

STRATEGIES FOR TEACHING & SUPPORTING ONLINE STUDENTS

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AGENDA

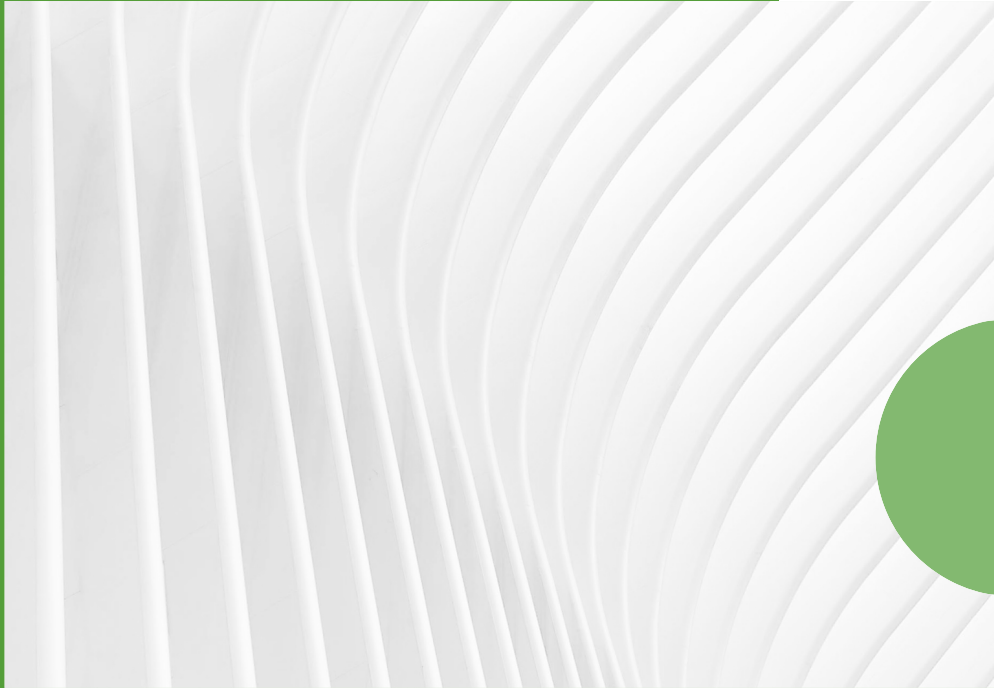
MY ROLE

IDENTIFY OUR ONLINE STUDENTS

DEFINE DISTANCE EDUCATION

STRATEGIES TO SUPPORT ONLINE STUDENTS

MY ROLE:



General Contractor:

- Develop systems to support online students
- Ensure support for online learners
- Ensure support for faculty teaching online courses
- Help identify programs that for online and support the develop of the curriculum



WHO ARE OUR ONLINE STUDENTS

NON-TRADITIONAL STUDENT CHARACTERISTICS

1. Delayed college enrollment/Older than average
2. First generation student
3. Part-time studies combined with full-time work (~80% working with 59% full-time Source- EDDY Report)
4. Single parent
5. Lack of a high school diploma
6. Returning to school to enhance their current career opportunities with majority using it to increase salary
7. Veterans, individuals with disabilities, and career changers
8. Competing tensions between work, family and education
 1. Need for schedules to balance school, work and home
 2. Majority prefer asynchronous work (~60% Source- EDDY Report)

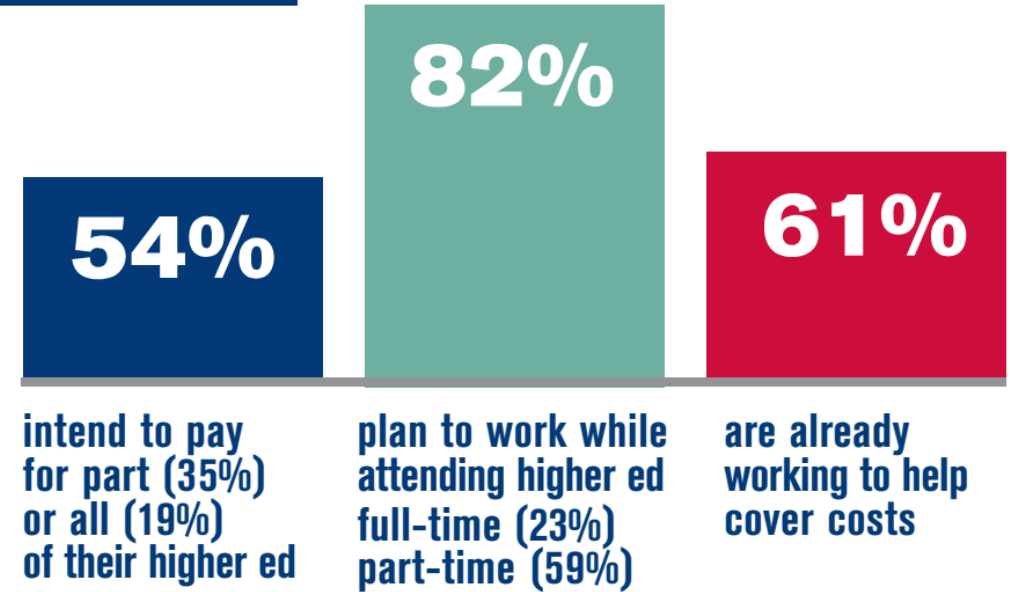


32% of college students who report that their high school education made them feel very or extremely prepared for undergraduate-level coursework

- 2023 Student Experience Trends Report

Profile of a Practical Group

How They are Paying for Higher Ed:



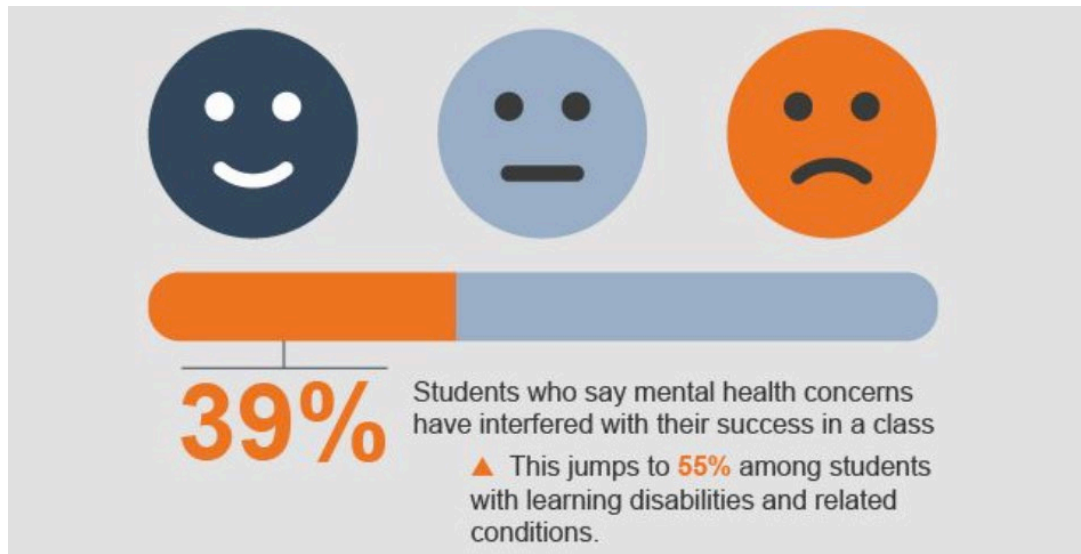
Thoughts on Higher Education

If they could design the perfect higher education, what would they prefer?

Top-ranked choices:

- Classes based on **practical work experience**
- Classes with **competency-based testing** - finish requirements sooner, cost less
- Get credit for **actual work experience** in conjunction with higher ed

CSF Infographic
- Inside Higher Ed 5.22.23



57%

Students who say professors being more flexible about deadlines would promote their academic success



73%

Students who've asked their professors for nonmandatory accommodations, such as extending a deadline for a personal emergency



40%

Students who say they've struggled in a class due to unclear expectations

28%

Students who've had at least one professor whose grading they didn't understand



34%

Students who think they'd benefit academically from professors taking more of an interest in getting to know them

▲ This is higher, 42%, among students who also feel like they don't belong in their academic program.

- Professors Can Make a Difference in Promoting Students' Success
 - Inside Higher Ed 4.24.23



WHAT IS DISTANCE EDUCATION?

DISTANCE EDUCATION

A distance education course is one in which instruction is delivered by one or more types of technology, including the internet, various wired and wireless media, or audio conference to students who are separated from the instructor(s). These technologies support regular and substantive interaction between the students and the instructor or instructors, either synchronously or asynchronously.

Retrieved from 34 CFR 600.2 "Distance education:"

AREAS OF FOCUS

1. Instruction is delivered via appropriate forms of media.
2. Instructors meet the requirements from the institution's accreditors for subject matter instruction.
3. Instructors engage in at least 2 forms of substantive interaction.
4. The institution has established scheduled and predictable opportunities for RSI and has expectations that instructors will monitor student engagement and substantively engage with students based on that monitoring.
5. Instructors are responsive to requests for instructional support from students.

DEFINITION OF REGULAR

Providing the opportunity for substantive interactions with the student on a predictable and scheduled basis commensurate with the length of time and the amount of content in the course or competency; and

Monitoring the student's academic engagement and success and ensuring that an instructor is responsible for promptly and proactively engaging in substantive interaction with the student when needed on the basis of such monitoring, or upon request by the student.

Retrieved from DoE Federal Register, Distance Education and Innovation, 9/2/2020. pg. 54809.

DEFINITION OF SUBSTANTIVE

Must be on regarding the content of the course

...substantive interaction is engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following:

- Providing direct instruction.

- Assessing or providing feedback on a student's coursework.

- Providing information or responding to questions about the content of a course, or competency.

- Facilitating a group discussion regarding the content of a course or competency.

- Other instructional activities approved by the institution's or program's accrediting agency.

Retrieved from DoE Federal Register, Distance Education and Innovation, 9/2/2020. pg. 54809.

The background features a complex grid of black lines that create a perspective effect, appearing to recede into the distance. A large, solid green circle is positioned in the lower-left quadrant, partially overlapping the grid. The text is centered on the right side of the page.

STRATEGIES TO SUPPORT ONLINE STUDENTS

COURSE OVERVIEW & INFORMATION

Create a welcome video each term the course is taught

Items to include:

- Welcome and introduction of yourself
- How the course is set up, what the learning outcomes are, what technology will be use?
- How to navigate it in Blackboard, find the syllabus, where to find assignments, due dates, assessments?
- When items will be graded and where to find the grade and feedback?
- What are your office hours and how to reach you outside of those hours?

GET TO KNOW YOUR LEARNERS

- What kinds of things do you like to do?
- Do you consider yourself to be a good writer?
- Do you generally feel confident reading college-level texts?
- Is there anything I should know about you as a learner?
- Likert Scale
 - I enjoy ____ (content area).
 - I am good at taking tests.
 - I like writing.
 - It is hard for me to understand what I read in my college classes.
 - I am a good reader.
- What can I do to make learning easier for you in this class?

- Name
- School you currently work at
- Position
- Years in education
- Would you rather:
 - buy 10 things you don't need every time you go shopping or always forget the one thing that you need when you go to the store?
 - have a personal maid or a personal chef?

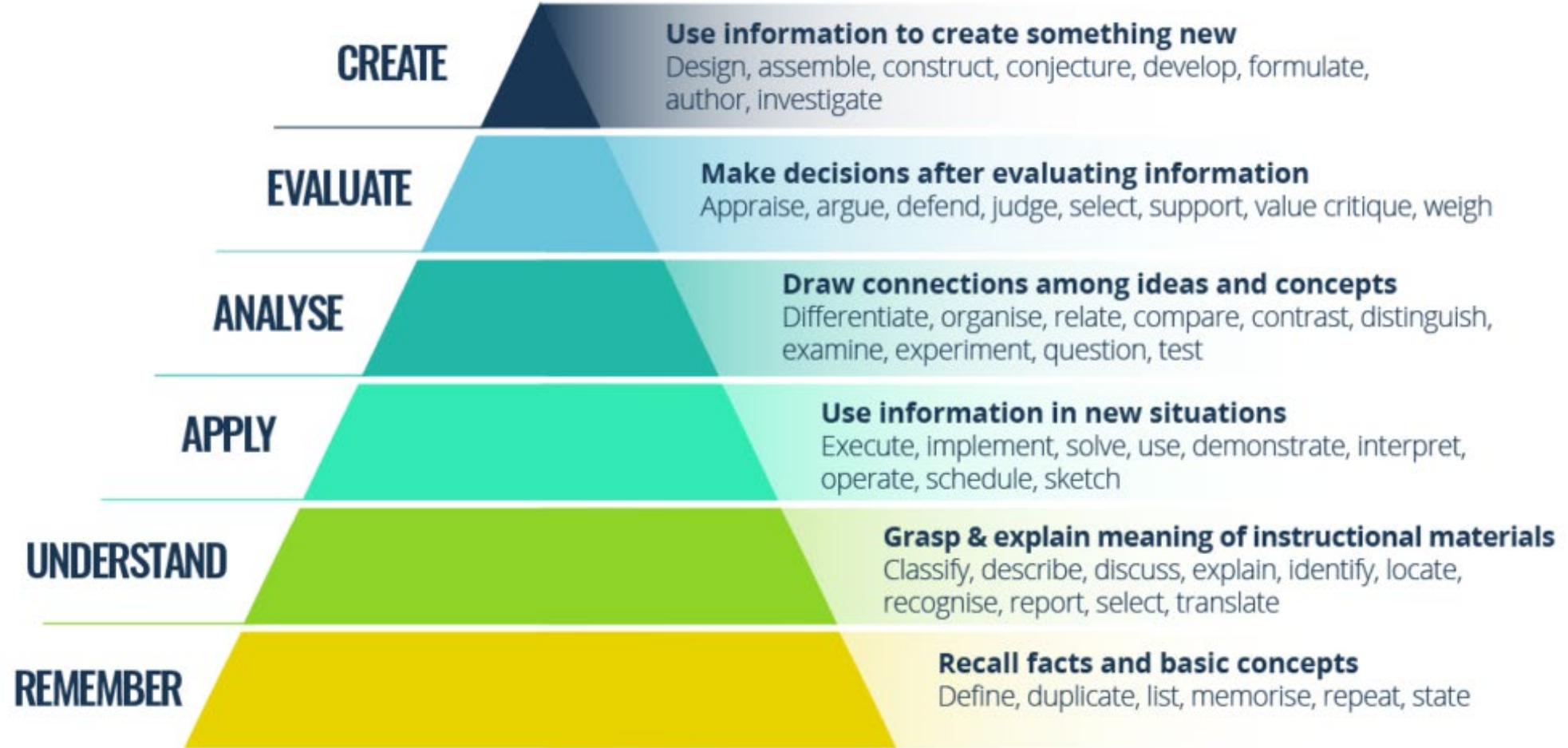
- What do you feel is important regarding curriculum?
- What do you believe a school should look for in a curriculum?
- What do you believe is the biggest challenge facing schools to successfully implement effective curriculum?
- How prepared do you feel to lead a school and help all teachers grow in their instructional practices?
- What would help you feel more prepared?

DESIGN AND LAYOUT

- A logical, consistent, and uncluttered layout is established. The course is easy to navigate (consistent color scheme and icon layout, related content organized together, self-evident titles).
- Large blocks of information are divided into manageable sections with ample white space around and between the blocks.
- Instructions are provided and well written.
- Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document.
- Text, graphics, and images are understandable when viewed without color. For all slideshows, there are simple, non-automatic transitions between slides.

CONTENT

- Embrace AI/ChatGPT
 - Enter your assessment into ChatGPT/AI
 - Have students demonstrate critical thinking and apply the content
 - Consider having students show the process of their learning
 - Use it for students as a starting point
 - Create a response with Chat and have the student determine what the inaccuracies are
- [Thinglink](#)
- Padlet



BLOOM'S TAXONOMY

INTERACTION

- Do students know when their work will be graded? The gradebook updated?
- Will they be able to review the feedback before submitted their next assignment?
- Do you layout different forms of communication and your expectations for it?
 - Instructor to student
 - Student to instructor
 - Student to student
- Is there a chance for students to contribute thought, reflection, etc. to the content? Can they read each others?

FEEDBACK

- Is your grading policy clearly stated in the syllabus/LMS
 - Are the assignments posted with clear directions?
 - Do you have authentic assessments with clear rubrics?
 - Do you provide feedback on how they can improve? Is the feedback received before they have to complete another assessment?
- Do students have frequent opportunities to share learning
 - Formative vs Summative
- Do students have a chance to provide feedback regularly on the course?

STUDENT FEEDBACK

1-2-3

1. What is 1 thing everyone should know about XX?
2. What are 2 things that surprised you from/about XX?
3. What are 3 questions you are still asking yourself about XX?

1 Minute Paper

- Ex. 1 minute paper
 - What stood out to you most in the material this week? Why?
 - What topics require more information or further clarification?
 - What are new questions or unanswered questions?

FACULTY RESOURCES

- Regular and Substantive Interaction Support
- Course setup and assignment review
- Online Learning Consortium Workshops
 - Engaging Learnings in Online Discussions
 - Game-Based Learning
 - Online Teaching Essential 1-3
 - Assessment
- Go2Knowledge

Q & A

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