

# Clear Space for Learning

Redesigning an Online First-year Writing Course

Department of Writing and Rhetoric

Oakland University

May 14-15, 2014

# Cast

- Marshall “Snidely” Kitchens - The Man in Charge!
- Laura Gabrion - Very Special Lecturer!
- Christina “Sonic” Moore - The Professor Known as Best Presenter!
- Shaun “Knuckles” Moore - The Professor Formerly Known as Best Presenter!
- Sheryl “Tails” Ruskiewicz - Pirate Skills!
- Rebecca Rivard - Ninja Skills!

# **Course Redesign Project**

## **First Year Writing Online**

Marshall Kitchens, Chair  
Department of Writing and Rhetoric  
Oakland University

# Preparing Educators for Online Writing Instruction: Principles and Processes

1. Investigation
2. Immersion
3. Individualization
4. Association
5. Reflection

Hewett and Ehmann, 2004  
National Council for Teachers of English

[technorhetoric.net/10.1/praxis/hewett/](http://technorhetoric.net/10.1/praxis/hewett/)

# **High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter**

**First Year Experiences**

**Writing Intensive Courses**

**Collaborative Assignments and Projects**

**Undergraduate Research**

**Global Learning**

**Community-based Learning**

**George D Kuh, 2008**

**Association of American Colleges and Universities**

**[aacu.org/leap/hip.cfm](http://aacu.org/leap/hip.cfm)**

# Measures in Engaging Online Students in First-year Writing



# Consistent Structure and Open Communication

Laura Gabrion

# Discussion Questions

- What do you know about your online students?
- How does this factor into your course design?

# Structure in the Online Classroom

- Begin with an interactive welcome forum
- Maintain an organized approach to content delivery
- Include weekly reminders
- Provide students with opportunities to ask questions or express concerns
- Use communication in an encouraging and inviting manner

# “Getting to Know You”

Pleased to Meet You!  
MAY 16, 2013

BY Laura Gabrion

WELCOME TO OUR CLASS!  
This is a little about me...

00:09 360p

STATS COMMENTS Like 0

Upgrade to Pro to track video plays

Tags: + Add tag

About: Add a description in your settings.

Share: Email, Facebook, Twitter, YouTube, Embed, More

YouTube

Home Videos Playlists Channels Discussion About

Welcome Videos  
by gabrionl • 12 videos • 97 views • 42 minutes  
Add a description  
Play all Share Playlist settings Add video

1		Welcome to English 1220	gabrionl	3:53
2		Welcome to WRT 160	gabrionl	3:43
3		WRT 160 Winter 2012	gabrionl	4:05
4		WRT 160 Summer 2012	gabrionl	3:37
5		Welcome to WRT 160-Winter 2013	gabrionl	2:24

“At the beginning of the course, you will need to spend time interacting with individual learners...” (Stavredes, 2011).

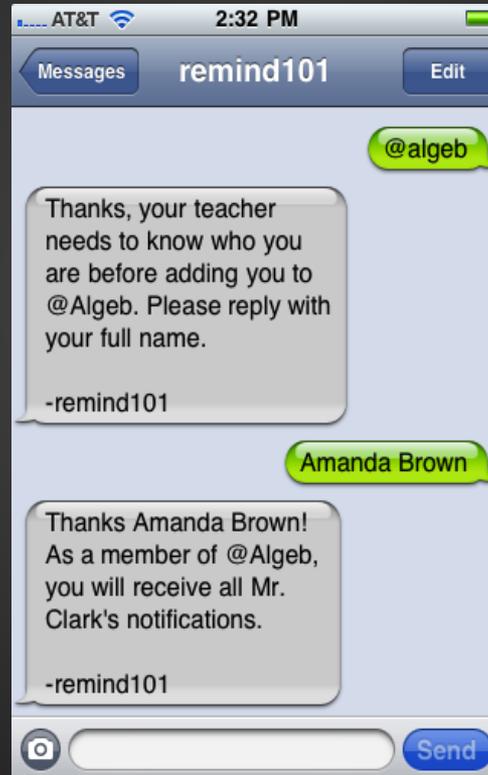
# Organizing the Online Classroom

“...a well-constructed course is one that is logical in its design, easy to navigate, and inviting to the user” (Palloff & Pratt, 2001).

The screenshot displays an online classroom interface. On the left is a vertical navigation sidebar with the following labels from top to bottom: Navigation, Initiation, People, Latest news, Activities, Quickmail, and a small 'D' icon at the bottom. The main content area is titled "January 13 - January 19" and features a large blue banner with the text "Week Two" in green. Below the banner, there is a section titled "Read" with a light gray background, containing a document icon and the text "Week Two Readings". This is followed by a section titled "Review" with a light blue background, containing four items: "Example of Screen Grab", "Rhetorical Analysis Prezi", "Project #1", and "Sample Project #1", each with a document icon. At the bottom, there is a section titled "Do" with a light blue background, containing a document icon and the text "Discussion Forum #2".

# Communicating in the Online Classroom

“If the students feel disengaged with the online setting, then any gains made by the convenience and flexibility of online education are for naught” (Surry, Stefurak, & Gray, 2010).



# **Directed Student Learning Using Completion Tracking**

Shaun Moore

# Discussion Questions

- How important is sequential learning in your online format?
- How do you know when students have engaged in your online content?

# Inspector Moore

## Moodle Logs

samoore-general-practice: Shaun Moore, All days (Server's local time)

samoore-general-practice Shaun Moore All days  
Syllabus All actions Display on page

[Get these logs](#)

Displaying 0 records

Time	IP address	User full name	Action	Information

## Badgering Emails

**Subject\*** Missing Work

**Message**

Paragraph **B** *I*    

Stu,

I notice that you have not yet viewed the syllabus...

# Completion Tracking

- Enables activity completion for all activities and resources.
- Allows the teacher to set completion criteria in a specific activity's settings.
- A check (tick) appears for the activity when the student meets set criteria.
- A criterion might be viewing, receiving a certain score or a student marking it as complete.

# Completion Tracking Example

-  [Signup Sheet](#)
-  [CamBook](#)
-  [Prof Quiz Video](#)
-  [Links CSS Test](#)

Restricted: Not available until the activity **Prof Quiz Video** is marked complete.

-  [Upload your weekly reports here.](#)
-  [Upload your weekly reports here. \(no submit\)](#)
-  [Time Limit Test](#)
-  [Turn in online](#)
-  [Submit Yes](#)

First name: [All](#) [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

Last name: [All](#) [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

First name / Last name	Email address	Syllabus	Prof Quiz Video	Upload your weekly reports ...	Upload your weekly reports ...	Time Limit Test	Turn in online	Submit Yes	Quiz Test	Quiz Test	Water and River Projects ...	Water and River Projects ...	Water and River Projects ...	Video - How to Download ...
Nicholas Bongers	bongers@oakland.edu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cathryn Cheal	cheal@oakland.edu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dorothy Farrow	farrow@oakland.edu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shaun Moore	samoore@oakland.edu	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Matthew Switlik	switlik@oakland.edu	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

First name: [All](#) [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

Last name: [All](#) [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#)

[Download in spreadsheet format \(UTF-8 .csv\)](#)  
[Download in Excel-compatible format \(.csv\)](#)

# Limitations

- Cannot guarantee that students are completing the item in all cases.
  - Can with activities like forums, quizzes, assignments.
  - Cannot with resources like videos, pdfs, links to webpages.
- If limits span between weeks, it could be confusing to students what they are required to do to open something up.

# Setting Student Expectations

Christina Moore

# Setting Student Expectations

## Discussion Questions

What do students typically expect in online course?

Time

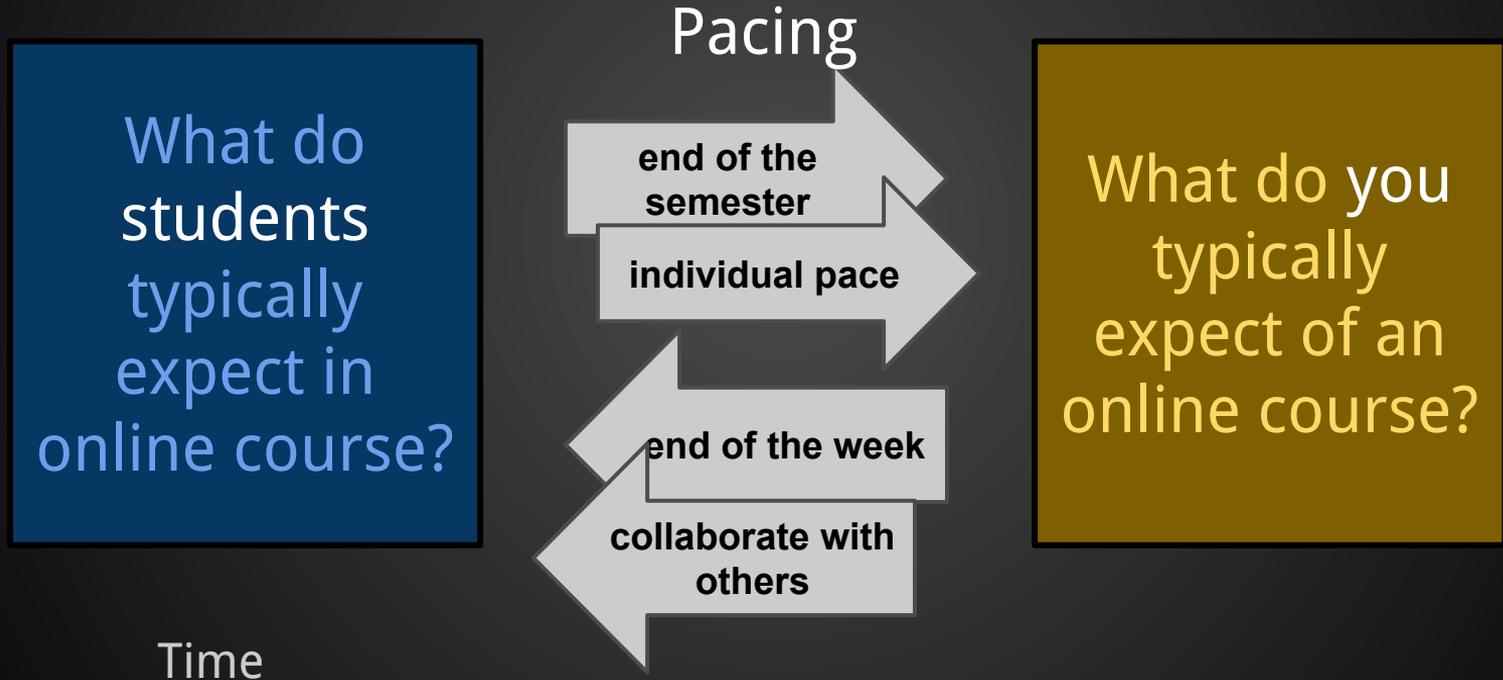
4 hours

10 hours

What do you typically expect of an online course?

# Setting Student Expectations

## Discussion Questions



# Setting Student Expectations

## Discussion Questions

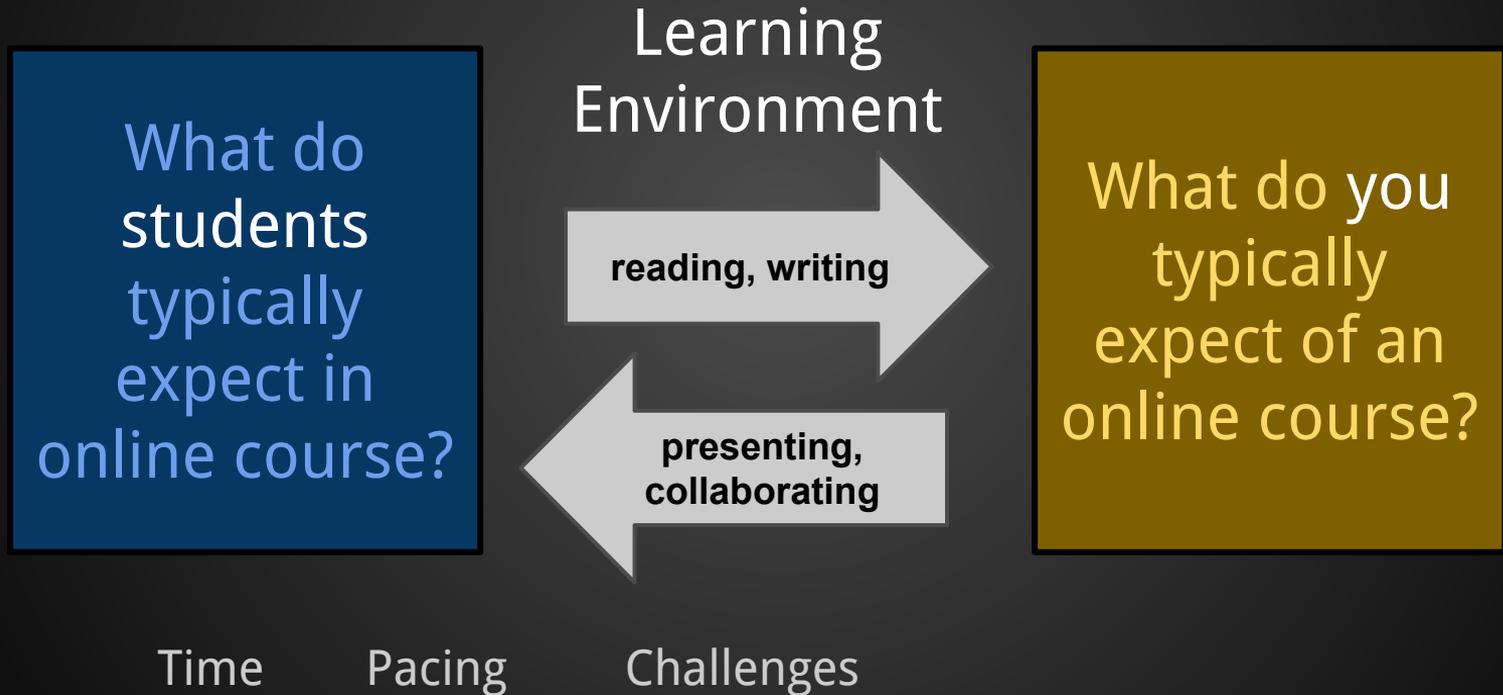


Time

Pacing

# Setting Student Expectations

## Discussion Questions



# Setting Student Expectations

## Discussion Questions

What do students typically expect in online course?

How can we best communicate these expectations?

What do you typically expect of an online course?

preparing students

preparing ourselves

# A Student's Pass Into the Class

The School Supplies List

Due Saturday at midnight (11:55 p.m.)



Complete the Beginning of the Semester "To Do" List



Course Orientation Quiz



Restricted:

- Not available until the activity **Time Commitment** is marked complete.
- Not available until the activity **Quickmail: Communicating with the Class** is marked complete.
- Not available until the activity **Other Policies and Procedures** is marked complete.
- Not available until the activity **Grade Scale, Grade Determination, and Late Submissions** is marked complete.
- Not available until the activity **Course Description and Objectives** is marked complete.
- Not available until the activity **Course Calendar** is marked complete.
- Not available until the activity **Attendance and Academic Conduct** is marked complete.
- Not available until the activity **Course Orientation (Video: 14 min)** is marked complete.

# The Digital School Supplies List

## Complete the Beginning of the Semester Checklist

### Beginning of the Semester Checklist

- Upload a picture of yourself to your profile (see "Profile" in the Administration block on the left).
- Sign up for a Dropbox or Copy account (see links in the first block on Moodle).
- In your Dropbox folder on your computer, create a folder for "WRT 160" and keep all electronic documents for our class in this folder-class notes, assignment drafts, and projects.
- Review the class syllabus and email me if you know of class sessions you will have to miss (cmamoore@oakland.edu).
- If you do not have the Microsoft Office Suite, download OpenOffice (see link in the first block on Moodle).
- If you do not have a PDF reader, download Adobe Reader (see link in the first block on Moodle). Since our class texts are mostly made up of online articles, they will be in PDF format, so it is important that you have this program.

Personalization

Storage

Organization

Free Software

# A Student's Pass Into the Class

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- Not available until the activity **Course Orientation (Video: 14 min)** is marked complete.

# Orientation Goals

Dropbox and Copy are examples of

During which week will student groups meet with me to discuss their project's progress?

In

Select

If you have issues using Moodle or an assignment is not working correctly, who can you contact for immediate assistance when I am not available?

Select one:

- a. University Technology Services, who is available through Kresge Library
- b. none of these
- c. Moodle Help, the link for which is in the top-left corner of our Moodle page
- d. a Kresge librarian

Situations for Support Services

# A Student's Pass Into the Class

Read the [Expectations of Discussion Forums](#) page.

 Writing, Rhetoric, and Each of Us: Intro Discussion (Part 1 due Sat. at midnight; Part 2 due Mon. at midnight)

Restricted:

- Not available until the activity **Expectations of Discussion Forums** is marked complete.
- Not available until you achieve a required score in **Course Orientation Quiz**.

**Due Monday at midnight**

Complete Part 2 of the [Writing, Rhetoric, and Each of Us](#) forum.

 Turn in First-Week Essay Prompt

Assignment Specific

Course Specific

# Measurements of Success

Reduced rate of questions with student

Less tech troubleshooting

Earlier drops before deadline

Self-regulated “early alert” measures

Improved evaluations

...as you can see I am a little behind. I came down with the stomach bug I...I will work my butt off to make sure everything gets caught up I promise. I understand that my grade will be affected.

I would ...say that I am usually not like this, but that is a lie! I always have trouble with classes right away. Usually I give up on the class altogether honestly. I have taken this exact class three others times between two different schools. I find this course really challenging for some reason, but the problem really lies in the fact that I give up on it after only a week or two.

# Instructor Visibility and Classroom Community

Sheryl Ruszkiewicz



# Creating an Online Community

Garrison (2007) discusses three elements of online community:

- Social presence
- Teaching presence
- Cognitive presence

Garrison, D. R. (2007). Online community of inquiry review: Social, cognitive, and teaching presence issues. *Journal of Asynchronous Learning Networks*. 11(1). 61-72.

# Social: “Safe space” and Collaboration

How do I create social presence?

- Mini-biographies
- Group assignments
- Peer review and Dear reader letters
- Responding to students

# Teaching: Share meaning, focus discussion

How do I create teaching presence?

- Share interest and self with students
- Photos, audio, and/or video
- Font and color choices
- Strategic discussion feedback

# Cognitive: Connecting Knowledge

How do I create cognitive presence?

- Prior knowledge
  - “What do you know about...”
- Connect activities/assignments
  - “In your last assignment...”
- Personalized comments
  - “On your next assignment...”

# The Pedagogy of Proctological Online Support

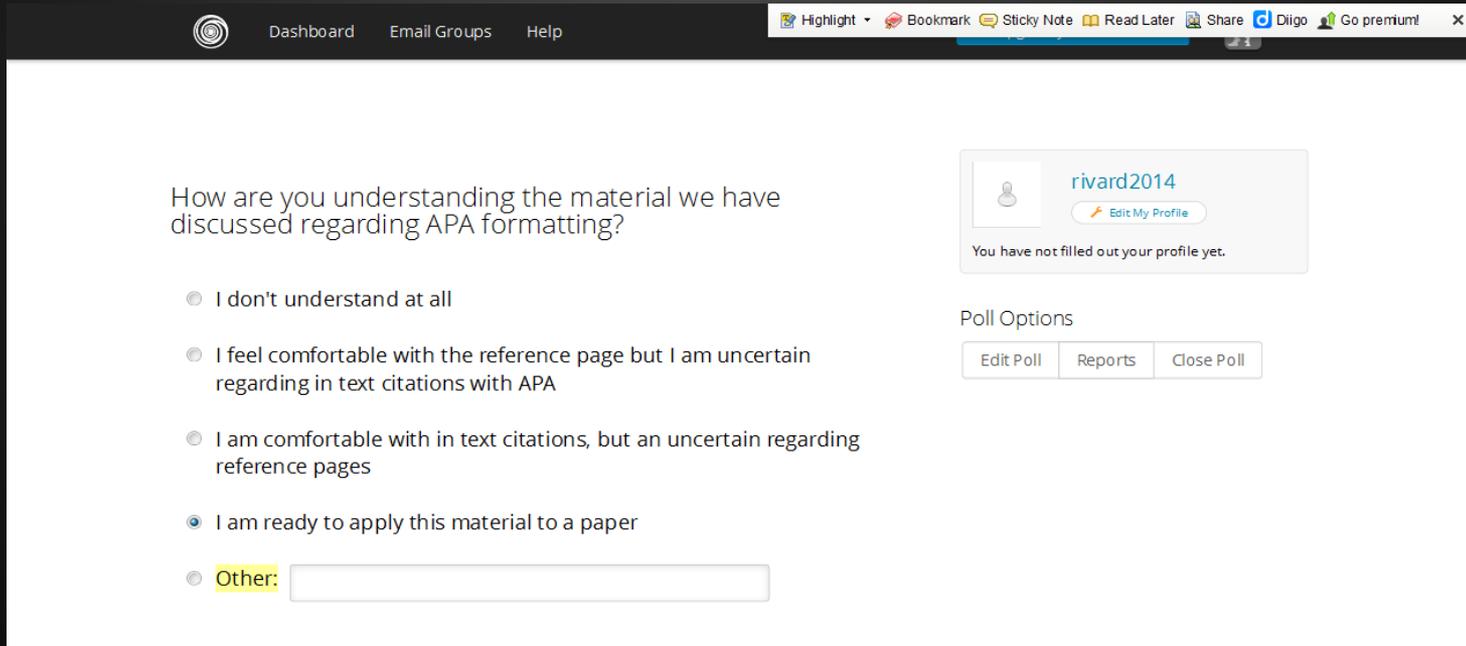
Rebecca Rivard

How do you usually confirm in a traditional classroom whether your students are understanding the material?



# Anonymous polls

“the instructor must engage students in other digital-only ways to ‘take the emotional temperature’ (Hardiman, 2012, pg. 45) of the class and increase interaction with the students”



The screenshot shows a Blackboard poll interface. At the top, there is a navigation bar with links for Dashboard, Email Groups, and Help. To the right of the navigation bar are utility icons for Highlight, Bookmark, Sticky Note, Read Later, Share, Diigo, and Go premium. The main content area displays a poll question: "How are you understanding the material we have discussed regarding APA formatting?". Below the question are five radio button options. The third option, "I am ready to apply this material to a paper", is selected. The fifth option, "Other:", is followed by a text input field. To the right of the question is a user profile box for "rivard2014" with an "Edit My Profile" button and a message: "You have not filled out your profile yet." Below the poll question is a "Poll Options" section with buttons for "Edit Poll", "Reports", and "Close Poll".

Dashboard Email Groups Help

Highlight Bookmark Sticky Note Read Later Share Diigo Go premium

How are you understanding the material we have discussed regarding APA formatting?

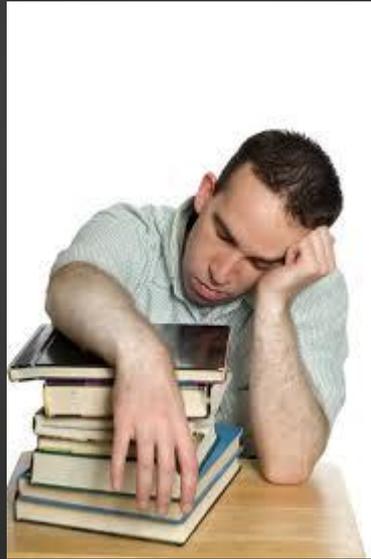
- I don't understand at all
- I feel comfortable with the reference page but I am uncertain regarding in text citations with APA
- I am comfortable with in text citations, but an uncertain regarding reference pages
- I am ready to apply this material to a paper
- Other:

**rivard2014**  
Edit My Profile  
You have not filled out your profile yet.

Poll Options

Edit Poll Reports Close Poll

In what ways do you help to re-direct or keep the students on track and motivated when you never physically see them?



# Keller's ARCS model for email and texting

Attention

Hello Chris,

You will want to review the video regarding paraphrasing, summarizing and quoting to catch up on the work you missed this week.

Relevance

There is an assignment due February 9th regarding this practice which is worth 10% of your final grade.

Confidence

Please email me if you have any questions regarding this or any other assignment.

Satisfaction

Let's work to get you back on track.

# Avoid “passive withdrawal” (Simpson 2004)

possible intervention points:

- post initial assessment
- non submission of assignment/test
- failure of an assignment
- pre-exam or paper to remind students of details or assignment specifications



Simpson, O. (2004, 19 1). The impact on retention of interventions to support distance learning. *Open Learning*, 79-96.



5 amazing things you can do to assure you will earn a good grade on this paper!

Click here to find out how: [oakland.moodle .edu](http://oakland.moodle.edu)

# Limitations

- loss of personal responsibility on the student's part (have clear boundaries)
- you can't save all of the students all of the time