5 strategies to improve your virtual course

A webinar brought to you Distance and Online Education and The Office of Teaching, Learning, and Technology
WEBINAR TOPICS:

- Active learning in the Zoom Classroom
- Addressing Zoom fatigue
- Academic Integrity
- Addressing student needs
- Adding more time to your day
Active learning in the Zoom Classroom
Zoom Engagement Strategies

- Active learning starts with your learning goals.
- Choose 1 or 2 Zoom engagement strategies that work especially well for your course.
- Practice the technology for those strategies without students.
- Give yourself extra time and room for error during class.
- Set in-class expectations for your Zoom courses (or create them with your students.)
Zoom Engagement Tools
Reactions and Nonverbal Feedback

● Reactions
  ○ Best in Gallery View
  ○ Students without video can still have quick expressions.

● Nonverbals
  ○ Available under Participants.
  ○ Quick way to poll students.
Chat Options

- All students can participate.
- Set guidelines for how to use chat in your class.
- TA or students can watch chat during lecture.
- Save chats using ... or autosave all chats in Settings at https://uiowa.zoom.us
Annotations

- Quick checks.
- Turn allow annotations on/off during screenshare.
- Anyone can save screen shot of annotations.
Polls

- Adds engagement in large courses.
- Good way to start class discussions.
- Access poll reports up to a month later.
Break Out Rooms

- Small group discussions and group work.
- Have plan for sharing work (shared notes often help.)
- Groups can be preassigned, randomly assigned or you can allow students to self select.
- Be ready to help some students into breakout rooms.
Addressing Zoom Fatigue
Zoom Fatigue

- Be realistic about the amount of time that your students can stay engaged on Zoom
- Implement strategies to gain and keep attention
If we meet with several people online at the same time, we are simultaneously processing visual cues from all those people, and we start to be over-stimulated by extraneous data that we don't have to process in the physical world.
Attention and Focus

- Take a few moments before clicking “Start” to settle and focus your attention.
- Take the time to truly greet those in the room with your full attention.
- Gallery view vs. speaker view
- Resist the urge to multitask.
- Take breaks between sessions.
- Reminder - this is a new place between presence and absence.
During this week's zoom session:
I will provide an overview of the course and answer any questions you have. We will also:
• Get to know each other through small group breakout sessions and large group introductions.
• Prepare for and complete our first small group mini-project activity.

How to prepare:
• Read the course syllabus and review the getting started module on ICON.
• Make sure you can access to the 3 articles we will use for this week’s mini-project. (linked below)

*Article 1
*Article 2
*Article 3

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Week 1 - Chapter 1-2

Agenda
- Check Equipment
- Questions
- Review/Discuss Ch. 1-2
- Breakout – small group discussions (10 min.)
- Share group results (15 min.)
- Next week…

EQUIPMENT CHECK
- Test video (via Video Settings): adjust lighting, camera angle…etc. for best results.
- Test audio (via Audio Settings): remember to listen thru headset or earphone only.
- Mute your mic
- Other/classroom rules..(e.g. silence your phone)
Provide guidance for down time

- Start and end of session
- Transitions and breaks

BREAK TIME

Be back/ready to resume at:

3:45 PM
A/Synchronous Balancing Act

Identify your core content and prioritize it for the most effective delivery method/s.
Asynchronous content

- Chunk your content into smaller, distinct units of information to improve comprehension.
- Use ICON Modules, Pages, and Files to direct student learning.
ICON Modules Example
Text Headers to Divide Module Content

- In Course Navigation, click the **Modules** link.
- Add Content (+)
- Select **Text Header** in the item type drop-down menu.
- Type your text
- Click the **Add Item** button.
Example Assignment Instructions

- Provide clear instructional guidance
- Address assignment goals, expectations, logistics, and grading
- Take time to understand what it looks like to submit the assignment, discussion, or quiz as a student.

Module 1 Application Assignment

DIRECTIONS

To demonstrate your ability to navigate HireaHawk to explore internship and/or job postings, and to give your instructor a better understanding of your career interests, you will use HireaHawk to find an internship or job posting that interests you. You do not need to currently qualify for the job or internship posting you select for this assignment. Job posts vary by day so your dream job position may not be posted today; continuing using this resource during the class and beyond. To complete this assignment, you will submit a document that includes a screenshot (or multiple screenshots if necessary) from HireaHawk for that internship or job posting that includes:

- the internship or job title
- a description of the internship or job
- information about qualifications needed for the internship or job

NOTE: If the internship or job posting you're looking at doesn't include all of the elements listed above, find one that does!

SUBMISSION INSTRUCTIONS

This assignment requires you to capture screenshots from HireaHawk. Using your tool of choice (e.g., if using a PC, the "snipping tool" or if using a Mac, press Shift-Command-4 &). After you capture the screenshot, copy and paste it to a Microsoft Word document.

Assignment submissions must be either a Microsoft Word document or a PDF. Name your document with the following naming convention: last name, first name, Week 1

See a sample assignment here, Brewster Amy, Week 1.pdf

GRADING INFORMATION

This assignment is worth 10 points. See the grading rubric for this assignment.
Academic Integrity
Academic integrity involves committed and honest behavior in an academic setting.

<table>
<thead>
<tr>
<th>Plagiarism</th>
<th>Cheating</th>
<th>Academic Fraud</th>
<th>Lack of Confidentiality</th>
</tr>
</thead>
</table>
Tips to Establish Academic Integrity

**Revisit your assessment plans**
- Include application and integration of knowledge
- Become comfortable with plagiarism technology
- Use question groups to randomize the order of questions.

**Transparent course design**
- Provide explicit expectations for academic integrity
- Clearly state goals, process, and assignment criteria

**Check in with learning experience**
- Address challenges completing assessments
- Provide flexibility when needed
Academic Integrity

- An effective assessment plan offers varied opportunities for students and instructors to calibrate student achievement.

- Connection with the techniques and tools used to assess students learning

Strategies to Improve Your Course
Tools for Assessment
## Formative Assessment Examples

<table>
<thead>
<tr>
<th>Assessment Technique</th>
<th>Description</th>
<th>Online Tool Option</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Muddiest Point</strong></td>
<td>Check in with student learning</td>
<td>• Qualtrics</td>
</tr>
<tr>
<td></td>
<td>• What was most clear to you?</td>
<td>• ICON Discussion Board</td>
</tr>
<tr>
<td></td>
<td>• What was unclear to you?</td>
<td>• Zoom Chat</td>
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<tr>
<td><strong>One Minute Paper</strong></td>
<td>Students write their thoughts on a topic or problem</td>
<td>• ICON Assignment</td>
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<td>• One Drive</td>
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<tr>
<td><strong>Small group assignments</strong></td>
<td>Students work on a given problem/discussion topic together and share group</td>
<td>• ICON Discussion Board</td>
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<tr>
<td></td>
<td>outcomes</td>
<td>• Zoom breakout rooms</td>
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<tr>
<td></td>
<td></td>
<td>• One Drive</td>
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<tr>
<td></td>
<td></td>
<td>• ICON Assignment</td>
</tr>
<tr>
<td><strong>Peer review assignments</strong></td>
<td>Students review each other’s written assignments/ presentations</td>
<td>• Peerceptive</td>
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<tr>
<td></td>
<td></td>
<td>• Qualtrics</td>
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<tr>
<td></td>
<td></td>
<td>• ICON Assignment</td>
</tr>
<tr>
<td><strong>Quizzes</strong></td>
<td>Check for understanding</td>
<td>• ICON Quizzes</td>
</tr>
<tr>
<td></td>
<td>• Can be auto-graded</td>
<td>• UICapture in-lecture Quizzes</td>
</tr>
<tr>
<td></td>
<td>• Reduce cheating by using a question pool</td>
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</tbody>
</table>
## Tools for Summative Assessment

<table>
<thead>
<tr>
<th>Assessment Technique</th>
<th>Online Tool Option</th>
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</thead>
<tbody>
<tr>
<td>Final Papers, Take-home exams</td>
<td>• ICON Assignment</td>
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<td></td>
<td>• Peerceptive</td>
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<td></td>
<td>• Turnitin</td>
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<tr>
<td>Presentations</td>
<td>• UICapture</td>
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<td>• Zoom</td>
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<td></td>
<td>• ICON</td>
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<tr>
<td>Video completion of physical processes</td>
<td>• UICapture</td>
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<td></td>
<td>• Zoom</td>
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<td></td>
<td>• ICON Assignment</td>
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<tr>
<td>1:1 synchronous video sessions</td>
<td>• Zoom</td>
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<tr>
<td>Asynchronous video sessions</td>
<td>• UICapture</td>
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<tr>
<td></td>
<td>• ICON</td>
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<tr>
<td>Final Exams</td>
<td>• ICON Quizzes, Proctorio, Respondus lock down browser, Respondus monitor</td>
</tr>
</tbody>
</table>
Address student needs
Common Challenges

- Technical issues
- Distractions and time management
- Staying motivated and engaged
- Feelings of isolation
- Understanding course expectations
- Adapting to new technologies
- Work, food, and housing uncertainties
- Health issues
Spotting Struggling Students

On-campus signs:
- Student appears confused or disengaged
- Sleeps in class
- Refuses to do assigned work
- Is repeatedly late to class

Virtual signs:
- Student is not attending virtual meetings, nor replying to online discussions
- Missed multiple assignment deadlines, or submits work at the last possible minute
- Sends excessive messages

Strategies to Improve Your Course
Tips for Supporting Struggling Students:

Set Clear Expectations

- Clarify course goals and requirements
- Explain class format and study expectations
- Provide time management tips and best practices for virtual learning
- Share your plan B: what to do when technology fails
Tips for Supporting Struggling Students:

Monitor and Address Progress

- Use course stats for general guidance on students' transit and use of the assigned course materials.
- Implement early and frequent check-ins
- Build-in practice assignments you can use to assess student progress
Tips for Supporting Struggling Students:

Encourage a "can do" attitude

- Counter uncertainty by promoting a growth mindset
- Chunk content and larger assignments into manageable "bites."
- Provide actionable feedback and praise good work
- Remain visible and accessible
Student Support and Resources
Find Help at Tutor Iowa

Five strategies to improve your course

Academic Support Resources:

Students can use this

Peer-to-peer tutoring.

Enter the course information (i.e. SPAN:1001) or choose a search term below.

Find Help

SPACE  INTRO TO SUSTAINABILITY  PRIN3003  ABSTRACT ALGEBRA  CALCULUS

FRENCH GRAMMAR  INTRODUCTION TO MATHEMATICS RESEARCH  LINEAR ALGEBRA  CALCULUS 2

CALC 2210  BUS:201  INTRO TO INTERNATIONAL RELATIONS  POLY:501

INTRODUCTION TO LINEAR ALGEBRA  INTRODUCTION TO ABSTRACT ALGEBRA  CALC 2
Find Help at *Tutor Iowa*

**Supplemental Instruction**
A free resource available to help students figure out how to be successful in their courses.

**Mathematics Tutorial Laboratory**
Provides students with the opportunity to receive one-on-one help from math tutors.

**The Writing Center**
Assists students with writing projects, including multimedia projects, at any stage of development.
Student Support Referrals:

The Excelling@Iowa referral system

Get students connected with resources and a variety of offices on campus. Use the Excelling@Iowa referral link: https://excelling.uiowa.edu/sr/referral
Basic Needs and Support:

Office of the Dean of Students

This office handles requests from faculty and staff for student assistance and referral for a range of issues impacting students.

https://dos.uiowa.edu/
Five strategies to improve your course
Add more time to your day
The amount of time one has available to perform a task.... is the amount of time it will take to complete the task.
Grading and feedback

- ICON quizzes – select auto-graded question types for low-stakes assessments.
- Spot grading for low stakes assignments and discussions.
- Prioritize milestone assignments to provide individual feedback to students.
- Summarize your feedback and share it with the whole class.
- Peer grading & feedback
- Message Students Who...
Responding to student questions

OUNCE OF PREVENTION

POUND OF CURE
Responding to student questions

- Be a frequent communicator
- Reduce duplicate questions
  - Hold Group office hours
  - Muddiest point conversations
  - Share answers to questions with the entire class
- Look for opportunities to assist struggling students
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