# ORU All Faculty Professional Development

Tuesday, January 7, 2020

*The Academy for Exceptional Teaching*

http://bit.ly/ORUhumanize

# *Humanizing your Online Course*

**Dr Jay Gary & Ms. Sasha Turtova**

Online & Lifelong Learning, Oral Roberts University

## Your Presenters

Dr. Jay Gary

Ms. Sasha Turtova



## Humanizing Your Online Course

Research suggests that building a strong sense of connectedness in an online course promotes student success, engages students, and retains students. This requires that you establish a strong teaching presence within the course, and that you create structures for students to form a community. In this workshop, we discuss strategies to make your online course more personal and techniques to build faculty and student presence in your online course.



Definitions

## Offline to Online

| Type of Course | Proportion Online | Description |
|---|---|---|
| Offline Traditional | 0% | Classroom, no online technology |
| Web Assisted | 1 to 29% | Web technology posts syllabus and grades |
| Blended / Hybrid | 30 to 79% | Enhance offline with online delivery, reduced meetings. |
| Online Learning | 80+% | Most or all content & discussions online. Flexible Interaction. |

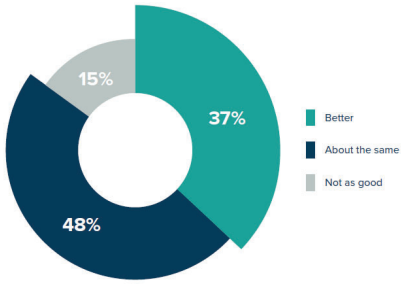
http://blogging.snhu.edu/leblanc/2018/10/unveiling-snhus-2018-2023-strategic-plan/



Definitions

## Comparing Offline to Online

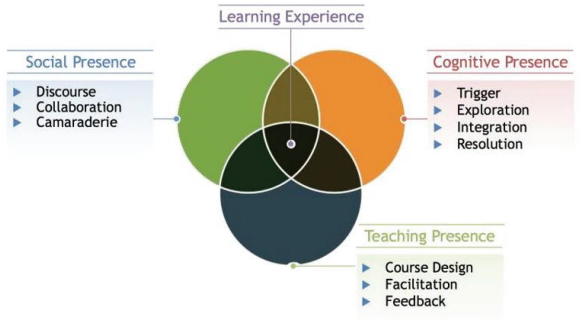
How would you compare the instruction of your college-level online learning experiences with your college-level classroom experiences?




Learning House and Aslanian Market Research, June 2018

Research

# Community of Inquiry Framework




Source: Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. The Internet and Higher Education, 2(2-3), 87-105.



# Humanizing Your Online Course

1. **How do we establish teaching presence in online courses?**
2. How do we enhance off-line courses with online features?
3. How do we best scaffold learning in all courses?

ORU



Video

## Establishing Teaching Presence

https://youtu.be/6HUIHMAIBS8



ORU

# Interaction

## How do we create teacher presence in online courses?



Best Practices

## Offer a Course Calendar

**Include Hours & Weights**

| Module 1 | Leadership Types | Hours | Weight |
|---|---|---|---|
| Wk. 1-2 | Study 1: DeGraff, Chp. 1-11 | 11 | -- |
| | Forum 1: Self-Assessment | 6 | 7% |
| | Meet Up 1: Leader Workshop | 3 | 3% |
| | Project 1: Leadership Action Plan | 16 | 15% |
| Module 2 | Leadership Teams | Hours | Weight |
| Wk. 3-4 | Study 2: Hartwig, Chp. 1-6; Cole, Chp. 1-2 | 11 | -- |
| | Forum 2: Team Building | 6 | 7% |
| | Meet Up 2: Team Systems | 3 | 3% |
| | Project 2: Team Functions | 16 | 15% |
| Module 3 | Leadership Challenges | Hours | Weight |
| Wk. 5-6 | Study 3: Hartwig, Chp. 7-11; Cole, Chp. 3-10 | 11 | -- |
| | Forum 3: Missional Structures | 6 | 7% |
| | Meet Up 3: Community Ministry | 3 | 3% |
| | Project 3: Team Ministry Proposal | 19 | 38% |
| Module 4 | Leadership Reflection | Hours | Weight |
| Wk. 7 | Study 4: Hartwig, Chp. 12-14; Cole, Chp. 11 | 5 | -- |
| | Forum 4: The Enlivened Self | 4 | 3% |
| | Meet Up 4: Group Presentations | 2 | 3% |
| | Project 4: Teaming Reflection | 9 | 8% |
| Course Total | Total estimated hours based upon average of 19 hours per week for 7 weeks. | 133 | 100% |



Definitions

## Maximize Student Engagement

| Level | In-Class Equivalents | Outside Study | Total Student Study Hrs. |
|---|---|---|---|
| **Undergraduates (1 to 2)** | 37.5 | 75 | 112.5 |
| **Master Level (1 to 2.5)** | 37.5 | 93.75 | 131.25 |
| **Doctoral Level (1 to 3)** | 37.5 | 115 | 152.5 |

= 16 hours a week for a 7-week Undergrad Level course.

Best Practices

## Host Live Zoom Meetings

**Include Break Outs**

Best Practices

## ZOOM Meeting - Example

**Include Break Outs**

| Item | Team Systems | Activity | Time |
|---|---|---|---|
| 1 | **Welcome**<br>What has been your experience in Teams? Virtually? Globally? | Webcams | 10 Min |
| 2 | **Orientation**<br>Instructor will brief the cohort on the Ministry Team Proposal project using the MeetUp 2 Policies & Systems worksheet | Chat & Shared Screen | 10 Min |
| 3 | **Project Team Breakouts**<br>Work as a group to complete the **Policies & Systems Worksheet** to develop a climate of trust and productivity to create a Team Ministry Proposal | Small Groups | 30 Min |
| 4 | **Group Presentations**<br>Teams will present their initial findings based on their worksheets. | Shared Screen | 25 Min |
| 5 | **Project 2: Team Functions** | Shared Screen | 10 Min |
| 6 | **Closing Charge & Prayer** | Webcams | 5 Min |



Best Practices

**Use the News Tool**

| | | | |
|---|---|---|---|
| Module 1: Day 13: Response Posts | Nov 2, 2019 12:00 AM | - | Published |
| Office Hours Friday: Nov 1st, 4 pm | Oct 31, 2019 12:00 AM | - | Published |
| Forum 1.2 Initial Posts Due Day 3 | Oct 30, 2019 12:00 AM | - | Published |
| Welcome to Module 1, Day 8: Start Topic 1.2 | Oct 28, 2019 12:00 AM | - | Published |

Team 513, please ensure you complete your Response post for Topic #2 on Cameron and Quinn's Competing Values Framework. Cite your sources from assigned readings.

I will host Office Hours, this Friday, from 4-5 pm. Drop by if you wish, at https://oru.zoom.us/my/online
You can stay for 5 minutes or 20 minutes! Others will drop in and out at the same time. I can take questions on your Project 1, or anything else about how this course might relate to your career development.

Dr. Jay Gary, jgary@oru.edu
Associate Professor of Leadership

Team 513, it is Day 10 in week 2 of Module. Your initial post is due today in the "Framework" topic of Forum 1.2. Share how DeGraff's archetypes relate to Cameron's Competing Values Model. Construct your 201-word post by Day 10 of this Module (Wednesday, end of the day). Use the Diamond method of dialogue, Frame, Advocate, Illustrate and Inquire.

Team 513-it is a new week, and that means we begin a new Topic in Forum 1 on Self-Assessment. We move from personal innovation "Archetypes" by DeGraff to organizational "Frameworks" by Cameron. Please dive into your readings to unpack the significance of these two models to the feedback you are getting from your Workplace Behavior Profile (WBP).

With respect to Project 1, now is the time to act! Send out your evaluation forms to your workplace associates, so you can begin writing up your results and action plan by Thursday.

| Module 1 | Assessment | Hours | Weight |
|---|---|---|---|
| Wk 1-2 | Study 1 | 10 | -- |
| | Forum 1: Self-Assessment | 8 | 7% |
| | MeetUp 1: Leader Workshop | 2 | 3% |
| | Project 1: Leadership Action Plan | 14 | 15% |



Best Practices

**Use the Email Tool**

GMAL 513: Scope Out Project 1 Today

Jay Gary <jgary@oru.edu>
To Dean of Online
Cc Lisa Straubing

Reply | Reply All | Forward | ...
Fri 10/25/2019 6:28 AM

Good morning Team 513! Thank you for participating in our 1st MeetUp, our Unlock the Leader Within workshop. Here is a 55-minute archive, in case you missed parts, http://www.kaltura.com/tiny/lfxqq
If you missed our meeting last night, email me once you have watched the archive, and worked through the workshop materials.

Your textbook, *The Innovation Code*, is now available via "Red Shelf" under the Start Here tab, for those who did not opt-out of Follett Access.

YOUR TASK TODAY is to jump into Project 1 Leadership Action Plan and figure out how you will conduct your self-administered 360 assessment using the Workplace Behavior Profile (WBP) you took last night.

Start by logging into our GMAL 513 course in D2L to study Project 1. Download all the Project excel files and study the instructions. View the Module 1 Preview Video again (5 min.). (.pdf) (video) http://www.kaltura.com/tiny/wc7pv

Between now and end of day Monday you will need to send out an email to 5 associates, with the "2-WBP-Raters.xlsx" file attached, to request they complete a WBP on you by Wednesday. Ask to receive these evaluator's WBP back by mid-week, end of day Wednesday. That will give you sufficient time to complete your Project 1 by day 14, a week from this weekend. To stay on schedule, act today or tomorrow to scope out this Project. Contact me via email if you get stuck.

Let me leave you with the amazing words of Jesus, "Give, and it will be given to you. A good measure, pressed down, shaken together and running over, will be poured into your lap. For with the measure you use, it will be measured to you." Luke 6:38

Give yourself to your studies today, by digging deeper into your reading and viewing of assigned resources, and by planning your Project 1---and it will be given back to you, abundantly, by the Spirit of God!

Jay Gary, PhD, APF
Assistant Dean of Online and Lifelong Learning



Curriculum Alignment

**Include START HERE tab.**

**START HERE**

Hello {FirstName} and welcome to {OrgUnitName}!

To get started, click on the following links to read the Course Syllabus and other course information. Next, click on "Week 1" on the left-hand navigation bar and engage the content. Note that each week, starting with Week 1, is divided into three sections:

- OVERVIEW: Lists the learning objectives of the week/unit
- STUDY: List of learning materials to study
- ASSESS: Lists assignments due by end of the week/unit

**Due dates:** Unless otherwise noted, all assignments/assessments are due by Day 7 (Sunday) at 11:59PM CT (US Central). The one exception is that your first Forum post is due by Day 3 (Wednesday) at 11:59PM CT (US Central). Days are designated with Monday being Day 1 and Sunday being Day 7 throughout the weeks in the semester.

Don't forget to post to the Introductions forum in the Discussions Community Area of the course. Click the Resources tab at the top of the page to access ORU Online help and support links.

**LPSY 301 Course Syllabus**

**LPSY 301 Course Calendar**

**Meet Your Professor**



Curriculum Alignment

## Create Instructional Modules

**Define a Learning Cycle**

- *Learning Objectives*
- *Instructional Content*
- *Assessments*

## What is a Module?

*An instructional module is a self-contained and self-sufficient unit of instruction for the learner to achieve a set of objectives.*

## Learning Objectives

***Learning objectives*** **are stated clearly, are written from the learner's view, and are prominently located in the module.**

**Unit 2: OVERVIEW**
This unit begins with assigned readings exploring the founding and structure of the American government system. We continue looking for evidence of Biblical Christian influence in American government by examining the *Declaration of* Independence and the *Constitution* (Gaddie and Dye 2018, Chapter 3). Then, we begin to dig more deeply into the details of the unique system of government in the United States by exploring federalism (Gaddie and Dye 2018, Chapter 4). Additionally, you will engage with primary sources of American history in order to comfortably examine historical facts for yourself, not simply through the interpretation of others.

**After successfully completing this unit's assignments, you should be able to:**
2.1. Identify the Biblical principles embedded in the Bill of Rights (Forum 2).
2.2. Recall the basic structure of federalism in American government (Quiz 2).
2.3. Examine primary sources relevant to the Constitution and federalism (Project 2a).
2.4. Select appropriate civic engagement activity (Project 2b).





## Instructional Content

***Study Items*** **are listed, with study times and links, including videos.**

**Module 1: STUDY**
**View:** Course Overview Preview (video) (.pdf) **http://www.kaltura.com/tiny/2tv34** [5 min.]
**View:** Module 1 Preview (video) (.pdf) **http://www.kaltura.com/tiny/wc7pv** [9 min.]
**Read:** DeGraff, J. & DeGraff, S. (2017). *Innovation code.* Chp. 1-11, pgs. 1-128. [4 hrs.]
**Read:** DeGraff, J. (2017). **"How to lead innovation like superheroes. (.pdf) 12 pp.** [10 min.]
**View:** Jeff DeGraff & Staney DeGraff. (2018). "The Innovation Code: The Creative Power Talks at Google" (Video) **https://youtu.be/SEplwlAvLLA** [77 min]
**Read:** Daft, R. (2018). *Leadership experience.* Chp. 1-2, pp. 2-63 [2 hr.]
**Read:** Daft, R. (2018). **Leadership experience. PowerPoints. Chp 1-2. (.pdf)** [30 mins.]
**View:** Part-Time Economist. (2018), "Leadership Experience," Part 1, Chp 1-3, (Video) **https://youtu.be/9WRz3SdDdjY** [16 min.]
**View:** Jeff DeGraff. (2012). "Competing Values Framework Introduction." (Video) **https://youtu.be/45veR-Se-rI** [7 min.]
**Read:** Cameron, Quinn, Degraff & Thakor, **Competing values leadership. (2nd Ed). Chp. 1-3, pp. 3-50. (.pdf)** [1.5 hrs.]
**View:** Jeff DeGraff. (2010). "Competing Values Framework" (Videos)
-Yellow (Part 1) **https://youtu.be/UUlE44242kU** [14 min.]
-Blue (Part 2) **https://youtu.be/sLp2FG_X12Y** [13 min.]
-Red (Part 3) **https://youtu.be/wUCUJoZTzPA** [11 min.]
-Green (Part 4) **https://youtu.be/Vg16T85-Z_Y** [15 min.]





## Assessments

**The assessments measure the achievement of the stated learning objectives.**

***After successfully completing this week's assignments, you should be able to:***
*4.1. Examine how electoral structures influence campaign strategies and interest group activity (Forum 4)*

### Forum 4: Electoral College Reform

On four occasions in American history, the winner of the Electoral College vote, and thus the presidential election, did not with the popular vote – 1876, 1888, 2000, and 2016. Each time, discussions of reform are prompted by those who did not prefer the final result – in the name of democracy, of course. Some of the suggested possibilities for reform are discussed at the end of Chapter 8 (Gaddie and Dye 2018).
In your thread, consider the following questions: Should the Electoral College be reformed or eliminated? If not, why not? If you believe reform should take place, share your preferred reform and explain your reasoning. Remember to use appropriate evidence to justify your position. Chapters 2 and 3 (Gaddie and Dye 2018) may also be helpful in your search for evidence.





## Assessments

**The assessments measure the achievement of the stated learning objectives.**

***After successfully completing this week's assignments, you should be able to:***
4.3 Evaluate a manager's approach to leadership based on theory (Project 4).

### Project 4: Leadership Interview

**Introduction:** In this project, students will develop and conduct an interview with someone at least one level above their position to determine the individual's approach to leadership.
**Directions:** Students will evaluate an interview with a leader, based on leadership theory. If you need to do a remote interview, use your **ORU Zoom account** to meet and record the session.

- Using the questions you develop, create a short interview guide of 7 questions to help you understand your selected leader's primary approach and philosophy of leadership.
- Conduct the interview. Determine their leadership orientation and consider how that has influenced their managerial skills. Take good notes.
- Write a 4-page essay to describe the leader, the interview, and key quotes that allow you to explain how events, opportunities, and/or crisis may have shaped this leader's theory and influenced their team's development.
- Describe how that leader operates within the models and theories of leadership they have learned in this course.
- Include your interview questions an Appendix to your report.
- Your paper should be 4-pages in length, written in APA Style, with at least 3 citations.





## Alignment Grid

**Assessments should be sequenced, varied, and suited to the level of the learners.**

| | Program Outcomes (PO) | Course Objectives (CO) | Weekly Objectives (WO) | Assessment |
|---|---|---|---|---|
| WEEK 1 | PO2. (g) An ability to analyze the local and global impact of computing on individuals, organizations, and society (BL4)<br><br>PO15. (o) An ability to solve real world problems informed by a Christian worldview (BL3) | CO1. Know the impact of HCI on society, the economy and culture. (BL2, PO2)<br><br>CO2. Analyze the fundamental principles of interface design. (BL4, PO15) | 1.1 Explain how practical guidelines and good practices improve user interfaces (BL2, CO1).<br><br>1.2 Analyze and compare design alternatives (BL4, CO2) | Forum 1 Design Challenges (BL2, WO 1.1)<br><br>Project 1 Web Site Critique (BL4, WO 1.2) |

# Let's pause . . .

## Questions?
## Comments?



# Humanizing Your Online Course

1. How do we establish teaching presence in online courses?
2. **How do we enhance off-line courses with online features?**
3. How do we best scaffold learning in our courses?



Definitions

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http://blogging.snhu.edu/leblanc/2018/10/unveiling-snhus-2018-2023-strategic-plan/



# Interaction

How could we use
Online to enhance our
Offline course?



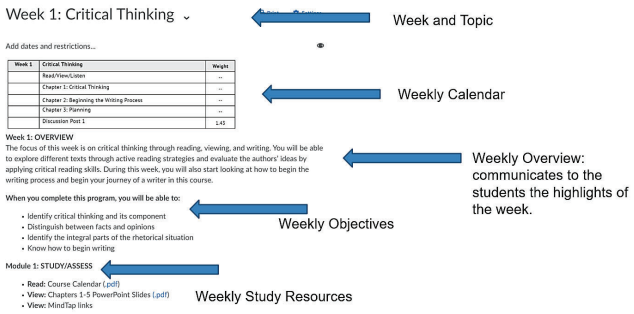
## Build Course Calendar

| Week 1 | Critical Thinking | Weight |
|---|---|---|
| | Read/View/Listen | -- |
| | Chapter 1: Critical Thinking | -- |
| | Chapter 2: Beginning the Writing Process | -- |
| | Chapter 3: Planning | -- |
| | Discussion Post 1 | 1.43 |
| **Week 2** | **The Writing Process** | **Weight** |
| | Read/View/Listen | -- |
| | Chapter 3: Planning (Forming a Thesis Statement) | -- |
| | Chapter 4: Drafting (Understanding the Rhetorical Situation) | -- |
| | Chapter 5: Revising | -- |
| | Chapter 6: Editing and Proofreading | -- |
| | Quiz 1 | 1.36 |
| **Week 3** | **Description** | **Weight** |
| | Read/View/Listen | -- |
| | Chapter 10: Description | -- |
| | Discussion Post | 1.43 |
| | Peer Review | -- |

Show weight of assessments



## Build Weekly Course Content



# Publish Assignment Instructions

Descriptive Paragraph Final Draft
Assignment

**Assignment:** Write a descriptive paragraph describing a place, thing, or a person.

**Instructions**:

- Include a clear topic sentence that creates a single dominant impression.
- Make sure all sentences relate to the topic sentence.
- Arrange the details in a logical (such as spatial) order.
- Use nouns, verbs, and modifiers which are specific and appeal to the senses (sight, hearing, touch, taste, smell).
- Include a concluding sentence that "wraps things up."
- The paragraph needs to include at least seven sentences. There is no minimum word requirement, but adequately developing a paragraph means adding good, specific details.
- The final draft must follow the MLA format, including the heading format illustrated in 20190822MLASamplePaper.pdf
- The final draft should contain a minimum of grammar, usage, and punctuation errors.
- Do not look at any written sources or Internet sites to gather ideas for this paragraph

**Use the feedback you have received from your peers and instructor to revise your paragraph.**
Then upload the final draft by Sunday 11.59 pm (US Central time).

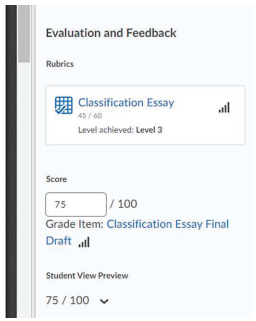


# Utilize D2L Grading Rubrics

| Criteria | Excellent 10 points | Good 7 points | Fair 4 points | Unacceptable 0 points | |
|---|---|---|---|---|---|
| Topic sentence & Supporting sentences | Includes a clear topic sentence that creates a single dominant impression and supporting sentences | Doesn't include a clear topic sentence but includes supporting sentences | Includes a topic sentence but does not include supporting sentences | No topic sentence and/or no supporting sentences | / 10 |
| Logical order of details | Details are organized in logical order | Some of the ideas are organized in logical order | Very few ideas are organized in logical order | Ideas are not organized in logical order | / 10 |
| Use of nouns, verbs, modifiers that appeal to the senses | Nouns, verbs, and modifiers appeal to the senses | Some of the nouns, verbs, and modifiers appeal to the senses | Very few of the nouns, verbs, and modifiers appeal to the senses | Nouns, verbs, and modifiers do not appeal to the senses | / 10 |
| Concluding sentence | Includes a clear concluding sentence that wraps things up | Concluding sentence is somewhat clear | Concluding sentence is not clear | No concluding sentence | / 10 |
| Number of sentences | Contains 7-10 sentences | Contains 4-6 sentences | Contains 2-3 sentences | Contains no sentences | / 10 |
| Grammar & Mechanics | No grammar, usage, and punctuation errors. | 3-4 grammar, usage, and punctuation errors. | 5-7 grammar, usage, and punctuation errors | More than 7 grammar, usage, and punctuation errors | / 10 |
| Total | | | | | / 60 |



# Grading with D2L Rubrics




Classification Essay

Graded by Sasha Turtova

| Criteria | Excellent 10 points | Good 7 points | Fair 4 points | Unacceptable 0 points | |
|---|---|---|---|---|---|
| Title | Title captures interest and the main point of the essay | Title hints at point of the essay | Uses name of assignment for title | No title | 10 / 1 |
| Introduction | Captures readers' interest<br>Interesting background information<br>Clear and effective thesis makes interesting point about the classification | Interesting opening<br>Provides necessary background information<br>Thesis clearly indicates the point or purpose of the classification | Begins with vague generalization<br>Not enough background information<br>Thesis is unclear about the point or purpose of classification | Beginning lacks interest<br>No background information<br>No thesis | 7 / 1 |
| Body paragraphs | Topic sentence clearly relates to the thesis and identifies the categories<br>Follows chronological order<br>Clear specific nouns, verbs, and modifiers are used<br>Includes supporting details that relate to the topic sentence<br>Makes points in same order for both subjects using block or alternating pattern<br>Uses transitions, repetition, and transitions to create coherence within and between paragraphs | Topic sentence somewhat relates to the thesis of the essay but does not mark clear classification<br>Some of the supporting details relate to the process and some are irrelevant<br>Specific nouns, verbs, and modifiers are used<br>Includes transitions within and between paragraphs | Topic sentence not relevant to the thesis<br>Includes few details<br>Order of points is sometimes confusing<br>Lacks transitions | No topic sentence<br>Includes few details<br>Essay is too short<br>Order of points is confusing | 7 / 1 |
| Conclusion | Conclusion repeats main idea without repeating thesis word-for-word<br>Echoes main points<br>Conclusion leaves strong impression | Conclusion repeats main idea without repeating thesis word-for-word<br>Summarizes main points<br>Conclusion gives reader satisfying sense of completion | Conclusion repeats thesis word-for-word<br>Conclusion introduces ideas unrelated to body of essay | No conclusion | 7 / 1 |

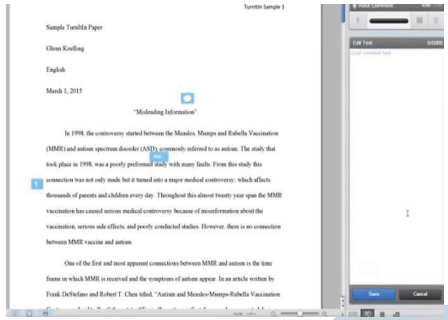


# Formative Feedback and Turnitin

Turnitin provides the tools for:
Checking for similarity and plagiarism
timely feedback (not weeks later)
specific and relevant feedback (tied to a specific task or product)

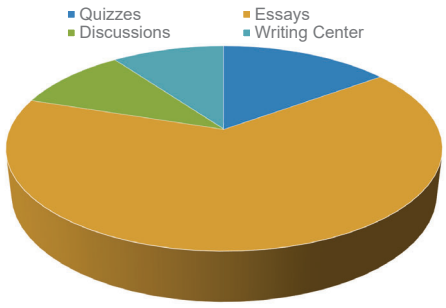
Actionable feedback (student writers should walk away with a clear idea of what they can DO in response to teacher feedback)

TurnItIn Instructor Tutorial, Northwest College, https://youtu.be/kbAUE7ddh5I






# Allow Multiple Opportunities for Success






# Schedule Weekly Announcements

| | | | |
|---|---|---|---|
| Homework Week 5 | Sep 12, 2019 11:36 AM | - | Published |

Dear COMP 101 class,

The homework for Week 5 includes a discussion post in Forum 2: How does critical thinking relate to writing? that counts towards you final grade. You may either go to the discussion by clicking on the above link or go to the discussion link under the Communication tab and select Discussions. The deadline for the discussion post is Sunday 11:59PM. All that you need to do is answer the question in Forum 2 in 150 to 200 words.

Remember to bring a hard copy of your first Narration draft to class on Friday. You don't need to submit the essay until next Sunday; nevertheless, if you want to have a successful outcome, you must follow the steps in the writing process which include starting with the first draft before going to the final version of the writing.

| | | | |
|---|---|---|---|
| Homework Reminder! | Sep 6, 2019 4:10 PM | - | Published |

Hello class,

Just a quick reminder about the homework due this Sunday (Sept 8) before 11:59 PM--final draft of the descriptive paragraph submitted to dropbox in D2L and completion of the three sections of Quiz 2. I hope everyone has a great weekend, and I'm looking forward to seeing you on Monday!

| | | | |
|---|---|---|---|
| Week 4 Homework & Writing Center | Sep 3, 2019 11:46 AM | - | Published |

I hope everyone had a fantastic long weekend and is now returning with renewed energy levels to classes!

The homework for Week 4 is to complete the three sections of Quiz 2: Thesis Statement, Topic Sentences, and Supporting Ideas and submit the final draft of your descriptive paragraph. The homework is due on Sunday at 11:59PM.

On Wednesday, we will look at the ways you can vary sentence structure when revising writing and start working on quiz 2.

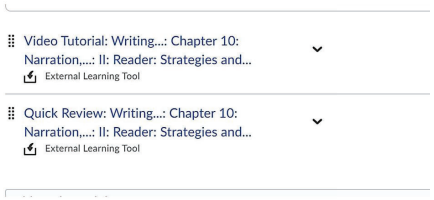
On Friday, we won't meet in our usual classroom but instead, go to the Writing Center orientation in the Library.

See you on Wednesday!

Using the Weekly Content, you can create and schedule course announcements for each week to keep students on track.

## Use Digital Content

- MindTap (Cengage)
  - Quizzes
  - Interactive activities
  - Instructional videos
  - Online textbook
  - Vocabulary
  - Voice over text






## PowerPoint Slides & Presentations

## Provide Dialogue Opportunities

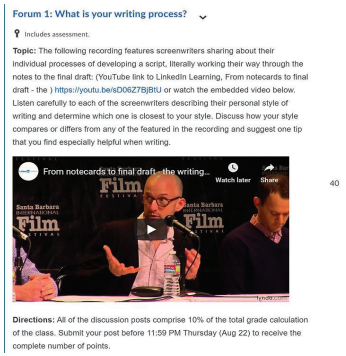
| Topic | Threads |
|---|---|
| **Introductions** | 22 |

**Topic:** Introduce yourself to your peers. Tell us about yourself, your major, and what you hope to do with your degree.

**Directions:** Click on the title of this forum topic to start a new thread. Use this area for any posts that do not fit under the other threaded discussions. Though not limited to, this thread may be used for introducing yourself to your peers, prayer requests, technical issues, navigation difficulties, or any questions about the course that you may have. If it is a private question, you may e-mail your instructor directly. See contact info on Course Home page. This is a non-graded Forum.



## Provide Dialogue Opportunities

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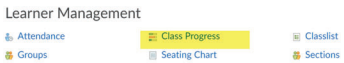
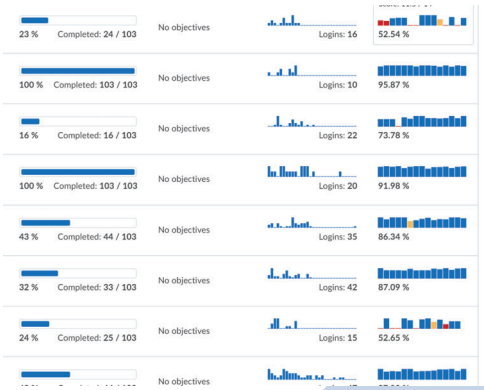
You can post questions, embed available online videos, and build discussion forums in your course to supplement class discussions and extend opportunities for dialogue beyond the classroom.



## Monitor Individual Progress

Use D2L to monitor class and individual learner's progress:

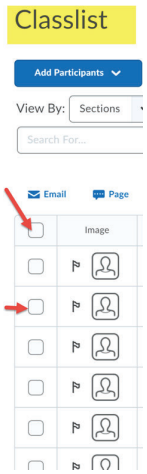





## Offline Courses

Communicate with Learners




You can easily communicate with your students through the built-in email in D2L. Just go to Communication, click on Class list, find the name of the student or sent a mass email to everyone in the class.

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## Let's reflect . . .

What are two ideas that you can take back to your *offline* course from this session?



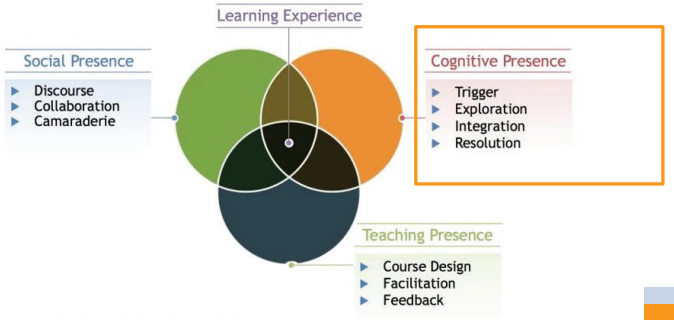
## Humanizing Your Online Course

1. How do we establish teaching presence in online courses?
2. How do we enhance off-line courses with online features?
3. **How do we best scaffold learning in our courses?**



Research

## Community of Inquiry Framework

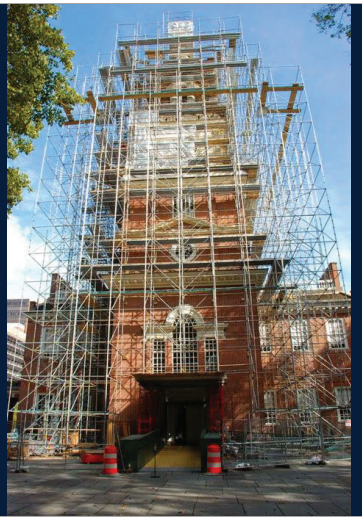



Source: Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical Inquiry in a text-based environment: Computer conferencing in higher education. The Internet and Higher Education, 2(2-3), 87-105.

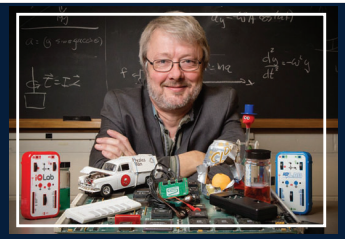


## INSTRUCTIONAL SCAFFOLDING

1. Instructional Support For Optimal Learning
2. Multi-Dimensional Learning Balance
3. Reach Beyond Current Knowledge Capacity
4. Supportive Anchor Points Provide Firm Foundation
5. Faculty Serve As Mentor/ Facilitator of Knowledge



## TYPES OF ASSESSMENT



## FORMATIVE

- To Help Form and Shape Learning
- To Improve Student Performance
- To Identify & Close Gaps in Student Learning

## SUMMATIVE

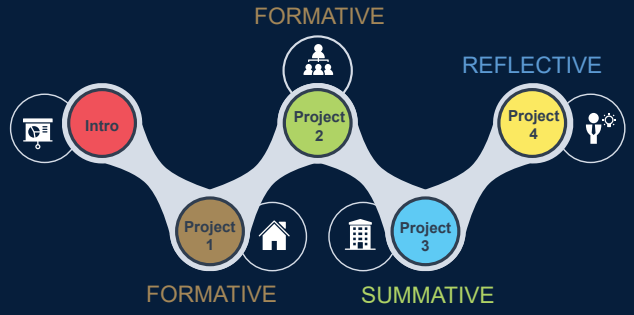
- To Evaluate Student Knowledge
- To Measure Student Proficiency
- To Identify & Close Gaps in Curriculum Design

## REFLECTIVE ASSESSMENTS

- To Expand Self- Awareness of Learning Comprehension
- To Empower Students as Expert Assessors of Learning
- To Recapture & Evaluate Learning Experiences
- To Increase Metacognition; To Know What We know

## ASSESSMENT DESIGN

FORMATIVE ➔ **SUMMATIVE** ➔ REFLECTIVE




## SCAFFOLDING DASHBOARD

- Supportive Learning Structure
- Maintains Learning Focus
- Deeper Learning & Discovery
- Engages & Motivates Students
- Reduces Anxiety & Uncertainty
- Creates Learning Momentum

## FORMATIVE ASSESSMENTS

| | | | |
|---|---|---|---|
| ① **ARTICLE** Write Short Popular Press Article | ② **CASE STUDY** Design Study; Research Subjects | ③ **COOPERATIVE** Assemble Team; Develop Project | ④ **MIND MAP** Identify Subject Relationships |
| ⑤ **MENTAL MODELS** Identify Client Bias; Thinking Framework | ⑥ **MULTI-MEDIA** Develop Content for Media | ⑦ **PANEL/EXPERT** Develop Approach; Q&A for Interview | ⑧ **PROPOSAL** Identify Problem & Potential Solution |
| ⑨ **REPORT** RESEARCH Develop Research; Current/Future State | ⑩ **STUDY** PREP Questions; Issue Brief; Hypothesis | ⑪ CONDUCT **TOOL** Complete Business Tool with Client | ⑫ PRE **WORKSHOP** Create PPT; Workshop Tools |

## SUMMATIVE ASSESSMENTS

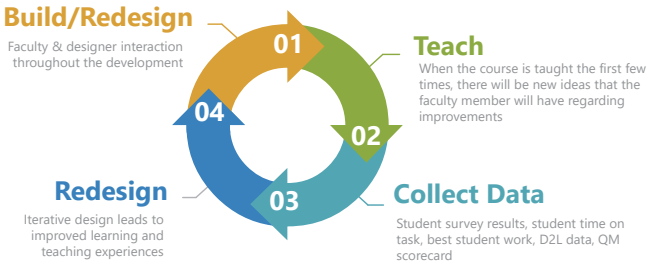
| | | | |
|---|---|---|---|
| ① **ARTICLE** Longer Research-Based Article | ② **RESEARCH STUDY** Research Report; Scenario Outcomes | ③ **COOPERATIVE** Present Team -Based Project | ④ **SYSTEMS MAP** Visual Map of Complex Systems |
| ⑤ **MM1 TO MM2** Required Shifts For Current/Future State | ⑥ **MULTI-MEDIA** Present Content in A/V or Social Media | ⑦ **PANEL/EXPERT** Conduct Interviews; Q&A with Experts | ⑧ **PROPOSAL** Develop Proposal & Value Justification |
| ⑨ **REPORT** Prepare Client Analysis Report | ⑩ CONDUCT **STUDY** Test Hypothesis & Analyze Results | ⑪ **TOOL** REPORT Analysis; Business Tool Findings | ⑫ **WORKSHOP** Conduct Group Learning Workshop |

## REFLECTIVE ASSESSMENTS

| | | | |
|---|---|---|---|
| ① **ARTICLE** Article Submission; Social Media Post | ② **RESEARCH** REVIEW White Paper; Issue Brief; Media Post | ③ **COOPERATIVE** Lessons Learned on Team Project | ④ **MIND MAP** Map Entire Visual Representation |
| ⑤ **BIAS INSIGHTS** Role of Bias in Strategy Formation | ⑥ **MULTI-MEDIA** Social Media Broadcast | ⑦ **PANEL/EXPERT** Interview Follow up Report; Next Steps | ⑧ **PROPOSAL** Present Proposal; Implementation |
| ⑨ **REPORT** BRIEF Present Report Findings to Client | ⑩ POST **STUDY** Key Findings Report; Media Synopsis | ⑪ **TOOL** PLAN Performance Action Plan; Dash Board | ⑫ POST **WORKSHOP** After Action Report; Lessons Learned |

Evaluate

# Continuous Improvement




Source: iDesignedu.org



# Humanizing Your Online Course

1. How do we establish teaching presence in online courses?
2. How do we enhance off-line courses with online features?
3. How do we best scaffold learning in our courses?

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# Discussion

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http://bit.ly/ORUhumanize

# *Humanizing your Online Course*

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