

Welcome to the
Teach Anywhere Series

Supporting Your Students Success Online (Part 1)

“In the Journal of Learning Design, researcher Jenna Gillett-Swan writes: ‘The *online environment presents added challenges* for the external or isolated learner, particularly [with respect to] **engagement, access, community, and support.**’ The issues that online learners experience, she writes, include “anxiety associated with using technology; being out of one’s comfort zone; ... and the (perceived) inability or difficulty in peer interaction.”

As quoted in [Supporting Student Success in Online Learning](#), on [gettingsmart.com](#) (emphasis added)

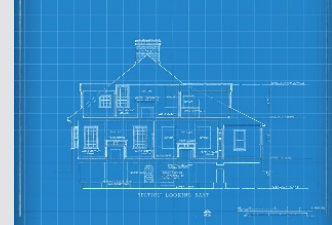


Why Do We Need to Support Our Students?

- ◆ Completion/Success rates in online courses historically lower than F2F
- ◆ Students can easily feel disconnected/isolated when learning online
- ◆ COVID-19 Pandemic has been hard on us all



Today's goal:



To be able to provide adequate support to our students so they can be successful in our courses and thrive at BYU.



4 CORE Principles



- ♦ **Care for students and their learning**
- ♦ **Organization**
- ♦ **Relevance**
- ♦ **Evaluation and Assessment**

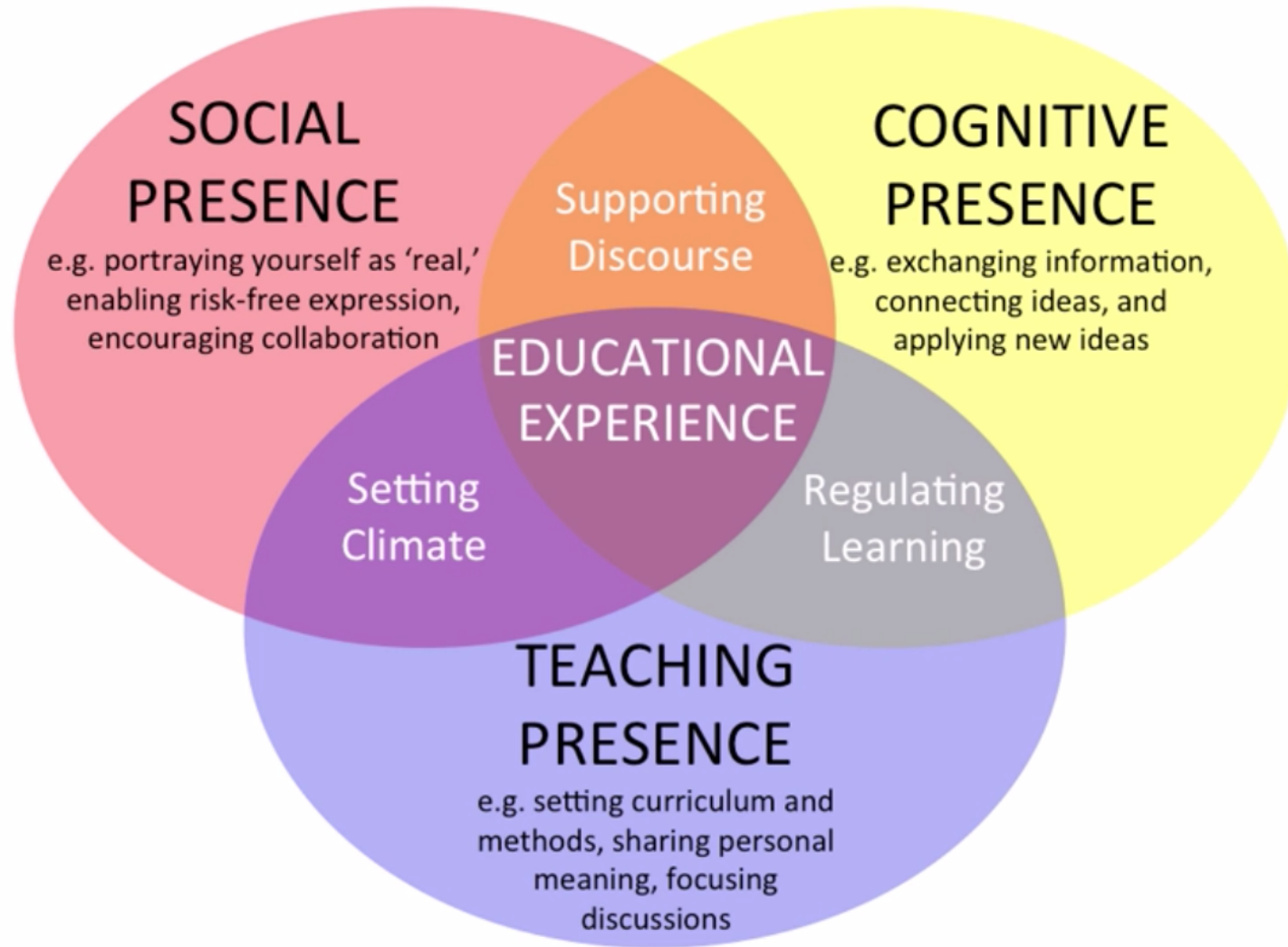


Which question(s) do we need to work on?

- ♦ **Care for students and their learning**
 - ♦ Who are you?
 - ♦ Who am I to you?
 - ♦ Who are we to each other?
- ♦ **Organization**
 - ♦ Where are we going?
 - ♦ How do we get there?
 - ♦ How do I drive this thing?
- ♦ **Relevance**
 - ♦ Why does this matter?
 - ♦ When will I use it?
- ♦ **Evaluation and assessment**
 - ♦ How are we doing?
 - ♦ Are assessments fair indicators of my learning?
 - ♦ What can I do to get better?



Community of Inquiry



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. doi:10.1016/S1096-7516(00)00016-6



cognitive load

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intrinsic cognitive load

*complexity of new
information*

SIMPLIFY



extraneous cognitive load

*distracts working
memory from
processing new
information*

REDUCE



germane cognitive load

*deep processing of
new information by
integrating it with
previous learning*

MAXIMISE



1. Get To Know Your Students!



Ways to get to know your students...

- ◆ Online Introductions
- ◆ Get to know their names
- ◆ Address student by name in communications/responses (calling on students, when in breakout rooms, in emails/messages)
- ◆ If possible, have a one-on-one or small group meeting with each student



2. Clarify Expectations



Ways to Clarify Expectations...

- ◆ Clearly communicate expectations for students
- ◆ Clearly communicate what students can expect from you



3. Orient Your Students



Ways to Help Your Students Stay Oriented...

- ◆ Week 0 Unit
- ◆ Weekly Email or Announcement
- ◆ Use Learning Path or Modules Effectively
- ◆ Improve your Assignment Instructions
 - ◆ Purpose
 - ◆ Task/Instructions
 - ◆ Expected Time Commitment
 - ◆ Deliverable
 - ◆ Criteria



WEEKLY SCHEDULE

for PSY 3000:
Educational Psychology

MONDAY: CONCEPT CHECK

Using the Resource Menu, read or view resources connected to the topic of the week. Choose the resources that you prefer. Check your understanding with a Concept Check -- take it as many times as you need until you get 100% correct. This lets you know that you are ready to dig into deep learning for the week.



TUESDAY: REFLECTION JOURNAL

Complete the weekly reflection journal. These prompts will invite you to make connections between your past, present, or future worlds and the ideas we're learning about in class. This will help you to deepen your understanding around the concepts introduced in the Resource Menu and Concept Check.

WEDNESDAY: SYNCHRONOUS CLASS

Meet with your professor and classmates in Zoom from 11 am to 12 pm. We will use this time to check in about what we've done over the past week. We'll also work together on group or full-class activities that benefit from in-the-moment interaction.



THURSDAY: DISCUSSION

Respond to the weekly discussion prompt with an initial post. Discussions will either happen through text in an AsULearn Discussion Forum or through video/audio in FlipGrid. Discussions will ask you to use what you've learned to evaluate controversial claims in the field of education and/or psychology.

SUNDAY: CULMINATING ASSIGNMENT

End the week with an assignment that pulls together everything we've done so far. Culminating assignments will be independently-completed case studies or group-completed video analyses. Also make sure to have responded to a minimum of two classmates' posts on the weekly discussion.



What's the Difference?

Assignment: Create three research scenarios for a single sample t-test with a data set. Run and interpret the results.



What's the Difference?

Assignment:

Purpose: This assignment will help you recognize situations that are appropriate for a single sample t-test and will prepare you for the first progress check.

Outcome: You will be able to properly select, run, and interpret basic statistical methods.

Instructions: Create three research scenarios that would be appropriate for a single sample t-test. Create an associated data set and run it with SPSS. Report the results in APA format and interpret the results.

Deliverable: Upload a single file with the three scenarios, data set, APA formatted results, and your interpretation to Learning Suite in Word or .pdf format.

Criteria: Scenario and data set fit a single sample t-test. Results are accurate and reported properly. Interpretation is appropriate.



4. Scaffold Student Learning



Ways to Scaffold Your Students' Learning

- ◆ Require mastery of basic knowledge
- ◆ Build up students' skills toward larger projects



5. Be with Them!



How to Be Present with Your Students

- ◆ Make Yourself Known/Be Authentic
- ◆ Provide Timely and Personal Feedback
- ◆ Engage Enough in Online Discussions
- ◆ Send a Weekly Email (also see Orienting Learners)
- ◆ Virtual Office Hours



6. Help those Who Are Struggling



Ways to Help Those Who Are Struggling...

- ◆ Monitor Student Progress
- ◆ Check-in with those who are struggling (email or messages)
- ◆ Help them see what's working and what's not: Metacognition
- ◆ Don't forget to occasionally engage students who are doing well or just OK!



“President Nelson [said], ‘I urge you to stretch beyond your current spiritual ability to receive personal revelation.’ He counseled us to pray, to listen, to write down our thoughts, and to take action.

Can we apply this to ministering [or teaching] in a holier way? Let us pray, listen, record our thoughts, and take action regarding those to whom we can minister.

Pray for opportunities to build faith in others...

Pray that these opportunities will come to you, listen, write down your thoughts, and then be ready to take action as people are put in your way.”

Elder Neil L. Anderson, [A Holier Approach to Ministering](#), Devotional April 10, 2018





What's Your Takeaway?

Write down one or two things you will do to better support your students this coming fall.



References

- ♦ Small Teaching Online (2019) (Flower Darby & James Lang)
- ♦ Excellent! Online Teaching (2013) (Aaron Johnson)
- ♦ [Character Education in a Distance Education Course](#) (2009) (Michael C. Johnson)
- ♦ [Supporting Underprepared Students in the Online Classroom](#) (Lisa Borrero & Amanda Jayne Miller, Faculty Focus)
- ♦ [Supporting Student Success in Online Learning](#) (Getting Smart)
- ♦ [The Challenges of Online Learning: Supporting and Engaging the Isolated Learner](#) (2017) (Jenna Gillett-Swan, Journal of Learning Design)
- ♦ [Communities of Engagement in Online Teaching & Learning](#) (2020) (Charles Graham)
- ♦ [Six Strategies You May Not Be Using to Reduce Cognitive Load](#) (Connie Malamed, thelearningcoach.com)



Thank you for being here.

