ONLINE TEACHING: WHY, WHAT, AND HOW

Presented by: Dr. Jen Suppo
Associate Professor of Education
University of Pittsburgh at Greensburg
Please go to the following website: Online Teaching: Why, What, & How

Please go to the following website for the presentation and related links and activity:

https://onlineteachingwhywhathow.weebly.com/
Learning Goals (This is what you hope to accomplish in your course)

- Gain preliminary knowledge of how to create an online course
- Gain preliminary knowledge of available technology and its use
Learning Objectives (are brief statements about what you will be able to do after you complete instruction)

• To apply your preliminary knowledge of online teaching to a small portion of one face-to-face course by creating a small online learning module that addresses at least one objective within your course (e.g., flip one portion of the course)
• To incorporate at least one technology piece in your online creation
Materials:

• Presentation with associated Power Point
• Related websites (including the Weebly website for this presentation)
• Designing course template
Assessments:

Formative: Discussion (online class faculty response)
Summative: Final product (portion of existing course flipped or online)
Reflection and Change

• Instructor and the group will analyze the final product, and, as a group, suggest and apply necessary changes to the final product.

• Instructor will analyze the final products of the faculty and make any changes needed for future workshops.
Why? Why teach online?
Why? Why teach online?

• Flexibility for student and faculty
• Reach the person in the back of the room
• Expose students to current technology to prepare them for the world in which they live
• Students can access materials repeatedly
• As a university, able to access additional expert instructors or experts/speakers
• Meets the current needs of many of our students

**Can you think of any other reasons?**

• With the recent events surrounding COVID-19, we want to keep our students, ourselves, and our families safe by providing an engaging alternative to face-to-face instruction
What? Common Terminology
What? Common Terminology

- **ASYNCHRONOUS LEARNING**: When learners participate in an online learning course at different times, it is known as asynchronous learning. This might also be called eLearning or web-based training (WBT). Asynchronous learning allows learners to go through a course at their own pace and on their own schedule (Malamed, 2016).

- **SYNCHRONOUS LEARNING**: When learners participate in an online learning course at the same time but in different locations, it is known as synchronous learning. Synchronous learning allows learners to interact with the instructor and other participants. This is done through software that creates a virtual classroom (Malamed, 2016).

- **HyFlex**: This model permits each student to choose whether they will attend class in person or online. Students choose their preferred method of learning. They can choose to mix this (attending some sessions in-person and some online). It should be learning must be equivalent in online and classroom and at the same pace so that students can “jump” in to either or at any time (there are other course designs or versions using this similar model) (Beatty, 2019).

- **BLENDED LEARNING (Hybrid)**: Blended learning is an instructional approach that includes a combination of online and in-person learning activities. For example, students can complete online self-paced assignments by a certain date and then meet on-site or online for additional learning activities (Malamed, 2016). Also includes face-to-face and online instruction (Pappas, 2016).

- **FLIPPED CLASSROOM**: The Flipped Classroom is a blended learning model in which traditional ideas about classroom activities and homework are reversed, or “flipped.” In this model, instructors have students interact with new material for homework first. They then use class time to discuss the new information and put those ideas into practice (Trach, 2019). Flipped applies knowledge learned outside of the classroom (e.g., utilize technology, embed recorded lecture in the course) (Pappas, 2016).

- **MOBILE LEARNING**: Learning that takes place on a hand-held device, such as a mobile phone, that can take place anytime and anywhere (Malamed, 2016).

- **MULTIMEDIA**: Multimedia refers to the presentation of information and instruction through a combination of graphics, audio, text, or video. Multimedia instruction is often interactive (Malamed, 2016).
How? How to set up an online course?
Learning Objectives (what do we want students to be able to do)

Activities (prepare students and help them meet the objectives)

Assessment (formative and summative)

Analysis (did students meet the learning objectives; any changes)
Considerations before setting up course

• Use an existing course, if possible
• Online mentor (or knowledgeable colleague)
• Keep in mind time constraints of class when creating workload (e.g., 14wks-to-8wks-or-7wks)
• Familiarize yourself with your LMS system (and other related technology)
• Get to be friends with your technology department
• Be consistent (once you set the “shell” use in all of your courses)
• Consider utilizing a checklist to set up your course (*see Quality Matters links within website)
Participants

• Instructor
  • Facilitate; coaching, guiding, mentoring (Boettcher & Conrad, 2016)

• Student
  • Active participation in learning
  • Skill Development
  • Apply what you know
  • Solve problem
  • Make Decisions
  • Reflect

• New students may need more support from you
• Learning environment more asynchronous then synchronous (Boettcher & Conrad, 2016)
Syllabus

• Syllabus prep is more labor intensive (it’s in the details)

• Consider including the following:
  • Your contact info (best way to reach you)
    • Tip: Weekend check-ins and hold online hours; policy of email/communication return (24-48 hrs)
  • Include course description
  • Required/suggested texts/book(s) (Materials accessible)
  • Course learning objectives (measurable)
  • Add any field/practicum specific competencies (what will this look like post-Covid)
  • Academic honesty/Integrity policies/Sexual Misconduct
  • Late Assignment Policy
  • Disability Statement
    • Tip: It is easier for them to “manipulate” word documents (size, color, etc.)
    • Tip: Font such as ARIAL, easier on the eyes
Syllabus, cont’d.

• Tech support (don’t make them search for this in a “crisis”)
• Course assignments/assessments
  • Determine how you will assess (the activities and assignments needed based on curriculum map from your program)
  • Align with your course learning objectives (measurable)
  • Have clear directions and rubrics
  • Review your data in your course/program (is what your doing working?)
  • Assessments are generally continuous (low stake tests, frequent discussions, project-based learning, case studies, papers, etc.)
  • Universal Design for Learning (UDL) (Remote Learning UDL Resources)
• Grading policy
• Detailed course Schedule which includes: dates, content topic, learning objectives tied to assessments/topics/modules, assigned readings
  • Tip: which I usually make due on Sunday’s at 11:55 pm to permit working students the opportunity to spend weekend on assignments; however, you might choose “by class time at 2 pm” if you are utilizing the information within a live classroom; be consistent
• Be structured
| WEEK 2: Aug 20-26 | Evidence-based practices | 5,6,7 | II, B,C III, A,B,C,D, E,F | • Boutot Chapter(s) 2
• Week 2 Power Point
• Article: Torres
• NAC Phase 1 (2009)
• NAC Phase 2 (2015) | • DQ1 Questions to Peers Due on Aug 20th
• DQ1 Response to Peers Questions Due By Aug 22nd
• Assignment 3: Autism Blog, Part 1

| WEEK 3: Aug 27-Sept 2 | ABA and Proactive strategies | 5, 6, 7, 8 | II, B,C III, A,B,C,D, E,F,H,J | • Boutot Chapter(s) 4 and 5
• Week 4 Power Point
• Motivation Assessment Sample (Skim through only)
• Prompting Levels
• Prompting Hierarchy’s Least to Most
• Prompting Procedures
• Tips to Enhance Interactions
• Live Class 1: THURSDAY 8/30/18 Time 5:15 | • DQ2

ALL ASSIGNMENTS DUE BY Aug 26
Setting up course within LMS:

- Setting up the course within LMS (Jen’s “Pick Ticket”):
  - Modules/Weeks (consider “chunking” your information)
  - Technical Help Link (Link Student Resource Page: https://www.greensburg.pitt.edu/student-resources)
  - Materials needed for course easily accessible (also textbook)
  - What page(s) students have access to
  - Visual welcome page (and/or a Recorded welcome)
  - Discussions boards (for asynchronous connection, etc.)
  - Live Connections (synchronous via Zoom, etc.)
  - Set up Announcements (and/or internal course email)
  - Set up your Calendar
  - Learning Community (Discussion Board, etc. Welcome Spot)
  - Optional Water Cooler (Can be used in place of Learning Community for courses where the students know each other)
  - Optional Tech spot
  - Activities/Assignments (Weekly and Larger Assignments)
  - Recorded Introduction going over the syllabus, course, where to find everything, and expectations
WELCOME!! to Educational Psychology

My name is Dr. Jennifer Suppo, and I will be your instructor for Educational Psychology.

Hello and Welcome to the Pre-student Teaching Seminar!!

My name is Dr. Jennifer Suppo, and I will be your instructor for the Seminar in Pre-student Teaching.

You are in the home stretch and well on your way to becoming certified teachers! This will be an exciting semester filled with ups and downs, memories being made, and work "up to your ears" as you near the end of your teacher certification journey.
Since this is a group discussion, each group has its own conversation for this topic. Here are the ones you have access to:

- 1 pm Group A
- 2 pm Group A

Assignment 1: Learning Community: Introduction (Forum Participation)

Jennifer Suppo

May 10 at 4:34pm

Each student is asked to post an introduction. Please include professional information (your name, any nicknames/names you prefer to be called, the year you are in school, major, activities, clubs, etc. related to school), and personal (you can share what you are comfortable with sharing including favorite bands, activities outside of school, family, friends, pets, favorite cars or books, favorite vacations spots, pet peeve, etc.).

The Learning Community is a discussion board within the course where members of the class can access information on all course participants. Each person is responsible for entering his or her information and should consult all other entries to learn more about course participants.

Additionally, if there is information that you would like to share (a favorite recipe perhaps), then you can utilize this discussion board throughout the semester for those types of posts which are the conversations we’d typically have in a face-to-face course before, during, and after class.
Hello!

My name is Dr. Jennifer Suppo, and I will be your instructor for Educational Psychology. Before coming to UPG, I was at Seton Hill University (2012-2019) where I served as the Graduate Program Director of Education and Associate Professor of Special Education. Prior to that, I taught at WVU.

I received my master's degree in Special Education from California University of Pennsylvania and my doctoral degree in education (Major: Special Education/Minor: Educational Psychology) from West Virginia University. I taught in both autistic support and life skills middle school classrooms (Bentworth School District). I have published articles on topics in the field of special education in journals and magazines such as Young Exceptional Children, Journal of Dance Education (this one surprises people...especially given my limited dancing abilities.), Dance Education in Practice, Autism Spectrum Quarterly, The Journal of the American Academy of Special Education Professionals, and Rural Special Education Quarterly. My research interests are inclusion, autism, parent training, severe and complex disabilities, and extra-curricular activities for students with complex needs, and online teaching.

I'm married (over 26 years), and I am also the proud parent of two beautiful daughters, Lauren, and Becca (soon to be 22 and 19...Oh My!!)...that kind of gives away my age...but it's just a number:) I'm also from the Valley...the Monessen, BV, Donora, Charleroi, etc. area.

I have two Yorkies, Ella who is going on 14, and Bear who is 5 years old (although he is small...he lives up to his name) and my favorite vacation destination is Marco Island, Florida!!
Syllabus PSY 1001 Ed Psychology 1PM Suppo

Student Resources (Please click this link if you need assistance: Technology, Disability Resources, Counseling Services, etc.)
Creating Learning Modules

• Creating Learning Modules (you can “chunk” together information)
  • Examples: Week 1 OR Module 3 OR Module 4: Evidence-based practices (EBP)
• Connect content to Learning Objectives
• Introductory Module
  • Introductory Module providing course overview
  • Share a little about yourself as you would in a face-to-face
  • Provide overview of expectations, review activities, assignments, & discussions, etc.
• Weekly “lectures” on topics (Keep lecture to a minimum 10-20 minutes)
  • Introductory video/content overview for each
  • ModuleTextbooks/eBooks/supplemental publisher content, web-based sources (articles, YouTube), personal recordings, synchronous technology (e.g., Zoom)
  • Power Point or no Power Point…that is the question (I include as an overview and students seem to expect it) Keep in mind: font and font size colors, etc.
  • Utilize Disability Services if need accessibility assistance
Activities

- List of Learning Activities (Nilson, & Goodson, 2018)
- Short Lectures (recorded or live)
- Student Self-Assessments
- Written Reflections
- Quizzes (proctored multiples Choice, short answer questions, etc.)
- Games (scavenger hunt; QR Codes)
- Debates
- Demonstrations (record findings, etc.)
- Short Writing to learn exercises
- Analyses and critiques of artistic or intellectual work
- Presentations by guest speakers or expert panel
- Discussions
- Case studies and their analysis
- Online simulations with their debriefings
- Surveys (for self-assessment or reflection)
- Problem-based learning (real world problems serve as vehicle for learning; students seek deeper understanding)
- Student/peer feedback
- Service learning (what does this look like post-Covid)
- Field work (same)
- Field trips (real or simulated)
- Individual or group projects and presentations
Online Instructional Activities Index
Activity 5: Fishbowl (Chapter 3: Questions)

1. Some students seem to be popular among classmates while others seem to be social outsiders. Should teachers intervene when they see students being treated as outsiders? If not, why not? If so, how?

And/or

2. Sometimes parenting styles do not match teaching styles. What conflicts may arise between parents and teachers who approach discipline in different ways? How might these differences affect the student’s classroom behavior?

And/or

3. Should public schools be concerned with moral education, or is it an area that should be left to the family and church? Are teachers moral educators, regardless of their intentions?

And/or

4. In a classroom discussion about stealing, the teacher finds that many students express the opinion that it is all right to steal if you don’t get caught. How should a teacher respond? Would the socioeconomic level of the students influence the teacher’s response?
Consider using a variety of “Experiences”

- Asynchronous or synchronous
- Large group discussion or presentations
  - Example: Discussion Forums
- Small group/team work on projects or case studies
  - Example: Small group present on a topic
- Individual assignments (paper, project, personal reflection journals, etc.); think formative and summative
Discussion Questions (DQs & TSDQ’s): Examples
Assignment: Discussion Questions (DQ): Forum Participation: Students will prepare a short response (couple of paragraphs depending on the weeks specific assignment) each week as posted in the syllabus in which they reflect on a question/issue/activity related to each week’s topic. Each student must then contribute to THREE other peers’ discussions by posting a minimum of one reflective comment to a peer and two reflective questions to a subsequent peer where indicated. You must respond to any and all comments/questions posted to your original post. Participation in each discussion question will be graded with the rubric specifically designed for discussions. Work only on the current weeks DQ and Do Not work ahead.

Work only on the current weeks DQ and Do Not work ahead.
- Discussion/Activity Questions (DAQ’s) will be posted for each weekly unit on Canvas under Canvas-Home-Discussion Questions –Week’s 1, 3, 4, 5 and, 6 DQ’s.
- Due weekly by the last day of the weekly unit.
- Do not wait to the last due day to post your original post to allow time for others to read and post comments/questions to your postings (Especially important for the question/activities that require questions and responses to peers)

***Due weekly by the last day of the weekly unit which is Sunday (that includes the original post, one reflective comment to a peer and one reflective questions to a subsequent peer) of which it is assigned – BUT students are strongly encouraged to post early in order to allow for a true exchange/discussion. You must follow up and answer any questions posed to you by other classmates by no more than three days past the due date of the weekly unit (e.g., if the final posting is due on Sunday and a classmate posted a question for you on Sunday night (or if I post a question for you on Monday morning by 9am) then you have until Wednesday at 11:55p.m. to answer the question or you will lose 5 points off of the total points for the question).
• **Assignment: Topic Specific Discussion Questions (TSDQ): Forum Participation:** Students will be in groups and assigned to a week in the course sequence in which they will be responsible in facilitating the group discussion on a topic associated with that week’s focus. This is similar to ED 841 Discussion Questions. However, each student will have the opportunity to take ownership of a specific topic on social/communicative competence strategies. *Discussion folders will be posted for each weekly unit on Canvas-Discussion-Topic Specific DQ’s. (Please see topic and facilitator assignments as indicated on the attached Course Schedule for ED 842 located at the bottom of the syllabus).*

  - Facilitating the discussion should:
    1. Begin with a thought-provoking essential question to guide the subsequent discussion (you must obtain my approval before you post your question)
    2. The facilitator(s) must monitor classmates’ responses, keep the group on focus, and the discussion flowing.
    3. At the end of the week, the facilitator(s) will post a summary of the key points discussed in the week’s discussion.
    4. Discussion folders will be posted for each weekly topic-specific discussion unit on Canvas-Discussions - **Week 2, 3, 4, 5 TSDQ’s**
      - TEACCH (TSDQ1: Week 2)
      - Social Stories(TSDQ2: Week 3)
      - Behavioral Theory: Discrete Trial (TSDQ3: Week 4)
      - Behavioral Theory: Peer mediation (TSDQ4: Week 5)

  5. *****Class members should be prepared to actively and fully participate in the discussion. Students are to respond to the essential question and post a reaction or response to all other classmate’s posting. Your response should be supported by information (cited appropriately; APA format) from at least 1 outside source -book or journal
**Discussion Question:** Consider the cultural groups represented among the students with whom you either work with or have worked with during student teaching or subbing. Identify what school-based or classroom-based practices you could institute that would make your environment more culturally appropriate for students and families (provide the practice(s) and how you would implement or utilize, etc. the practice(s)).

**Discussion Question:** What are your personal views of inclusive education? What factors have shaped your perspectives on where and how students with severe disabilities should receive education services and supports? What do you think are the most significant challenges in implementing an inclusive program for special educators? General educators? School administrators? What are the most significant benefits?
A Few Formative Assessment Examples:
• **Assignment: Weekly Activities (WA’s):** The instructor will post an activity every week as listed in the syllabus, based on the session’s topic. Students will follow the direction for each activity that is posted and provide the information requested as a thread under each week’s Weekly Activity folder.

  **Topics:**
  - WA 1: Standards, IEP Goals and Functional Skills
  - WA 2: Case Study PLOP
  - WA 3: Adapted Cooking Case Study
  - WA 4: Communication
  - WA 5: Behavior and Data Collection
WA 1: Standards

PART 1:
For the first part of this assignment, you will need to familiarize yourself with the SAS System. I’m sending you off on a Scavenger Hunt.

SAS Portal Scavenger Hunt
Read the prompt under “Scenario”. Next, go to the response portion and follow the “chain” to find out how to access and use the SAS portal. When “Your Response” is highlighted in YELLOW you must provide an answer or “Your Response”.

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Your Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Log-in/register on the SAS website: <a href="http://www.pdesas.org">www.pdesas.org</a></td>
<td>Go to Teacher Tools; create an account (free and you do not need a teacher PPID number but use it if you have it)</td>
</tr>
<tr>
<td>I’m teaching 10th grade English and need to access the ELA standards for 10th grade. Where can I find the 10th grade standards?</td>
<td>Your Response is needed, Provide the Answer:</td>
</tr>
<tr>
<td>I am teaching fourth grade and need to access informational text. Where can I find some suggestions?</td>
<td>Go to: Standards; PA Core Standards; PA Core Appendices; ELA Appendix B - Text Exemplars; Table of Contents, pages 7-8 Your Response is needed, Provide the name of ONE informational text:</td>
</tr>
</tbody>
</table>

*This is a partial example. A WA stands for Weekly Activity*
Technology Finds

- Utilizing the form below, find 2 technology resources (website and/or app) that could be utilized in one or two of the areas we have discussed in class (Self-management, data collection, social skill, rules, procedures, visuals, Behavior Intervention, FBA, BIP’s, etc.).

- Next, record a 4-5 minute presentation providing an overview of the Technology you chose.

- After you complete this form, post it in the Discussion Board Forum under Activity 20 Technology Finds.

- Visit, Read, and View each Technology Review Form and Video posted by your peers.

- Post one question related to each peer's technology post.

- Answer all questions posted to your original post.

- Note: See Syllabus and Calendar for due dates.

<table>
<thead>
<tr>
<th>Technology Review Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource 1:</td>
</tr>
<tr>
<td>Title of the source</td>
</tr>
<tr>
<td>What is the source (website or app)</td>
</tr>
<tr>
<td>Author/Publisher (who is the creator of the source)</td>
</tr>
<tr>
<td>How would we obtain or find the source (provide a URL link to get to the source, either website or app)</td>
</tr>
<tr>
<td>Brief Description of the source</td>
</tr>
<tr>
<td>How might it be used?</td>
</tr>
<tr>
<td>Pros of site/app</td>
</tr>
<tr>
<td>Cons of site/app</td>
</tr>
</tbody>
</table>
Physical and Health Impairments

• If you were told that you would be working with a student who has a physical or health impairment, what could you presume about the student?

• What would you not know?

• Generate a set of five questions that you think any professional working with a student with a physical or health disability should ask and explain why you chose each question.
A Few Summative Assessment Examples (larger projects):
These are just descriptions of larger, detailed projects (from a variety of courses I’ve taught):

- **IEP/Transition Plan Development:** Students will work in teams to review a sample Evaluation Report on a child 14 years old or older. The team will then develop an Individual Education Plan (IEP) for that child using the electronic program: *IEP Writer*. The team will also include a Transition Plan as part of the IEP.

- **Design a WebQuest:** Design a WebQuest for a topic related to your content area. Each WebQuest component (introduction, task, process, resources, learning advice, and conclusion), should be included in the design. Directions and rubric for assignment are posted within course.

- **Annotated Bibliography:** Select a topic of interest within your content area and locate peer reviewed journal articles that relay current methods, etc. that are used to assist in student learning. Each student will compile an annotated bibliography of five (5) articles that are to be shared with classmates. Directions and rubric for assignment are posted within course.

- **Self-Management Program:** Students will develop a self-management procedure for the same case study as the Behavioral Intervention Plan was developed, using the guidelines of the textbook chapters – **focusing this time on amendments pertaining to self-management & generalization**. The format is free by choice of each student – be creative in amending your original plan across several components (~ABC-chain).
  
  You cannot use the same plan that you used in the Behavior Intervention Plan. (For example, if you incorporated a self-management plan in the Behavior Intervention Plan, you cannot turn it in for the self-management plan. You must create a new plan.)

  **You must use no less than two sources (print or electronic research-based books, and/or peer-reviewed journal articles) other than the course textbooks to back up the validity of your plan (& give appropriate references).**
These are just descriptions of larger, detailed projects’ cont’d.:

• **Alternative Autism Approach Information Blog:**
  
  There are two parts to this assignment.

  **Part One:** Each student will pick an alternative approach/Autism group/type of software, etc., that is used when working with individuals with autism from the list posted under Canvas-Home-Assignments-
  Alternative Autism Approach Sign-up sheet. This is on a first come first serve basis, meaning that there is a list of approved topics to choose. However, there is only one person per topic. Email me your selection and I will approve it if no other individual has chosen the same topic. If two students choose the same topic then then person whom it is awarded to is the person who first made the request. The other person will then have to choose another topic. Then in the Blog area created for this purpose, the student will present a brief description, present if there is any research to back-up the topic, give the pros and cons, give a website address that discusses the approach and say whether they would recommend their topic, or information on their topic to a parent of a child with an ASD.

  **Part Two:** Each student is required to visit each blog and post a comment to every blog that is not their own. Additionally, students must choose 3 blogs to post a question. The writer of the blog will be the “authority” on their topic answering questions that other students post in the blog. The Alternate Autism Approach Information Blog is located under Canvas- Home-Alternate Therapy Blog. (Part One is Due Week 3 and Part Two is Due Week 5)

• **Create a Learning Contract:** You will create a Learning Contract following Steps 1-5 (out of the total of 8 steps). Your contract can be related to your Final Project. You will post a 1st Draft of the Learning Contract within the online Discussion Board within Canvas to have peers review and provide feedback. Taking the peer suggestions in account, you will then submit a final draft.
Technology Tools

• Go over the technology tools you will use to help facilitate learning (orientation video)
  • How will you communicate? asynchronous or synchronous, etc. (Zoom, etc.); and times (here’s a link to how to use Breakout Rooms in Zoom: https://youtu.be/jbPpdyn16sY)
  • How will they learn? (Readings, Power Point, recordings/lectures via Zoom, YouTube, TED Talks, etc.)
  • How will students collaborate or socialize? (Discussion Boards, Water Cooler)
  • How will students demonstrate knowledge? (Activities)
  • How will they know your expectations? (Clear directions recorded, rubrics in Canvas)
  • Consider going over library features, etc.
Early in Course:

• When launch course:
  • Send welcome email and introduction video 1-2 weeks prior to course start
  • Be a strong presence early in the course and make the learning environment welcoming
  • Tech Check (prior to going “live”)
  • Send reminders at first (you will have a tighter hold on the “reins” of the course the first couple of weeks and make allowances for errors)
  • Send a reminder to a student who missed a turn-in date
  • Set clear expectations
  • Writing style help (e.g., APA Help Guide or MLA or Chicago)
  • Let them know to inform you if they cannot access materials
Mid-course:

• Be a strong presence throughout the course: Continue to interact with students utilizing the outlets of interaction that you’ve setup

• Cheerleader ("You can do this")

• Interact with students utilizing asynchronous or synchronous technology

• Make sure you are providing feedback on those early Activities so you set expectations early in the course
  • Helps students know exactly what is expected so they are prepared for the larger assignments

• Grades continually updated/posted

• When they are ready, start to release the Reins
  • For example, early on in the course, I send continual “Friendly Reminder” emails to the entire class to remind them that activities, etc. are due; however, as the course progresses, I do not send them as frequently
End of the course:

- End of the course
  - While students should have taken some “ownership” of the course; you will still need to be present
  - Continue to make sure you are clear on your expectations, assignments, due dates
  - Students should know what is required of them and they should be at the point that they can independently complete tasks (assignments, etc.)
- Final goodbyes
- Reassess what worked and what didn’t work (include student evaluations)
  - Either make changes immediately OR create a folder for changes for the next time you teach the course.
Student Issues:

• Have a clear policy in place for “issues” (missing a mandatory “face-to-face” synchronous class; not turning in assignments)

• Chain of command (if student needs to change their academic behavior, even after you tried other interventions; who is the next person in line to notify)
For Next Time....Go to the Activity Page on website: Online Teaching: Why, What, How:

Please click the picture or the link provided: https://onlineteachingwhywhathow.weebly.com/activity.html
References


