Creating Purposeful and Humanized Learning – For ALL
THE NEED FOR HUMANIZED, INCLUSIVE, ENGAGED, LEARNING EXPERIENCES
Purposeful Learning: It’s Where You Start and End
MAKING IT ABOUT STUDENTS
FOSTERING BELONGING IN THE VIRTUAL ENVIRONMENT

<table>
<thead>
<tr>
<th>Food Insecurity</th>
<th>Depression</th>
<th>Parent &amp; Worker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent &amp; Worker</td>
<td>Housing Insecurity</td>
<td></td>
</tr>
<tr>
<td>Unemployed</td>
<td>Low SES</td>
<td>Unemployed</td>
</tr>
<tr>
<td>Unemployed</td>
<td>Low SES</td>
<td>Anxiety</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Low Bandwidth</td>
</tr>
</tbody>
</table>

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WHY DO STUDENTS NOT TURN ON THEIR CAMERAS?

<table>
<thead>
<tr>
<th>Reasons for not turning on camera</th>
<th>All Students</th>
<th>URM</th>
<th>Non-URM</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was concerned about my appearance.</td>
<td>41%</td>
<td>45%</td>
<td>38%</td>
</tr>
<tr>
<td>I was concerned about other people being seen behind me.</td>
<td>26%</td>
<td>38%</td>
<td>24%</td>
</tr>
<tr>
<td>My internet connection was weak.</td>
<td>22%</td>
<td>32%</td>
<td>20%</td>
</tr>
<tr>
<td>I felt like everyone was looking at me the whole time.</td>
<td>17%</td>
<td>20%</td>
<td>17%</td>
</tr>
<tr>
<td>I was concerned about my physical location being seen behind me.</td>
<td>17%</td>
<td>26%</td>
<td>13%</td>
</tr>
<tr>
<td>I was concerned about distracting my classmates.</td>
<td>17%</td>
<td>12%</td>
<td>21%</td>
</tr>
<tr>
<td>I was concerned about distracting my lab instructor.</td>
<td>12%</td>
<td>14%</td>
<td>13%</td>
</tr>
<tr>
<td>Not Applicable - I always had my camera on.</td>
<td>10%</td>
<td>8%</td>
<td>11%</td>
</tr>
<tr>
<td>I didn’t want to be seen not paying attention.</td>
<td>8%</td>
<td>8%</td>
<td>7%</td>
</tr>
</tbody>
</table>

**Number of students**

- All Students: 276
- URM: 66
- Non-URM: 187

Data from (Castelli & Sarvary, 2021)
STARTING WITH LEARNER EMPATHY

Do
What will students need to do?
What decisions will students need to make?
What are different student roles?

See
What concrete examples will students see?
What will students watch and read?
What are the learning targets?

Say
What evidence will students use to support their ideas or opinions?
How will students talk to each other?
Does everyone have a voice?

Think
What type of thinking will students be required to do?
How will students ask good questions?
When and how will they reflect critically?

Hear
What will students learn from others?
How will they hear from others?
How are they influenced by media or other people?

Physical needs:
Do students have proper workstation?
Do students have adequate technology and connectivity?
Do students have supplies they need?

Emotional needs:
Do students feel welcomed and expected?
What are students fears, frustrations and anxieties?
Are students aware of the learning expectations and routines?

Social needs:
Are students deliberately grouped for collaboration?
Are students encouraged to interact with and relate to others?
Are students provided with support and feedback?

Intellectual needs:
Is self assessment and peer feedback promoted?
How is student voice supported?
How is student diversity utilized?
Are students’ thinking provoked?

This image was adapted from The Teacher Empathy Map by Allison Yang which is licensed under a Creative Commons Attribution--Non-Commercial 4.0 International License.

https://www.odlearn.com/empathy-mapping/
SHIFTING HOW YOU DESIGN, DELIVER, ENGAGE
A FRAMEWORK FOR PURPOSEFUL LEARNING

Welcome & Introduction
Outcomes-Aligned Assessment
Active & Authentic Learning
Intentional Instruction
Humanizing & Learner Empathy
Class as Community
Accessible Content & Technology
Equity & Inclusion

Elements of Effective Learning

https://www.odlearn.com/purposeful-learning
HUMANIZE EARLY AND OFTEN

Registration

High opportunity zone

Welcome
Support
Connect

Week 1
Week 2
Week 3
ROLE OF INSTRUCTOR CRITICAL

- Course welcome
- Syllabus tone and language
- Learner connectedness
- Instructor presence
- Establishing community
- Actively inclusive
COURSE WELCOME

- Communicate your passion!
  - E.g., Flipgrid
  - Welcome video
  - Personal statement
HUMANIZING YOUR SYLLABUS: GETTING STUDENTS TO TAKE NOTICE... AND THEN READ
IMPORTANCE OF SYLLABUS TONE

- Using first- and second-person language to personalize
- Warmer tone means students more likely to ask for help
  - E.g., “I welcome you to contact me outside of class”
- Warm v. Cold had no impact on student perception of instructor competence
- Address stress and mental health with a university statement

Article: Syllabus Tone, More Than Mental Health Statements, Influence Intentions to Seek Help
<table>
<thead>
<tr>
<th><strong>WELCOMING</strong></th>
<th><strong>UNWELCOMING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Goals</strong></td>
<td>Some of the specific skills I hope you will obtain in this course are listed below. Being a critical consumer of information about mental processes and behavior is important; all of these activities will help you become one, and it is my hope that you will use the skills in your daily life.</td>
</tr>
<tr>
<td></td>
<td>Some of the specific skills you should obtain in this course are listed below. Because you are not yet a critical consumer of information about mental processes and behavior, all of these activities will help you become one, and if you are motivated enough, use the skills in your daily life.</td>
</tr>
<tr>
<td><strong>Class Participation</strong></td>
<td>All of us in the class, you, me, your peers, have a responsibility to create an environment in which we can all learn from each other. I expect everyone to participate in class so that we can all benefit from the insights and experiences that each person brings.</td>
</tr>
<tr>
<td></td>
<td>Come prepared to actively participate in this course. This is the best way to engage you in learning the material (and it makes the lectures more interesting).</td>
</tr>
</tbody>
</table>
MKT 490-01: Senior Marketing Internship
Fall 2011 Course Syllabus
Friday: 9:30 a.m. - 10:45 a.m. Joyce 311
Class Hashtag: #mkt490

Faculty:
Dr. Elaine Young, Professor, Marketing
Contact info:
- tel: 802-865-5413
- e-mail: eyoung@champlain.edu
- social: Skype/Twitter/Facebook: eyoung67
- office: 214C, Ireland Global Business Center

Office Hours:
- M: 9:00 a.m. - 11:00 a.m.
- Th: 3:00 p.m. - 5:00 p.m.
- All other times via http://meetwith.me/elaineyoung

Course Description:
Marketing majors in their senior year who have demonstrated academic excellence based on GPA, course work, and faculty and staff recommendations, can apply for this competitive internship. 140 hours will be required in this internship. Some sections of this course will utilize an online course management system for assignment submission, reflection and interaction outside of the classroom. Reliable Internet access outside of class required.

Course Requirements:

Guerrilla Marketing for Job Hunters 3.0
How to Stand Out from the Crowd and Tap into the Hidden Job Market using Social Media and 999 other Tactics Today
by Jay Conrad Levinson
http://www.gm4jh.com

ADDITIONAL READINGS
A book like one of these:
https://www.amazon.com/wishes/111KCT0338985MV/refcm_sw_fdp_d
Trade Journals associated with your specific placement and various online blogs and relevant news
OTHER GRAPHIC SYLLABUS EXAMPLES

- Humanized Example [example]
- Graphic Design [(pre, post)]
- Oceanography [(pre, post)]
- Introduction to College [(annotated)]
- Composition [(post)]
- Marketing [(pre, post)]
- US History [(post)]
**Reflecting on Your Syllabus**

**Enhanced Syllabus Checklist**

Use the following checklist to compare respective elements of your syllabus against the “enhanced” level statements in the middle column. Use the right column to rate your syllabus elements with a “plus” check, or “minus” in the Strength/Opportunities sections on page 2, make note of elements where you feel your syllabus is strong/weak, and the ones which can be enhanced. The Enhanced Syllabus descriptors can guide you toward these changes and you are also encouraged to review some of the exemplars found in the Enhanced Syllabus module in Learn.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Enhanced Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rationale</strong></td>
<td>Uses language that invites rather than commands. Uses positive words over punishing academic statements made from first person or second person perspective to create a sense of community.</td>
</tr>
<tr>
<td><strong>Instructor Information</strong></td>
<td>Offers varied ways to contact instructor for student questions or concerns and provides a brief overview of instructor.</td>
</tr>
<tr>
<td><strong>Textbooks</strong></td>
<td>Lists required and recommended textbooks with purchase options. Electronic equivalent provider or texts ordered early to ensure timely conversion in an alternative format. Includes a short statement explaining reasons that the textbook was selected.</td>
</tr>
<tr>
<td><strong>Inclusion</strong></td>
<td>Statement included that proactively addresses the value all learners bring to the course.</td>
</tr>
<tr>
<td><strong>Course Assignments (Explanations)</strong></td>
<td>Clearly explains and links all learning objectives, course requirements, assignments, and appropriate due dates.</td>
</tr>
<tr>
<td><strong>Course Assignments (examples)</strong></td>
<td>Provides detailed guidance on how to complete major course projects, activities or papers and offers links to examples and illustrations as appropriate.</td>
</tr>
<tr>
<td><strong>Course Assignments (submission)</strong></td>
<td>Provides multiple ways for all students to submit course assignments (i.e., hard copy, emailed, submitted via LMS).</td>
</tr>
<tr>
<td><strong>Course Assignments (grading)</strong></td>
<td>Specifies grading criteria for all course requirements and offers detailed items requiring further clarification and links to instructor grading rubrics.</td>
</tr>
<tr>
<td><strong>Course Calendar</strong></td>
<td>Syllabus clearly lists all course assignments and offers detailed items requiring further clarification and links to instructor grading rubrics.</td>
</tr>
<tr>
<td><strong>Student Resources</strong></td>
<td>Contains general information about student-oriented campus resources and highlights specific additional resources that may be unique to this course.</td>
</tr>
<tr>
<td><strong>Format/Revisions</strong></td>
<td>Syllabus carefully crafted to provide sufficient context, examples, and overview of text. Includes course information and orientations.</td>
</tr>
</tbody>
</table>
SOME IDEAS FOR CONNECTING EARLY & OFTEN

Editable copy @ http://tiny.cc/odl-inclusivity-survey
Get them engaged with each other - and purpose - through active and authentic learning
MULTIPLE MEANS = MULTIPLE PATHWAYS

Peer Learning
- Think-pair-share .............. 2
- Turn and Talk ................. 2
- Small group Discussions ...... 3
- Posters & gallery walk ....... 3
- Fishbowl ........................ 4

Check for Understanding
- Polling .......................... 4
- Four Corners .................... 4
- 1 Minute Quiz .................. 5
- Quickwrite ...................... 5
- Muddiest Point ................. 5
- Directed Paraphrasing ....... 6
- Escape Room .................... 6

Strengthen Understanding
- Pro/con list ..................... 7
- Concept map .................... 7
- Visual prompt .................. 7
- Entry/Exit Tickets ............. 7
- Collaborative Summaries ..... 8

Self Reflection
- Partial Outlines/PPTs provided for lecture . . 8
- What's missing? ............... 9
- Aha wall ......................... 9

Community-building
- 2 Truths, 1 Lie ................. 9
- Five Pictures ................... 9
- Common Ground .............. 10

Authentic Learning
- Application Cards ............ 10
- Analytic Memo ................. 10

Connections for Future Learning
- Brainstorming challenge ..... 11

Feedback on Work in Progress
- Peer Review .................... 11
- Progress Chart for Whole Class .... 11

Online Polling Options .......... 12

https://www.odlearn.com/techniques-for-remote-active-learning/
# Greater Meaning Through Authentic Assessment

<table>
<thead>
<tr>
<th>Subject</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>Provide a case study of a patient and ask students to assess and create a plan of care</td>
</tr>
<tr>
<td>Business</td>
<td>Develop a business/marketing/sales plan for an imaginary (or real) company in a student's area of interest.</td>
</tr>
<tr>
<td>Computer Science</td>
<td>Troubleshoot a problematic piece of code; Develop a website/app to solve a particular problem and/or meet a set of criteria</td>
</tr>
<tr>
<td>Psychology</td>
<td>Examine/critique a case study from multiple theoretical positions</td>
</tr>
<tr>
<td>Public Affairs or Service Learning</td>
<td>Consider how a community agency might be impacted by a particular challenge (budget cuts, infrastructure outage, public health crisis, etc.)</td>
</tr>
<tr>
<td>Biology/Chemistry</td>
<td>Draw a diagram of how a process works, indicating what happens if X occurs</td>
</tr>
<tr>
<td>History</td>
<td>Engage in a role play of a particular event in history; Describe what might have happened if one element of a historical event had changed.</td>
</tr>
</tbody>
</table>
REGULAR AND SUBSTANTIVE INTERACTION

Weekly announcements with due dates
Weekly announcements explaining content
Recorded lectures + discussions
Office hours
Active & Authentic Learning

CORRESPONDENCE EDUCATION

Graded assignments without feedback
Graded assignments with feedback
Recorded lectures
Auto-graded quizzes

DISTANCE EDUCATION

Image adapted from SUNY-RSI
Community Pride in the Experience

St. Francis College @SFCNY · Sep 3
🚨 Certified!! #SFCNY provides training so our faculty deliver state-of-the-art online instruction, including through a rigorous online-teaching certification course! See you all soon 😊❤️🐾.

#SFCTogether
#BackToBrooklyn
CALL TO ACTION: HOW WE CAN HELP

- Empathy Mapping Exercise
- Enhanced Syllabus Checklist
- Un/Welcome Syllabus Examples
- Learner Connectedness Survey
- Universal Design for Learning
- Getting Started with Document Accessibility
- Techniques for Remote Active Learning
- MERLOT.org
- SkillsCommons.org

Obtain a copy of slides with link to resources
Evaluate Sessions and Win!

- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen
  - Complete session evaluation*

*Each session evaluation completed (limited to one per person per session) = one contest entry. Five (5) $25 gift cards will be awarded.