



SMALL TEACHING ONLINE

AN INTERACTIVE WORKSHOP

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UNIVERSITY
·OF·
COLORADO
AT COLORADO SPRINGS

ICEBREAKER ABOUT ONLINE TEACHING

- UCCS has been online for 1.5 semesters now (and summer), and not all of it has gone smoothly!
- What is one word that best describes your experiences with online teaching?
- [Free online word cloud generator and tag cloud creator - WordClouds.com](http://WordClouds.com)



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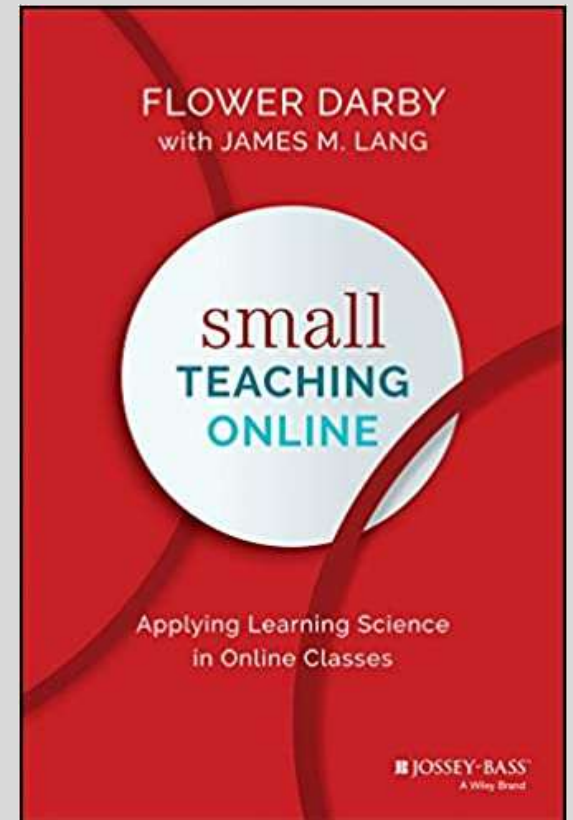
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WORKSHOP OBJECTIVES

- Present key points from Small Teaching Online (STO) – an excellent resource
- Share examples of small teaching strategies that worked well for online classes at UCCS
- Plan for how to implement some of these approaches in your classes for this term and beyond



Section 1: Designing for learning

1. Surfacing backwards design
2. Guiding learning through engagement
3. Using media and technology tools



KEY POINT 1: backwards design

Investing the work to move a class online can be a place to rethink your course design

Backwards design: think of the big goals of the class, how you determine if students are learning, then design assessments to match

Often moving to the online environment means changes some of the assessments



Create course objectives



Decide how to measure learning



Design activities and assessments

KEY POINT 2: Engagement

- - Mini lectures – Lynnane
 - [followed by short, low risk assessments](#)
- - Students research a course topic and present – Julie Albertson
 - Presentation OR Discussion board topic
 - Use as a topic of interest at Beginning of class”
 - “It was just a little thing, but it really brought them out!”
 - Give them credit or mention in class
- - Use open-ended questions – Jessica George
- [Julie’s Discussions](#)
- [Judith’s Discussion Rubric](#)

“Multistep engagement” is a way to create meaningful assignments for students. In what ways could you adapt an assignment so that it allows for incremental signposts and feedback opportunities?



How do you interact with your students in online discussions? What strategies do you use for responding to posts, summarizing them, or otherwise engaging students in online discussion?

KEY POINT 3: Using Media and Technology Tools

- Use media and technology to enhance your course (not just to try out fancy/shiny things)
- Ideas from Crystal
 - Use voice amplifier in classroom for hi-flex, and stream live on Teams, and record
 - Use the chat to have remote students participate in class
 - Brought in iPad for audio input for in-person to be heard by remote students

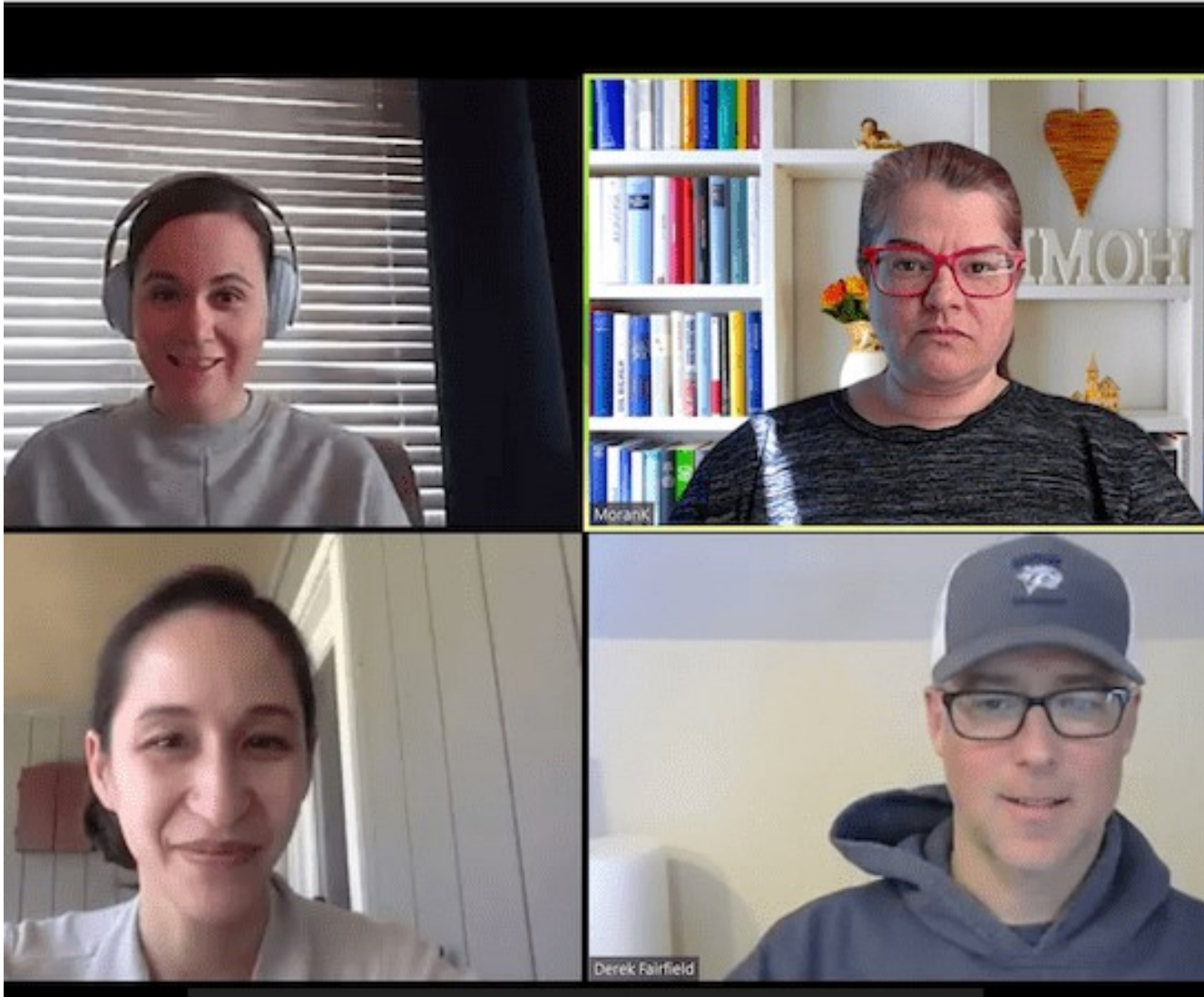
UCCS resources

Panopto to record and caption lectures

Announcements on Canvas to contact entire class

Message feature in gradebook to remind students to submit assignments

[Teams and Canvas Tutorial Modules for Students](#)



Section 2: Teaching Humans

4. building community
5. giving feedback
6. fostering student persistence and success

KEY POINT 4: building community

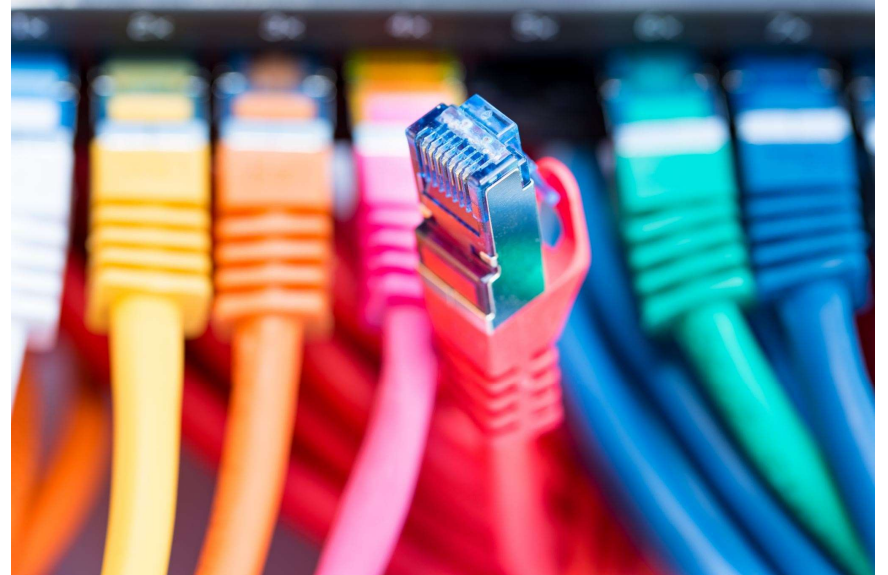
- Post a short intro video about yourself – Amy
- Have TAs post intro videos - Lynnane
- Ask your students to write a personal introduction as their first assignment – Amy

- Personal emails

- Build flexibility into your grading

- Discussion board introduction - Julie

- UCCS resources
 - Panopto for recording intro videos



KEY POINT 5: Feedback

- **Timely** feedback is critical!
 - Write a grading policy and put it in your syllabus to hold yourself accountable
 - Set due dates that match *your* schedule for grading
 - Post examples of what you expect
- UCCS resources
 - Input rubrics into Canvas
 - Comments feature of Speedgrader
 - Audioclips as feedback
 - [Example Comm 2900 – Laura Austin-Eurich](#)

- Quick check in quiz prior to lecture – Julie Albertson
- Review Sessions
 - No one day/time is going to work for all students for review sessions(<https://findtime.microsoft.com/>)
- Consider rebranding office hours (student hours, review days, coffee time, free tutoring time)

Weekly Student Feedback Form

Supervisor completes this section	Student completes this section
What went well this week?	What went well this week?
What didn't go so well this week?	What didn't go so well this week?

KEY POINT 6: Fostering student persistence and success

- Students with a growth mindset are more likely to be successful with their learning. What have you noticed about students' mindsets (fixed vs growth) in your courses?
- Use Canvas to check on whether students are accessing your course.
- “Nudge” struggling students
- If practical, open modules early - Judith
- o UCCS resources
 - o Starfish early alerts
 - o [CARES team](#) (for students in a crisis)

“Contacting struggling students early. By doing this, I was able to convince a student to meet with me weekly to discuss the course material. I had this student in two courses, they will successfully complete one, and they are withdrawing from the other. I think the weekly meetings helped, but there were a lot of other factors that made this semester tough for this student.” Crystal Vander Zanden



Section 3: Motivating Online Students



7. creating autonomy
8. making connections
9. developing as an online instructor

KEY POINT 7: create autonomy

- Helping students take responsibility for their learning process
- Have students create and share the answer key for their paper discussion – Crystal
- Have students write their own questions – Julie
- Have students write 3 course goals, then self reflect on their progress at midterm - Amy

- UCCS resources
 - Canvas discussion boards

KEY POINT 8: making connections

- Require remote asynchronous learners to meet in small groups to earn discussion points. While there were some scheduling hiccups in the beginning, I found this to be very successful and I will continue to implement this. Crystal Vander Zanden
- Discussion board intros - Julie

- UCCS resources
 - Breakout groups in Teams
 - Groups in Canvas
 - Discussion boards on Canvas

KEY POINT 9: Developing as an Online Instructor

- Put information in multiple formats (Jessica George)
- Take an online class!
- Invest in training and workshops
- [Teaching Badges](#)
 - Open Educational Resources (OER)
 - Teaching Essentials
 - Teaching Online
 - Universal Design for Learning

- UCCS resources

- [Faculty Resource Center](#)
- [Great Ideas for Teaching \(GIFT\) Exchange](#)

- Other resources

- [Online Teaching Basics: Improving Student Learning While Saving Faculty Time - Flower Darby](#)
- [Online Teaching Toolkit - ACUE](#)



TEACHING FELLOWS



The FRC Teaching Fellows Program provides guidance and consultation to faculty and instructors across campus regarding evidence-based teaching and learning strategies, classroom engagement and equity issues, and assessment strategies.

Visit frc.uccs.edu/programs/teaching-fellows-program to learn more or to submit a teaching ticket!



BRAINSTORMING – do you have a teaching idea and want to discuss it with a Teaching Fellow?



COACHING – would you like to implement a new teaching strategy in the classroom and want to know how to get started?



OBSERVATION – would you like constructive feedback about your teaching in the classroom?



CURRICULUM REVIEW – would you like help selecting and integrating engaging curricular content in your courses?

TEACHING CIRCLES

- [Teaching Circles](#) sponsored by Writing Across the Curriculum and the Faculty Resource Center.
- Join a Teaching Circle that works for your schedule and plan to attend all sessions:
 - [Small Teaching Online](#) with Gina Baldoni-Rus, Department of English
 - March 11, March 25, April 8, April 22, 10:50 – 11:50 AM
 - [Witnessing Whiteness](#) with Heather Fester, Department of English
 - March 12, March 26, April 9, April 23, 12:15 – 1:15 PM
 - [Teaching to Transgress: Education as the Practice of Freedom](#) with Catherine Grandorff, Department of English
 - April 15 and April 29, 3:15 – 4:15 PM
- A copy of the book is provided.
- During each meeting, the Teaching Circles will discuss the readings and share strategies and activities to integrate into courses.

SUMMARY

- Any format of class will benefit from addressing some of the Key Points
- Online classes have unique challenges that may need additional attention or strategies”
- You don’t need to overhaul everything to improve
- Yes, there is some risk involved, BUT



SMALL STRATEGIC CHANGES CAN MAKE A BIG IMPACT!

Special Thanks

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Andrea Baker

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