes During The Coronavirus Pandemic (NPR show)
- COVID-19 Responsive Syllabus

Discussion:

- Sample Discussion Forum Prompts Aligned to Bloom’s Taxonomy (Carlton University)

Activity Banks:

- Seattle University Blended Learning Toolkit
- Book: Adding Some Tec-Variety, 100+ Activities for Motivating and Retaining Learners Online
Dr. Karen Stout
President & CEO
Achieving the Dream
Questions, Answers and Shares
Upcoming Events

Online Teaching Through Disruption Webinar Series

• Wednesday, April 1 1:00 pm ET / 10:00 am PT
• Wednesday, April 8 1:00 pm ET / 10:00 am PT
• Wednesday, April 15 1:00 pm ET / 10:00 am PT

Webinar on Equity in Design for HSS: Supporting Students Enrolled Part-Time During COVID-19
• Friday, March 27th 1:00 pm ET
• Register here: https://bit.ly/33MRXgl
ATD is offering 1:1 virtual consultations for any network college in need of assistance in addressing the immediate challenges ahead of you in ensuring your students not only have access to course work online, but also the necessary advising and personal supports to help them succeed.

Teaching and Learning Instructional Design Consultations
https://calendly.com/teaching-learning-consultations/teaching-and-learning-consultations

Holistic Student Support Consultations
We want to hear from you

Please visit this link to provide feedback on this webinar and share ideas for next week’s topic:

https://achievingthedream.qualtrics.com/jfe/form/SV_e3xvVktmbCKrBSR

Questions/comments? Email us:

teachingandlearning@achievingthedream.org