Welcome! We are

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About LACOL


10 College Consortium

We share classes to *supplement and keep the small liberal arts flavor*. 
Our Learning Objectives for Today

Our problem: scaling up a liberal arts class online

Our objectives: sharing with you things we’ve learned, learning from all of you how to improve
What do you want to learn from us and from each other in the next 30 minutes?
Introduction to Data Science
A team-taught fully online class
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A team-taught fully online class

- Syllabus: 8 week intensive, hands-on DS class
- Teaching Team: 5 Professors co-teaching from 4 schools
- Support Team: Student TAs and IT liaisons
- Platform: LMS, Slack, DataCamp, Online Office Hours
- Learning Design: lab and project-based learning
Introduction to Data Science
A team-taught fully online class

- Roster:
  - Summer 2019, 27 undergraduates from 5 schools
  - Summer 2020, 100 undergraduates from 10 schools
Challenges of Scaling up

What we learned last time - faculty and student perspectives

Ideas we are doing (so far) to improve

Monika/Jenny dialogue
Sources of Inspiration

SUMMER DATA SCIENCE ONLINE: Building Bridges Through Collaboration in the Liberal Arts
OLC Innovate 2020 - Chicago

#LACOLDS @TheLACOL
Part I Designing for Learning

1. Surfacing Backward Design
2. Guiding Learning Through Engagement
3. Using Media and Technology Tools
Part II Teaching Humans

1. Building Community
2. Giving Feedback
3. Fostering Student Persistence and Success
Part III Motivating Students (and Instructors)

1. Creating Autonomy
2. Making Connections
3. Developing as an Online Instructor
When you have lots of time to spend with your students in a face-to-face environment, you have frequent, informal opportunities to remind them about the larger purpose of the course, connect classroom activities to the course learning objectives and provide the reasoning behind your assessments.

You can write all these to your online students, but viewing through a screen can become white noise.
Apprenticeship of Observation

Informal Cues in the Classroom
Connect to personal experience

What motivates you to learn something new?
Scaffolding, Engagement, Metacognition

Self directed learners tend to thrive online

But what about everyone else ????
Transparent Scaffolding

Here’s what I want you to do:

Here’s WHY I want you to do it:

Here is how to do it:
Make it stick

Early wins give confidence
Challenge task beyond ability
stimulates cognition
Interleaving
Cognitive Presence, Social Presence, Teaching Presence

“Relationships are at the core of the college experience ... “

Social and affective elements

Especially for first gen / non-traditional students
Challenges of Group work

Learning to work on a virtual team as 21st C skill

It is hard. No one likes it. And yet we must do it.
Small, frequent formative assessments

“"I quiz because I care ... “
Time management / study habits

Students skip tasks they are not held accountable for

“Keep tension on the line” (cheerleading, nudges)

Check gates / Adaptive Content

Oops tokens
Autonomy and control

Give students choices in topics and groups

Scaffold (no throwing into the deep end)

Hold accountable
Additional Reading
Additional Reading
Additional Reading

- How Humans Learn: The Science and Stories Behind Effective College Teaching
  - Joshua R. Eyler

- Make it Stick: The Science of Successful Learning
  - Peter C. Brown
  - Henry L. Roediger III
  - Mark A. McDaniel

- Creating Engaging Discussions: Strategies for "Avoiding Crickets" in Any Size Classroom and Online
  - Jennifer H. Herman
  - Linda B. Nilson
  Foreword by Stephen D. Brookfield
Evaluate Sessions and Win!

- Download and open OLC Conferences mobile app
- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen (located under session type and track)
- Complete session evaluation*

*Each session evaluation completed (limited to one per session) = one contest entry

Five (5) $25 gift cards will be awarded

Must submit evals using the OLC Conferences mobile app or website