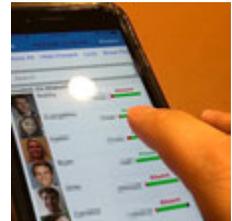
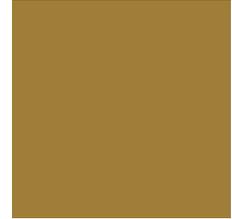




Revitalizing In-Person Sessions with Online Tools and Techniques



OLC Accelerate 2018

Matthew T. Phillips

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Why should you care about in-person outcomes?



- Students who have online exposure are going to want to see best practices during online program residencies and even traditional on-ground courses.
- In-person or residential-focused institutions are likely to assign resources and “voice” within the institution based on historical (in-person) priorities.
- Contributions to high-quality teaching for in-person settings helps faculty and administrators value the investments necessary to improve learning outcomes across channels.
- If something is good for online students, it’s good for students.



Areas for easy wins

We'll focus on four ideas that are easy to implement, create clear value for students and instructors, and can be supported by free or low-cost tools.



Testing



Class Participation Measurement



Student Engagement and Communication

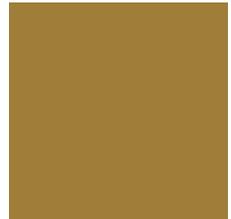


Course Materials



Testing and Evaluation

Is it getting harder to schedule tests with adequate accommodations and security? On-ground instructors compete for physical space, scheduling, and time on the calendars of busy students.





Typical In-Person Method Paper Testing in Class

Complex scheduling concerns.

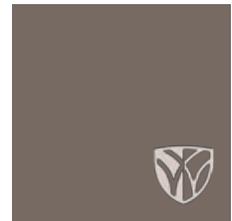
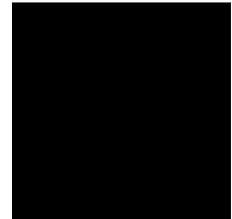
Many students do not feel at their best in an exam classroom.

Handwriting makes grading more difficult.

Paper exams are more often graded student-by-student, impacting objectivity.

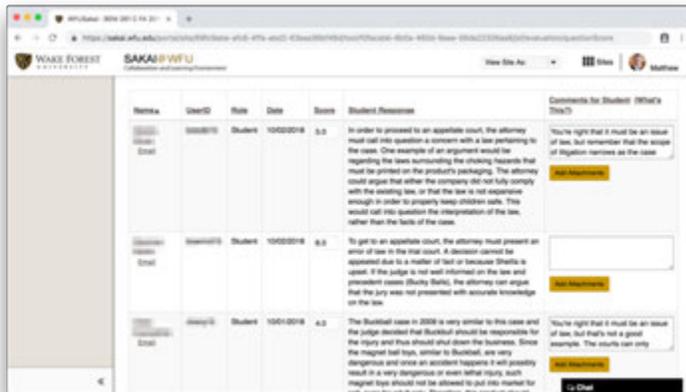


Image (<https://www.flickr.com/photos/egmo2017/33127291743>) from flickr user egmo2017. Used under CC BY-NC 2.0 license.



Online-Inspired Testing

- Automatic adjustments for learning accommodations.
- Test security options
- Students can take in a comfortable place and at a time that fits their schedule.



Name	User ID	Role	Date	Score	Student Response	Comments for Student (What's This?)
Student Student	1000018	Student	10/22/2018	5.0	In order to proceed to an appellate court, the attorney must call into question a concern with a law pertaining to the case. One example of an argument would be regarding the uses surrounding the checking hardware that must be printed on the product's packaging. The attorney could argue that either the company did not fully comply with the existing law, or that the law is not expansive enough in order to properly keep children safe. This would call into question the interpretation of the law, rather than the facts of the case.	You're right that it must be an issue of law, but remember that the scope of litigation covers all the case.
Student Student	1000018	Student	10/22/2018	6.0	To get to an appellate court, the attorney must present an error of law in the trial court. A decision cannot be questioned due to a matter of fact or because the facts are unclear. If the judge is not well informed on the law and precedent cases (Barry's), the attorney can argue that the jury was not presented with accurate knowledge on the law.	
Student Student	1001018	Student	10/01/2018	4.0	The Bunkball case in 2008 is very similar to this case and the judge decided that Bunkball should be responsible for the injury and thus should shut down the business. Since the magnet ball top, similar to Bunkball, are very dangerous and once an accident happens it will probably result in a very dangerous or even lethal injury, such magnet tops should not be allowed to put into market for sale, even for profit only. Therefore, the product should	You're right that it must be an issue of law, but that's not a good example. The courts can only

Online-Inspired Testing... and Grading

Grading can incorporate more detailed comments since space (and legibility) isn't an issue. Students can dive into corrective/remedial work on their own.

Outcomes and Benefits

Online Testing

- Parallel grading of responses. Extra objectivity through anonymous grading possible.
- Effective feedback through 3–4 canned responses. (Auto Text Expander Chrome Plugin: <http://bit.ly/olctext>)
- Ability to design tests toward content and student needs, not around space and time constraints in classroom.
 - Simple recalibration for students with learning accommodations.
 - Video or audio elements.
- Introduce flexibility for student schedules (particularly during exam seasons)

Transition Lessons

Online Testing

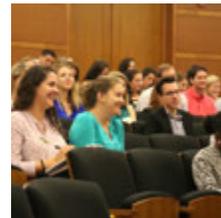
- Affirmatively inform students about academic integrity expectations.
- Encourage advance scheduling by students.
- Keep careful track of how questions work.
- Consider rotating large groups of questions.
- Be aware of student expectations about online tests.



Class Participation Measurement

Have you ever heard:

- “People are talking just to get a point and not making important contributions.”
- “I participate more than anybody, and I didn’t get much credit!”



Participation Objectives

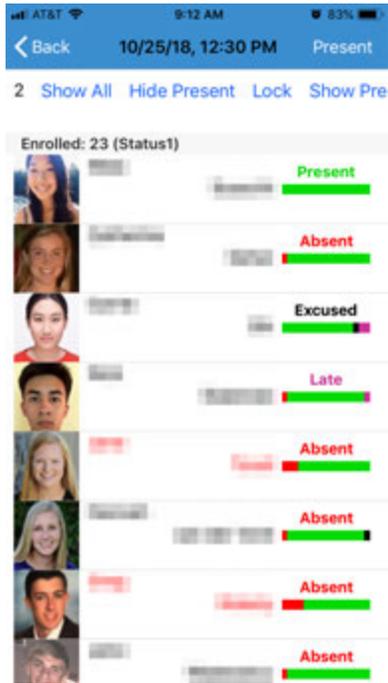
- Incentivize quality contributions; help students struggle with—and internalize—the ideas they’re learning.
- Reward contributions fairly.
- Incorporate recognition of in-class and out-of-class contributions.
- Create an “audit trail” for participation grades.



Typical In-Person Method Paper Charts

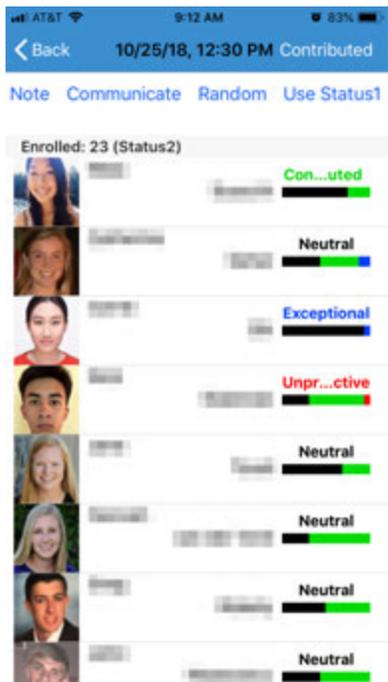
- Awkward to mark during class.
- Hard-to-maintain records trail.
- Difficult to mark non-traditional contributions.
- Students cannot track.





Online-Inspired Approach Mobile App - Attendance

- Attendance-taking with faces; minimal intrusion to learn names.
- Monitor attendance trends.
- **Highlight students** with emerging attendance issues.
- Attendance2: <http://bit.ly/olcattend>



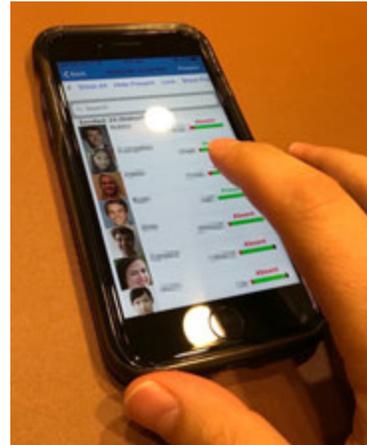
Online-Inspired Approach Mobile App - Participation

- Quick entry during or after class.
- Clear delineation of quality of contributions.
- Objectivity, at least from a semester-wide perspective.
- Attendance2: <http://bit.ly/olcattend>

Outcomes and Benefits

App-Based Attendance Tracking

- One-click creation of spreadsheets that track:
 - Attendance/Participation numbers by student.
 - Participation by class session (comparable to engagement statistics you'd see in an LMS).
 - "Red Name" reports for students with troubling trends.
- Objectivity and consistency in tracking.
- Ability to pair participation rubrics with app-entered values.
- Attendance2 app: <http://bit.ly/olcattend>

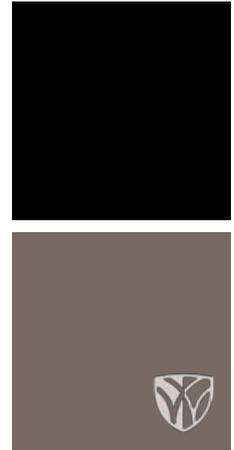


Student Engagement & Communication

Online designers and instructors know they have to overcome the inherent impersonality of the medium.

It's worth thinking about engagement and communication more intentionally in the classroom too.





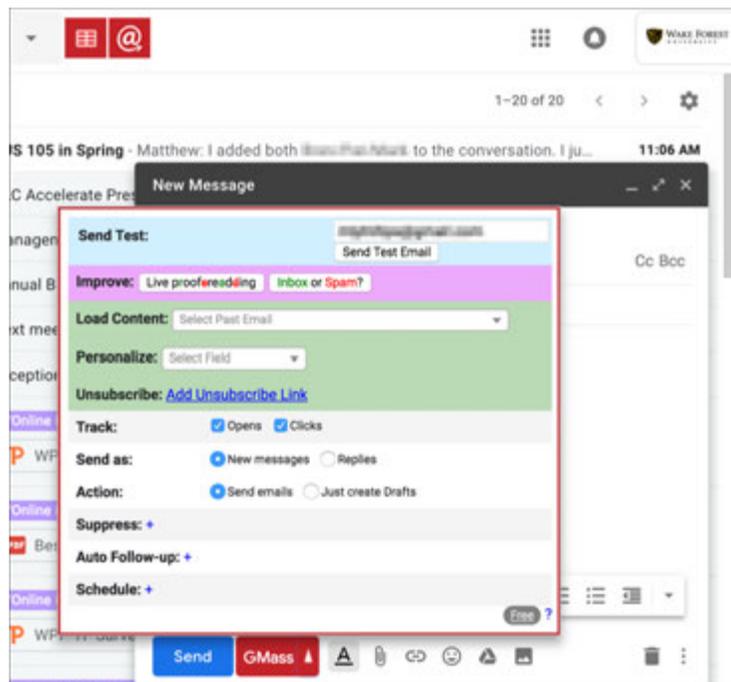
Typical In-Person Method “Let’s Talk After Class”

Coordination is difficult; hard to make connections between issues; *ad hoc* interaction is difficult for some students (non-native English-speakers, introverted students, etc.)



Online-Inspired Approach Targeted Communication Design

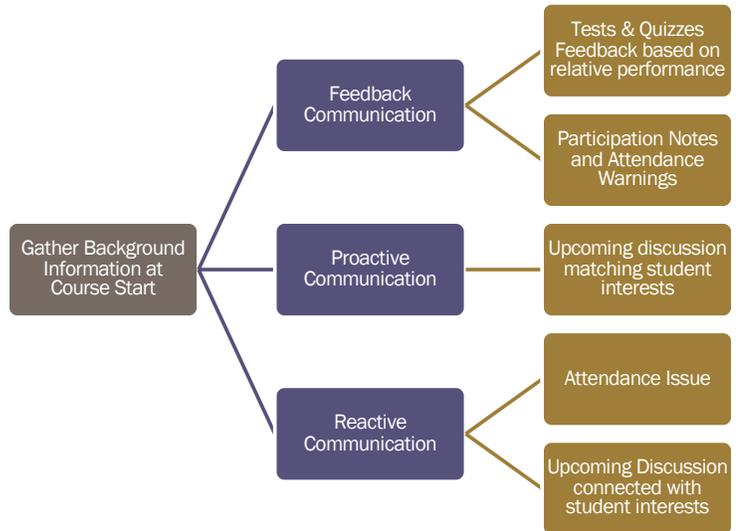
- Tailored, direct messages to students.
- Sophisticated, but simple mail-merge from Google Docs
- Scalable approach
- Tool: GMass (<http://www.gmass.co/>)





Feedback Patterns

The only difficulty is in determining when to communicate and what messages will reach students and shape their engagement.



Mail-Merge from Google Sheets

BEM 261 C 1230 Fa2018-report

	C	M	N	O	P	Q	R	S	T	U	V	W
1	Student Name	Absence Points	Participation Point	Cumulative	Points	Absence warning	Particip. Warning	Base	Average			
2	BRUNNEN, BRUNNEN	-2	5	88	9			85	88.59574468			
3	BRUNNEN, BRUNNEN	-2	1	84	8.5		I track participati					
4	BRUNNEN, BRUNNEN	-2	2	85	8.5		I track participati					
5	BRUNNEN, BRUNNEN	-2	3	86	8.75		I track participati	Absence over 2	Your participation grade is significantly affected by the absences and/or late arrivals you've had. Please let me know if there are issues keeping you from attending class regularly.			
6	BRUNNEN, BRUNNEN	-2	6	89	9							
7	BRUNNEN, BRUNNEN	0	3	88	9		I track participati					
8	BRUNNEN, BRUNNEN	0	1	86	8.75		I track participati					
9	BRUNNEN, BRUNNEN	0	9	94	9.5			Participation under 4	I track participation after each class session, and I currently have fewer than 4 interactions recorded for you. I know everyone approaches class discussions differently, but I'd like to work on increasing your in-class contributions. Please let me know if I can help with that, or we can discuss options for class participation that you may not have considered yet.			
10	BRUNNEN, BRUNNEN	0	3	88	9		I track participati					
11	BRUNNEN, BRUNNEN	-5	0	80	8	Your participati	I track participati					
12	BRUNNEN, BRUNNEN	0	2	87	8.75		I track participati					
13	BRUNNEN, BRUNNEN	0	0	85	8.5		I track participati					
14	BRUNNEN, BRUNNEN	0	1	86	8.75		I track participati					
15	BRUNNEN, BRUNNEN	0	0	85	8.5		I track participati					
16	BRUNNEN, BRUNNEN	-2	9	92	9.25							
17	BRUNNEN, BRUNNEN	0	9	94	9.5							
18	BRUNNEN, BRUNNEN	-2	5	88	9							
19	BRUNNEN, BRUNNEN	0	12	97	9.75							
20	BRUNNEN, BRUNNEN	-2	5	88	9							
21	BRUNNEN, BRUNNEN	-3	8	90	9	Your participati						
22	BRUNNEN, BRUNNEN	0	7	92	9.25							
23	BRUNNEN, BRUNNEN	-4	1	82	8.25	Your participati	I track participati					



Outcomes, Benefits, and Lessons



Targeted Engagement

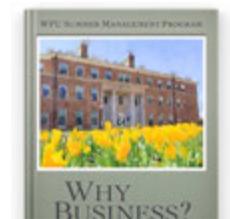
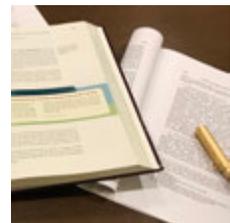
- Personal connections are represented effectively... and perhaps built more strongly.
- GMass merging with GMail and Google Sheets (<http://www.gmass.co>) means private information stays within your institution's security protocols. (Same benefit applies to Office365 merge capabilities.)
- Lessons
 - Keep it short.
 - Invite specific responses.
 - Incorporate individual student information from surveys, etc.

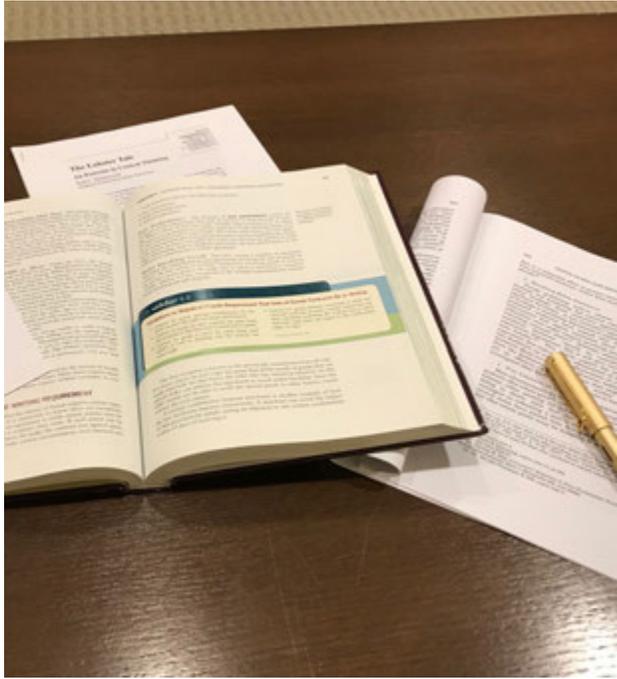


Course Materials

One of the luxuries of online teaching is that it seems natural to use materials from a wide range of sources, while often in-person courses revolve around a particular textbook or other primary resource.

Careful presentation of course materials is particularly critical when courses are stretching students in new directions.





Typical In-Person Approach Textbooks and Handouts

Even the highest levels of customization (e.g. CoursePacks from publishers or bookstores) typically impose constraints.

Materials are hard for instructor to introduce and annotate according to student needs.

Students can't learn to depend on consistent formats and approaches.

Online-Inspired Approach

Custom-Authored eTextbook

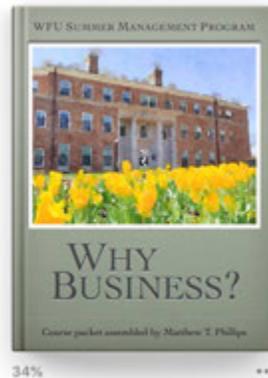


- Material is all in one spot with consistent formatting and approach.
- Book can be distributed through Apple devices or PDF files.
- Material can be annotated in a variety of manners.
- Editing/Iterating the text is a simple matter: just like editing a document.



How does it work for students?

- Books can be distributed by PDF (that includes glossary listings at the end).
- Students with Apple devices (Mac, iPad, iPhone) can access interactive features.



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SESSION 2

KEY QUESTIONS

- How does Smith's work reflect a concern for the poor?
- How is division of labor reflected in your life and the world around you?
- Smith writes about human nature. Is he right? Does human nature change?
- How is innovation beneficial for society? How is it best enabled?
- What does "self-interest" mean in Smith's work? Is it the same as greed?
- Is there a down side to dividing labor? What do workers lose when labor is divided?

Smith's *Inquiry* and Path to Prosperity

Movie 2.1 Introduction to Adam Smith and *The Wealth of Nations*



This video is also available on YouTube: <https://youtu.be/M6g-OAKmH8I>

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ADAM SMITH

Selections from *An Inquiry Into the Nature and Causes of the Wealth of Nations* (1776)

Of the C
productive
Order acc
naturally d

Division of labour

The essential tool for Smith's *universal opulence* is *division of labor*. Division of labor allows individual to focus on a task. Because of this focus, they are able to be much more productive and thus create more value. This happens because of increased dexterity, saving "passing time," and innovation.

Of

The greatest imp
bour, and the gre
ment with which
have been the effects of the **division of labour**.

[Glossary Index](#) [Look Up](#)

The effects of the division of labour, in the general business of society, will be more easily understood, by considering in what manner it operates in some particular manufactures. It is commonly supposed to be carried furthest in some very trifling ones; not perhaps that it really is carried further in them than in others of more importance; but in those trifling manufactures which are destined to supply the small wants of but a small number of people, the whole number of workmen must necessarily be small; and those employed in every different branch of the work can often be collected into the same workhouse, and placed at once under the view of the spectator. In those great manufactures, on the contrary, which are destined to supply the great wants of the great body of the people, every different branch of the work employs so great a number of workmen, that it is impossible to collect them all into the same workhouse. We can seldom see more, at one time, than those employed in one single branch. Though in such manufactures, therefore, the work may really be divided into a much greater number of parts, than in those of a more trifling nature, the division is not near so obvious, and has accordingly been much less observed.

To take an example, therefore, from a very trifling manufacture; but one in which the division of labour has been very often taken notice of, the trade of the pin-maker; a workman not educated to this business (which the division of labour has rendered a distinct trade), nor acquainted with the use of the machinery employed in it (to the invention of which the

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Index
Glossary
Done

D Division of labour

E Eleemosynary

Entrepreneur

Equality of opportunity

I Inequality

Innovation

K Knowledge of available means

L Labour

Left-liberal equality of opportunity

M Manager

O Owners

P Passing time

Pin-making

Principal

R Rational economic order

Relevant information

Division of labour

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Related Glossary Terms

Dexterity, Innovation, Pin-making, Universal opulence

Index

[Chapter 2 - Smith's Inquiry](#)

[Chapter 2 - Selections from An Inquiry Into the Nature and Causes of the Wealth of Nations \(1776\)](#)

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ADAM SMITH

Selections from *An Inquiry Into the Nature and Causes of the Wealth of Nations* (1776)

Book I:

Of the Causes of Improvement in the productive Powers of Labour, and of the Order according to which its Produce is naturally distributed among the different Ranks of the People.

Chapter I:

Of the Division of Labour

The greatest improvement in the productive powers of labour, and the greater part of the skill, dexterity, and judgment with which it is any where directed, or applied, seem to have been the effects of the **division of labour**.

The effects of the division of labour, in the general business of society, will be more easily understood, by considering in what manner it operates in some particular manufactures. It is commonly supposed to be carried furthest in some very trifling ones; not perhaps that it really is carried further in them than in others of more importance; but in those trifling manufactures which are destined to supply the small wants of but a small number of people, the whole number of workmen must necessarily be small; and those employed in every different branch of the work can often be collected into the same workhouse, and placed at once under the view of the spectator. In those great manufactures, on the contrary, which are destined to supply the great wants of the great body of the people, every different branch of the work employs so great a number of workmen, that it is impossible to collect them all into the same time, than those such manufactures into a much greater trifling nature accordingly been

To take an example; but one in which the division of labour has been very often taken notice of, **the trade of the pin-maker**; a workman not educated to this business (which the division of labour has rendered a distinct trade), nor acquainted with the use of the machinery employed in it (to the invention of which the

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Outcomes, Benefits, and Lessons

Custom eTextbook



- Students are able to approach each chapter/session in a consistent way.
- Difficult primary texts can be annotated so that students aren't frustrated as they read ahead of class discussions.
- Students acknowledge that significant work has gone into creating a resource specifically for them.
- Modern tools make this much easier than you might think.
- Apple and Acrobat tools incorporate universal design approaches.
- Copyrighted texts can be used under fair use exceptions to copyright laws, though you cannot modify (re-typeset) those texts: they'd have to be presented with a different kind of annotation.



Thank you!

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 Twitter @mtppilot

- If something is good for online students, it's good for students.
- Resources and focus are likely to follow tools and practices that can be used across teaching platforms.
- Tools
 - Participation and Attendance
 Attendance2
<http://bit.ly/olcattend>
 - Text Expander for Repetitive Feedback
 TextExander Google Chrome Plugin
<http://bit.ly/olctext>
 - Mail-Merge from Google Apps
 GMass
<https://www.gmass.co/>
 - Custom Textbook Authoring
 Apple iBooksAuthor
<http://bit.ly/olcbooks>