PUSHING PAST THE THRESHOLD: A MODERN DAY TWIST TO ENRICHING STUDENTS

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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
ENRICHING OUR ONLINE STUDENTS!
ALL ABOUT “GROUPING”

• Allow excelling students access to appropriate levels of challenge and complexity.
• Provides direct contact with ability-leveled peers.
• Opportunity to explore content more deeply.
• Grow conceptual understanding to a greater ability
  (“Grouping,” n.d.).
QUESTIONS FOR REFLECTION

- What experience do you have with grouping students in an online environment?
- What do you feel the pros and cons of grouping students are?
- What do you believe social presence to be in the online classroom?
- Is it possible to challenge your higher-level learners in the online environment?
SOCIAL PRESENCE

Teaching Presence
- Instructional Design & Organization
- Setting the curriculum
- Establishing time parameters
- Utilizing the medium effectively
- Establishing netiquette

Setting Climate

Social Presence
- Interaction
- Continuing a thread
- Referring to others’ messages
- Asking questions
- Complimenting
- Expressing agreement and appreciation

Supporting Discourse

Cognitive Presence
- Exploration
- Divergence
- Information exchange
- Suggestions
- Brainstorming
- Conclusions

Selecting Content
IMPLEMENTATION IN AN ONLINE COLLEGE CLASSROOM

• **Step 1**: Monitor Student interactions for the first two weeks of class

• **Step 2**: Identify the students who have demonstrated excellence in the first two weeks.
  - Work through all categories in the classroom (i.e. discussion questions, participation responses, assignments, etc.)

• **Step 3**: Call out students in discussion forum to groups of three or more

• **Step 4**: Apply higher level thinking Socratic questions

• **Step 5**: Follow-up
Online Grouping

**STEP-BY-STEP**

**MONITOR STUDENTS**
Watch students interactions in the main discussion forum the first two weeks. In addition to this monitor their performance on weekly assignments.

**SELECTION OF STUDENTS**
Review the first two weeks of grades for students. Identify students who were successful in meeting the Discussion forum requirements, participation requirements and excelled at the weekly assignments.

**CALL OUT IN DISCUSSION FORUM**
In the subject line of the grouping post indicate:

GROUP POST: List students first names.

**APPLY HIGHER LEVEL QUESTIONING**
In the body of the post, tell students you identified them as excelling students and want to challenge them to dig deeper into the objective this week. Then, post the higher level thinking Socratic Question.

**FOLLOW UP**
As the instructor, try your best to respond to each grouping post.

This can be as a response to each student post within the group OR it could be as one response to the whole group after the discussion has been had.
EXAMPLES IN THE CLASSROOM

Class Discussion Post

List three to five of the most significant decisions you have made in your lifetime. To what degree did your emotions play a role in those decisions?

Call Out Students in DQ Forum
EXAMPLES IN THE CLASSROOM

Apply Higher Level Questioning

Kimberly, Niki, Justin and Jacqui- Think of a Time

Kimberly,

Thank you for sharing your experiences so far. As you may note from reflecting on responses here; there are some times we need to put our emotions aside. This does not mean that we are not allowed to have them, however, if emotions ruled every decision we made; there would be trouble no doubt.

Moving forward with this idea; explain a time you had to put your emotions aside to make a decision you had used critical thinking to decide that it was best. Also, if you had not put emotions aside; what would the result had been?

Student Response and Follow-Up

Kimberly, Niki, Justin and Jacqui- Think of a Time

Hi Professor,

I still do not know what the outcome will be, but I am hoping it is an extremely positive and successful one!

This decision was to return to study. I really had to put emotions aside (not being good enough, it will be to hard raising a family, working and trying to gain my degree, running a household) and past experiences of not completing a degree first time around. But I used my resources (talked with a student counselor) and gained the statistical evidence, to make informed decisions, on how to improve my career and income options. I really just have to do this for all the members in my family, including myself. Emotions will be kept aside and I will graduate!

Jacqui.
EXAMPLES IN THE CLASSROOM

Class Discussion Post

What is diversity in the sense of self and social development? How do you think it influences a person’s positive social-developmental outcomes such as trust, moral development, and social competence?

Call Out Students in DQ Forum
EXAMPLES IN THE CLASSROOM

Apply Higher Level Questioning

Group Post: Brenda, Kelsey, Larissa, Lauren, Megan and Vanessa

Brenda, Kelsey, Larissa, Lauren, Megan and Vanessa,

The text informs that the family unit plays a significant part in how a child develops these social skills, trust, and self-worth. Children’s self-worth and morals are developed through personal experiences and in some cases are hereditarily, especially in the form of inherited temperaments—and environmental factors. Our textbook states that heredity and environment often interact in their influences, share your thoughts. Take a look at Chapter 3 it's very insightful.


Student Response and Follow-Up

Group Post: Brenda, Kelsey, Larissa, Lauren, Megan and Vanessa

Hey Sheila, thanks for your response!

I completely agree with what you had to say and loved what the textbook also informed me of. I believe nature and nurture both have a huge impact on a child’s development. For example, my dad’s side of the family is more prone to be alcoholics because of their addictive nature. But, because of my nurture while growing up this has not been a problem for me because of how my parents had raised me. My dad is the only one in his family who is not an alcoholic and this is due to his nurture.
DEEPENING DISCUSSION AND CRITICAL THINKING

• (Young & Bruce, 2011)
• (Ouyang & Chang, 2019)
• (Hutton & Robson, 2019)
• (Farrell, & Brunton, 2020)
MOVING FORWARD

STUDENT END OF COURSE SURVEYS (ANONYMOUS)
CLASS SURVEYS
INDIVIDUAL MESSAGES TO STUDENTS FOR FEEDBACK
PHONE CALLS WEEK THREE OF THE CLASS WITH STUDENTS (WHAT DO THEY NEED)?
QUICK SURVEY

HTTPS://POLLEV.COM/BEVERLYSANTE160
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