Welcome! My name is Linda Merillat and I'll be your presenter for this session today. I currently hold a faculty position with the role of Instructional Designer at School of Nursing, Washburn University in Topeka, KS.

K-12 teachers have been learning and adopting class management techniques for decades. In this session, we'll explore how some of these classic techniques can be applied to the online classroom.
In addition to my position at Washburn University, I’ve developed and maintain the Faculty Support Center. It is a virtual faculty center open to any faculty member.

To provide the context for this session, I want to show you a tool I use with my faculty as we develop courses together. It’s available from the main page of the Faculty Support Center under the From Us Section. It is called the Learning Experience Designer Outline. Down the left hand side of this tool is a list of activities that show the gamut of the different types of activities an instructor could do as they present a lesson or a unit or module.

When we teach face-to-face, we tend to do many of these activities instinctively – such as providing an introduction or giving a recap. When we teach online, we sometimes overlook all the nuances of presenting materials to students effectively. I use this tool to help faculty think about entire scope of the learning experience versus just providing reading materials, posting a lecture, and giving a test – which correspond to the Knowledge, Presentation, and Assessment activities.

Many of the strategies I’m presenting today can be used to address goals related to some of these different activities such as Preparation, Introduction, and Reflection.
We'll be discussing several techniques today. Each strategy can be used to accomplish a variety of goals, and many of those goals can be achieved using different strategies. Some of the common goals include to:

- Monitor student understanding
- Engage students in a topic
- Activate prior learning
- Promote student reflection
- Foster meta-cognition
The class management techniques we will be exploring today are listed here.
The One-Minute Paper is a simple technique for an instructor to use to assess students understanding or grasp of material. It can be used at the beginning or at the end of the class.
The various goals of a one minute paper include...

To apply this technique, follow these steps....

Questions Used as One-Minute Paper Prompts (Cuseo, n.d.)

● **Interest:**
  ○ Without looking at your notes, what was most memorable or stands out in your mind about today’s class?
  ○ What was the most surprising and/or unexpected idea expressed in today’s discussion?
  ○ Looking back at your notes, what would you say was the most stimulating idea discussed in today’s class?
  ○ For you, what interesting questions remain unanswered about today’s topic?

● **Relevance:**
  ○ In your opinion, what was the most useful idea discussed in today’s class?
  ○ During today’s class, what idea(s) struck you as things you could or should put into practice?
  ○ What example or illustration cited in today’s class could you relate to the most?

● **Attitudes/Opinions:**
Would you agree or disagree with this statement: . . . ? Why?

What was the most persuasive or convincing argument (or counterargument) that you heard expressed in today’s discussion?

Was there a position taken in today’s class that you strongly disagreed with, or found to be disturbing and unsettling?

What idea expressed in today’s class strongly affected or influenced your personal opinions, viewpoints, or values?

**Analysis:**

- What did you perceive to be the major purpose or objective of today’s class?
- What do you think was the most important point or central concept communicated during today’s presentation?

**Conceptual Connections:**

- What relationship did you see between today’s topic and other topics previously covered in this course?
- What was discussed in class today that seemed to connect with what you are learning or have learned in other course(s)?
- What was the muddiest or most confusing topic covered today?
A Focused Listing asks students to recall ideas and experience related to a specific topic. Students are given the topic, and then asked to list terms or ideas related to that topic. It can done individually or as a group activity.
Let’s see how the Focused Listing works. Take 2-3 minutes to write a list of terms or concepts related to ‘Designing an Effective Online Learning Experience.’ When you’re done, share your list with another attendee.
The Focused Listing technique can be used to accomplish these goals.

To apply this technique, follow these steps.
A mind map is a visual way to organize information.
Follow the steps to explore different types of the Mind Maps. Students in our Post Graduate certificate for Psychiatric Mental Health Nurse Practitioners create mind maps in several courses. I *love* using this technique to introduce a complex topic that has a visual component. We use this strategy to introduce Logic Models in our DNP program.
The Mind Map technique can be used to accomplish these goals:...

To apply this technique, follow these steps:...

To learn more, you can reference these resources:...
In a concept map, the emphasis is on the ideas, and the *relationships* between them.
The Concept Mapping technique can be used to accomplish these goals:

- Take notes
- Summarize key concepts and their relationships
- Collaborative knowledge modeling and transfer of expert knowledge
- Provide advanced organizer for a course, unit, or module
- Assess learning or understanding

To apply this technique, follow these steps:

1. Have students develop a mind map using one of the free mind mapping tools.
2. Students can share maps by posting a link in a discussion board.

RESOURCES

- Sample tool: [https://www.lucidchart.com/pages/examples/concept-maps](https://www.lucidchart.com/pages/examples/concept-maps)
- Concept Map: [https://en.wikipedia.org/wiki/Concept_map](https://en.wikipedia.org/wiki/Concept_map)
Mind Maps and Concept Maps are just two types of Visualization tools. Visit this site to explore a variety of different tools.

Periodic Table of Visualization Methods

2. Explore the various tools.
3. Both Mind Maps and Concept Maps are considered Concept Visualization tools.
A fishbowl is a technique for engaging a large group in a conversation. It typically involved a small group (5-8) seated in a circle and having a conversation in full view of the larger group of listeners.
The Fishbowl technique can be used to accomplish these goals....

To apply this technique, follow these steps....

To learn more, you can reference these resources....

In our Psych Mental Health program, students practice interviewing each other and then critique several of these mock interviews.
A Jigsaw is a cooperative learning strategy designed to help students construct their own learning. Students are assigned to groups. Each group works on one aspect, or one puzzle piece, of the bigger problem. The groups then come back together to construct the bigger picture.
The Jigsaw technique can be used to accomplish these goals.

To apply this technique, follow these steps.

In our Doctor of Nursing Program, students in the Global Leadership course work in small groups to research and present on current international topics such as ebola, child soldiers, and drug resistant diseases.
Think-Pair-Share is a collaborative learning technique. Students are prompted to Think about topic, Pair with a classmate and discuss, and then Share insights with the entire class.
Let’s practice this technique. Follow the directions on the slide.
The Think-Pair-Share technique can be used to accomplish these goals….

To apply this technique, follow these steps….

We used this technique in our undergraduate RN-to-BSN program to promote interaction among the students.
The Roundtable is a cooperative learning strategy designed to provide comprehensive coverage of a topic.
The Roundtable technique can be used to accomplish these goals....

To apply this technique, follow these steps....

The distinguishing feature about this technique is it is meant to be comprehensive. All students must contribute, and each time somehow contributes, it must be a new idea or response.
Peer evaluation is a process where students evaluate each other’s work
The Peer Evaluation technique can be used to accomplish these goals….

To apply this technique, follow these steps….

Several courses in the School of Nursing have adopted peer evaluation as a strategy.
Discussion forums are versatile tools and can be used in a variety of ways beyond the typical topical discussion.
Several courses in the School of Nursing have these strategies.
There are several different ways you can quizzes in an online course.
Several courses in the School of Nursing have adopted these strategies as well.

Experience has shown that students will take these formative quizzes repeatedly simply to gain one extra point.
THANKS!

Any questions?
You can find me at
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Session Evaluations & Drawing

- 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 to five (5) individuals
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