

# Effective Pedagogy for Online Classes

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# Agenda

- Introductions
- Online course design
- Curricular modifications to consider
- Sample course shells
- Q & A

## Basic Course Organization

- Set up weekly modules that contain all required links and assignments for the week
- Set up gradebook and create weighted assignments that align with your grading scale
- Create a welcome page as your course homepage
- Hide features that you will not ask students to use and consider hiding access to files, pages, assignments, and discussion boards

## Weekly Modules Should Contain...

- “Read Me First” page
  - Explanation of the weekly goals
  - Step-by-step numerical break down of required work to be completed
  - Any embedded documents/videos that students need to access throughout the week
- Discussion Board
- Video-Recorded Lesson
- Links to supplemental texts, websites, and required readings
- Any additional required assignments

# Discussion Board Suggestions

- The goal of the discussion board is to serve as a space that replaces the face-to-face discussions and reflections that are a natural and important component of all in-person classes. To achieve this goal:
  1. Create clear expectations for what and how students should post, and consider providing your own response to the prompt/prompts for the first few discussion threads
  2. Require students to post initial replies half-way through the week and respond to a minimum of two classmates during the second half of the week
  3. Be sure to be present within the discussion boards:
    1. Ask questions in response to students' posts to help them think more critically and nuance their initial posts
    2. Provide clarification as needed
    3. Generate dialogue between students by helping them make connections across student responses

# Your Role in Facilitating Learning

- Discussion Threads:
  - Option One: Reply to each student's individual post at least once per week within the discussion board
  - Option Two: Reply to students' posts within the discussion boards on a rotating basis
  - Option Three: Move students into groups and reply to each group twice per week within the discussion thread (one half-way through the week and again at the end of the week)
- Video-Recorded Presentations:
  - Each week, provide students with a 5 to 20 minute video-recorded lesson that aligns with the weekly expectations and that is uploaded into Canvas Studio
- Feedback on Assignments:
  - Provide students written feedback on papers and in the comments section of SpeedGrader
    - Note: Be sure to use TurnItIn for final papers
- Whole-Class Announcements:
  - Provide announcements to the class sporadically as needed

## Using Discussion Boards for Process-Based Assignments and Group Collaboration

- If you teach a process-based course or assignment, you can use the discussion boards as a space for students to work through various processes.
  - Consider front-loading assigned texts so that students first respond to the texts and then shift into process-driven writing or projects in response to the assigned texts
- Discussion boards serve as the perfect space for peer review and group collaboration:
  - Ask students to post a few paragraphs of a paper or a portion of an assignment within discussion thread groups for feedback

## Avoid Overwhelming Students

For a 15-week course, we suggest that most weeks should require the following of students:

1. Participation in a weekly discussion thread (initial post plus a minimum of two replies)
2. Completion of an assignment submitted to you for feedback and/or grading
3. Review of a video-recorded lesson
4. Any required readings/supplemental links/texts

Remember that routines are helpful for students in online courses!



## Modifications to Your Curriculum

- Certain assignments may not translate well into online spaces:
  - Timed quizzes and exams, although possible using Respondus, can still not be monitored as well as we can within in-person classes – could you instead turn these into open-book exams or essay assignments that require students to synthesize and analyze course material?
- Consider how you might take product-based assignments and, instead, turn them into process-based assignments
  - A quiz on key discipline-specific terminology could be turned into a paper in which students must use the terms correctly
  - A timed math exam could, instead, ask students to complete a math problem, explain how they achieved their answer, identify potential pitfalls that a student might face in answering the math problem etc.



# Review of Sample Course Shells



# Online Course Checklist

Q & A

