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Online Classroom Culture Best Practices

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Online Classroom Culture Best Practices

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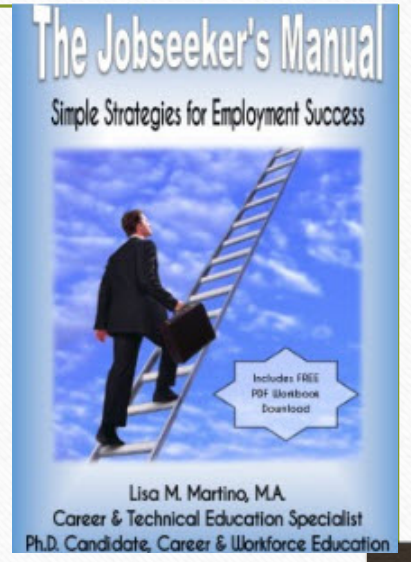
USF

UNIVERSITY OF
SOUTH FLORIDA

Ph.D. in Curriculum &
Instruction with a
Concentration in Career and
Workforce Education



Who am I?

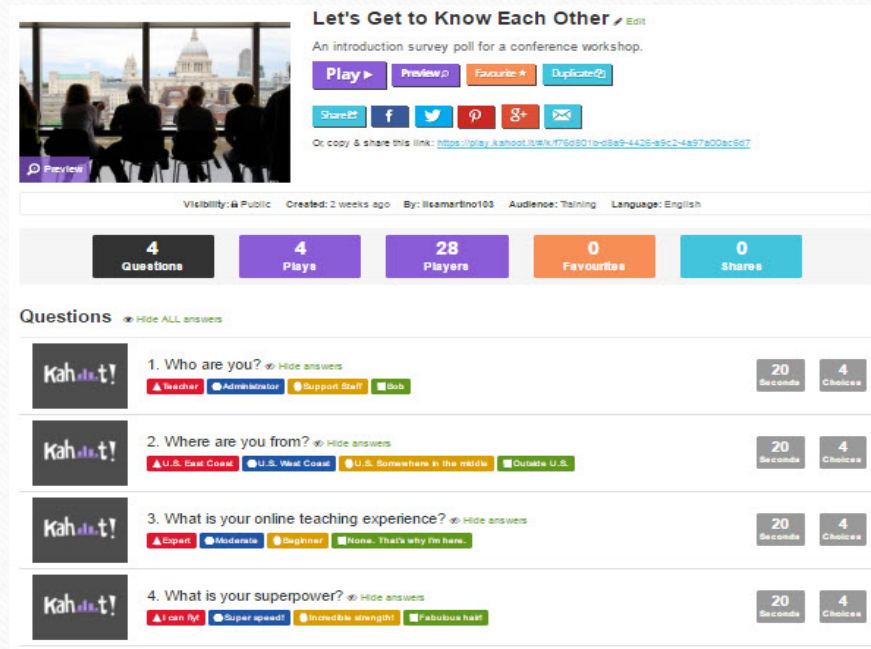


 **UCF** COLLEGE OF EDUCATION
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EMBRY-RIDDLE
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**ROTHWELL CENTER FOR TEACHING
& LEARNING EXCELLENCE**

How About You?

Participants, access Kahoot and answer these questions.

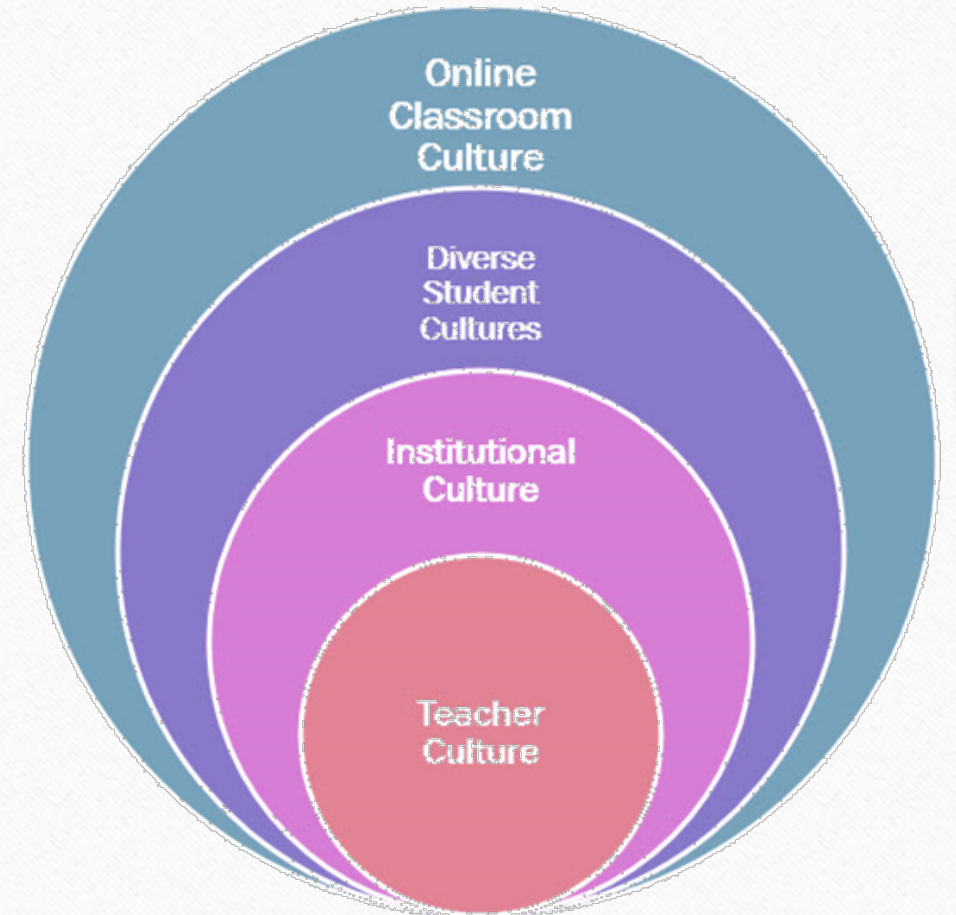


What is online classroom culture?

It is the “online class cohesiveness”.

It includes any and all diverse populations who share a common goal within institutional and faculty cultural boundaries.

It is the who, what, when, where, and why of online learning.



Session Objectives

- Explore online classroom culture best practices
- Collaborate with peers
- Develop an online classroom culture action plan
- Reflect on session outcomes

Problem



In 2013, over 5 million postsecondary students enrolled in online courses in the U.S.

(National Center for Education Statistics, 2016)

Online Challenges:

- Coursework confusion
- Social isolation
- Lack of teacher presence

(Milheim, 2012)

Solution

Create an online classroom culture action plan to:

- Overcome challenges
- Foster learning
- Motivate thinking
- Promote interactivity



(Ladyshefsky, 2013; Milheim, 2014; Vesely, Bloom, and Sherlock, 2007)

Online Classroom Culture Best Practices

To overcome...

Course confusion

- ❖ Course netiquette policy
- ❖ Glossary of Terms
- ❖ Course policies

Isolation

- ❖ Introduction discussion
- ❖ Group work
- ❖ Buddy system/study groups

Lack of teacher presence

- ❖ An instructor profile page
- ❖ Facilitate discussions
- ❖ Prompt feedback
- ❖ Weekly announcements

Overcome Course Confusion

Netiquette is Internet etiquette:

1. Obey copyright laws
2. Think before posting
3. Respect opposing points of view
4. Do not use ALL CAPS
5. Use proper English

Post “netiquette” and professionalism guidelines

- Model professionalism by addressing your students by name in the replies
- If possible, grade for professionalism
- Identify students who break the rules and speak with them privately

Overcome Course Confusion

Provide a Glossary of Terms page

- Helps to clarify confusing terms
- Focuses time on critical thinking instead of wasting time trying to “understand” what the terms mean
 - ❖ Create a glossary for each module or for the entire course

Module 1 Glossary of Terms

Term	Definition
Blended Course	A course in which the majority of the instruction is in the classroom or EV, but instruction is supplemented with online instruction delivered asynchronously.
Experiential Approach	The Experiential Approach involves learning through experimenting.
Learner-Centered Approach	This Instructional Approach could be considered " <i>the guide on the side</i> ", where the instructor serves more as a facilitator than a leader.
Teacher-Directed Approach	In this Instructional Approach, the instructor can be viewed as the " <i>sage on the stage</i> ", leading the students through the content and material.
Wikis	Hawaiian for "quick", are essentially pages that can be viewed and edited.

Overcome Course Confusion

Create a Course Policy page

- Clearly state your late policy, grading policy, make up work policy, plagiarism policy, email response time, grading turn around time.
- Provide contact information and instructions on how to set up an appointment with you.

Dear Student,

As we embark on this nine week journey together, let's first review some ground rules and policies for our asynchronous course.

First Day: You are expected to log into the course on the first day and have all the course materials (textbook) ready. The online platform records your activity and keeps a log of those records.

Online Attendance: Online course attendance includes logging into your course, postings in discussion threads and responses to classmates, posting assignments on time, and contributing to group work as indicated.

Online Participation: Online class participation is the last date that work is submitted. This date will be recorded in your records.

Late Work: Unless otherwise noted, assignments are due by 11:59 PM ET on the final day of the module. Assignments submitted late will be subject to a 10 point deduction per day. I will not accept late work that is more than 7 days late. If you will need to submit an assignment late, please notify me before the submission deadline. We will work together to develop a plan for assignment completion.

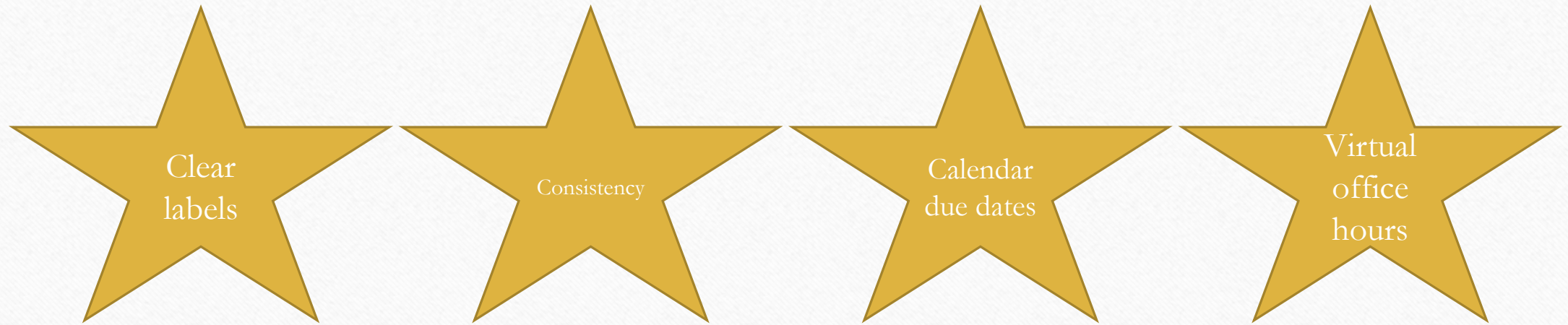
Incomplete Grade: Incomplete grades are given on a very rare basis. Request for an incomplete must be accompanied by documentation and at least 75% of the work must already be submitted.

I look forward to working with you throughout the term. See you in class!

Professor ABC

What else can you think of to overcome course confusion?

Conference Participants Added:



Overcome online isolation

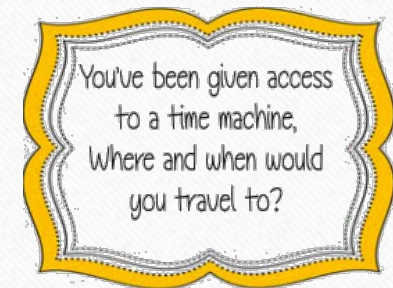
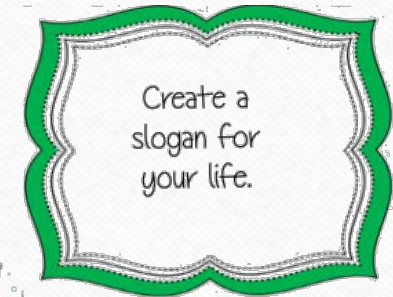
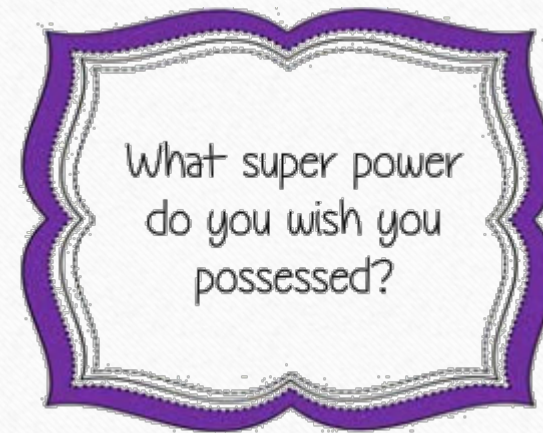
Create a graded introduction discussion with icebreaker activity

Print out roster and record useful information about each student

- ❖ Nicknames, geographic location, interests, etc.

If possible, have students create video introductions for the discussion posts

- ❖ Helps to build a learning community



Overcome online isolation

Study
Groups

Group Work

Mentorship

Student-
Instructor
Meeting



What else can you think of to overcome online isolation?

Conference Participants Added:



Group
work

Instructor
Videos

Chat
Room

Google
Hangout

Remind.com

Overcome lack of teacher presence in online course

Create a “Meet Your Instructor” page in your course

- Provide your students with your background and experience.
- Add a link to your professional webpage or LinkedIn account, if you wish.

Read About Your Course Facilitator



Instructor Name & Rank: Lisa Martino, Faculty Development Instructor

Contact Information: lisa.martino@erau.edu (386) 226-2922

Office Hours: Summer office hours: Monday through Thursday 7 am to 5 pm ET

Instructor Bio:

Greetings!

I am the Faculty Development Instructor here at the Rothwell Center for Teaching and Learning Excellence (CTLE-W), Daytona Beach, FL.

My areas of expertise are in teacher education, pedagogy skills, and distance learning. My research interests include post-secondary teacher education and professional development. I facilitate FACD course offerings, develop and facilitate some of the monthly EV-Anar workshops, develop and present CTLE special events as well as present at other national educational conferences. I also assist my team with special projects and pedagogical research to include grants and research.

When not teaching, I enjoy spending time with my husband and daughter watching our favorite TV shows and taking quick weekend trips for some family fun - usually at Disney! If I can squeeze some me-time in, I enjoy writing in the sci-fi and non-fiction genre. Recently, I published a non-fiction self help book called [The Jobseeker's Manual](#) ^{er}. For more information about me: lisa-martino.com ^{er}

Education:

- Ph.D. candidate in Curriculum and Instruction with a Concentration in Career and Workforce Education, University of South Florida
- M.A., Career and Technical Education, University of Central Florida

Overcome lack of teacher presence in online course

Extend the conversation

Reply to Jay:

- ❖ *Jay, that certainly is interesting. Have you read Barbara's post? She has a different opinion. Ask her how she came to her conclusion and why? Model professionalism in your replay?*

Reply to Barbara:

- ❖ *Barbara, I've just asked Jay to read your post. It's interesting that you both have differing points of view. Read Jay's post and politely discuss your differences. Can you see Jay's point of view?*



Add **video weekly announcements** for teacher presence.

Headphones
= bad hair!

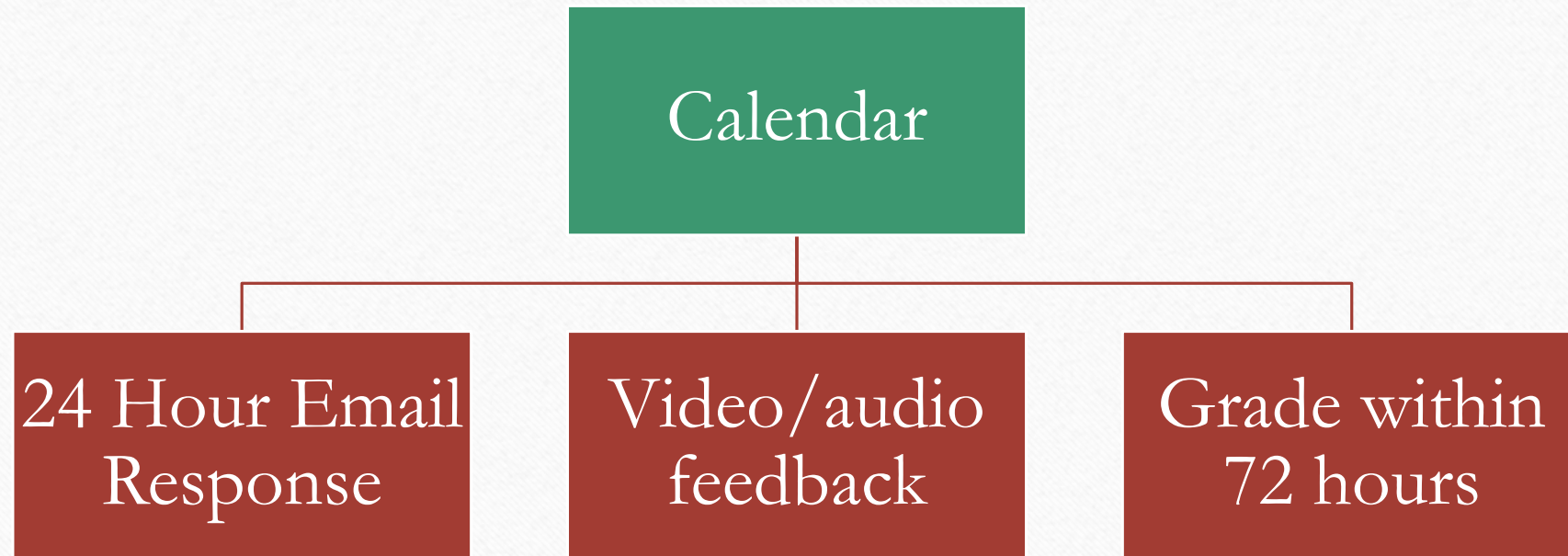
I used
Camtasia.



This is a screenshot picture of a video, but you get the idea here. It doesn't have to be perfect or long. This video is only 30 seconds.

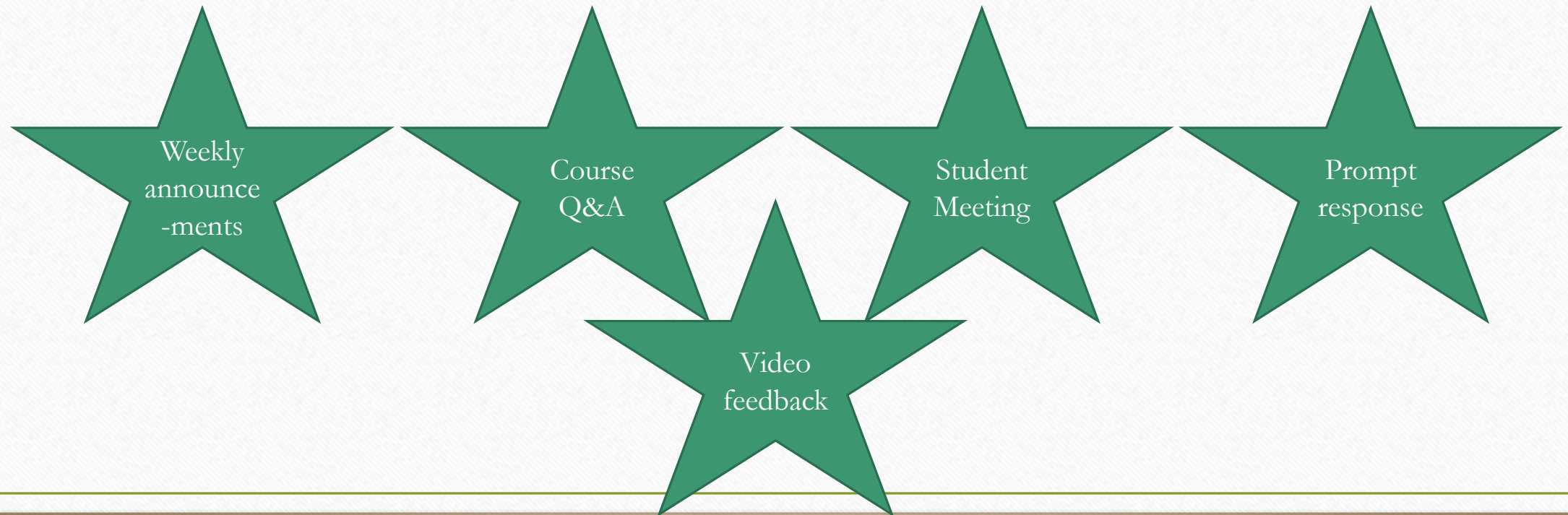
Okay, I know I look weird here, but hey, being human works.

Prompt feedback for teacher presence



What else can you think of to overcome lack of teacher presence?

Conference Participants Added:



Develop an online classroom culture action plan.

Email me if you want a Word doc @ lisa.martino@erau.edu

ONLINE CLASSROOM CULTURE ACTION PLAN

Course: _____ Term: _____ Instructor: _____

Pre-Course Phase

Task	Start Date	Finish Date	Notes

First Day Activities

Task	Start Date	Finish Date	Notes



Collaborate with Peers to Produce an Action Plan

Group Work: 15 Minutes



When you are done, seek out other participants who were not in your group and discuss your plan.

Reflect on Action Plan
Share the genius



Wrap-Up



I can be reached at:

Work: 386-226-2922

Lisa.Martino@erau.edu

<https://www.linkedin.com/in/lisamartino19>

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