ARE YOU COMMITTING ASSUMICIDE IN YOUR ONLINE COURSE?

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AGENDA

Assumicide…what is that?
Assumptions faculty have about teaching online
Assumptions faculty have about students

Assumptions faculty have about teaching styles
How to make less assumptions
Discussion
ARE YOU COMMITTING ASSUMICIDE?

- **Assumicide** (noun): Being embarrassed to death as a result of an erroneous assumption which one has made (Merriam Webster, 2015).
- The police officer was guilty of *assumicide* when he realized the young man, whom he assumed was drunk, was actually suffering from vertigo (Merriam Webster, 2015).
WE HAVE ALL DONE IT!

ASSUMICIDE
THE PROBLEM

“ASSUMICIDE” THAT TAKES PLACE IN THE CLASSROOM CAN KILL LEARNING (BETTS, N.D.).
TEACHING ONLINE

• Who has taught a course online?
• Were assumptions made the first time you taught online?
• How about the second time?
• The third…?
• How about through this pandemic?
  • Have your assumptions changed as we have navigated through this pandemic?
## Assumptions to Online Teaching

<table>
<thead>
<tr>
<th>Assumption</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is more work teaching online</td>
<td>![Checkmark]</td>
</tr>
<tr>
<td>It will be an exciting new experience!</td>
<td>![Fan]</td>
</tr>
<tr>
<td>I must provide all content related to the curriculum… OMG!</td>
<td>![Book]</td>
</tr>
<tr>
<td>I will not have any academic freedom</td>
<td>![Book]</td>
</tr>
<tr>
<td>I will have lots of flexibility</td>
<td>![Checkmark]</td>
</tr>
<tr>
<td>I will not be able to “connect” with my students</td>
<td>![Network]</td>
</tr>
<tr>
<td>I will not be provided training</td>
<td>![No Entry]</td>
</tr>
<tr>
<td>My students will not be engaged</td>
<td>![X]</td>
</tr>
</tbody>
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HOW ABOUT OUR STUDENTS?
ASSUMPTIONS OF OUR STUDENTS

Students should know what to do...

• Navigate the Learning Management System (LMS)
• Upload assignments
• Know APA / MLA
• Check grades / Read instructor feedback
• Use course messaging

Students will reach out to the instructor if they need them.

• Course message / email
• Phone / text

Students would rather take a course online or on campus.
HAVE YOU EVER ASSUMED…?

Students know how to navigate the LMS better than the instructor because students use social media platforms all the time.

Students that do not participate in online discussions have not done the readings or the work.
HAVE YOU EVER
ASSUMED…?

“Good” students requesting an extension to complete work probably have a good reason, whereas “bad” students doing the same are lazy.

Students should know APA or MLA by now… since this is a 300 / 400 level course.
Students know all about Grammarly; they just do not want to take the time to use it.

Students should understand the concepts of this course since they had the pre-requisite.

Students should know paraphrasing needs to be cited.

Students should know **not** to text or call the instructor after 9:00 pm.

Students understand there are different time zones for everyone in the course.
BE MINDFUL…

• What we assume about our students, their families, and ourselves can impede our growth and their learning (Stanfield, n.d.).
HOW “NOT” TO MAKE ASSUMPTIONS

• APA
• Resources such as Grammarly (not 100% for plagiarism)
• Extension requests (late grading)
• Participation
• Timeliness / due dates
• Training
ASSUMING, YOU WANT OUR ADVICE…
# HOW “NOT” TO MAKE ASSUMPTIONS

<table>
<thead>
<tr>
<th>Give</th>
<th>Provide</th>
<th>Ask</th>
<th>Discuss</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give a course tour that includes the resources / library showing students where to find information on APA</td>
<td>Provide an APA template in your class</td>
<td>Ask students how they plan to complete the assignment… where, what, how will they research.</td>
<td>Discuss Grammarly: It’s free! It’s great! Why wouldn’t you use it? Provide a link.</td>
</tr>
</tbody>
</table>
HOW “NOT” TO MAKE ASSUMPTIONS

- Make sure to have your calendar detailed and up to date with correct end dates
- Connect with your Dean or supervisor
- Ask for Training/Be the trainer
TRAINING

• 97% of the institutions (took part in a survey) provide faculty training of the learning management system used to facilitate courses.
  • 90% provided pedagogical training
  • 34% provided formal or standardized training (Magda, 2019).
• What happened in spring 2020 with institutions without training?
TRAINING

- Must have value-based training
  - How to effectively manage student behaviors
  - How to provide useful feedback
  - Emphasize time management skills (Portugal, 2015)
  - How to focus on instructor’s subject matter expertise (Buzwell, Farrugia, Williams, 2016).
- Being Prepared!
THE BOTTOM LINE…

Faculty need training on how to encourage and support active learning in online courses (Picciano, 2017).

Make NO Assumptions

…and demonstrate empathy when needed
• Empathy is of significance as cultural awareness in society is increasing in a global society (Matthews, Williams, Yanchar, & McDonald, 2017).

• With distance education being available as a global commodity, cultural awareness has increased more in higher education. Instructors in an online environment believe fostering relationships between instructor and student, along with demonstrating empathy, is of importance to help students be successful at the university level (Matthews et al., 2017).
WHAT ABOUT OTHER ASSUMPTIONS?
AS A FACULTY MEMBER

- Three assumptions that can lead to frustration
  - I should know this.
  - The students should know this.
  - I should be better/do better (Rauhala, 2017).
HOW “NOT” TO MAKE ASSUMPTIONS…

To better prepare for our courses
Ideas??

Keeping informed
Ideas??
OUR ADVICE TO YOU...

- Don’t be so hard on yourself!
STRATEGIES: COURSES

- Review everything (click on each module, assignment, lecture, links, quizzes)
- Look over the assignments…have they changed?
- What worked last time you taught the course?
  - What did not?
- When building - map out how each module connects to another.
- Are there current events you can bring into the course?
STRATEGIES: COMMUNICATION

• Emails
• Try a live session
  • Archive
• Contracts
• Ask questions!
Faculty completed 100% of the training prior to teaching

Faculty know how to build a rubric

Faculty know how to engage students in a discussion forum

Faculty know how to do an engaging live session

Faculty read our communication

Faculty attend or watch all the faculty meeting archives

Faculty are comfortable teaching online
HOW TO STOP MAKING ASSUMPTIONS

“How do I know this?”

“I learned it through observing the evidence or through obtaining factual information,” (Sirota, 2018).
KAHOOT

GRAB YOUR MOBILE DEVICE

TYPE IN KAHOOT.IT

ENTER THE GAME PIN ON YOUR DEVICE.
THANK YOU FOR PARTICIPATING!


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