



CHICAGO STATE UNIVERSITY

Transitioning to online for non-traditional students in Biology & Business Courses


Meet Our Students

<p>Mostly...</p> <ul style="list-style-type: none"> • Commuters: ~90% • 77%: transfer from 2 yr colleges • 86%: people of color • Working adults & Parents (single moms) • Women: 69% • Average Age: 32 yrs • Financial Aid: 99% • First time college 	<p>Outliers...</p> <ul style="list-style-type: none"> • Residential (~300) • 18 - 19 yrs old • Athletes • Graduate students/ second degrees 	 
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Two Courses Profiled:
Intro Biology (Hybrid)
IT'S HARD BUT YOU CAN DO IT!

<p>Introduce Growth Mindset</p> <ul style="list-style-type: none"> • Dr. Carol Dweck: The Power of Believing you Can Improve 	<p>Give Chances to Practice It!</p> <ul style="list-style-type: none"> • Formative online quizzes replace 1 exam • Revisit fuzzy concepts for points
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INTEGRATE HANDS-ON
"OMG MY PLANTS GREW SO FAST!"

<p>The WOW factor</p> <ul style="list-style-type: none"> • Learning occurs when it's fun • Best if a new, real world skill... <p>Gardening!</p> 	<p>Online supports enhance learning</p> <ul style="list-style-type: none"> • Timelapse photography: twirling seedlings • How do I make this graph again?
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DO This . . . Not This

Mandate online reading & comprehension

- Submit answers to Re-Cap questions
- Pts awarded for Adaptive learning quizzes

Build community/ X.C.

- Field trip to Garfield Park Conservatory




Expect same chapter "coverage" as f2f

- Excerpts!

Activities that are fully f2f


- Dropped geologic timeline
- Kept Ecological Footprint



**Two Courses Profiled:
Consumer Behavior (Online)**

Goal: Active Engagement of Students

- Design learning experiences to develop skills used in real world
- Simons (2011) Understand how we perceive the world in the same way, differently.




* Seeing the world as it is" <https://www.youtube.com/watch?v=8II-03XW2W0>

Apply It!

- Students identified one political ad with which they disagreed (from the Trump, Clinton or Sanders' campaigns)
- Then interviewed 3 people **who were different from them**
e.g., if the student was African American Millennial, tasked to talk to 3 people who were **not** African American and **not** Millennial
- Assessed their reactions to the ad

Excerpts of Students' Posts



- **Student Post:** "[the assigned readings] ... outline different perspectives and perceptions ...I began to realize ...most of the people I interviewed feel the same way I do, but their reasoning was different than mine."
- **Peer 1 Response:** "...your post ... really hits on the point of how different experiences influence[s] perception."
- **Peer 2 Response:** "... the fact that you have a friend who is a Muslim and another who is Mexican is something this country needs more of. Diversity breeds inclusion, and ... is exactly what opens people's minds."

Excerpts of Students' Posts cont.

Student Post:

"For my third interview, I bent the rules? ...and interviewed a friend I wanted to find out how another young black woman would respond to the ad ... I was surprised to find ... she supported Trump's stance ... Sensing my shock, she explained ...after the Pulse nightclub shooting...Her proximity to the attack coupled with the fact that our interview was so soon after the event make me believe that her true opinions are layered beneath her surfaced feelings of fear and anguish."

Students applied concepts of perception, learning, memory & attitudes to a real world example.

Their discussions included **in-depth insights** and a **new understanding & appreciation for the differences** that exist based on *experiences* (= what we have learned) and *perceptions* (= what we see).

DO This . . . Not This

Actively engage students

- Design learning experiences that develop skills used in the real world.
- Encourage students to apply course concepts to real world examples.

Encourage students to discuss with one another

- Fosters in-depth insights, new understandings based on individual experiences and perceptions.

Structure the course with same format as a f2f

Use assignments that do not foster exchange among students

Ask students to memorize and repeat without application

- Activities should apply key course concepts

Distance Education Committee & Office of Online Instruction and Instructional Technology Encouraging Best Practices...



Course Title, Number: Instructor: Date: Score:					
I. Instructional Design A. Structure B. Learning Goals/Outcomes C. Course Information D. Instructional Strategies E. Academic Integrity F. Use of Multimedia Score:					
II. Communication, Interaction, & Collaboration A. Activities and Opportunities B. Organization and Management C. Group Work Score:					
III. Student Evaluation and Assessment A. Goals and Objectives B. Strategies C. Grades D. Feedback E. Management Score:					
IV. Learner Support & Resources A. Institutional/Program Support and Resources B. Academic Support and Resources Score:					
V. Web Design A. Layout Design B. Use of Multimedia C. Use of Images D. Links/Navigation E. Accessibility Score:					
VI. Course Evaluation A. Layout Design Score:					
Scoring Scale: Non-Existent, De	Course Name:	Acceptable	Acceptable with conditions	Not acceptable	Comments
	Instructor:				
	2 or more modules completed (w/ syllabus)				
	Orientation module or materials				
	Uniform design & layout				
	Activities & strategies that engage and create community				
	Overall				
	<i>If not acceptable must meet with OOIT before presenting.</i>				

Thank you!



*Joni**Karel*

Share: What is working for you?
