5 HIGH IMPACT PRACTICES FOR ONLINE/HYBRID COURSES
For Faculty and Peer Observers
Committee Members

Dr. Charles Crews, LPC-S, CSC-NM, Associate Professor of Counselor Education and Supervision
Dr. Melanie Hart, Vice Provost
Dr. Robin Lock, Professor of Special Education
Lisa DuBois Low, Assistant Professor of Practice, Public Relations
Dr. Angela Lumpkin, Professor and Department Chair, Department of Kinesiology and Sport Management
Dr. Kay Millerick, Assistant Professor, Civil, Environmental, and Construction Engineering
Session Outline

**Honest Self-Evaluation**
of your course design and plans for its delivery.

**Instructor Presence**
establish and maintain a welcoming, student-centered environment.

**Communication**
regular and substantial interaction between the instructor and every student.

**Community**
provide opportunities for peer interaction.

**Course Organization**
Students greatly appreciate student-centered course design through the lens of modality.
Faculty Self-Assessment: Preparing for Online Teaching

**Assessment Outputs**

- Simple interface, easy to use, personalized
- Identifies area(s) that may require additional focus
- Links to pedagogical resources and support documents
- Limited technology questions; focuses on quality of teaching

**Instructions**

This self-assessment for online teaching will allow you to evaluate and reflect upon your competencies in key areas of online teaching and provide a baseline of your pedagogical, technical, and administrative skills. As part of your results, you will receive additional guidance/resources for each competency to better prepare you for the online teaching environment.

**WARNING!**

Please do not use your browser's Back and Forward buttons to navigate. Doing so will cause you to lose your work and have to start again!
Honest Self-Evaluation

1. Does my online teaching mechanism(s):  
2. Encourage contact between students and faculty;  
3. Develop reciprocity and cooperation among students;  
4. Encourage active learning;  
5. Give prompt feedback;  
6. Emphasize time on task;  
7. Communicate high expectations; and  
8. Respect diverse talents and ways of learning.

Evaluating Online Technology

“One of the biggest issues is that the pace of technological change is so fast, it is almost impossible for teachers to keep up – there is so much new technology available that teachers are suffering from technology overload.”

“New modes of teaching were a significant source of stress for 3 out of 4 survey respondents.”

“Faculty pandemic stress is now chronic,” insidehighered.com

Technology can be burdensome when:

- Overwhelming to faculty and/or students
- It distracts from lecture
- There is little IT support
- Introduced too rapidly or in multiple forms
Instructor Presence

Welcome Message

Introduction

“Being There”
Welcome Message

Good afternoon everyone!

According to my records, you are enrolled in my Contemporary Case Studies in Social Media Course for the Fall term which begins August 24.

This is a brand new course that I’m designing from the ground up and I’m over the moon that you will be the first students to join me. We will be doing just what the title implies ... looking at social media wins and fails from all angles. I’m still crafting the curriculum, but wanted to pass on a few things to consider before the course opens.

Course Delivery Method & Format

This is an asynchronous online course, not a self-study course. Material is released and assessed each week in sequential order in much the same manner as a face-to-face course and there will be vibrant discussion.

Many of you are completing your degree at a distance and are accustomed to online learning. For those of you in our terrestrial MA program, a note about online courses. Although online courses offer more flexibility than traditional courses, they require greater self-discipline in order to keep up with the work. TTU recommends that students plan to spend two hours of outside study for every one hour of in-class time. Expectations are no less rigorous for online courses. In a fall face-to-face class, we would meet for

Textbooks

Time Commitment

Communication
Introduction

Example

• 3-5 Minutes
• Informal (Be Human)
• Teaching Philosophy
• Course Overview
Communication

• Establish and maintain a welcoming, student-centered learning environment that increases student engagement and motivation to achieve (i.e., facilitates a growth mindset).
Contact Framework

Let students know how and when to contact you:

- Syllabus
- Blackboard

Commit to a response time.

Email signature
Ongoing Communication

Announcements as Course Homepage
Q&A Forums (Subscribe)
One-on-One or Small Group Chats
Automated Booking Solutions:
  ◦ Calendly
  ◦ Google Forms
Interaction

- Regular “taking place on a “predictable and scheduled basis”
- Substantive “students are engaged through teaching, learning, and assessment.”
Substantive Interaction

1. providing direct instruction;
2. assessing or providing feedback on a student’s course work;
3. providing information or responding to questions about the content course or competency;
4. facilitating a group discussion regarding the content of a course or competency;
Examples

◦ Hold virtual office hours every week.
◦ Require regular posts to discussion boards or other discussion tools (e.g., MS Teams). **Participate in the discussion.**
◦ Incorporate peer feedback using FeedbackFruits or PlayPosit in Blackboard, Microsoft Teams, or Flip Grid.
◦ Nudge students using the Blackboard Retention Center.
◦ Record brief update videos at the beginning of each week or module (Course Chatter)

Soo hyun Yi

RE: Expectancy-Value Theory Topic 1

Nice work. Domain specificity is a very important concept, which will be reiterated throughout this course. Isaiah, you made a good point. Detailed feedback based on the relationship would make a greater impact.
Assessment

Meaningful
Timely
Personalized
Detailed
Build Community

- Connect students to their peers.
- Schedule optional meetings with students in small groups for review or questions.
- Invite or assign students to work in study groups. Specific groups can be created in Blackboard.
Learning Community Examples

- Blackboard Groups
- Flipgrid Videos
- Class Playlist on Spotify
- Microsoft Teams
Course Organization

- Student-Centered Design
- Accessibility
- “Don’t move the front door.”
Modalities

- Most people can learn using any of the modalities but have a preferred modality enabling faster, deeper learning. Employing the different modalities increases interest, motivation, and progress in your courses.

- Visual
  - Include visually appealing graphic organizers and illustrations
  - Encourage the use of digital story maps

- Auditory
  - Provide opportunities for discussion
  - Utilize projects that include audio components

- Tactile
  - Incorporate real-world experiences
  - Support projects that allow for engagement

- Kinesthetic
  - Offer role-playing and experiments
Remember

1. Honest Self-Evaluation
2. Instructor Presence
3. Communication
4. Community
5. Course Organization
THANK YOU!
Honest Self-Evaluation Examples & Resources

1. PSU Faculty Self-Assessment: Preparing for Online Teaching: https://behrend-elearn.psu.edu/weblearning/FacultySelfAssessment/
2. Chickering and Gamson’s “Seven Principles for Good Practice in Undergraduate Education”: https://citt.ufl.edu/resources/the-learning-process/designing-the-learning-experience/chickering-and-gamson/

Instructor Presence Examples & Resources

1. Five Strategies for Enhancing Instructor Presence in Online Courses: https://www.instruction.uh.edu/2019/01/11/five-strategies-for-enhancing-instructor-presence-in-online-courses/
2. Welcome Email Example: https://texastechuniversity-my.sharepoint.com/:b:/g/personal/lisa_low_ttu_edu/EW8TkxSIYxZNsujyHZoSS8xQt2uIm31qnglOdKIlkmQ?e=5R7LnJ
3. Informal Introduction Example: https://www.youtube.com/watch?v=eT9Tq9Go398&feature=emb_logo
4. Informal Explanation of Assessment Expectations: https://www.youtube.com/watch?v=6laXp6OnibA

Communication Examples & Resources

2. Subscribe to Blackboard Discussions:  
https://help.blackboard.com/Learn/Student/Interact/Discussions/Forums

3. Easy booking tools:  
   - Calendly: https://calendly.com/  
   - Sign-up Genius: https://www.signupgenius.com/

4. Why ‘Nudges’ to Help Students Succeed Are Catching On:  

5. Using Blackboard Retention Center:  
https://help.blackboard.com/Learn/Instructor/Performance/Retention_Center

6. Professor Langston’s Course Chatter: https://www.youtube.com/watch?v=-cw6WKkc_WM

Community Examples & Resources

1. Online Education and Its Effective Practice: A Research Review:  


3. Flipgrid: https://admin.flipgrid.com/manage/topics/3593164/videos/29134062

4. Spotify Playlist:  
https://open.spotify.com/playlist/6FKEH5pylU8q9LvOwU9noT?utm_source=embed_v2&go=1&play=1&nd=1

5. Private channels in Microsoft Teams: https://docs.microsoft.com/en-us/microsoftteams/private-channels
Course Organization Examples & Resources

Best Practice in Online Asynchronous Instruction:
https://www.depts.ttu.edu/tlpdc/Online_Asynchronous_Instruction_2021.php