Teaching Online: Approaches to Pedagogy and Course Design

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Office of Distance Learning

Webinar Agenda

- Online Pedagogy
- Activities
- Assignments
- Your turn – be thinking about these during the webinar
  - Put in the chat your biggest concern or challenge about teaching online
  - Describe an activity or assignment that you're having trouble envisioning working in an online class
  - Ask any questions you might have

Online Pedagogy

- Teaching is teaching
- Online requires a lot more regular tending
- Communication and presence are key

Teaching is teaching

Four questions the best teachers ask themselves in preparing to teach:

- What should my students be able to do intellectually, physically, or emotionally as a result of the learning?
- How can I best help and encourage them to develop those abilities and habits of the heart and mind to use them?
- How can my students and I best understand the nature, quality, and progress of their learning?
- How can I evaluate my efforts to foster that learning? -Bain

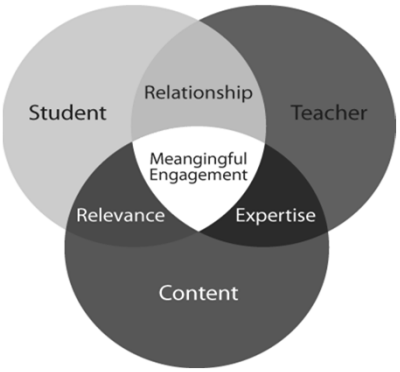
Online requires a lot more regular tending

- Just because the class is online, this doesn't mean that it is self-paced or that the students should have access to the whole semester at once
- If you're not automatically releasing modules, be sure to be on time with releasing the week's material
- Set up notifications so you know when students post questions to the online office/Q&A Board/muddiest point board
- Organized coursesites make everyone's experience better
  - Sample FSU course that's passed an internal QM review (with flying colors)

Communication and presence are key

- Because students have 24/7 access to the class, they can expect 24/7 access to you – manage this expectation
- Work out when and how you will participate and be present in class then tell them that in your syllabus
- Include statements about what they can expect from you in terms of timely feedback, office hours, optional meetings
- Establishing a class community / culture at the beginning of the semester with introductions – yours, theirs

Course Communication Goals



(Image source: The Classroom Interaction Model of Student Engagement)

- Achieving a **sense of presence** (the sense that the instructor is available and unmediated by time and space)
- Creating a **feeling of immediacy** (where there is a reduced social distance and power differential between instructor and students)
- Choosing **appropriately rich media** (where the medium is appropriate to the task at hand)

Activities

- The learning activities you do in your in-person classes can be accomplished online with modifications
- Online learning – active online learning – is social learning
- Discussion boards are not just for discussions
- Essential feature of learning activities

Modifying in-person for online

- Identify the core elements of the activity
- Work out the pacing for asynchronous interaction
- Create clear directions
  - Learning outcomes / product
  - Behavioral expectations/roles
- Be flexible and willing to pivot if things go sideways
- Consider class size – split the class into smaller groups

Learning interactions online

- *Social learning for critical thinking focuses on students listening carefully to each other, asking question of each other that uncover assumptions, and offer new perspectives.* -Brookfield p. 59
- Students may need explicit directions about how to engage with each others' thoughts
  - In general: netiquette
  - Critically: templates, past examples, rubrics, directions and instructions

Discussion Board Options

- Graded vs ungraded interactions
- Self-introduction activity
  - typically Day 1 or Week 1
- Post – Respond
  - Craft complex prompts that require critical thinking vs. rote responses
- Ask expert activity
  - Can also use a tool like FlipGrid (asynchronous) or Zoom (synchronous)
- Video assignments
  - Students create video presentations – narrated powerpoints to movies

Learning activities – essential features

- Thoughtfully structured
- Appropriate for content area, learners
- Enough time and resources
- Relevant topic but not inflammatory
- Clear, explicit ground rules
- Deadlines, expectations, roles defined
- Rules of engagement articulated
- Be clear that the point of the activity is to engage in critical thinking and critical discourse
- Can be solo, group, or a combo

Also applies to ***assignments***

Assignments

- Assess learners in multiple ways throughout the semester
  - Weekly learning activities
  - Major assessments like papers and test
- Give learners ways to practice and get feedback that are low or no-stakes
  - Ungraded quizzes they can take multiple times
  - Peer feedback forums – optional places they can critique each other's work
- Keep feasibility in mind – you have to grade it all!

Your Turn

- Time to hear from you!
  - Put in the chat your biggest concern or challenge about teaching online
  - Describe an activity or assignment that you're having trouble envisioning working in an online class
  - Ask any questions you might have

Thank you for attending!

- You will get an email with a link to complete the webinar evaluation. Your feedback is important to help us improve.
- The link to register for more webinars and 1-1 sessions is in the chat box.

References

- Bain, K. (2004) What the Best College Teachers Do, Harvard University Press, Cambridge, MA
- Bean, John C.. Engaging ideas : The professor's guide to integrating writing, critical thinking, and active learning in the classroom (2nd Edition). San Francisco: Jossey-Bass.
- Brookfield, S.D.. (2012) Teaching for critical thinking: Tools and techniques to help students question their assumptions. San Francisco, CA: Jossey-Bass.

Transparent Assignment Template*

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This template can be used as a guide for developing, explaining, and discussing class activities and out-of-class assignments. Making these aspects of each course activity or assignment explicitly clear to students has demonstrably enhanced students' learning in a national study.[1]

Assignment Name
Due date:

Purpose: *Define the learning objectives, in language and terms that help students recognize how this assignment will benefit their learning. Ideally, indicate how these are connected with institutional learning outcomes, and how the specific knowledge and skills involved in this assignment will be important in students' lives beyond the contexts of this assignment, this course, and this college.*

Skills: The purpose of this assignment is to help you practice the following skills that are essential to your success in this course / in school / in this field / in professional life beyond school:

Terms from Bloom's Taxonomy of Educational Objectives may help you explain these skills in language students will understand. Listed from cognitively simple to most complex, these skills are:

- *understanding basic disciplinary knowledge and methods/tools*
- *applying basic disciplinary knowledge/tools to problem-solving in a similar but unfamiliar context*
- *analyzing*
- *synthesizing*
- *judging/evaluating and selecting best solutions*
- *creating/inventing a new interpretation, product, theory*

Knowledge: This assignment will also help you to become familiar with the following important content knowledge in this discipline:

1.
2.

Task: *Define what activities the student should do/perfom. "Question cues" from this chart might be helpful: http://www.asainstitute.org/conference2013/handouts/20-Bloom-Question-Cues-Chart.pdf. List any steps or guidelines, or a recommended sequence for the students' efforts. Specify any extraneous mistakes to be avoided.*

Criteria for Success:

Define the characteristics of the finished product. Provide multiple, annotated examples of what these characteristics look like in practice, to encourage students' creativity and reduce their incentive to copy any one example too closely. With students, collaboratively analyze examples of work before the students begin working. Explain how excellent work differs from adequate work. It is often useful to provide or compile with students a checklist of characteristics of successful work. This enables students to evaluate the effectiveness of their own efforts while they are working, and to judge the quality of their completed work. Students can also use the checklist to provide feedback on peers' coursework. Indicate whether this task/product will be graded and/or how it factors into the student's overall grade for the course. Later, asking students to reflect and comment on their completed, graded work allows them to focus on changes to their learning strategies that might improve their future work.

* The author developed and earlier version of this template at the the University of Illinois, Urbana-Champaign.

[1] Winkelmes, Mary-Ann. "Transparency in Teaching: Faculty Share Data and Improve Students' Learning." *Liberal Education* 99,2 (Spring 2013); Winkelmes et al, "A Teaching Intervention that Increases Underserved College Students' Success." *Peer Review* (Winter/Spring 2016).

LOW LEVEL THINKING SKILLS ← → HIGH LEVEL THINKING SKILLS

Comprehension

Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

Key words:

Choose, Copy, Define, Duplicate, Find, How, Identify, Label, List, Listen, Locate, Match, Memorise, Name, Observe, Omit, Quote, Read, Recall, Recite, Recognise, Record, Relate, Remember, Repeat, Reproduce, Retell, Select, Show, Spell, State, Tell, Trace, What, When, Where, Which, Who, Why, Write

Actions:

Describing, Finding, Identifying, Listing, Locating, Naming, Recognising, Retrieving

Outcomes:

Definition, Fact, Label, List, Quiz, Reproduction, Test, Workbook, Worksheet

Questions:

Can you list three ...?
Can you recall ...?
Can you select ...?
How did _____ happen?
How is ...?
How would you describe ...?
How would you explain ...?
How would you show ...?
What is ...?
When did ...?
When did _____ happen?
Where is . . . ?
Which one ...?
Who was ...?
Who were the main . . . ?
Why did ...?

Application

To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

Key words:

Ask, Cite, Classify, Compare, Contrast, Demonstrate, Discuss, Estimate, Explain, Express, Extend, Generalise, Give examples, Illustrate, illustrate, Indicate, Infer, Interpret, Match, Observe, Outline, Predict, Purpose, Relate, Rephrase, Report, Restate, Review, Show, Summarise, Translate

Actions:

Classifying, Comparing, Exemplifying, Explaining, Inferring, Interpreting, Paraphrasing, Summarising

Outcomes:

Collection, Examples, Explanation, Label, List, Outline, Quiz, Show and tell, Summary

Questions:

Can you explain what is happening . . . what is meant . . .?
How would you classify the type of ...?
How would you compare ...?contrast ...?
How would you rephrase the meaning ...?
How would you summarise ...?
What can you say about ...?
What facts or ideas show ...?
What is the main idea of ...?
Which is the best answer ...?
Which statements support ...?
Will you state or interpret in your own words ...?

Analysis

To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

Key words:

Act, Administer, Apply, Associate, Build, Calculate, Categorise, Cause and effect, Choose, Classify, Connect, Construct, Correlation, Demonstrate, Develop, Dramatise, Employ, Experiment with, Group, Identify, Illustrate, Interpret, Interview, Link, Make use of, Manipulate, Model, Organise, Perform, Plan, Practice, Relate, Represent, Select, Show, Simulate, Solve, Summarise, Teach, Transfer, Translate, Use

Actions:

Carrying out, Executing, Implementing, Using

Outcomes:

Demonstration, Diary, Illustrations, Interview, Journal, Performance, Presentation, Sculpture, Simulation

Questions:

How would you use...?
What examples can you find to ...?
How would you solve _____ using what you have learned ...?
How would you organise _____ to show ...?
How would you show your understanding of ...?
What approach would you use to...?
How would you apply what you learned to develop ...?
What other way would you plan to ...?
What would result if ...?
Can you make use of the facts to ...?
What elements would you choose to change ...?
What facts would you select to show ...?
What questions would you ask in an interview with ...?

Synthesis

To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Key words:

Analyse, Appraise, Arrange, Assumption, Breakdown, Categorise, Cause and effect, Choose, Classify, Differences, Discover, Discriminate, Dissect, Distinction, Distinguish, Divide, Establish, Examine, Find, Focus, Function, Group, Highlight, In-depth discussion, Inference, Inspect, Investigate, Isolate, List, Motive, Omit, Order, Organise, Point out, Prioritize, Question, Rank, Reason, Relationships, Reorganise, Research, See, Select, Separate, Similar to, Simplify, Survey, Take part in, Test for, Theme, Comparing

Actions:

Attributing, Deconstructing, Integrating, Organising, Outlining, Structuring

Outcomes:

Abstract, Chart, Checklist, Database, Graph, Mobile, Report, Spread sheet, Survey

Questions:

What are the parts or features of ...?
How is _____ related to ...?
Why do you think ...?
What is the theme ...?
What motive is there ...?
Can you list the parts ...?
What inference can you make ...?
What conclusions can you draw ...?
How would you classify ...?
How would you categorise ...?
Can you identify the difference parts ...?
What evidence can you find ...?
What is the relationship between ...?
Can you make a distinction between ...?
What is the function of ...?
What ideas justify ...?

Evaluation

To justify. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

Key words:

Adapt, Add to, Build, Change, Choose, Combine, Compile, Compose, Construct, Convert, Create, Delete, Design, Develop, Devise, Discover, Discuss, Elaborate, Estimate, Experiment, Extend, Formulate, Happen, Hypothesise, Imagine, Improve, Innovate, Integrate, Invent, Make up, Maximise, Minimise, Model, Modify, Original, Originate, Plan, Predict, Produce, Propose, Reframe, Revise, Rewrite, Simplify, Solve, Speculate, Substitute, Suppose, Tabulate, Test, Theorise, Think, Transform, Visualise

Actions:

Constructing, Designing, Devising, Inventing, Making, Planning, Producing

Outcomes:

Advertisement, Film, Media product, New game, Painting, Plan, Project, Song, Story

Questions:

What changes would you make to solve...?
How would you improve ...?
What would happen if...?
Can you elaborate on the reason...?
Can you propose an alternative...?
Can you invent...?
How would you adapt _____ to create a different...?
How could you change (modify) the plot (plan)...?
What could be done to minimise (maximise)...?
What way would you design...?
Suppose you could _____ what would you do...?
How would you test...?
Can you formulate a theory for...?
Can you predict the outcome if...?
How would you estimate the results for...?
What facts can you compile...?
Can you construct a model that would change...?
Can you think of an original way for the ...?

Judgement

Key words:

Agree, Appraise, Argue, Assess, Award, Bad, Choose, Compare, Conclude, Consider, Convince, Criteria, Criticise, Debate, Decide, Deduct, Defend, Determine, Disprove, Dispute, Effective, Estimate, Evaluate, Explain, Give reasons, Good, Grade, How do we know?, Importance, Infer, Influence, Interpret, Judge, Justify, Mark, Measure, Opinion, Perceive, Persuade, Prioritise, Prove, Rate, Recommend, Rule on, Select, Support, Test, Useful, Validate, Value, Why

Actions:

Attributing, Checking, Deconstructing, Integrating, Organising, Outlining, Structuring

Outcomes:

Abstract, Chart, Checklist, Database, Graph, Mobile, Report, Spread sheet, Survey

Questions:

Do you agree with the actions/outcomes...?
What is your opinion of...?
How would you prove/disprove...?
Can you assess the value/importance of...?
Would it be better if...?
Why did they (the character) choose...?
What would you recommend...?
How would you rate the...?
What would you cite to defend the actions...?
How would you evaluate ...?
How could you determine...?
What choice would you have made...?
What would you select...?
How would you prioritise...?
What judgement would you make about...?
Based on what you know, how would you explain...?
What information would you use to support the view...?
How would you justify...?
What data was used to make the conclusion...?

Bloom's Taxonomy: Teacher Planning Kit

LOW LEVEL THINKING SKILLS → ← HIGH LEVEL THINKING SKILLS

Knowledge

Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

Key words:

Choose
Copy
Define
Duplicate
Find
How
Identify
Label
List
Listen
Locate
Match
Memorise
Name
Observe
Omit
Quote
Read
Recall
Recite
Recognise
Record
Relate
Remember
Repeat
Reproduce
Retell
Select
Show
Spell
State
Tell
Trace
What
When
Where
Which
Who
Why
Write

Actions:

Describing
Finding
Identifying
Listing
Locating
Naming
Recognising
Retrieving

Outcomes:

Definition
Fact
Label
List
Quiz
Reproduction
Test
Workbook
Worksheet

Questions:

Can you list three ...?
Can you recall ...?
Can you select ...?
How did _____ happen?
How is ...?
How would you describe ...?
How would you explain ...?
How would you show ...?
What is ...?
When did ...?
When did _____ happen?
Where is . . . ?
Which one ...?
Who was ...?
Who were the main . . . ?
Why did ...?

Comprehension

To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.

Key words:

Ask
Cite
Classify
Compare
Contrast
Demonstrate
Discuss
Estimate
Explain
Express
Extend
Generalise
Give examples
Illustrate
illustrate
Indicate
Infer
Interpret
Match
Observe
Outline
Predict
Purpose
Relate
Rephrase
Report
Restate
Review
Show
Summarise
Translate

Actions:

Classifying
Comparing
Exemplifying
Explaining
Inferring
Interpreting
Paraphrasing
Summarising

Outcomes:

Collection
Examples
Explanation
Label
List
Outline
Quiz
Show and tell
Summary

Questions:

Can you explain what is happening . . . what is meant . . .?
How would you classify the type of ...?
How would you compare ...?contrast ...?
How would you rephrase the meaning ...?
How would you summarise ...?
What can you say about ...?
What facts or ideas show ...?
What is the main idea of ...?
Which is the best answer ...?
Which statements support ...?
Will you state or interpret in your own words ...?

Application

To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

Key words:

Act
Administer
Apply
Associate
Build
Calculate
Categorise
Choose
Classify
Connect
Construct
Correlation
Demonstrate
Develop
Dramatise
Employ
Experiment with
Group
Identify
Illustrate
Interpret
Interview
Link
Make use of
Manipulate
Model
Organise
Perform
Plan
Practice
Relate
Represent
Select
Show
Simulate
Solve
Summarise
Teach
Transfer
Translate
Use

Actions:

Carrying out
Executing
Implementing
Using

Outcomes:

Demonstration
Diary
Illustrations
Interview
Journal
Performance
Presentation
Sculpture
Simulation

Questions:

How would you use...?
What examples can you find to ...?
How would you solve _____ using what you have learned ...?
How would you organise _____ to show ...?
How would you show your understanding of ...?
What approach would you use to...?
How would you apply what you learned to develop ...?
What other way would you plan to ...?
What would result if ...?
Can you make use of the facts to ...?
What elements would you choose to change ...?
What facts would you select to show ...?
What questions would you ask in an interview with ...?

Bloom's Taxonomy: Teacher Planning Kit

HIGH LEVEL THINKING SKILLS

Analysis

To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

Key words:

Analyse
Appraise
Arrange
Assumption
Breakdown
Categorise
Cause and effect
Choose
Classify
Differences
Discover
Discriminate
Dissect
Distinction
Distinguish
Divide
Establish
Examine
Find
Focus
Function
Group
Highlight
In-depth discussion
Inference
Inspect
Investigate
Isolate
List
Motive
Omit
Order
Organise
Point out
Prioritize
Question
Rank
Reason
Relationships
Reorganise
Research
See
Select
Separate
Similar to
Simplify
Survey
Take part in
Test for
Theme
Comparing

Actions:

Attributing
Deconstructing
Integrating
Organising
Outlining
Structuring

Outcomes:

Abstract
Chart
Checklist
Database
Graph
Mobile
Report
Spread sheet
Survey

Questions:

What are the parts or features of ...?
How is _____ related to ...?
Why do you think ...?
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What inference can you make ...?
What conclusions can you draw ...?
How would you classify ...?
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What is the function of ...?
What ideas justify ...?

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To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Key words:

Adapt
Add to
Build
Change
Choose
Combine
Compile
Compose
Construct
Convert
Create
Delete
Design
Develop
Devise
Discover
Discuss
Elaborate
Estimate
Experiment
Extend
Formulate
Happen
Hypothesise
Imagine
Improve
Innovate
Integrate
Invent
Make up
Maximise
Minimise
Model
Modify
Original
Originate
Plan
Predict
Produce
Propose
Reframe
Revise
Rewrite
Simplify
Solve
Speculate
Substitute
Suppose
Tabulate
Test
Theorise
Think
Transform
Visualise

Actions:

Constructing
Designing
Devising
Inventing
Making
Planning
Producing

Outcomes:

Advertisement
Film
Media product
New game
Painting
Plan
Project
Song
Story

Questions:

What changes would you make to solve...?
How would you improve ...?
What would happen if...?
Can you elaborate on the reason...?
Can you propose an alternative...?
Can you invent...?
How would you adapt _____ to create a different...?
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What could be done to minimise (maximise)...?
What way would you design...?
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Can you formulate a theory for...?
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Key words:

Agree
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Argue
Assess
Award
Bad
Choose
Compare
Conclude
Consider
Convince
Criteria
Criticise
Debate
Decide
Deduct
Defend
Determine
Disprove
Dispute
Effective
Estimate
Evaluate
Explain
Give reasons
Good
Grade
How do we know?
Importance
Infer
Influence
Interpret
Judge
Justify
Mark
Measure
Opinion
Perceive
Persuade
Prioritise
Prove
Rate
Recommend
Rule on
Select
Support
Test
Useful
Validate
Value
Why

Actions:

Attributing
Checking
Deconstructing
Integrating
Organising
Outlining
Structuring

Outcomes:

Abstract
Chart
Checklist
Database
Graph
Mobile
Report
Spread sheet
Survey

Questions:

Do you agree with the actions/outcomes...?
What is your opinion of...?
How would you prove/disprove...?
Can you assess the value/importance of...?
Would it be better if...?
Why did they (the character) choose...?
What would you recommend...?
How would you rate the...?
What would you cite to defend the actions...?
How would you evaluate ...?
How could you determine...?
What choice would you have made...?
What would you select...?
How would you prioritise...?
What judgement would you make about...?
Based on what you know, how would you explain...?
What information would you use to support the view...?
How would you justify...?
What data was used to make the conclusion...?

COVID-19 Updates: Visit our Learning Goes On site for news and resources for supporting educators, families, policymakers and advocates.

Learn More (https://www.idra.org/services/learning-goes-on-a-covid-19-resource-for-education/)

Best Practices for Online Instruction in the Wake of COVID-19

Mar 24 2020
March 20, 2020

See PDF: English (https://www.idra.org/wp-content/uploads/2020/03/Best-Practices-for-Online-Instruction-in-the-Wake-of-COVID-19-IDRA-2020-c.pdf) • Spanish (https://idra.news/MPILRp)

As schools across the country move to some form of online learning for students in response to COVID-19, there is great diversity in how schools are implementing their online programs. As a resource, IDRA has compiled this listing of researched-based strategies for K-12 educators.

Set Up Educator Collaborations

Issues with implementing online classes can be shored up by having teachers form groups and collaboratively develop the most effective ways to teach their students material online. Additionally, campus leaders and technology specialists should be on-call for teachers developing courses to help work through any technical issues and further software and process knowledge (Oliver, et al., 2010). Teachers generally prefer on-site support for technology use as opposed to phone-based assistance, so in the context of social distancing requirements, online videoconferencing may provide the best alternative for in-person support.

Encourage Student Collaboration

Online courses produce the best outcomes when educators encourage students to work together on understanding the content and resulting assignments (Hanover Research, 2015). Collaborative assignments encourage further development of critical thinking and problem-solving skills. Additionally, sessions where large groups of students can speak and interact, either via chat or in a blended classroom setting, tend to work better for young learners (Oliver, et al., 2010).

Focus on Active Learning

Even the most dynamic lecture can be less appealing in an online setting. Engaging students who are not in a room together should include a mix of short discussions, small group chats and projects, video and audio clips, and hands-on exercises with the text (Kerr, 2011; Johnson, 2012; O'Malley, 2017). Base content delivery on data-driven models that engage learners (Lin & Zheng, 2017).

Use Multimedia for Young Learners

Students who are not yet strong readers, or who may have difficulty navigating online classrooms designed for high school and college students, benefit from lessons that incorporate video and audio content (Oliver, et al., 2010).

Break Lessons into Bite-size Chunks

Long lectures are not the best way to engage with students, especially online. Avoid pages and pages of text or an hour-long video lecture. Work to break down the information in 10-minute chunks that allow students to work with the material they have learned in smaller, active segments. Suggestions for "chunking" lessons also include designing lessons with ample white space, breaking up texts with photographs and examples, and incorporating color in any visual text sections (Oliver, et al., 2010; O'Malley, 2017). Courses that are visually appealing are more engaging for students (Hanover Research, 2015).

Maintain Continued Teacher Presence

It is vitally important that educators are mentally present for their students – not by simply responding to questions students post online, but by actively communicating with students (O'Malley, 2017; Beasley & Beck, 2017). Instructors should be aware of student progress as they complete assignments and continue to facilitate discussions and checks to make sure that learners are actively engaged (Kerr, 2011; Hanover Research, 2015).

Provide Individualized Education

If students are struggling or have special needs that cannot be met through a normal lesson, educators should take care to engage these students and deliver content in a way that best suits their needs (Hanover Research, 2015). Successful educators analyze available data, use appropriate assessments for their students, and change instruction to suit unique needs (DiPietro, et al., 2008; Beasley & Beck, 2017).

Build Authentic Family Engagement

Online courses can make it difficult to gauge motivation and any potential issues a student may have with coursework. Educators should have a genuine relationship with their students' families and guardians to keep up motivation and ensure that students work through and complete assignments (Johnson, 2012).

Set Clear Communication Policies

Educators and students should stay in touch, and the policies around responding to student or parent communications should be understood by all parties. For example, teachers can (Kerr, 2011; Hanover, 2015):

- Answer student emails within 24 hours;
- Initiate phone calls with each student at least once a month;
- Have weekly progress checks for each student;
- Actively facilitate student discussions;
- Call parents or guardians at least once a month; and
- Meet with mentors or supervisors at least once a month (in-person or by video if not feasible).

Additionally, educators should have more than one way of communicating with their students.

Hold High Student Expectations

A teacher's expectations for student participation should not lessen with the change in format. Teachers should actively monitor student progress and make reminders and check-ins to ensure that students are working with the material and are turning in assignments (Hanover Research, 2015). Educators should make sure that their expectations for student assignments and deadlines are clearly posted and understood. Additionally, teachers should help their students become proficient using online tools so that they may further develop their knowledge of technological tools as well as classroom content (Kerr, 2011).

Establish Patterns for Course Activities

Educators should plan for a general cycle of lectures and assignments. Creating patterns can help both students and instructors establish a sense of time and routine, which are certainly more difficult to keep up in an online setting (Hanover Research, 2015). The routine includes a timely process for grading assignments and providing feedback to students.

Teachers should also be flexible with their time: though they are not giving traditional lessons in person, educators must practice other ways to cultivate student learning. A unique quality of online teaching is that educators can devote more time to communicating with students and giving them feedback rather than just delivering content (DiPietro et al., 2008). A potentially helpful strategy to help students understand how to work on and deliver assignments is to provide models and examples (Kerr, 2011).

Manage a Daily Routine

In virtual settings, there are no tardy bells or passing periods so teachers can create their own schedule

for logging in at certain times every day to check in with their students, reviewing course discussions, monitoring assignment progress and addressing student questions or assignments (DiPeitro, et al., 2008).

Conduct Flexible Assessments

Tests and quizzes are not the best way to gauge student learning. Instructors should be creative in how they assess progress and use that data to modify teaching strategies going forward (DiPietro, et al., 2008).

Build Genuine Relationships with Students

Educators should structure communication with students, but discussion does not always have to be about content material. Particularly in a stressful time such as during the COVID-19 public health crisis, students show greater investment in online courses if they have genuine interactions with their educators (Lin & Zheng, 2017).

Create Hands-on Experiments

Although educators have made great strides in providing online content to students in numerous subject areas, hands-on science experiments pose unique challenges for distance learners. Some best practices to help students experience science content outside of a classroom setting include (Mawn, et al., 2011):

- Kitchen Chemistry Experiments: Projects using chemicals and tools most students already increase students' appreciation of the relevance of chemistry to their own lives.
- Community-Based Field Activities: Allow students to interview members of their community by phone and do experiential research in their home or online into relevant fields affecting their communities.
- Hands-On Activities: Science activities can include having students build in their own homes, such as one experiment where students built a rubber-band propelled LEGO car that could travel more than 10 feet consistently. In that lesson, the schools delivered or mailed supplies to students ahead of time.

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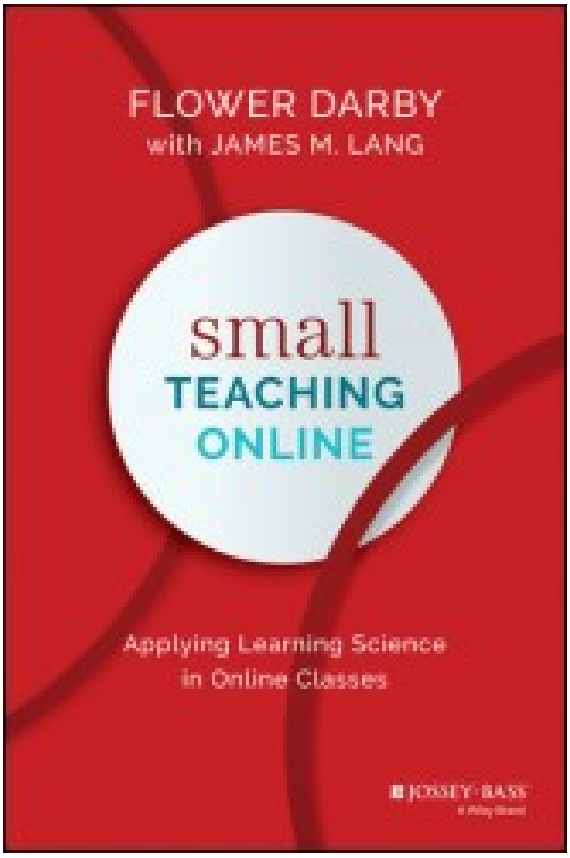
Small Teaching Online: Applying Learning Science in Online Classes

The concept of small teaching is simple: small and strategic changes have enormous power to improve student learning. Instructors face unique and specific challenges when teaching an online course. This book offers small teaching strategies that will positively impact the online classroom.

This book outlines practical and feasible applications of theoretical principles to help your online students learn. It includes current best practices around educational technologies, strategies to build community and collaboration, and minor changes you can make in your online teaching practice, small but impactful adjustments that result in significant learning gains.

Here is the e-book, provided free through FSU libraries

Here is an interview with one of the authors



DESIGNING SHORT WRITING/THINKING TASKS: TEN EASY-TO-USE STRATEGIES

1. Think of tasks that would let students link concepts in your course to their personal experiences.

   Example: In your own words, explain why a learned behavior is less resistant to extinction if it is reinforced regularly rather than only occasionally. Illustrate your explanation with an example from your own life.

2. Ask students to teach difficult concepts in your course to a new learner.

   Example: Explain to your kid brother the difference between "reliability" and "validity" in the construction of an assessment instrument. Invent your own examples.

3. Think of controversial theses in your field (for thesis-support assignments or believing/doubting exercises).

   Example: "The overriding religious view expressed in Hamlet is an existential atheism similar to Sartre's." In your argument summarize fairly and respond reasonably to opposing views.

4. Think of problems, puzzles, or questions you could ask students to address (old essay exam questions are often excellent here).

   Example: You are an accountant in the tax department of Kubiak, Kartcher, and Elway, CPAs. Last Saturday morning you were in Winchell's Donuts, as is your norm. Just as you finish reading Doonesbury and start on your second apple fritter, a gentleman sits down beside you. He introduces himself as Fred O. McDonald, a farmer from up in the valley. He says he recognizes you as "that CPA who frequents the donut shop." Fred has a problem and asks tax advice from you. Here is Fred's problem:

   > *Last Tuesday farmer McDonald planned to remove stumps from a pasture. So, he drove out to the pasture, lit a stick of dynamite and tossed it near the base of a stump. Fred's playful dog Boomer saw his master throw the "stick" and scampered to fetch it. Boomer picked up the stick. Fred yelled at the dog. Boomer, thinking he was going to be punished, ran under Fred's pickup truck. Boomer dropped the dynamite stick. The dog escaped harm just as the truck was totally destroyed by the blast. Fred wonders if he can deduct the loss of the truck for tax purposes.*

   Write a letter to Fred O. McDonald to answer his question.

5. Think of ways to give students raw data (such as lists, graphs, tables, etc.) and ask them to write an argument or analysis based on the data.

   Example: To what extent do the attached economic data support the hypothesis "Social service spending is inversely related to economic growth"? First create a scattergram as a visual test of the hypothesis. Then create a verbal argument analyzing whether the data support the hypothesis.

6. Think of opening "frame sentences" for the start of a paragraph or short essay; students have to complete the paragraph by fleshing out the organizational structure predicted by the frame.

> *Example: To solve the problem of homelessness in America, we must realize that not all homeless fit into the same category. In fact, we ought to specify X categories of homeless people. First [develop with details]. . . . Second [develop with details]. . . . Third [?] Fourth [?]*

7. Think of ways to ask students to role-play unfamiliar points of view (imagine X from the perspective of Y) or to encounter "what if" situations.

> *Example: Assume that Nike has invented a space suit that will let you run and throw freely enough to play baseball on the moon. Lay out the dimensions for a baseball park on the moon and justify your park design by explaining how the reduced gravity and the lack of atmosphere will affect the pitching, batting, base-running, and fielding.*

8. Select several important articles in your field, put them on reserve in the library, and ask student to write 100-word or 250-word summaries or abstracts of them. (Or ask students to write a summary of one of your lectures.)

> *Example: Write a 250-word summary of the attached article from Scientific American. Your summary should make the main ideas of this article clear to someone who hasn't read it.*

9. Think of a controversy in your field and ask students to write a dialogue between characters with different points of view.

> *Example: "In order to reduce the illegitimacy rate in the United States, the federal government should enact Charles Murray's proposal that welfare payments to single mothers be eliminated." Write a mini-play in which two or more characters of your choice disagree about the above proposal. Make their arguments reflective and rational.*

10. Create cases that place students in a realistic situation relevant to your discipline where they must reach a decision to resolve a conflict.

> *Example: Based on the attached case, explain what course of action you would take and justify your decision with a reasoned argument.*

What the Best College Teachers Do

Ken Bain, Harvard University Press, Cambridge, MA (2004)

Based on a 15 year study of nearly one hundred teachers, Bain provides insights into effective teaching. Bain maintains that, too often, in course and lesson design and preparation, teachers tend to "focus on what the teacher does rather than on what the students are supposed to learn" (48). In other words, "teaching is something that instructors do to students, usually by delivering truths about the discipline" (48). The best teachers, however, view teaching as "engaging students, engineering an environment in which they learn" (49).

The conclusions, listed below, emerged from the following six broad questions asked to the teachers in the study.

1. What do the best teachers know and understand?
   - Know their subjects well
   - Study what others are doing in their field
   - Read extensively in other fields
   - Take a strong interest in the broader issues of their disciplines
   - Use their knowledge to develop techniques for grasping fundamental principles and organizing concepts so that others can begin to build their own understanding
   - Know how to simplify
   - Cut to the heart of the matter with provocative insights
2. How do they prepare to teach?
   - Treat teaching as a serious intellectual endeavor
   - Begin with questions about student learning objectives rather than what the teacher will do
3. What do they expect from their students?
   - They expect "more"
   - They teach to embody the kind of thinking and acting expected for life
4. What do they do when they teach?
   - Create a "natural critical learning environment"
   - Provide students with intriguing or important problems and authentic tasks to challenge them to grapple with ideas, rethink assumptions, and examine mental models of reality
5. How do they treat students?
   - Reflect a strong trust in students
   - Believe that students want to learn
   - Are open with their students and talk about their own intellectual journey and encourage students to be similarly reflective
   - Often discuss openly and enthusiastically their own sense of awe and curiosity about life
   - With human decency
6. How do they check their progress and evaluate their effects?
   - Use a systematic process to evaluate their own efforts and to make changes
   - Check their own efforts when they evaluate students to avoid judging them on arbitrary standards

Bain identifies four questions the best teachers ask themselves in preparing to teach:

1. What should my students be able to do intellectually, physically, or emotionally as a result of the learning?
2. How can I best help and encourage them to develop those abilities and habits of the heart and mind to use them?
3. How can my students and I best understand the nature, quality, and progress of their learning?
4. How can I evaluate my efforts to foster that learning?

He subsequently identifies and examines in detail 13 additional specific planning questions that teachers engage in:

1. What big questions will my course help students answer, or what skills, abilities, qualities will it help them develop, and how will I encourage my students' interest in these questions and abilities?
2. What reasoning abilities must students have or develop to answer the questions that the course raises?
3. What mental models are students likely to bring with them that I will want them to challenge? How can I help them construct that intellectual challenge?
4. What information will my students need to understand...to answer the important questions of the course and challenge their assumptions? How will they best obtain that information?
5. How will I help students who have difficulty understanding the questions and using evidence and reason to answer them?
6. How will I confront my students with conflicting problems (maybe even conflicting claims about the truth) and encourage them to grapple (perhaps collaboratively) with the issues?
7. How will I find out what they know already and what they expect from the course, and how will I reconcile any differences between my expectations and theirs?
8. How will I help students learn to learn, to examine and assess their own learning and thinking, and to read more effectively, analytically, and actively?
9. How will I find out how students are learning before assessing them, and how I will provide feedback before –and separate from –any assessment of them?
10. How will I communicate with students in a way that will keep them thinking?
11. How will I spell out the intellectual and professional standards will be using in assessing students' work, and why do I use those standards? How will I help students learn to assess their own work using those standards?
12. How will the student and I best understand the nature, progress and quality of their learning?
13. How will I create a natural critical learning environment in which I embed the skills and information I wish to teach in assignments...that students will find fascinating –authentic tasks that will arouse curiosity, challenge students to rethink their assumptions and examine their mental modes of reality? How will I create a safe environment in which students can try, fail, receive feedback, and try again?

Foster, elicit, and model critical thinking – here are "critical thinking" reasoning abilities identified by physicist Arnold Arons, quoted by Bains.

1. Consciously raising the questions "What do we know…? How do we know…? Why do we accept or believe…? What is the evidence for…?" when studying some body of material or approaching a problem.
2. Being clearly and explicitly aware of gaps in available information. Recognizing when a conclusion is reached or a decision made in absence of complete information and being able to tolerate the ambiguity and uncertainty. Recognizing when one is taking something on faith without having examined the "How do we know…? Why do we believe…?" questions.
3. Discriminating between observation and inference, between established fact and subsequent conjecture.
4. Recognizing that words are symbols for ideas and not the ideas themselves. Recognizing the necessity of using only words of prior definition, rooted in shared experience, in forming a new definition and in avoiding being misled by technical jargon.
5. Probing for assumption (particularly the implicit, unarticulated assumptions) behind a line of reasoning.
6. Drawing inferences from data, observations or other evidence and recognizing when firm inferences cannot be drawn. This subsumes a number of processes such as elementary syllogistic reasoning (e.g., dealing with basic prepositional "if. . .then" statements), correlational reasoning, recognizing when relevant variables have or have not been controlled.
7. Performing hypothetico-deductive reasoning; that is, given a particular situation, applying relevant knowledge of principles and constraints and visualizing, in the abstract, the plausible outcomes that might result from various changes one can imagine to be imposed on the system.
8. Discriminating between inductive and deductive reasoning; that is, being aware when an argument is being made from the particular to the general or from the general to the particular.
9. Testing one's own line of reasoning and conclusions for internal consistency and thus developing intellectual self-reliance.
10. Developing self-consciousness concerning one's own thinking and reasoning processes.

HE Specific Review Standards from the QM Higher Education Rubric, Sixth Edition

General Standards	Specific Review Standards	Points
Course Overview and Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 Learners are introduced to the purpose and structure of the course.	3
	1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.	2
	1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.	2
	1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	2
	1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated.	1
	1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.8 The self-introduction by the instructor is professional and is available online.	1
	1.9 Learners are asked to introduce themselves to the class.	1
Learning Objectives (Competencies)	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
	2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3 Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.	3
	2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.	3
	2.5 The learning objectives or competencies are suited to the level of the course.	3
Assessment and Measurement	3.1 The assessments measure the achievement of the stated learning objectives or competencies.	3
	3.2 The course grading policy is stated clearly at the beginning of the course.	3
	3.3 Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.	3
	3.4 The assessments used are sequenced, varied, and suited to the level of the course.	2
	3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback.	2
Instructional Materials	4.1 The instructional materials contribute to the achievement of the stated learning objectives or competencies.	3
	4.2 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.	3
	4.3 The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.	2
	4.4 The instructional materials represent up-to-date theory and practice in the discipline.	2
	4.5 A variety of instructional materials is used in the course.	2
Learning Activities and Learner Interaction	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3
	5.2 Learning activities provide opportunities for interaction that support active learning.	3
	5.3 The instructor's plan for interacting with learners during the course is clearly stated.	3
	5.4 The requirements for learner interaction are clearly stated.	2
Course Technology	6.1 The tools used in the course support the learning objectives or competencies.	3
	6.2 Course tools promote learner engagement and active learning.	3
	6.3 A variety of technology is used in the course.	1
	6.4 The course provides learners with information on protecting their data and privacy.	1
Learner Support	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3
	7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3
	7.3 Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.	3
	7.4 Course instructions articulate or link to the institution's student services and resources that can help learners succeed.	1
Accessibility* and Usability	8.1 Course navigation facilitates ease of use.	3
	8.2 The course design facilitates readability.	3
	8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.	3
	8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.	2
	8.5 Course multimedia facilitate ease of use.	2
	8.6 Vendor accessibility statements are provided for all technologies required in the course.	2

* Meeting QM Specific Review Standards regarding accessibility does not guarantee or imply that the specific accessibility regulations of any country are met. Consult with an accessibility specialist to ensure that accessibility regulations are met.

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QUALITY MATTERS QM

**It is the instructor's responsibility to ensure that syllabus statements are in compliance with university, college, department, and program policy.

Accessibility Statements and Privacy Statements

Florida State University is committed to maintaining a fully accessible online learning environment. Please find our accessibility statements and privacy policies: https://support.canvas.fsu.edu/kb/article/937-technology-accessibility-statements-and-privacy-policies/

Assignments/Responsibilities Statement

All assignments are required. Failure to complete an assignment will result in a 0 for that assignment and a D for the class; you must submit something for every assignment in order to pass the course. All assignments should be completed and/or submitted to the instructor or via the class website unless otherwise specified. Discussions are assignments. Full assignment descriptions, including grading criteria and resources, will be handed out and/or be available on the class website. Following is a brief description of each element of the course:

Attendance Statements

Ex #1 Attendance & Participation Expectations

Attendance is required and expected. The only absences excused will be religious holidays, documented medical problems, other documented crises, or officially sanctioned University events. More than one unexcused absence will result in the automatic lowering of a grade (A becomes an A-, etc.). How is attendance taken? You are expected to log in to class and participate at a minimum of three different days across the week. Less than three log-ins with participation on separate days equates to being absent. Participation typically means contributing to the discussion board. If you are unsure about your participation, email your instructor.

First-day attendance is required in all FSU courses, including those that take place entirely online. First-day attendance for the course will require you to have posted your welcome in the Welcome to Class Discussion on the Canvas website no later than 5:00 PM EDT on the final day of the first week of class.

Ex #2 Attendance & Participation Expectations

This is an online course, and your participation is critical to making it successful. Students will be considered "present'" when they complete the minimum discussion and/or response requirements for the week in the online environment. If you do not complete the minimum discussion and/or response requirements for the week in the online environment, you will be considered absent.

Students are afforded one absence (excused or unexcused). After one absence, each unexcused absence from the course will result in a deduction of a letter grade from your final point total (e.g., from A to A-, A- to B+). Additionally, it may become necessary in extended absences/illnesses that the present course requirements will be renegotiated with the student in order to ensure my faculty responsibility for the learning experiences of all of the class participants.

First-day attendance is required in all FSU courses, including those that take place entirely online. First-day attendance for the course will require you to have posted your welcome in the Welcome to Class Discussion on the Canvas website no later than 5:00 PM EDT on the final day of the first week of class.

Communication Expectations Statement

What you can expect from me:

1. If you send me an email, I will reply within 48 hours and usually not on the weekend. If I have given prior notice that I am traveling or may be otherwise unable to reply quickly, please expect delays. If you have not heard back from me as expected within the 48 hour timeframe, please send your email again as it's possible that something went awry in the delivery.
2. I will send course-related emails to your FSU email account.
3. I will post an announcement in Canvas every Monday morning that details the week's topics and events. This announcement is not a replacement for reading the syllabus and looking ahead on your own.
4. As your instructor, I subscribe to every Canvas thread. I read the messages as they are posted via email, which I check frequently. I do not reply to every message, but I will jump in when directly asked a question, when I have something to add to the conversation (e.g., an explanation, a question, synthetic thoughts, redirection, or when I wish to push your thinking further), or when I see a conflict or other situation that I need to address.
5. I can be available to meet you via Skype, telephone, or in my office, or can assist via email. Just set up an appointment/send an email.

What I expect from you:

1. You will check your FSU email or the email account to which you have your FSU email forwarded on a regular basis (at least 3 times/week, although daily on weekdays is preferable). It's not that I plan to send that many emails to you, but rather that emails from me or your classmates may be of a timely nature.
2. When I send you an email and request a reply, you will reply in a timely manner.
3. You will check the Announcements in Canvas every Monday.
4. You will read the course syllabus closely and monitor your own progress toward assignments and due dates using whatever calendar or time management system you prefer.
5. You will participate in the course discussion on multiple days per week and engage with me and your classmates in a manner that promotes responsive dialogue, not just message posting.

Netiquette Statement

General Statement:

Considering online classes will take place in a variety of settings, it is important to have a reference point for successful participation in this online environment.

Be mindful of the Core Rules of Netiquette (Links to an external site.) taken from Virginia Shea's book and website.

Rule 1: Remember the human.

Rule 2: Adhere to the same standards of behavior online that you follow in real life.

Rule 3: Know where you are in cyberspace.

Rule 4: Respect other people's time and bandwidth.

Rule 5: Make yourself look good online.

Rule 6: Share expert knowledge.

Rule 7: Help keep flame wars under control.

Rule 8: Respect other people's privacy.

Rule 9: Don't abuse your power.

Rule 10: Be forgiving of other people's mistakes.

For Discussion Board Posts:

- Please use polite, respectful behavior when posting your responses to prompts in the Discussion Boards.
- Be mindful of how you express your emotions and humor, and be sensitive to cultural and ability differences of your online peers.
- Keep postings to the point, and make sure your comments are relevant to the topic of discussion.
- Avoid messages such as "Wow," "Way to go" or "Ditto" and aim for comments that validate other member's ideas through careful explanation of why.
- When replying, give a short description in the subject line of what you are replying to, and use correct punctuation and spelling throughout your post.
- Overall, use the same rules for online courses as you would in a real-time, face-to-face course.

For Email Communication:

- For email, please respond to your instructor's and peer's messages within a 24-hour period.
- Use a brief description in the subject line that outlines the topic of discussion.
- Avoid using slang or profane words.
- Use your professor's correct title he or she prefers for communication.
- Avoid using emoticons, such as smiley faces, and maintain a professional demeanor.
- Sign your email messages using your full name.
- AVOID USING ALL CAPS. This makes the message visually difficult to read and is perceived by the reader as "shouting."
- Use correct spelling, grammar, and punctuation, just as you would for any communication.
- Ask yourself whether you would be comfortable if someone other than the intended receiver were to read it. Remember, email is not a completely secure form of communication.
- Refrain from "flaming," which is expressing a strongly held opinion without tact or regard for others. Don't assume that recipients will know the intent of the message (e.g., "just kidding"). It reads differently when it's in print (electronic or not).
- Any inappropriate communication considered to be of a serious nature should be reported to your instructor, as it may be a violation of University policy.
- Treat others with respect by making messages clear and succinct.
- Overall, use the same rules for online courses as you would in a real-time, face-to-face course.

Helpful links:

Top Five Rules of Netiquette in an Online Course (Links to an external site.) from the Education hub at BrightHub.com

Netiquette: Etiquette for Communicating Online (Links to an external site.) from UNLV, Online Education

Discussion Board Netiquette (Links to an external site.) via YouTube

Social Media Guidelines

Courtesy of Dr. Vanessa Dennen, from her Web 2.0 course.

In this class, we will use a variety of social media tools. To fully participate in the class, you will need to create and use accounts on each of these tools.

Before you begin using these tools, I want to make sure you are aware of a few things:

- Many of these tools by default leave behind public trails (footprints) that may be found by others, including people outside of our class, and may be searchable on Google.
- Many of these tools also have settings that can be adjusted to protect your privacy to varying degrees and to keep your contributions from being public and/or searchable.

I have some general guidelines or advice for everyone to follow:

- If you're uncomfortable with using these tools, come talk to me: I do not want you to do anything in this class that makes you feel uncomfortable or unsafe. I can probably help mitigate any discomfort or safety concerns and still find a way for you to fully participate in the activity.
- Before you create your accounts, consider your identity and the context. If you interact online under your real name, anyone searching for you may find what you've shared. You may not want other people to find your coursework online. You may not want to

leave behind any digital footprints at all. For this reason, I do not require – or necessarily suggest – that you create these accounts using your real name. You may call yourself Mickey Mouse or RunningFan or whatever else you desire. I simply need to know the connection between your real name and your username(s).

- Creating a separate identity for class is not difficult. You may need to create a new email account (which tends to start all accounts) as the first step. (Hint: Use gmail, and don't include your name in the account name if you're trying to maintain some distance or privacy.) Even if you already have an account on Twitter or Pinterest, there's no reason why you can't create another for class. Logging in and out and in again can be a bit of a pain, but if you want to maintain separate worlds that's how to do it. (Hint: If you are using your own computer, just use multiple browsers and keep one logged in as your personal self and the other as your school self.)
- When class is over, feel free to delete. I know that at the end of the semester most students want to turn in their final assignments, get their grade, and then walk away and move on to new things. However, you don't have to leave that blog or those tweets hanging in permanent internet limbo. Once you have your final grade, so long as there are no grade disputes, you might want to take a half hour to go back and delete either individual items or entire accounts. You are in control here.
- Don't say anything online – even if using a pseudonym – that you wouldn't be comfortable saying to your best friend, worst enemy, mother-in-law, boss, and pretty much anyone else who you might know or come to know. Sometimes privacy settings aren't as tight as we had hoped. Or we forget and leave a computer logged in to our account. Or someone else shares something that we would rather them not share (easily done in a digital world). Consider this guideline an insurance policy against potential embarrassment and discomfort.

Finally this last guideline pertains to how you treat your classmates and their contributions:

- Follow everyone else's self-disclosure cues when commenting, linking, and sharing. In other words, if Sue is tweeting as Sue, feel free to address her as Sue. But if Bob is blogging as MysteryBlogger, do not comment and refer to him as Bob. And if Chris has posted something to a private group accessible only to class members, don't share that item more widely.

If you have any questions or concerns or need help with creating accounts or privacy controls: Ask!

Technical Requirements Statement

To participate in this course, you need to have:

- Access to computer equipment for your course work on a regular basis
- An internet connection

- An internet browser that is compatible with Canvas
- An FSU computer account
- Access to video recording equipment that can be used to film and upload video files to Canvas
- Students will be required to submit work using a word processing program. Acceptable word processing programs for this class include Microsoft Word or rich text files (.rtf).
- Additional course readings will be located online through the website and you will need access to a .pdf reader like Adobe Acrobat.
- The FSU Guide to Computing Resources offers additional information and resources and can be viewed at http://its.fsu.edu/StudentsLinks to an external site.

Turn-around Time for Graded Work/Feedback

Assignments will be returned within 7 business days following the due date. Early submissions will not be evaluated early and late submissions will have the appropriate penalties applied and will be returned 7 business days from the submission date.