

Welcome and thank you for attending the 2019 Online Teaching Conference!

Please help us improve your conference experience by...



JUNE 17-19, 2019 • ANAHEIM

- Rating and reviewing our sessions and speakers within our OTC Mobile Event App after each session you attend.
- AND**
- Taking our online surveys at the conclusion of the conference.

Survey links are available at:

onlineteachingconference.org/evaluations

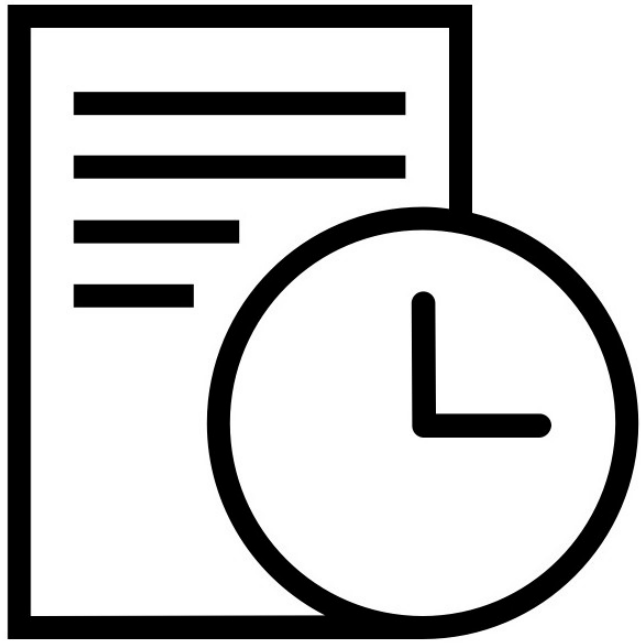
Honoring Student Voices: Building Connections Is Key to Learning Online

Christopher Collins, Dr. Bianca
Rowden-Quince, and Kim Saccio-Kent

Hybrid/Online Community of Practice



Agenda



1. Data from online student focus groups and Canvas survey
2. Tips for responding to student voices in online courses
3. Time to plan your next move.

Overview of data collection

- Spring 2018: two student focus groups recruited from Skyline's Honors Transfer program.
- Fall 2018: student focus groups from the general Skyline population
- Spring 2019: online survey of all students on Canvas. 728 students responded, 84% taking online classes.

Questions

1. Why do you take classes online?
2. Please share some benefits of taking classes online
3. Please share some challenges with taking classes online
4. What has been your worst experience in an online course at Skyline?
5. What has been your best experience taking an online course at Skyline?
6. Please share one way that instructors can improve their online courses.

Let's hear it straight from the students...



Trends: 2017-18 focus group data

Student-related challenges

- Issues with self-discipline and procrastination
- Difficulties with group work
- Feeling isolated from peers and from the instructor

Problems with Canvas

- Poor Canvas course design; difficult to navigate the course
- Lack of explicit instruction in using Canvas.

Issues with instructors

- Difficult to contact instructors; no connection with instructor.
- Instructors who do not communicate expectations clearly.
- Instructors who change key deadlines with little notice.

Update: trends from 2019 survey

Student-related challenges

- Self-discipline and organization can be a challenge
- Group work is much more difficult online—hard to hold fellow students accountable
- Challenges with using Canvas itself

Issues with instructors

- It's difficult—or impossible—to contact instructors
- Students often feel no connection with the instructor, and this negatively impacts their performance in the class
- Instructors may not provide clear directions—and then not respond to questions

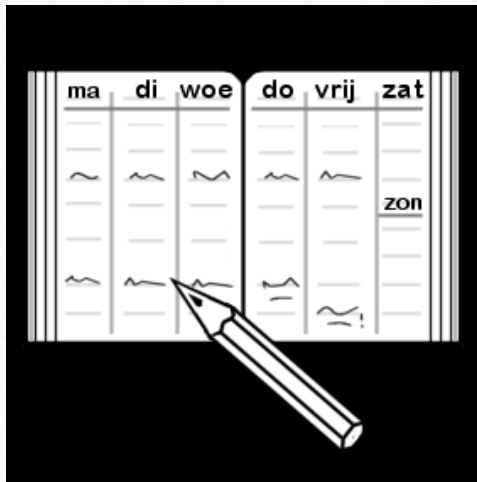
How do we honor these student voices?

**Building Connections Is Key
to Learning Online**

**Challenge: Self-Discipline,
Organization**

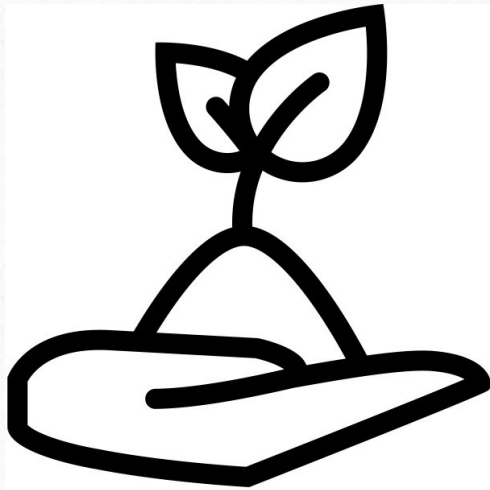
Solution: Communicate deadlines

Stick to your schedule



- Keep your assignment deadlines up-to-date in Canvas so that the course calendar is current.
- Encourage/remind students to check Canvas often.

Be “high touch”

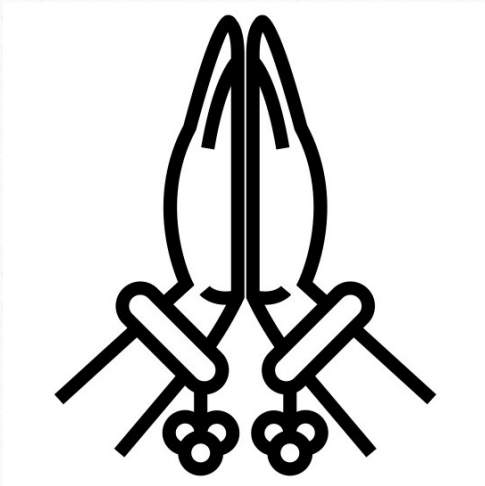


- Create a series of brief Canvas announcements giving encouragement and advice for each week, tips for success, upcoming deadlines, etc. These could include text only, or add video or audio for UDL. Set these to launch automatically throughout the course.
- You can create a series of these for one course and re-use it for all class sessions.

Challenge: Group Work
Challenge: Feeling Isolated

Solution: Build Classroom Community

Welcome your students



- Create a short Welcome video introducing yourself and the course; email a link to students before the course begins and link it to the main course page or module.

Invite students to introduce themselves



- In a discussion, ask students to share their family background, hobbies, courses completed, favorites, reasons for taking course, and experience with the subject matter. Ask for the students' preferred gender pronoun.
- Draw on this information to inform your teaching throughout the course.

Start a dialogue



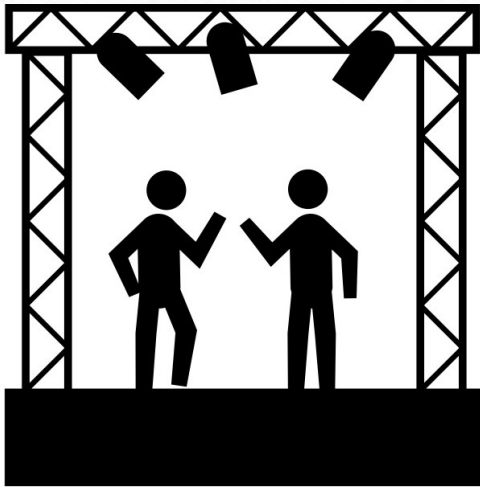
- Have students create short introductory videos or audio recordings about themselves and post them to a discussion forum. Take a few minutes to personally respond to each one.
- Use NameCoach (cloud.name-coach.com). Students upload their picture and correct pronunciation of their name.

Bring in student communities



- Encourage students to draw from their cultural background and experiences when responding to discussion prompts.
- Create assignments that give student experiences and communities center stage.
- For example, in a literature course, students chose films, screened them with friends/family members & created a presentation with pictures of the experience.

Share the stage with students

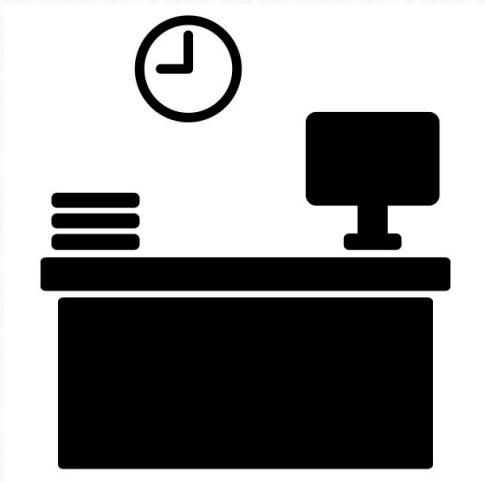


- Assign groups to create content for the course (on shared Canvas pages) and moderate associated discussion forums.
- Assign students to write discussion prompts (with guidance, of course).
- Assign students to create writing prompts (again, with guidance)
- Not only are you bring student voices into the curriculum, but you are also cutting down on your workload.

**Challenge: Communication With
Instructor**

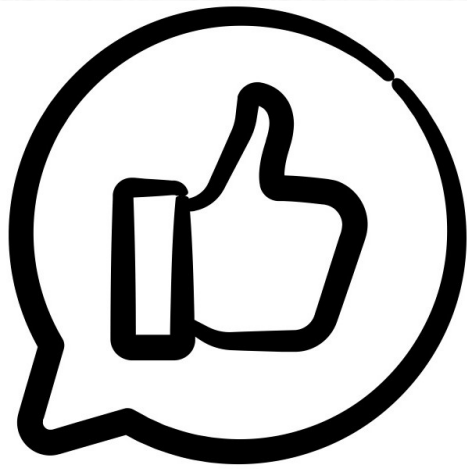
Solution: Reach out early and often

Use virtual office hours



- Set up virtual office hours and require students to participate in those sessions.
- Use a chat session so that students can easily review questions and answers. Videoconferences can be saved, and they're nice to do if possible.
- Students save their questions for office hours rather than peppering you with endless emails and texts.

Give feedback “in person”



- Create and save a few short generic videos (or audio clips) to give feedback: examples: virtual high 5, “this was great, it shows you put a lot of effort.” Doing this allows the students to get verbal confirmation that they are on the right track.
- Rather than typing out individual responses to each student, make a “personal connection” with each one with video or audio clips.

Self-Reflection & Pair Share

In your online or hybrid course...



- How do you welcome students to your course?
- How do you invite students to introduce themselves?
- How do student start and engage in dialogue?
- How do you share the stage with students?
- How do you communicate with your students?

Closing activity



1. Review your notes from this session.
2. Add any ideas that you came up with during discussion with your partner.
3. Choose your favorite idea and write it on a sticky note, then post that note on the whiteboard.
4. Before you leave today, review other ideas—and note down anything else you'd like to try.

Thank you for joining us!

Dr. Bianca Rowden-Quince: rowdenquinceb@smccd.edu

Kim Saccio-Kent: sacciokentk@smccd.edu

Christopher Collins: collinsc@smccd.edu