Connecting Students and Learning in a Pandemic Era: Enhancing Student Engagement and Persistence

Melanie Jackson, Palm Beach Atlantic University
and
Josh Strigle, College of Central Florida
Welcome!

Today’s Goals

CCF and PBA share:
- Planning
- Faculty Professional Development
- Timeline
- Successes and opportunities for improvement in 2020
- Our Fall 2020 journey
  - CCF’s primarily online courses
  - PBA’s return to primarily in person courses (with live online elements)
College of Central Florida

- Virtual campus tour (National Gold Medal Winner)
- Virtual information sessions
- Live chat on website
- Virtual advising through LMS (Canvas) and Zoom
- Peer tutoring and library assistance moved online.
- Technology improvements: Online proctoring, wireless, hardware checkout.
- Student Activities: Virtual Graduation, SAB clubs in the LMS, trivia nights, Special events “Henna Tattoo at Home”
Palm Beach Atlantic University

- Offered Many Zoom/Canvas workshops March 11, 12 & 13, 2020 in person
- Campus closed 3-4 weeks, then reopened with limited staff. All staff returned in person in early August 2020 and faculty in person Fall 2020
- Used Respondus Lock Down Browser and Monitor for Proctored Exams (needed to purchase more seats quickly), some faculty used Zoom for proctoring
- Increased investment in online tutoring, PBA peer tutors used Zoom and Breakout Rooms
- Quickly realized the need for academic forms online-Coded Microsoft Office Forms
- Online training for faculty and students with Covid/CDC safety guidelines [https://www.youtube.com/watch?v=a34BTWn6vcc&t=4s](https://www.youtube.com/watch?v=a34BTWn6vcc&t=4s)
Late July 2020 welcomed students back for mini-semester “in person” classes

Online version of “Zoom” and “online teaching” workshops already developed-refined for HyFlex in late Summer/Fall 2020


Secured and installed equipment to make each classroom a “zoom room”-order your classroom equipment asap

Needed additional Zoom cloud storage space for class recordings

Brand New residence hall allowed to use two older dorms as Covid rooms when needed

Offered “One on one” training with late July faculty and “open house” in several key classrooms day faculty returned to campus (9 am to 6 pm)

Installed “acrylic desk shields” in each classroom

Revised schedule to make use of best large spaces to use as classrooms

Health check (mobile) daily includes temperature check for students & staff-Microsoft Form via Guardian Mobile App-Safety and Health uses
Adult Viewpoints 2017

ONLINE LEARNING AND THE BACK-TO-SCHOOL DECISION SURVEY

Adults see the value of higher education, but perceive it as out of reach due to a number of significant barriers.

HIGHER EDUCATION HOLDS THE KEY TO CAREER PROSPECTS

70% of adults believe it is "very important" or "somewhat important" to hold a bachelor’s degree to secure a job in the future.

3 OUT OF 4 INDICATE STUDENT LOAN DEBT IS PRIMARY HURDLE IN THE DECISION TO RETURN

73% cite increasing earning potential as top reason to return.

ONLINE LEARNING RANKED HIGH FOR QUALITY

76% of those who have considered going back to school judge the quality of online learning to be "excellent" or "very good.”

38% RANK ONLINE LEARNING AS THE BEST FIT FOR ADULT LEARNERS’ NEEDS

This survey was conducted by Full Circle Research in November 2017 with adults who have not completed a bachelor’s degree, and was commissioned by Champlain College Online.
About 38% of students with outside financial, work, or family obligations leave within their first year, according to the Lumina Foundation.

Of undergraduate students in the US:
- 85% of university students work while in school.
- 25% are raising children and
- 58% work while enrolled in college.

Recent Research Data

- Today’s online adult student:
  - average 60% female
  - 64% white
  - 59% employed full time
  - 55% single

- More than one in three higher education students now take at least one course online. (Lederman, 2019)
OLC Scorecard and Implementation

• Jointly developed by members of the FL SUS and FCS.
• Primarily Dr. Victoria Brown, FL Atlantic University and Josh Strigle
• An introspective look at your student services
• Utilized by both FL systems and many institutions nationwide
• Available through OLC: https://onlinelearningconsortium.org/consult/olc-quality-scorecard-student-support/
• Or Google “OLC Online Student Support Scorecard”
Current Educational Trends & Issues

- Virtual office hours- https://youcanbook.me
- Cross listing courses
- Workload calculations
- Attendance policies (considering Covid)
- Seating Charts for in person classes
- Contact tracing
- Limiting # of people in the study rooms- limited booking
- Checking in and out of buildings
- Paused offering some services like MCAT
“I never teach my pupils...I only attempt to provide the conditions in which they can learn.”
- Albert Einstein
21st Century Transformation

**Reading**

**Writing**

**Arithmetic**

*When we were students*

**Critical Thinking**

**Collaboration**

**Communication**

**Creativity**

*Today’s classroom*

--

OLC Innovate

Educational Reimagined 2021
Virtual Self-Reflection

• Ask students to reflect on their learning
• Simply ask two questions
  - *What do you think your current grade it?*
  - *What do you need to do to improve?*
• Many have no clue what their grade is
• Provides opportunity for virtual counseling
Self-Reflection Activity

- What are you most concerned about as you move back on campus?
- Of the new services or activities that you put online what do you think will remain and which do you think will fall to the wayside?
## One Minute Rendezvous

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>What did you learn in your small group</td>
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<tr>
<td>What ideas do you have to implement in your classroom (online or traditional on ground)?</td>
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</table>
Class Contract

- **Issue:** How do I get students to understand the requirements class?
- **Problem:** They don’t/won’t read the syllabus
- **Solution:**

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**Class Contract**

You must print this, sign it, scan it, and return it to the Course Contract Dropbox by the end of the first week. If you don’t have access to a scanner, you can send a photo of your signature to the instructor.

By signing and returning the class contract, I acknowledge that:

1. Before each class, I will:
   1. Read the assigned textbook pages.
   2. Watch the assigned PowerPoint and any videos.
   3. Read the weekly Journal Club articles and come to class with at least two written questions to ask the presenter.
   4. Print out both assigned In-Class Activities and bring them to class.
   5. Complete both Reading Assignments and bring them to class.

2. During each class, I will:
   1. Actively participate in any in-class discussions.
   2. Actively work on completing the in-class activities.

3. After each class and before the next class begins, I will:
   1. Complete any work that I did not finish in class.
   2. Post my response to the Textbook Discussion Board.

4. Before Week 2, I will complete and submit an Assignment Current Event to the appropriate ODC Discussion Board.

5. Before Week 2, I will complete and submit a Moodle Quiz to the appropriate ODC Discussion Board.

6. On the date assigned to me, I will present an overview of a journal article in class and lead an in-class discussion.

7. During the semester, I will complete a student capstone research project and present my results to the class in a poster session near the end of the semester.

Signature: __________________________ Date: ____________
Backup Plan

• **Issue:** Students don’t do assignments and blame it on their computer or Internet access.

• **Solution:** Have students to identify in advance what they will do if either their computer or Internet connections fails. Post responses on a discussion board for all to see and get inspiration.
Writing
Inquiry
Collaboration
Organization
Reading
Before Class

<table>
<thead>
<tr>
<th>Activity</th>
<th>COR</th>
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<tbody>
<tr>
<td>Read selections from online textbook</td>
<td>●</td>
</tr>
<tr>
<td>Answer Reading Questions</td>
<td>●</td>
</tr>
<tr>
<td>Watch video - The Inner Planets: Mars</td>
<td>●</td>
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<tr>
<td>Complete Video Quiz</td>
<td>●</td>
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<tr>
<td>Study PowerPoints for the lesson</td>
<td>●</td>
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<tr>
<td>Read assigned journal article and prepare one discussion question</td>
<td>●</td>
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<tr>
<td>Pre-Class Discussion Board</td>
<td>●</td>
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</tbody>
</table>

During Class

<table>
<thead>
<tr>
<th>Activity</th>
<th>COR</th>
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</thead>
<tbody>
<tr>
<td>Recap of last week’s lesson</td>
<td>●</td>
</tr>
<tr>
<td>Journal Club presentation &amp; discussion</td>
<td>●</td>
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<tr>
<td>Astronomy Activity – The Surface of Mars</td>
<td>●</td>
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</tbody>
</table>

After Class

<table>
<thead>
<tr>
<th>Activity</th>
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<tbody>
<tr>
<td>Post-Class Discussion Board</td>
<td>●</td>
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# WICOR Strategies

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| • Cornell Notes  
• Learning Logs  
• Quickwrites & Reflections  
• Dialectical Response  
• 3-2-1 Summary  
• Authentic Writing | • Think-pair-share  
• Frayer Model  
• Costa’s Levels of Thinking  
• Socratic Seminars  
• Tutorials  
• Investigations  
• Questions that Guide Research/Readings | • Name tents  
• Socratic Seminars  
• World Cafe  
• Philosophical Chairs  
• Four Corner Discussion  
• Group Activities, Projects and Performances  
• Peer Editing Groups  
• Tutorials | • Binders and Organizational Tools  
• Calendars, Planners, and Agendas  
• Graphic Organizers  
• A Focused Note-Taking System  
• Tutorials and Study Groups  
• Project Planning and SMART Goals | • Deep Reading Strategies- before, during, after  
• Marking Text  
• Graphic Organizers  
• Vocabulary Building  
• Summarizing  
• Reciprocal Teaching |
High Engagement Strategies

- **Pic Activity**
- What do you **notice** or see
- What other things do you notice immediately
- What do you **wonder** about this picture
- What do you **think** about this picture
- Why does that **matter**?
- **Teacher Notes**-could show pic or video and write answers to the questions (notice/wonder/think/matter)
<table>
<thead>
<tr>
<th>Questions</th>
<th>Explain each of these</th>
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<tbody>
<tr>
<td>Essential Questions</td>
<td>How could I use these flipped classroom activities in my classes?</td>
</tr>
<tr>
<td>1. Online Discussion Board</td>
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<td>2. Online Simulations</td>
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<td>3. Online Polling</td>
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<td>4. Online Collaborative Whiteboard</td>
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<td>5. Videos</td>
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<td>6. Podcasts</td>
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<td>7. Reading Assignment</td>
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<td>8. Guided Inquiry Exercise</td>
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<td>9. Jigsaw Activity</td>
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<td>10. Gallery Walk</td>
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<td>11. Matching Exercise</td>
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<td>12. Five-Word Exercise</td>
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<td>13. In-Class Polling</td>
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<tr>
<td>14. Exam Review 3x5</td>
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<td>15. Carousel Activity</td>
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<td>16. Reflective Discussion Board</td>
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<td>17. PhotoVolca</td>
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<tr>
<td>18. Exam Essay Questions</td>
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| Summary/Reflection |
Learning Pyramid

Adapted from the NTL Institute of Applied Behavioral Science Learning Pyramid
Go from boring to enticing with a single image!
Naming Conventions for Course Resources

Keep module titles short and succinct
PUSH info with Announcements

Recent Announcements

- **2018 Summer Update - Online Conference Training Course - Great Place to Practice & Brush Up on Conference Skills**
  Hi Online Faculty -- (About 70 PBA Online Instructors) Today you...  
  Posted on: May 22, 2018 at 2:49pm

- **Next Online Conference Software Training -- Online on 8/3/17 @ 11 AM**
  Dear Online Faculty: If you've already attended one of the online trainings offered this summer for the...  
  Posted on: Aug 2, 2017 at 3:18pm

Online Conference Training Course

*Course Description:* This Online Conference Training Course is a safe place for faculty to attend hands-on training within the Canvas synchronous software. Please use the Ask Your Trainer discussion area to post...
Everything is within 2 clicks

Module 2: Online Conference Videos (BigBlueButton)
- Setting Up Your Audio
- Moderator/Presenter Tutorial
- Viewer Overview (Student Perspective)

Module 3: Canvas Overview Videos - General Orientation: Faculty & Students
- Canvas Overview Video (Instructors)
- Canvas Overview Video (Students)

Module 4: Sample PowerPoints for Online Conference Lesson Plans & Checklist for Setup & Start of Conferences
- Checklist: Setting Up & Starting Conferences
- Suggestions on PPT Creation from Your Trainer
- Sample Opening "Ice Breaker" Questions
Online Polling

- Polldaddy.com
- Polleverywhere.com
- Socrative.com
- Todaysmeet.com
- Kahoot!

Before Class
• Free online polling service by WordPress
• Weekly question – one of the top astronomy misconceptions
• Gets students reassessing their prior misconceptions
• Many leave comments
In-Class Polling

- Polleverywhere.com
- Polldaddy.com
- Padlet.com
- Todaysmeet.com
- Titanpad.com
- Primarywall.com
- Clickers
- ABCD Student Response Card
- “Organic” Voting
Transfer of Knowledge

• Replacement for traditional lecture
• A series of structured assignments
  – Video lectures (15 min maximum)
    • Pair with an online engagement activity
      – Podcasts
      – Reading Assignment

Before Class
Podcasts (i.e. Audioboom)

• Students won’t read the syllabus but they will listen to a podcast!...read them their weekly assignments in a podcast!

• Simple and free tool to create unlimited 10-min podcasts.

• No software to install - just need headset and microphone
One-Minute Conversation

• Pick a partner
• Share with them for one minute how you could better engage students online
Videos

• Premade
  – YouTube.com
  – Vimeo.com
  – KahnAcademy.com
  – TED-ed.com

• Make Your Own
  – Screencast-o-matic
  – Camtasia
  – TED-ed.com
  – Office Mix (PowerPoint 2013)
Post Class Discussion Board
Due Prior to Next Class

• I ask two questions
  
  1. Discuss/Describe....

  2. What is still unclear from today’s lesson

• Must post their response before seeing others

• Worth 3 points
Results

• Improved communication with my students
• Expanded interaction between students
• Provides structured opportunity for self-reflection

*Improved student engagement*
### 3-2-1 Activity

<table>
<thead>
<tr>
<th>3</th>
<th>List three takeaways from today's session</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>List two things you want to learn more about</td>
</tr>
<tr>
<td>1</td>
<td>List one thing you are going to share with someone else</td>
</tr>
</tbody>
</table>

Flipped Learning
What is a PhotoVoice?

Picture + Paragraph
Participatory Photography

A methodology for marginalized community members share their words and photographs as a way to reach decision-makers and implement positive change in their home communities.

Historically used as a tool for social activism
PhotoVoice = Picture + Paragraph

• Take a picture of something that is part of your everyday life (home, work, sports, etc..) that relates to something in the chapter we are studying.

• Write a one paragraph caption about that photo that explains one concept in the chapter we are studying.

• Put both the photo and the paragraph on one slide

• Due on the exam review day exam
Newton’s First Law of Motion states that an object will stay at rest or continue at a constant velocity unless acted upon by an external unbalanced force, and in this case that unbalanced force is usually me! My son; Cyrus, stays in motion pretty much all day, and will stay in motion until some unbalanced force stops him. Those forces often include me, my wife, candy, ice-cream, cartoons, various toys, and his favorite cartoons.
Popcorn

• A quick way to generate a lot of ideas or judge the perception of something
• No formal rules
• Start with a clear question or prompt
• Being mindful of others, just shout out your idea
• Capture ideas for everyone to see
• Debrief
Jigsaw Activity

1. Home Group
2. Report (3 minutes/person)
3. Discuss

Expert Group

In-Class
Carousel Activity

Question #1

Question #2

Carousel Brainstorming

Question #3

Question #4
Guided Inquiry Activity

Simple 15 sec YouTube video

Quantitative

Qualitative

In-Class
A few good tools

• Screencast-o-matic
• KeepVid
• TypeltIn ($)
• Dragon Natural Speaking ($)

RIGHT TOOLS
RIGHT NOW.
• Terrible name, great website!
• Simple to use and **FREE**
• No software to download
• Just need microphone
• Get a link/embed code or mp4 download
• Free trial will put their logo on bottom of your video
KeepVid

- Get your own source copy of ANY video online (including YouTube)
- Must have Java installed
- Works on PC or Mac
- Can select low, medium, or high quality
- Can select FLV, MP3, or MP4 format
TypeItIn

- create groups of buttons that will type information into any application.
- It can also run applications, open web pages, and you can create macros that will automate any repetitive things you do.
- 30-day free trial or $19.95 (only on PC)
Dragon Naturally Speaking

• Speech recognition software
• Operate your computer hands-free
  – Dictate documents
  – Search the web
  – Email
• PC or Mac versions
• Street price (on sale) $39
## 5 E’s of the Engaged Instructor

<table>
<thead>
<tr>
<th>Phase of the Instructional Model</th>
<th>Teacher Does</th>
<th>Student Does</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGAGE</strong>&lt;br&gt;Initiates the learning task. The activity should make connections between past and present learning experience, and anticipate activities and organize students’ thinking toward the learning outcomes and current activities.</td>
<td>• creates interest&lt;br&gt;• generates curiosity&lt;br&gt;• raises questions and problems&lt;br&gt;• elicits responses that uncover students’ current knowledge about the concept/topic</td>
<td>• asks questions such as, Why did this happen? What do I already know about this? What can I find out about this? How can this problem be solved?&lt;br&gt;• shows interest in the topic.</td>
</tr>
<tr>
<td><strong>EXPLORE</strong>&lt;br&gt;Provide students with a common base of experiences within which current concepts, processes, and skills are identified and developed.</td>
<td>• encourages students to work together without direct instruction from the teacher.&lt;br&gt;• observes and listens to students as they interact.&lt;br&gt;• asks probing questions to redirect students’ investigations when necessary.&lt;br&gt;• provides time for students to puzzle through problems.&lt;br&gt;• act as a consultant for students</td>
<td>• thinks creatively within the limits of the activity&lt;br&gt;• tests predictions and hypotheses&lt;br&gt;• forms new predictions and hypotheses&lt;br&gt;• tries alternatives to solve a problem and discusses them with others&lt;br&gt;• records observations and ideas&lt;br&gt;• suspends judgment&lt;br&gt;• tests ideas</td>
</tr>
<tr>
<td><strong>EXPLAIN</strong>&lt;br&gt;Focus student's attention on a particular aspect of their engagement and exploration experiences, and provide opportunities to demonstrate their conceptual understanding, process skills, or behaviors. This phase also provides opportunities for teachers to introduce a concept, process, or skill.</td>
<td>• encourages students to explain concepts and definitions in their own words.&lt;br&gt;• asks for justification (evidence) and clarification from students&lt;br&gt;• formally provides definitions, explanations, and new vocabulary&lt;br&gt;• uses students' previous experiences as the basis for explaining concepts</td>
<td>• explains possible solutions or answers to other students&lt;br&gt;• listens critically to other students’ explanations&lt;br&gt;• questions other students’ explanations&lt;br&gt;• listens to and tries to comprehend explanations offered by the teacher&lt;br&gt;• refers to previous activities</td>
</tr>
<tr>
<td>Phase of the Instructional Model</td>
<td>Teacher Does</td>
<td>Student Does</td>
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<tr>
<td>--------------------------------</td>
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</tr>
<tr>
<td><strong>ELABORATE</strong>&lt;br&gt;Challenge and extend students' conceptual understanding and skills. Through new experiences, the students develop deeper and broader understanding, more information, and adequate skills.</td>
<td>• expects students to use vocabulary, definitions, and explanations provided previously in new context&lt;br&gt;• encourage students to apply the concepts and skills in new situations&lt;br&gt;• remind students of alternative explanations&lt;br&gt;• refers students to alternative explanations</td>
<td>• applies new labels, definitions, explanations, and skills in new, but similar, situations&lt;br&gt;• uses previous information to ask questions, propose solutions, make decisions, design experiments&lt;br&gt;• draws reasonable conclusions from evidence&lt;br&gt;• records observations and explanations</td>
</tr>
<tr>
<td><strong>EVALUATE</strong>&lt;br&gt;Encourage students to assess their understanding and abilities and provide opportunities for teachers to evaluate student progress.</td>
<td>• refers students to existing data and evidence and asks, &quot;What do you already know?&quot; Why do you think ...?&lt;br&gt;• observes students as they apply new concepts and skills&lt;br&gt;• assesses students’ knowledge and/or skills&lt;br&gt;• looks for evidence that students have changed their thinking&lt;br&gt;• allows students to assess their learning and group process skills&lt;br&gt;• asks open-ended questions such as, Why do you think...? What evidence do you have? What do you know about the problem? How would you answer the question?</td>
<td>• checks for understanding among peers&lt;br&gt;• answers open-ended questions by using observations, evidence, and previously accepted explanations&lt;br&gt;• demonstrates an understanding or knowledge of the concept or skill&lt;br&gt;• evaluates his or her own progress and knowledge&lt;br&gt;• asks related questions that would encourage future investigations</td>
</tr>
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</table>
11 Tips for Improving Retention of Distance Learning Students

• Use An “early alert” program
• Share with your students the online tutoring program information
• More tutoring-CWE, Faculty Office hours, advanced students, Student Support Services area (contact Felix to set this up)
• A student success course (PBA has FYE)
• Learning communities
Online Student Retention Strategies

- Peer Tutoring
- Introduction to Online Learning: (send/receive email, discussion board post, quiz, download a Ppt, etc.)
- Metrics - Measure Success, Retention, Satisfaction, D/F/W rates, etc.
- Focus on individual courses - Spotlight the ones that have the biggest problem with attrition.
- Read the Research
- Faculty Involvement - Needs assessment, planning and in their online courses. Students look for faculty to be present and engaged in the course.

From a study at Coastline Community College in Fountain Valley, California. Published in Faculty Focus: https://www.facultyfocus.com/wp-content/uploads/2015/02/Strategies-for-Increasing-Online-Student-Retention.pdf
This case study has shared some online best practices, how can this be paralleled into a ‘live online’ class or ‘hybrid’ class?
• Recent research shows one in three online students have been out of school five or more years. In what ways should this change our course design, instruction or student services?
Active Learning Techniques

- 36 classroom-proven activities that promote active learning

http://goo.gl/yQ91RR
Ajay Nair, President Arcadia College

“In this unprecedented time, we have to grow from disruption. We have to adopt a more entrepreneurial spirit, collaborate across boundaries, and think about our work in more interdisciplinary ways. But at the very core of all of that is to listen to and engage our students in more thoughtful ways to center them in our work.”

Chronicle 2020
Works Cited


Questions?

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