High-Impact Online Teaching And Learning Practices Collection

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Accelerated Transitioning to Full-time Distance Teaching: College Sophomore-level Human Physiology Due to COVID-19 Pandemic to Year-2020

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▶ Abstract

A major impact of the Covid-19 pandemic is the immediate transitioning from classic, in-person to distance, online teaching. To manage this transition, professors like myself had to simultaneously realign instructional objectives and evaluate available technologies that best fit their personal styles and course needs. This unprecedented challenge was especially compounded in topics such as human physiology with its scientific intricacies and hands-on lab components. Thankfully, the High Impact Online Teaching Learning Practices (HIOTLP) course offered a venue where we were able to not only review pedagogical themes and alternatives, but also share ideas and experiences with numerous other colleagues facing such monumental transformational journey.

Course Information: Human Physiology, PSLY 2040

▶ Narrative

My accumulated instructional experience of more than nineteen years and decorated with multiple excellence awards, was suddenly challenged by the monumental transition mandated by the Covid-19 pandemic. Having become the senior anatomy and physiology professor in my academy I had gotten used to my inventory of instructional tools being placed in convenient locations not only for my own use but also for training incoming faculty. Luckily, I had already obtained institutional certification for online teaching, although the plan to use it was not on my radar for the foreseeable future as I had become too used to a daily routine of walking up and down the steps between classrooms, labs, and meeting rooms. In a small institution such as Chicago State University, such routine was accompanied with the inevitable daily encounters with students and colleagues where smiles, short conversations, and exchange of greetings complemented the classroom dynamics. This is indeed why the sudden switch to online teaching was such a challenge.

It was not until four out of nineteen students in my Human Physiology remote-teaching course tested positive for COVID-19, that I genuinely realized that the hard work of swift transitioning to online teaching was the only alternative. This hard reality was further compounded by the fact that physiology labs utilize medical devices and setups that are the antithesis of the post-Covid-19 social distancing mandates. This is because the experimental setups involve the students taking measurements on each other as the subject then switching roles after an

introductory demonstration by the professor. Both the demonstration and measurements routinely require close personal contact because data acquisition relies mostly on laptop-tethered physiological sensors with relatively-short-wired leads. To be specific, standard human physiology experimental sensors include skin electrode stickers for electrocardiogram (ECG) and electromyogram (EMG) recordings, finger-wrapped monitors for pulse measurement, arm cuffs for blood pressure measurement, and mouthpieces and nose clamps for spirometry. While all these setups are impossible to reconcile with social distancing, the immediate risk of direct virus infection in the spirometry lab is most obvious as the students need to breath directly in and out of the shared apparatus to take measurements! Simply thinking about the immense infection risks of such proximity left no doubt in my mind that swift transition to online instruction was the only viable alternative.

My immediate goal in the initial stages of the transition was to create a distance learning environment with the highest-level of normalcy for my students and myself. Towards this end, I created a home-based classroom with all the needed infrastructure. This included a touch screen laptop and a white board for interactive instruction through PowerPoint annotation and real-time sketching and diagraming along with a high-resolution webcam and external speaker for clarity. To minimize interruption, I switched my home network to fiber optic and invested in a backup power supply. For labs, I used the same setups we usually use with a modification of lab learning outcome where knowledge of experimental protocol was enhanced by videotaped experiments being made available on my private YouTube channels along with extra online training for data presentation and analysis.

As I grew more confident in the world of online teaching, my next goal was to expand my horizons and tap into the latest standards and inventions in the world of online instruction. This is indeed where the HIOTLP course could not have come at a better time. Before the HIOTLP course, my experimental demonstrations were limited to the lab sessions where I performed the experiments twice: first, synchronously during live online lab class sessions, then asynchronously through narrated video recordings of the experiments made available to students through web links to my private YouTube channel along with relevant documentation, tutorials, and lab report rubrics.

With the help of the HIOTLP course, I was able to drastically modify my approach, as I learned to split my lecture in two halves separated by breakout rooms where students collaboratively worked on research or practical questions and/or mini experiments and practical demonstrations. Additionally, lab class sessions included breakout-room assignments that were designed to allow students to explore relevant experimental protocols and experimental variables as well as engage in relevant data analysis or expand on that day's experimental theme. Such approach, added depth to the topics, allowed students to compete in groups, and created opportunities for students to work with, and know their classmates. This further allowed me to implement a big lesson I learned in the HIOTLP course, namely creating an inclusive learning environment that fostered healthy student interactions and engagements. Ultimately, these modifications were supplemented by modified assessment parameters and course design themes that added up to a student-centered remote-learning experience with a relevant modified syllabus and rubrics that added up to my HIOTLP course "deliverables."

Ultimately, these course design elements were so much on target that I intend on building on them and integrating them in other courses, as they have so far generated tremendous student

enthusiasm, engagement, and success in tangible and intangible ways that include the points discussed in the conclusion.

▶ Summary/Conclusion

First, one HIOTLP course deliverable was my modified syllabus which was so incredibly successful that starting on day 1 of the synchronous course and during my introduction and syllabus discussion, several students expressed their pleasure about my promise of inclusion and the kind of syllabus details and sentiments that they have never seen anywhere else, with one student pointing out that she was so pleased to see a syllabus specifically designed for them rather than being passed on from year to year. My quick capturing of such a glorious comment, among others, was the spark that generated so much energy that propelled an amazingly positive tone along with a sense of trust and community that I deliberately fostered throughout the semester by calling on students by name and praising their respective efforts.

Second, my HIOTLP-guided course design tremendously enhanced student engagement. Specifically, assigning personalized reflection reports for every lecture not only took away the burden of taking attendance but also made sure that the students were taking meaningful notes.

Third, my HIOTLP-inspired lecture planning started with a ten-minute interactive review of the previous lecture followed seamlessly by the new material then leading to a 2 to 3 question in-class group activity where students are randomly assigned into groups of 3 to 4 to work together and answer the questions. Towards this end, I provided the students with my detailed tutorial on how to use the collaborative tool Google Jamboard and save their work as PDF files. Having seen students' enthusiasm, energy, teamwork, and quality of work was quite rewarding. Indeed, the ability to engage students through this kind of activity gave online teaching an edge over face-to-face classes as it not only created a sense of community amongst my students, but it also fostered creativity as it gave the students an alternative mode for expressing themselves, collaboratively researching, and artfully answering questions and sharing their thoughts.

Fourth, follow up with students, especially those who lagged behind or missed lectures, helped several students: one who acknowledged that she would have dropped out of the university if it were not for my follow-up, another whose progress was improved after I found out that her computer was damaged and helped her get a computer loaner from the university, and another student who had too many science courses and a full-time job and needed referral to an academic advisor.

Despite the hard work of navigating through the previously uncharted roads of online teaching, I strongly believe that the work is tremendously dwarfed by what our students are going through. To put things in perspective, here is a testimonial from one of my out-of-state students who is one of the aforementioned COVID-positive students and had to deal with being sick and quarantining alone in a campus dorm-room (when I had a couple of online office-hours and follow-up zoom sessions with him): ". . . You're an awesome amazing teacher. I took this class while battling . . . Covid mental health . . . I thank you for wanting to see me succeed. 2020 hasn't been the best year for anyone especially me. I didn't deserve to be in your class

and the fact that you gave opportunity after opportunity too and for that I thank you. I appreciate you for understanding . . . Thanks for believing in me and I'll see you next semester at my best."

Finally, the advantage of the HIOTLP experience was not only immeasurable for this semester, but it also provided me with a repertoire of resources and network of colleagues and mentors to expand my experience and enhance all my courses. This is while continuing to work on redesigning my test banks to reflect the changes that I have made not only to improve consistency but also to align with the required standards for the courses in accordance with relevant accreditation parameters and board tests.

Teaching and Learning Online Promoting Student Engagement

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▶ Abstract

This course is required in the business administration curriculum. Its intent is to ensure that students who major in business administration are prepared for career readiness. Guest speakers share practical work situations and give students opportunities to ask questions about day-to-day operations and needed skills and job competencies. The course is taught on-ground and online. The course content is designed so that students can engage in and out of the class session. During each class session, students must assess their current knowledge of the topic from the lecture. They have pre-class reading, in class (called weekly chat), and homework assignments

Course Information: Professional Presentation

▶ Course Information:

Professional Presentation – Course Description – This course is designed to help reinforce skills in surfacing, organizing, and assessing information that will be useful in job hunting efforts, as well as coaching in resume writing, interviewing skills, image building, and action planning. The course focuses on (8) eight central themes.

• Personal Branding	Time Management
• Goal-Setting	Resume | Interview
• LinkedIn	Presentation Skills
• Career Research	ePortfolio

▶ Narrative

Using the different technical features learned in the High-Impact Online Teaching and Learning Practices (HIOTLP) course has helped me to engage my students. Flipgrid is new for this course. I introduced Flipgrid, which gives students an opportunity to virtually discuss a topic as it relates to the lecture(s). I first showed and explained (2) YouTube videos entitled, Students: Getting Started with Flipgrid. (2021, September 17) and What is Flipgrid? How do I use it with my students? (2020, March 23). With the Week #5 Assignment, students were able to use this computer/tablet/mobile device to create a video to respond to the statements. Each student created a Flipgrid video (5 points).

They were asked to create this Flipgrid Video by responding to the following questions:
- Have you patronized Starbucks and how do you rate its service? (**1 point**).
- Do you know of other stores that need diversity and inclusion training? If so, justify your response. If not, why is diversity and inclusion training important? (**2 points**).
- Respond to a classmate's comment that was posted in Week #2 Discussion. State the classmate's name, and indicate why you agree or respectively disagree with his/her comment(s) (**2 points**).

Using Flipgrid will give students an opportunity to virtually discuss a topic as it relates to the lecture(s). It also gives me, as the professor, an opportunity to join in the discussion to encourage and administer verbal and written communication. The Starbucks articles/YouTube can be found on the Starbucks' website under *Careers – Inclusion, Diversity, & Equity* (2024). I have enclosed the course schedule which includes utilization of some of the resources from the High Impact Teaching and Learning Practices Course. Additionally, the learning outcomes for the updated course are also included.

Week	Topics/Activities	Assignments
Week #1	Introduction to BUS 410: What is Career Readiness and Success 1. Have you declared your major? 2. Are you currently taking major-related courses? 3. Have you discussed an internship with your academic advisor or the Career Services Office?	Poll Everywhere to enhance student class engagement. For students to participate, they must pay attention to the lecture to answer the questions or respond to the statements. Recorded Lecture
Week #2	Goal Setting: Goal Setting Worksheet SMART Goals: 1. Academic Goal 2. Extra-Curricular Goal 3. Career Goal	Upload S.M.A.R.T. Goals Worksheet in Canvas Discussion Post: What are you doing to reach your academic and career goals to enhance inclusion, diversity, and equity? Recorded Lecture

Week	Topics/Activities	Assignments
Week #3	www.coursea.org Career Planning: A Pathway to Employment	Upload the course certificate
Week #4	Cover Letter and Resume Writing; Formatting *** Week of - Mid-Term Exam ***	Create a resume; Apply for an intern/job in Handshake
Week #5	Starbucks article about Social Justice; guest speaker from Starbucks Discussion: www.coursea.org Career Success Project - 1. Apply the methods, techniques and skills you have learned throughout the Specialization to add value, every day, to your organization by effectively gathering, synthesizing, analyzing and presenting information 2. Develop and hone your critical thinking skills as you evaluate ideas, concepts, approaches and assumptions to arrive at a practical, yet innovative, solution to an organizational problem 3. Learn to skillfully use a powerful strategic planning tool 4. Effectively communicate information, ideas, problems and solutions to senior-level decision makers	Reflection Paper to upload in Canvas; Upload the course certificate
Week #6	Elevator Speech discussion and development	Presentation, Tips, etc.; Upload in Canvas Elevator Speech YouTube Recorded Lecture
Week #7	Who Am I? Professional Branding; Mock Interviewing	Branding Worksheet to upload in Canvas Recorded Lecture

Week	Topics/Activities	Assignments
Week #8	Who Am I Online? 1. Facebook 2. LinkedIn 3. Instagram 4. Twitter	Develop a presence online and review samples
Week # 9	Who Do I Want to Become? I Do I Fit In?	Reflection Paper to upload in Canvas
Week #10	Key Career Influences: Online Activity; Career Research	Chat in class; Upload in Canvas; Zoom, Microsoft Teams, etc.
Week #11	ePortfolio 1. Personal Branding Statement 2. Resume 3. Sample Assignment relating to Job Interest 4. SWOT Analysis 5. Academic and Career Goal Pathway	Upload in Canvas
Week #12	Vision Boards: A Roadmap to Your Goals –What's Next? 1. Practice Presentations 2. Personal Outcomes	Upload in Canvas

Rubric – POINTS = 20
Students will be graded on the **first** **(3)** questions from the assignment. They will be graded on grammar, spelling, punctuation, and sentence logic.

	Poor (1 pts)	Fair (2pts)	Good (3pts)
Grammar, Sentence Structure	Poor more than 5 grammatical errors.	Fair 3-5 grammatical errors.	Good 2 or 1 grammatical errors.
Use of Punctuation	Poor more than 5 errors. Limited punctuation marks attempted.	Fair 3-5 errors. Use of at least 3 different punctuation marks when needed.	Good 2 or 1 error. Has used a range of punctuation marks such as periods, commas, question marks, exclamation marks, colons, etc., when needed.
Sentence Logic	Poor Poor fluency and logic. Hard to understand.	Fair Has a few errors which cause confusion in the sentence structure.	Good Easy to understand. Writing flows and keeps reader engaged.
Creative Idea	Poor Narrative follows a basic story structure.	Fair Narrative is somewhat creative, but improvements could be made to keep reader engaged and interested.	Good Narrative is highly creative and original.
Spelling, Word Use	Poor 2 or more spelling errors. Has used a limited vocabulary.	Fair 1 spelling error. Has attempted a variety of words.	Good No spelling errors. Has used a wide vocabulary throughout.

	Poor (1 pts)	Fair (2pts)	Good (3pts)
Evidence of Editing	Poor Has not edited any part of the Narrative.	Fair Has edited some parts of the writing but has missed some obvious errors.	Good Writing is edited and ready to submit.
	Poor 0 pt	Fair 1 pt	Good 2 pts
Use of Grammarly, JCSU Writing Studio, Smarthinking, etc.	Poor No evidence of writing assistance.	Fair Sought assistance but did not have a chance to review for clarity.	High evidence of assistance. Made revisions.

Source: Revised from iRubric

Student Learning Outcomes

After successful completion of this course, the student should have the ability:

- To practice presentation skills in classes by preparing for career readiness.
- To discuss some of the high-impact events and changes that have made innovative management so critical to the success of organizations today and into the future.
- To make the business case for incorporating ethical values in the organization and looks at the role that managers play in creating an ethical organization.
- To use strategy maps for overall planning and goal-setting.
- To explore the basics of good communication, including the importance of listening, asking questions, and speaking with candor.
- To demonstrate understanding of the concept of "organizational justice" and be able to verbalize.

► References

Flip. (2021, September 17). Students: Getting Started with Flipgrid. [Video]. YouTube.
    https://www.youtube.com/watch?v=kR1FxImNPSs

Starbucks (2024) *Inclusion and Diversity*. https://stories.starbucks.com/stories/inclusion-
    diversity.

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10

Moving from Unprecedented Events to Expected Success
SWK 300: Introduction to Cultural Competence

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▶ Abstract

The High Impact Online Teaching and Learning Practices (HIOTLP) course provided great resources and tools to improve my skills regarding online teaching and learning skills. It made me think more about the importance of encouraging complete student engagement and looking for ways to empower students to take ownership of the class. Even in an online environment, a course can be intentionally designed to encourage students to work together and learn from each other. Assignments and activities can be created in an online environment that will provide opportunities for students to speak up, ask questions, even make arguments – all signs of student engagement and interest – accomplishing the goals and objective of the faculty.

Course Information: Introduction to Cultural Competence (SWK 300)

▶ Narrative

In thinking about redesigning my undergraduate social work (BSW) courses for the fall semester for delivery in an online environment, I was not as nervous or under the same amount of stress that I felt the previous spring. Being forced to do something in less than two weeks is a different type of pressure than when you have a few months to prepare. What I learned from the HIOTLP course was invaluable in the success that I experienced in my courses this past fall.

The course that I focused on redesigning in the HIOTLP course was Introduction to Cultural Competence, one of our program's required introductory courses. Most of the students that take this course are social work pre-majors. This class was taught online, asynchronously in the fall semester. The first component that I thought about was how to spark interest, even though for most students this was going to be a required course.

I created a welcome page on the class portal in Canvas with a virtual classroom, an introductory statement and video about myself, and an inclusivity statement to help engage the students. This was done to start building rapport which can be challenging in an online environment. They can see me as more than just a name on a screen. I also created a survey to get an idea of the workspace our students would be using in the fall semester as the university was offering courses 100% online. The results of this survey helped me to adjust

and adapt to their needs as online learners.

When developing the course content, I worked backwards starting with the Student Learning Outcomes (SLO's), what I wanted the students to learn from this course. This was something that I learned in the HIOTLP course. When developing the assignments, the focus was on questions that were not just asking them to find information from the textbook. There were questions that were reflective, asking the students to engage with the material on a personal level. For example, in our unit about personal biases, I ask the students to think about why they believe what they believe. It gives them the opportunity to really think about the messages they were given about differences from their family during their formative years. There is also a question that challenges them to think about something they believe now about people that is contradictory to what they were taught. This gives the students an opportunity to provide narratives and authentic expressions. When these are shared in a safe classroom discussion, it can be amazing for the students.

There were questions in the assignments that required them to post a video or even make a video response. This allows them to bring their true self to their responses. I incorporated the use of social media in their answers as well, i.e., find an Instagram account of an agency or organization that supports/serves/advocates for one of the cultures we discussed in the course. Students seem to become very engaged in any assignment that includes a social media component.

As I redesigned the course, I had to figure out how I was going to establish my online teaching presence, from what I learned from HIOTLP this presence had to be established early and often. Every week in this course I posted announcements, I made weekly videos, and I participated in the weekly discussion boards with the students. The announcements would be about our weekly activities or important university information – during the height of the pandemic so much information was being shared so often, this helped the students to focus on what was important for our class. The discussion boards were great spaces to check in weekly with students, framing questions where I can see exactly how the students are doing. It also allowed me to have regular contact with students like having that weekly class contact.

Through my online teaching presence, I wanted to set clear expectations for the students and what they could expect from me. The students were provided with a detailed syllabus which contained the required course components from our accrediting body – the Council of Social Work Education (CSWE), an outline of the course competencies that would be covered, detailed assignment directions with dues dates, and a weekly course calendar that contained the week's activities. I designed the syllabus so the students could see clearly that the course content was aligned with the course objectives and assessments. These were changes that I included after taking the HIOTLP course. The students had a clear understanding of what was expected of them regarding online participation in this course, how they were expected to communicate with me and with one another, and information regarding expected netiquette (I created a cute infographic about netiquette). This was outlined in a section of the syllabus called "Student Expectations". I made sure to also include university resources that provided them with technical support for their devices and for the LOS platforms being used.

During the first several weeks of the course, I wanted to orient the students to the online environment, based on the results of the survey that I distributed during the first week of class, I learned that for many this was their first experience taking an online course.

I divided the learning into smaller chunks than what I would usually do in a face-to-face course. Instead of using one week to go through one chapter, we used two weeks. I established a clear pattern of weekly class activities and due dates using the online resources that came with the required course textbook.

Throughout the course, I wanted to be sure that the students were making real-world connections between what they were learning in the course and what they could expect to experience in their future internships and as a social work professional. This was accomplished through virtual guest speakers – social work professionals sharing with the students about their professional journey. This was also accomplished through specific discussion board questions and videos. I made it a point to often show the students how they would apply what they are learning to their future professional expectations. Overall, I wanted to create an educational experience through this course that would challenge students by extending their academic abilities, and that would also enrich their experiences as students. The student evaluations at the end of the fall semester were all incredibly positive and informed me that I was on the right track in online course delivery. The students were especially glad to have prompt feedback from me from the activities and assignments that they completed throughout the course.

Summary/Conclusion

One thing that stuck with me throughout this fall semester and moving forward was a quote from bell hooks (who is one of my most favorite authors) – "Make the classroom a place that is life-sustaining and mind-expanding, a place of liberating mutuality where teacher and student work together in partnership." This is the framework from which I wanted to approach my online teaching this fall. An important thing that I learned from the course redesign was the importance of connecting with students online. There is a way to do this, and, in our discipline (social work), it is imperative that we make connections with our students and model for them how to connect with others.

As our world becomes more and more technologically advanced, these human connections are being made virtually. It is a skill set that we must learn. It must be intentional; it does not happen by accident. We must be able to relate to our students in order to make a connection with them. In this age of COVID, we are in desperate need of making connections with other human beings, it is good for our soul and for the soul of our students. They are going through this pandemic in many of the same ways that we are – fear, grief, loss, insecurity. By connecting with one another, it helps our souls. This is another important component that I learned in the HIOTLP course. To try to accommodate this in my class I am going to be intentional about the activities that we do on our Zoom class activities in the breakout rooms, on the discussion boards, even in the videos that we watch and discuss.

Another important thing that I learned from this course redesign is the importance of a design where my students are fully engaged not only with the course content but also their peers and myself, the instructor of the course. Students do not care how much you know; they want to know that you care. I wanted my students to know that I care, so every week I would check in with my students – giving them space to share how they were doing. I would also ask myself -

how can I best do this using online learning techniques? In social work we are probably better than most professions in inclusiveness, but there is always room for growth. I love the principles of inclusive teaching – begin with the end in mind, have a plan and a purpose, and build independence. I wanted to be fully invested in my students' learning throughout this course.

This HIOTLP course gave me great resources and tools to improve my skills regarding online teaching and learning. More importantly though, it made me think even more about the importance of encouraging complete student engagement and looking for ways to empower students to take ownership of the class. Principles that are very much aligned with the guiding principles of the profession of social work. This course also reminded me that all the pressure does not have to be on me to "perform." I can intentionally encourage students to work together and learn from each other. I can create assignments and activities in an online environment that will get students engaged and interested, they will provide opportunities for the students to speak up, ask questions and even make arguments – all signs of student engagement and interest. I have the confidence now, more than I did in the previous spring semester that I can do this and do it with the expectation of success for my students and for myself.

References

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A Successful Class Model for Teaching Biochemistry in a 100% Online Environment

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▶ ## Abstract

Although new endeavors can be hard at the beginning, it can turn out to be much better than expected. This is true for my experience during Summer 2020 with the High Impact Online Teaching and Learning Practices (HIOTLP) and with the online chemistry classes that I have been teaching thus far at LeMoyne-Owen College. In the HIOTLP class, I was exposed to an array of online teaching and learning tools that fostered my confidence on how to conduct my online teaching and courses. Also, the HIOTLP gave me access to numerous online teaching and learning resources that will help me with my course design for many semesters.

Course Information: Biochemistry Lecture (Chem. 410)

▶ ## Narrative

Human beings resist sudden changes, and they easily can fall prey to their own life's routine. However, I was a bit frightened when our institution LeMoyne-Owen College (LOC) decided that the college would shift teaching modalities and conduct a 100% online teaching model during the fall 2020 semester. Specifically, I was concerned because I had never conducted an online class before. Fortunately, there were scholars who were a couple of steps ahead of us. The Gardner Institute in collaboration with the United Negro College Fund (UNCF) offered a late summer High Impact Online Teaching and Learning Practices (HIOTLP) course. The course was designed to prepare Historically Black Colleges and University (HBCU) faculty to teach online classes confidently. I have to confess that it turned out that online teaching is fun, the HIOTLP course was a very positive experience, and it was much better than I expected.

As a full professor who has been teaching a variety of chemistry courses in institutions of higher education in the United States for 26 years, I thought I know how to handle any class setting. Yet, when I participated in the HIOTLP course I became familiar with teaching resources that I was not familiar with, and those that I knew about, but I had never had the opportunity to use such as Learning Management Systems, Blackboard and Canvas.

In the HIOTLP class, I was exposed to many online teaching tools to build my confidence in

how to teach in an online teaching class environment. For example, I was introduced to Netiquette, a concept that was very new to me, in spite of all of my scholarly experience throughout the decades. I have made "quiz 0" a routine practice for students in all of my chemistry courses this fall in which they had to discover and write an essay on Netiquette. The assignment helped both the students and this instructor with our communication and our collaboration. This was a new model of teaching for me and for my students.

I was exposed before, at another undergraduate institution, to the Blackboard Learning Management System (LMS). However, I was not into online teaching due to the semi-practical nature of the chemistry courses, and the hands-on-laboratory requirement for the courses that I had to teach. Yet, with no choices in hand due to the pandemic, I had to familiarize myself with other teaching tools that our current institution asked us to utilize during this time. Additionally, we began to also utilize Microsoft Teams (MS Teams) as the main online teaching and learning platform.

In addition to applying the rules of Netiquette, one more important point that I have learned from HIOTLP was to make my students feel a sense of belonging in the newly created online class environment. I did that by asking each and every student in all of my classes to introduce themselves to their peers and tell the class why they are taking this class, and what they want to do with their degree from LOC. Every teacher thinks that the subject that they are teaching is the most important subject any college student should learn. Also, I informed my classes that I have just finished a class that taught me how to conduct online classes more effectively. Previously, I would break the ice in the traditional face-to-face classes by asking the students to introduce themselves, but this was the first time I did it in an online teaching setting.

As a chemistry teacher who has been teaching chemistry laboratory classes for decades, I know that it is hard to carry out a laboratory experiment remotely. When I was learning during the HIOTLP, I wondered how I was going to conduct laboratory sessions particularly the upper-level Organic chemistry and Biochemistry laboratory sessions. One of the main digital pedagogical tools from the HIOTLP course was the use of very relevant videos as an alternative to the face-to-face laboratory meetings. I was amazed, but not surprised, about the tremendous number of relevant videos found online that are related to the syllabus I prepared in particular within the organic chemistry laboratory class. I promptly referenced, gave credit, and acknowledged the videos and their authors.

Summary/Conclusion

The main technology tools and/or online teaching resources that were shared with me during the HIOTLP course and which made me more confident during the semester's online teaching were: (1) Open Access Digital Pedagogy, (2) Best Practices When Teaching with Zoom, (3) The 15-Minute Guide to Teachers on Moodle to name a few. The HIOTLP teachers gave us many online teaching resources that I will review and utilize in the near future. Finally, I would like to thank Dr. Foote, and Dr. Flippin-Wynn and all mentors I encountered during this exciting late summer experience.

Redesigning a Course to Engage Nontraditional Students Both in and Outside of the Online Classroom

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▶ Abstract

This case study illustrates my course redesign to adapt to pandemic-induced changes from face-to-face to online learning. Utilizing key concepts and strategies obtained from the High-Impact Online Teaching and Learning Practices (HIOTLP) course, my course redesign sought to create collaborative learning environments for nontraditional students, aiming at promoting student engagement both in and outside of the online classroom. A variety of digital learning tools reinforced peer interaction and peer learning, embracing new ways to gain knowledge and facilitate social learning. As we move post-pandemic, integrating many of the innovations that emerged from online teaching experience into face-to-face is also discussed.

▶ Statement of the Problem

Ensuring active engagement is challenging in any classroom situation. But the past year's move to predominantly online teaching has presented unique difficulties for educators when it comes to teaching nontraditional students in a virtual classroom. Nontraditional students frequently have different characteristics than traditional students, experience different barriers, and have different instructional support needs than traditional students. While nontraditional students are eager to pursue a higher education, oftentimes they are uncertain about their academic potential to complete their studies successfully. Barriers related to academic skills demand individualized instructions and assistance. As a result, they tend to show hesitation or unwillingness to get involved in teamwork. Moreover, managing multiple conflicting responsibilities, such as shift work schedule and childcare, in addition to working full-time, debilitate their commitment to their studies. These situational barriers negatively affect their class attendance and engagement in class activities and discussion.

Most of my students are nontraditional students. It was my concern that these academic and situational barriers may be amplified as we moved from face-to-face to online class. In other words, the online learning environment might further weaken their engagement in learning. To cope with these challenges, this author redesigned a Human Behavior in the Social Environment course adapted to a virtual learning environment. My course redesign sought to engage nontraditional students both in and outside of the virtual classroom to achieve equitable educational outcomes. Drawing on central ideas from the high-impact

online teaching and learning practices (HIOTLP), my course redesign focused on encouraging peer interaction and peer learning, thus creating a cooperative online learning environment that promotes five key elements: (I) inclusion of each other to complete a task or solve a problem; (ii) each student's work is made visible to and assessed by other classmates; (iii) each student provides constructive feedback to classmates' work; (iv) students support each other's success and share or pool their resources; and (v) students improve interpersonal skills such as listening, communicating, building trust, and working through conflictual moments.

▶ Methods

To create a cooperative online learning environment, beyond utilizing various digital tools, I made a variety of modifications to the content itself. I shortened my lecture but significantly added more discussion type lectures and hands-on-activities to the online class. Breakout groups in Zoom offered opportunities for students to engage about ideas and debate on discussion topics, as well as to complete tasks or solve problems for hands-on-activities. I used a discussion board as a students' assignment submission site. This made each student's assignment accessible to other classmates. Students could read and respond to each other's work. Student response could be in the form of agreement, disagreement, constructive feedback, or providing additional information or new resources. It was intended for creating healthy competition, encouragement, cheering, and collaboration.

Other important features in Zoom—chat, polls, emojis, and whiteboard—were also used to enhance student engagement. Chat apps gave students access to their thought bubbles during class discussion. Poll questions were used to check for students' understanding and reemphasizing main points of instruction. In sustaining cooperative learning outside the class, the course management platform played a significant role. Entire course materials and resources were uploaded in Moodle, applying a module structure containing content and activities organized to create a clear learning path for students. I also set up Flipgrid—a video discussion tool designed to allow students to speak to the group. I encouraged students to construct a 'introduce yourself' video to learn more about each other and to bring everyone closer together.

▶ Outcomes

The pandemic-induced pivot to online learning gave me unique opportunity to incorporate more technology into the classroom and permitted my students to participate in more focused discussion. The inclusive online learning space was created through two main digital platforms—Moodle course management system and Zoom video communications.

In my virtual class, the discussion board was used for alternative purposes. My students submitted their assignments on a discussion board making their work visible to classmates. Stripping students' assignments could have been a daring idea, especially for students who are reserved or reluctant to share their work with other classmates. However, it was made possible because of the nature and scope of the course content in Human Behavior in the Social Environment. In this class, different perspectives are valued so there are no right or wrong answers. Each student brings his or her unique real-life examples into the classroom.

My teaching utilized the opportunity to apply classroom knowledge to real, tangible nontraditional students' life experiences. As they open more and share their views more, they appear to feel more valued and confident to be themselves. They had misbelief that they are not smart, but this open online classroom paved the way for students to find their hidden talents and academic abilities to thrive. Moreover, online peer interaction and peer learning promoted interpersonal skills, such as listening, communication, and relationship building,

proving that online learning could be social. Occasionally, after small group work, I asked students to post the group's major points to a discussion board, instead of representative's reporting out right after the subgroup discussions. This produced organized, thoughtful writing and kept students engaged outside the classroom.

In this class, I strongly encouraged students to complete assigned readings prior to class. The course has its own set of vocabulary. Encountering the terminology before it is discussed in class enriches students' learning experience. Completing assigned readings also helps students to gain different perspectives and to become independent learners. Regardless, students struggle with completing reading assignments. Some returned to school after years of being away from textbooks and needed extra support. Many undergo time restraints. To assist students' reading, I prepared animated video clips in Moodle that complement student readings (e.g., Piaget's 4 stages of cognitive development, Erikson's 8 stages of psychosocial development). Some videos served as a prelude to succeeding readings and others were a stand-alone piece of work that meant to provoke students' interest on new readings. Being explicit about my expectations about completing assigned readings enhanced students' readiness for class and fostered students' intrinsic motivation for learning.

Another important approach I used was requiring my students to turn their webcams on in class. I believe, while making eye contact in the physical classroom is important, it is more critical online. Of course, digital eye contact is hard. But I asked them to turn on their cameras wherever they were. That way, students feel like they are looking and talking each other, being fully present in the class, which makes it more engaging.

Plans for continuation/expansion in other courses and any impact on other courses
My course redesign emphasizing peer interaction and peer learning for the Human Behavior in the Social Environment course blossomed out because it entails sharing ideas and valuing diverse perspectives. I applied this approach to the Capstone Seminar course in Spring 2021 and have garnered impressive results—completing capstone project final papers and presentations.

The 2020-2021 was a year of risk-taking and experimenting. I tested out a variety of new online activities and teaching methods, and I put forth extra efforts to get to know my students. Reflecting on this experience leaves me thinking anything is possible. I can deliver as much content remotely as I can in a live classroom. The High-Impact Online Teaching and Learning Practices (HIOTLP) course not only introduced me up-to-date digital learning tools, but also taught me valuable lessons about the pedagogy process, the power of collaboration, and the social element of education. That afforded me insights that I can apply those tools to both virtual and physical classrooms for nontraditional students. As we are turning our attention back to in-person learning, I am convinced that on-campus learning can benefit from the experience and innovations that came out of teaching in a pandemic. I seek to apply a blended synchronous learning modality, in which in-person and remote students are together in one classroom environment. One of the biggest challenges I have observed, for nontraditional students, is maintaining consistent class attendance. This modality has a great capacity, among many other potential benefits, for improving student attendance and engagement.

Lessons learned and potential implications for future efforts

In adapting to new online teaching and learning environments under COVID-19, I modified the course requirements to become less demanding compared to those prior to COVID-19. I reduced the required readings but increased recommended readings. I included non-print, non-text-based media in the list rather than tough academic research papers. I created quizzes for students to potentially get perfect scores. These may have minimized student anxiety and stress, but I soon learned that it lacked rigor in terms of the intensity and the level of challenge. My other efforts included adding extreme flexibility on deadlines to accommodate students' life circumstances. I assumed most students already understand that there are consequences in the real world for missed deadlines. Instead of teaching my students that lesson, I wanted to model behavior that allows them to do their best work rather than meet a deadline I set. However, I have learned that late submission demonstrated lack of efforts, thus adherence to deadlines may be fair and help students prepare for the real world. My future efforts will include making course requirements rigorous yet achievable.

All in all, I am optimistic and excited for the future. This past year has given me a newfound confidence in high-impact online teaching and learning practices (HIOTLP), and I now have new skills that can be deployed as needed. More importantly, I can integrate those skills into face-to-face teaching. I will continue to test new technologies but keep it simple and focus on what is important for nontraditional students.

Writing the Wrongs in an Online First-Year Composition Course

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▶ Abstract

In preparation for the 2020 fall semester, the Morris College administration mandated all faculty to redesign their on-ground courses, make the courses be completely online, and increase student engagement. Although students faced many inequities, I have gleaned some positive things while teaching online classes. The information that I have learned in the High-Impact Online Teaching and Learning Practices (HIOTLP) course taught during the summer of 2020 has made me reflect on best practices in course redesign, all the wrongs I have made in my online writing courses during the 2020 fall semester, and the ways in which I have transformed my teaching to address emerging new modalities.

Course Information: ENG 103 Fundamentals of Composition

▶ Narrative

Despite the speculation that an online program was occurring in the foreseeable future at Morris College, there were no online courses taught at this institution before the start of the Covid-19 pandemic. Before the start of the Covid-19 pandemic, students at the college were acclimated to being enrolled in only on-ground courses with a great deal of interaction with their instructors during the class sessions, but I speculate that there was not as much interaction with their instructors in the Learning Management System (LMS) called, Jenzabar. For several years, I had prided myself on engaging my students in the LMS by posting a welcome letter on the Landing Page, adding the course syllabus and other handouts, posting tips on succeeding in the course on the Landing Page, administering a couple of online quizzes, and keeping an up-to-date gradebook. This was the extent of what I featured on my LMS when I taught on-ground courses. Admittedly, what I had previously thought was excellent preparation, I now realize was sorely lacking when there became a mandate to teach synchronous online courses.

In preparation for the fall 2020 semester, all faculty were mandated by the Morris College administration to redesign their on-ground courses and make the courses be completely online in efforts to address the needs of students remotely. Although there were many inequities in my online classes, I have gleaned some positive things while teaching online classes such as I am more aware of my students' struggles and I relate to them by placing

myself in their positions (Fox et al., 2020). I have a greater appreciation for all that my students bring with them when they register for my courses. Darby (2020) argued that instructors should look for things that they have in common with their students. My students and I have many things in common such as many of my students are first-generation college students and I am a first-generation college graduate. I am improving my problem-solving skills because so many mishaps occurred with technology during the 2020 fall semester (several days of inclement weather, several missing and/or broken laptops, and two moments where Zoom crashed) that I had to be on guard and be ready at a moment's notice and expect the unexpected. I am grateful that the information that I have learned in the High-Impact Online Teaching and Learning Practices (HIOTLP) course taught during the summer of 2020 has made me reflect on best practices, all the wrongs I have made in my online writing course this past fall, and the ways in which I have transformed my teaching to address emerging new modalities.

Student Engagement Using Collaboration Forums
I have used the Collaboration Forums to connect with my students each week in different ways and make the learning student centered (Baker, 2011; Shipp, 2020). I devised insightful questions using quotes from famous writers and allowed students to talk about themselves using different modalities such as posting paragraphs, audio, or video recordings in the Forums. Each week, I asked questions to utilize the Backward Design Model due to time restrictions (O'Keefe et al., 2020). But I did not stop there; each week, I posted my own response in writing or in video or audio recordings so that students could see my vulnerable side and so that they could view me modeling making a response to the Quote of the Week.

During the middle of the semester, I polled students by asking for their opinions about the best things about the course. Students overwhelmingly stated that the Collaboration Forums was therapeutic for them. Students looked forward to the Quote of the Week as well as questions that I would pose each week in the Collaboration Forums.

Student Engagement Using Mentimeter
 During the first week of school in my ENG 103 Fundamentals of Composition course, I used an online engagement tool called, Mentimeter to gauge how students were feeling during the first day of class. Using Mentimeter allowed me to engage with students in a unique way, and I inquired further about what my students were expressing. I admitted to students that I, too, felt some of these same feelings during the first day of school and their feelings were validated.
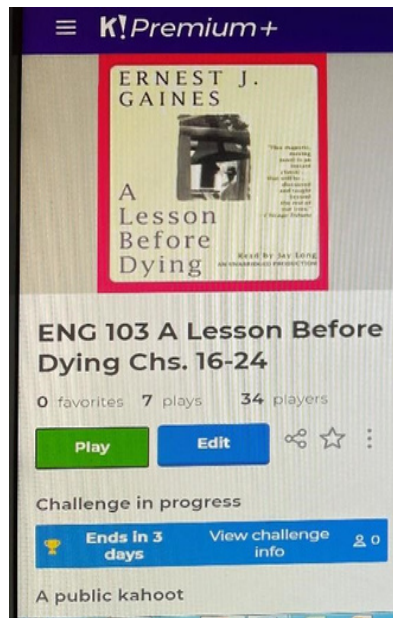
Student Engagement Using Kahoot

Although I have had much success with using Kahoot in my Developmental English courses, I had never used Kahoot in ENG 103 Fundamentals of Composition. To make Kahoot more engaging, I paid for an upgrade so that I could use pictures and have a variety of music to make my multiple choice and true/false questions more interesting and intriguing. I utilize Kahoot as a study guide and review game when introducing and teaching the class novel, A Lesson Before Dying by Ernest J. Gaines. Students can earn extra credit when they participate and earn points in the review game. Students love the challenge, which increases cooperation in the class and helps prepare them for upcoming quizzes and examinations. Although he did not specifically mention Kahoot, Markowitz (2020) asserts that administering practice tests a week before the assessment will allow students to see what the assessment will be like prior to that time. I noticed that after students participated in the Kahoot practice quizzes, a week later, their scores on quizzes increased nearly 20 percent.

Student Engagement Using Online Examinations and Quizzes

According to Markowitz (2020), giving exams or quizzes during the class session can cut down on cheating. Although I attempted several times to administer my exams and quizzes during our online class meeting times, some of my students' works schedules prohibited them from being engaged in the online exams and quizzes during the online class sessions. I devised questions and then I pooled those questions in an algorithm on the LMS so that it would be more difficult for students to cheat during the administration of online quizzes and examinations (Markowitz, 2020).

The information that I have learned in the High-Impact Online Teaching and Learning Practices (HIOTLP) course taught during the summer of 2020 has made me reflect on best practices, all the wrongs I have made in my online writing course during the 2020 fall semester and the ways in which I have transformed my teaching to address emerging new modalities. I vow to "write" my wrongs by reflecting in my journal each semester, utilizing my reflections to improve my online courses, and increasing my engagement with my students so that they can continue to excel. After reflecting on my experiences teaching several online writing courses during the Covid-19 pandemic, I am convinced that all students can learn when they have equity, encouragement, and engagement in their online courses.

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Pedagogic and Course Structure Adaptations in Communication and Criminal Justice Courses

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▶ Abstract

This narrative illustrates some of the steps utilized in the implementation of course redesigning processes, following participation in a 4-week High Impact Teaching and Learning Practices (HIOTLP) classoffered by the Gardner Institute in the summerof 2020. The course focused on opportunities to integratetechniques and technologies that would render the online learning process engaging and inspiring. Communications and criminal justice courses involve the acquisition and the refinement of critical, creative, and practical thinking abilities. The challenge in assisting students achieve a superior level of performance in these three areas was overcome by utilizing a framework of change that primarily covered pedagogic and course structural changes.

Course Information: CRIJ3317 Professional Development; CRIJ4311 Ethics and Criminal Justice, and COMM1315 Public Speaking

▶ Narrative

In the Fall of 2020, I taught one public speaking course and two criminal justice courses with a total of 42 students in the Adult Education Program at Huston Tillotson University. Participation in the HIOTLP class in the summer of 2020 was pivotal for the resulting knowledge gained and the opportunity of powerful exchanges with colleagues. Furthermore, drawing from perspectives acquired in a variety of disciplines that I have taught contributed to increase the extent of ideas and strategies for course structural upgrades and the integration of initiatives that could lead to better student learning outcomes.

One fundamental improvement in the course structure was the inclusion of an additional module in the class portal in Canvas LMS. Students normally find out about the services available to them during the orientation session at the beginning of their academic journey and when they speak with an advisor. However, the centralization of Information in their class portal would allow them to immediately see the same resources, and more, to meet their needs and, therefore, improve their opportunity for wellness and academic success. Furthermore, the additional module becomes the repository for extra accessible tools to address specific academic needs and to provide answers to frequent questions and possible solutions to challenges through the delivery of strategies for them to attain their personal and professional success.

Among the many services featured in this additional module, students could find information about the university library services, announcements, and the eReserve system for readings to be made available for consultation. The policy on medical conditions and disability is normally a separate document. However, the course and syllabus restructuring process allowed for the students to immediately locate information about the disability office and related procedures, along with the counseling and health center. In-person and SmartThinking online tutoring tools were also placed in this module. Moreover, there was also a referral to SOS Canvas sessions available to both instructors and students on a weekly basis. Finally, written guidelines and a video would be accessible on the topic of plagiarism, as well as a link to the most recent copy of the student handbook. The importance of these resources should not be underestimated when students are required to focus on the pursuit of academic excellence.

Aside from the positive impact of improved academic directives and innovative evidence-based teaching practices, students were able to directly consult other services that could be beneficial to their wellness and to their academic enrichment. Additional strategies would refer to time management, understanding the difference between fabrication and plagiarism, and methods to balance work and academic coursework demands.

An alternative to the eReserve system for readings, available through the university library services, was the weekly listing of electronic resources that covered discussion topics and additional sources for written projects. At first, this approach was intended to meet the needs of the students who could not afford to purchase the required textbook. Students would discreetly access the information without having to share their personal financial situation with others in class. Moreover, the selected resources covered the subject areas that were the focus of the course from a variety of perspectives. Ultimately, all the students benefited from the opportunity to integrate some of these sources with the rest of the information they were required to search, analyze, and synthesize for their projects.

To accommodate diverse styles of expression and incorporate a new pedagogical method to further the students' cognitive development, individual video assignments were introduced in the courses' curricula. For instance, a "personal brand" video assignment was included in the public speaking course and an "ideal profession and ethical dilemmas" video project was included in the ethics and criminal justice course. The plan was to provide students with a structure and guidelines in connection with the main points to incorporate in the realization and recording of the final projects. The next phase of these assignments' preparation was to promote the students' personal creativity and originality in managing the course related contents. Furthermore, these assignments gave the students an opportunity to control the choreography of the environment where they would produce the video and the chance to learn how to manage the contents within the time allotted and the resources available for these projects.

According to the Gardner Institute (2018), active and experiential learning is promoted through a variety of techniques that encompass case studies, collaborative understanding, and the use of supporting tools. Following this principle, group activities were transformed from the traditional in-person class session modality to a placement in virtual breakout rooms. The students were given concurrent and direct access to case studies. Critical thinking skills were applied to the study of cases and problem-solving strategies were also explored. Finally, the students reconvened in the main meeting room and discussed or debated the findings with the rest of the study body. In line with the experiential learning journey, apprenticeship was

included in the courses' curricula to transform the students' peripheral participation to a full form of involvement, therefore aligning the learning process in class with a comparable degree of input in an ideal context of practice (Fjellström & Kristmansson, 2019).

Other projects involved the compilation of information on a worksheet through real-time feedback for validation of ideas and concept development and/or to assist with the adequate and concurrent reworking of the proposed plan during group activities in class. This approach was particularly helpful, because it allowed students to build foundations in preparation for a team project that would later generate a developed structure for a written extended outline and a creatively executed final presentation to deliver in class. From preparation to self-actualization through developmental endeavors, the students were introduced to a variety of guided activities that allowed them to implement a process of metacognition expanding from the experience at hand and the necessary regulation practice. In fact, an optimal level of proficiency was achieved through raising awareness, a process of reflection, planning, and self-reflection. The elements of creating a vision, setting a goal, and achieving self-knowledge remain in line with some of the steps required to reach self-actualization (Dezhbankhan et al., 2020).

Since this experience, further implementation of additional technology and strategies has entailed simulated investigative scenes that give the students an opportunity to apply what they have learned through lectures and class exchanges, particularly in the case of criminal justice courses. This has been an opportunity to put to the test the aspect of practical thinking that forensic investigators would need to acquire to function in an environment where the application of models and problem-solving are fundamental for the advancement in their careers and the successful resolution of cases.

The new strategies and tools have represented an advancement from a pedagogical method to an *andragogical* approach, which allows adult learners to use their experiences and knowledge to further their academic involvement and responsibly address the needs of specific contexts (El-Amin, 2020). In the case at hand, this approach consents students to apply previously acquired foundations and sustain a self-directed and learner-centered path, leading to effective organization and insight, as well as to an enhanced degree of collaboration and advancement (Pavone, 2022).

Another tool that has been proven useful refers to closed captioning (CC) and transcripts for recordings, as part of video accessibility strategies for the minimization of obstacles, due to students' possible hearing impairments or other disabilities, in the acquisition of knowledge and for the optimization of learning outcomes.According to Dello, Stritto, and Linder (2017), students reported being able to concentrate, retain more information, and capture more details when CC transcription was utilized. In August 2020, The University of Southern Mississippi (2020) held an event on editing CC transcripts and shared the three major platforms available for this process: Cisco WebEx, MicrosoftStream, and Yuja. Speech-to-text technologies have continued to evolve to allow for clarity and accuracy. From the creation of ClassTranscribe for video lecture contents to increase students' understanding and performance (Angrave et al., 2020) to automatic speech recognition (ASR) tools that eliminate surrounding noise and can complement speech enhancement (SE) channels (Eskimez et al., 2021), to closed captions in Echo360, it continues to be important for educators to become familiarized with the necessary techniques that can enhance students' equal access to education and successful outcomes.

I am satisfied with the opportunity I had when I joined the 4-week HIOTLP class in August 2020. I look forward to more exchanges with colleagues on tools and strategies geared to assist our students in achieving their potential and embracing new academic and professional ventures.

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In My Own Words:
How HIOTLP Helped Me Redesign my Online Courses

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▶ Abstract

COVID-19 continues to spread throughout the United States and other countries, resulting in a global pandemic that has challenged schools and educators alike to reinvent how they instruct and how students learn. The pandemic brought on a new set of challenges which led teachers to question how they can maintain content engagement during virtual instruction. The Hight Impact Online Teaching and Learning Practices (HIOTLP) course provided rich content, strategies, and activities that helped me transform my courses into virtual, interactive environments of learning where my students gained the content and were fully engaged. This narrative tells the story of my experience being a part of the HIOTLP course, what I learned, and how it helped me redesign my courses.

▶ Narrative

Spring 2020, the world was at a standstill. We were facing a global pandemic that not only took lives, made many ill, but changed the way we lived, interacted, taught, and learned. Education was hit hardest because it forced educators to adapt to a new way of instruction; a way that many were not accustomed to. With the added pressure of changing how educators instruct and how students learn, there was one question that I asked myself, "How can I transform my classroom to an online learning environment while still engaging my students with the content? I was unsure if I would ever find the answer to my pressing question because teaching in an in-person modality was what I was accustomed to; it was all I knew.

It was not until I received an email with an opportunity that would change the trajectory of how I would not only instruct but engage my students in an online-learning modality that I found my answer. High Impact Online Teaching and Learning Practices (HIOTLP) was a four-week intensive online course that was specifically designed for faculty at Historically Black Colleges and Universities (HBCUs). This course was delivered both asynchronously and synchronously and involved course readings, videos, resources, opportunities for reflection, as well as supplemental readings and resources located in weekly modules. This course allowed me to work at my own pace and engage weekly with my team members and team mentor.

The initial module or Module 0 involved a welcome and an introduction to the course.

During this time, we had the opportunity to review the syllabus, formally meet the team mentors, and listen to a brief synopsis of the course expectations. At this point I did not know what to expect. I knew that this journey would not be easy, but I would walk away with valuable tools that would help me engage my students in an online teaching format. To gain a greater understanding of the course, Module 0 also included an article entitled, "Five High Impact Teaching Practices" (Fink 2016). This article defined High-Impact Practices, often referred to as HIPs as teaching and learning practices which include capstone projects, learning communities, undergraduate research, and internships that are beneficial to all students. Fink (2016) in his article concluded that if faculty sought to create learning experiences that were inspired by HIPs, the following high-impact teaching, and practices (HITPs) would be evident. Such practices included helping students become meta-learners, where they learn about their own learning and learning processes; learning-centered course design; using small groups in a powerful way; service-learning, which is a form of experiential learning where students apply what they have learned in the classroom when addressing human and community needs; community engagement with reflection; and being a leader with your students.

After completing Module 0 and becoming more familiar with what the course offered, I was ready to move onto Module 1. This module focused on the Fundamentals of Online Teaching and Learning and began with an online teaching brief video. Here, I learned seven principles for good practice in undergraduate education which included good practice encourages student-faculty contact, considered to be the most important factor in student motivation and involvement; good practice encourages cooperation among students where learning is collaborative and social; good practice encourages active learning where students are actively engaged in the learning process through discussions, writings, relating to their past experiences, and application; good practice gives prompt feedback which involves providing appropriate feedback so that students are able to reflect on what they learned, what they still need to know, and how they can assess themselves; good practice emphasizes time on task which looks at students learning effective time management; good practice communicates high expectations which is considered important for everyone; and good practice respects diverse talents and ways of learning because there are varied ways to learn and diversity should be embraced. There were also several videos that focused on 'key features of high-impact practices,' 'small teaching online,' and 'understanding by design.' One of the sections in this course module provided several supplemental resource articles. The article, "How to be a better online teacher," (Darby, 2020) was the one article that stood out to me in this module because it was an advice guide that included principles and practices for better online teaching, common misperceptions, ways one can find help, and key terms in online education.

We were now at the halfway point of the course and focused on Module 2. This module looked at Learning Management Systems (LMS) and digital tools that could be integrated into any LMS. As with the previous module, this module provided several resources which included a checklist that could be used as a tool in evaluating technology. The article, "Discussion Boards: Valuable? Overused? Discuss" (Liberman, 2019) was another resource found under Module 2. This article looked at the use of discussion boards in online classes and how often they are misrepresented and used incorrectly. Utilizing an online learning format, I implemented discussions in the form of virtual Socratic seminars in my courses. Students were encouraged to use the Question Quotation and Talking Point (QQTP) method, a tool that I learned from one of the HIOTLP course participants. The use of this method allowed my students to develop

questions, highlight parts of the reading, and create talking points to engage in rich discussion.

Another article, "The Art & Science of Quality Course Announcements: How to Avoid the Trap of the Info Dump," (Faculty Focus, 2019) focused on how well-intentioned many professors are when providing a wealth of knowledge and resources to their students simply because they want to help. I was able to connect with this article because I too have been guilty of wanting to help by providing my students with an abundance of resources that I felt would be beneficial to their learning in the course in which they were enrolled in. There were also other great resources in this module that offered ways professors can connect with online students and how technology can be used as a learning tool, one being Flip Grid. I used Flip Grid as an introductory tool in my online courses. This was a big hit with my students because it moved away from the simple creation of a PowerPoint presentation and allowed them to be creative and share who they are in their own unique way.

After several weeks of learning about online course design and delivery, Module 3 focused on learning objectives, assessments, culturally relevant assessment, and how to write measurable learning outcomes. This module helped me to develop learning outcomes which represented what my students were expected to demonstrate. Using the "Writing Measurable Learning Outcomes" (Osters & Tiu) document, I was able to revise students' learning outcomes in my syllabi by identifying student learning behaviors, assessment methods, and student performance criteria.

The last and final module provided a useful collaborative tool, Trello, that can be integrated into several LMS. Trello is a collaborative tool that allows a team to work collaboratively in a virtual format. Module 4 also looked at creating a syllabus, creating discussion rubrics, inclusive teaching, and assignment redesign.

▶ Summary/Conclusion

During this course, I have had the opportunity to learn, engage, grow, and be inspired. Even though it was an intensive course, I was able to learn about the fundamentals of online course design and delivery, various aspects of digital learning and technology tools that I was able to use in redesigning my online courses.

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Utilizing High-Impact Teaching Strategies to Teach Politics I Courses with Different Term Lengths During a Pandemic: Fall 2020

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▶ Abstract

This narrative documents my experience teaching a hybrid and fully online Politics I course, with different term lengths, during the COVID-19 pandemic at Talladega College in Fall 2020 using online teaching techniques acquired in the High-Impact Online Teaching Practices (HIOTLP) course in Summer 2020.

Course Information: Politics I (POL 201)/Politics I (POL 201 FT)

▶ Narrative

"It was a pleasure to be a part of your class . . ." "First off let me say it was a pleasure taking your course. You have truly been the best instructor I've had thus far . . ." These are just two sentiments I received in writing at the end of Fall 2020 from a traditional student enrolled in my 16-week hybrid Politics I (POL 201) course and an adult learner enrolled in my asynchronous 5-week Politics I course (POL 201 FT1), respectively. While I am truly honored for the heart-warming compliments I received from my students, the fact is that the High-Impact Online Teaching and Learning Practices (HIOTLP) course for faculty at Historically Black Colleges and Universities, sponsored by The United Negro College Fund (UNCF) and facilitated by the Gardner Institute, deserves a heaping of credit for the trove of online teaching and learning resources that helped prepare me to effectively teach online and hybrid courses. Given such, this narrative will document my individual teaching experience in Fall 2020, during the COVID-19 pandemic and how I utilized fantastic resources from the HIOTLP course. I will focus on the two Politics I courses I taught.

First, let me give some context to what Fall 2020 looked like at Talladega College. Faculty returned to in-person, online, and hybrid (or blended) instruction. Before returning for the fall, the college widely distributed its comprehensive Safe Start: Fall 2020 Semester Re-entry Plan to all stakeholders. The reentry plan outlined the institution's strict adherence to health and safety protocols and procedures to reduce spreading COVID-19 (e.g., social

distancing, required masks, temperature checks, COVID-19 testing, hand washing, etc.). Furthermore, the college invested in ClearScan temperature check devices, standing and tabletop plexiglass barriers in the classrooms and offices, numerous sanitizer pump stations, spray devices to sanitize classrooms, personal protective equipment, etc. The reentry plan also included modifications regarding each administrative area and unit on campus, including academics.

In short, classes began on August 19 and ended before the Thanksgiving holiday. After Thanksgiving, all students completed the remainder of the semester (e.g., final exams) fully online. Face-to-face classes were divided to allow social distancing. For example, students in face-to-face classes held on Tuesday and Thursday were split-up, so that one-half of the class went on Tuesday while the other one-half engaged in virtual instruction. The two groups switched on Thursdays. Monday, Wednesday, and Friday courses were split into three sections. One group attended each day while the others were online.

The Safe Start: Fall 2020 Semester Re-entry Plan made it abundantly clear that plans could change based on recommendations from public health officials. As a result, faculty were required to upload all course content for each course into the college's new Canvas learning management system in case the institution had to switch all of its courses to online formats. Uploading course content into Canvas also accommodated students who did not physically return to campus during Fall 2020 but wanted to continue to take courses; they completed them online.

During Fall 2020, I taught four 16-week hybrid Public Administration courses and one Politics I course to primarily traditional students. In addition, I taught a five-week asynchronous online Politics I course in the college's Fast Track program. Fast Track is tailored to adult learners. (National Football League Hall- of-Famer Deion Sanders recently completed his college degree through our Fast Track program.) Therefore, for five weeks during Fall 2020, I taught six courses. As I mentioned earlier, I will focus on the Politics I courses since I taught the same course in different formats, term lengths, and catered to two different student populations. My 16-week Politics I course had 18 students enrolled; the five-week Politics I course had nine students.

Before I delve into how I specifically catered to each group's particular needs, there were some consistencies in both courses. For instance, after the HIOTLP course, I utilized Bloom's Taxonomy Verb Wheel and Fink's Taxonomy of Significant Learning to review, revise, and redesign my course objectives as needed. Based on Fink (2016), Bloom's taxonomy was developed after discussions with professors; Fink informed that his taxonomy was developed after receiving student input. Incorporating both ensured I had a well-rounded perspective. Also, the HIOTLP class encouraged participants to make sure that our classrooms were inclusive.

When I diversified my discussion forums by asking students to introduce themselves and to include their preferred name and pronouns, as Gamrat (2020) suggested, students quickly responded with enthusiasm. Furthermore, I incorporated the 3CQ method Liberman (2019) mentions in his article. My purpose for doing so was to attempt to boost student engagement and to break monotony. The 3CQ method was effective at times, but sometimes some students still did not participate in the discussion forums.

Another critical piece of advice I received during the HIOTLP class was that it was better to allow students to decide if they wanted to use their web camera or not when they participated online. Before the HIOTLP class, I required my students to use their webcams. I adopted a new practice after reading about "Lori" in Darby's (2020) article "5 Ways to Connect with Online Students" in the HIOTLP class. She is the student who was in an abusive relationship and didn't want to upload a video. She lost points on the assignment until she explained her situation to Darby. I always used my webcam, but students did not have to if they did not want to.

In my 16-week Politics I course, there were a lot of moving parts because I had students physically in class, live streaming using Google Hangouts (Live streaming my course was a first for me.), and students enrolled who were taking it fully online. Essentially, it was the equivalent of teaching one class three different ways. I was up for the challenge, though. About five minutes before class started, I would begin playing encouraging songs such as "It's Gonna Be A Lovely Day" by Kirk Franklin, or "We Gon' Be Alright" by Tye Tribette, or "Unstoppable" by Koryn Hawthorne featuring Lecrae, to name a few. If it was available on YouTube, I would show the video. Without my asking, students began putting heart, music, and praise emojis in the chat. Students were engaged before the course even started! When the class began, the class helped me monitor the chat. I was very pleased with students' attendance and participation. I remained on the Google Hangouts calls at the end of class if someone wanted to meet with me. Typically, at least one student remained on the call.

In my five-week asynchronous course, I did something I had not ever done before. In addition to my virtual office hours, I set aside an additional 45-minute window of time (6pm-6:45pm) at the beginning of each week for an optional synchronous Google Hangouts meeting. I got the idea from Darby (2019) and the HIOTLP facilitators, Dr. Flippin-Wynn and Dr. Foote. Darby encourages online instructors to anticipate that students might feel isolated and design the course to "connect" them to the course, the instructor, and their peers.

The HIOTLP group and mentor meetings were instrumental in engaging the participants and building a strong learning community. The meetings were included on the syllabus. The meeting agenda was simple: introductions, a brief overview of the week's assignments, and question and answer. Students showed up 100% of the time! They greeted each other, asked questions, made comments, received clarification, if needed, discussed course materials, mentioned their families and jobs, etc. Students weren't required to remain in the cyber meeting the entire time. For instance, a student logged on just to say hello to everyone.

▶ Summary/Conclusion

Fall 2020 was unprecedented. I will close with my top four Fall 2020 takeaways. First, empathy goes a long way. Students appreciated it when I asked them how they and their families were doing. I allowed myself and my students to be human. Darby (2020) recommends this also. We had several conversations about how we had been affected by the pandemic. Next, ongoing faculty professional development is critical! The HIOTLP course provided me with incredible resources, confidence, and an amazing network that helped equip me for fall 2020. "Charlene's Group" remains connected. My third takeaway is trial and error is inevitable. I tried different technologies throughout the semester until I found my sweet spot. For some reason, Google Hangouts was a better fit for my students than Canvas Conferences or Zoom during Fall 2020. My fourth takeaway from fall 2020 is a reminder to us all that we

are stronger than we realize. Thankfully, we made it!

Finally, I will continue to build upon what I learned in the HIOTLP course. I look forward to attending other online teaching courses offered by UNCF and Gardner Institute. I have been inspired to do more for online education. I am interested in mentoring faculty who are new to online teaching. This is one way I want to pay it forward to others, the teaching profession, and the field of higher education.

Transforming a student-centered studio course in Cell Biology into an online experience

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▶ Abstract

This Cell Biology course introduces the basic themes of cellular biology, including metabolism, structure and function relationships, cell movement and signaling. This course follows a student-centered, active learning model, in fall of 2020 it was delivered virtually and synchronously. We focused on using simple, accessible applications to encourage student engagement. We provided a clear layout of our course on our website, which correlated with our core competencies. We provided multiple resources to enhance student learning and administered regularly scheduled assessments with grading flexibility built into them. We succeeded most of the times and stumbled on a few occasions.

Course Information: Cellular Biology, BIO 120

[Cell Biology] … is a third course in a four-course sequence recommended for Biology majors (starting from population biology, through organismal biology and finishing with molecular biology and genetics). As the student's progress through the curriculum, each course allows them to develop skills necessary for academic success in science, starting with reading, speaking, writing, then doing science. Cell Biology is a course that introduces the basic themes of cellular biology, including metabolism, structure and function relationships, cell movement and signaling. Topics include photosynthesis, respiration, movement, and energy flow at cellular level.

This course emphasizes skills in "writing science" and is recommended as one of the prerequisites for medical or dental school. Cell Biology is taught in a studio format where elements of discussion/lecture combined with hands on activities. This course is taught in a student-centered active learning fashion. It commonly enrolls 180 students divided into four sections. Each section is taught by a team of 2-3 instructors. The section instructors coordinate their efforts during weekly meetings in order to provide students with uniform experiences, assignments, and assessments across the entire course. Each section meets twice a week for 2.5 hours each time. In fall of 2020 we delivered the course virtually, in a synchronous fashion.

▶ Narrative

During summer of 2020 I had the pleasure of being a part of the High Impact Online Teaching

Learning Practices (HIOTLP) course which was instrumental in preparing me for the fall semester and the challenge of teaching students in a fully remote setting. My fall schedule included teaching two sections of the cell biology course described above. I was instructing a total of about 100 students. The class sessions were taking place synchronously and, to maintain student engagement, we focused on problem solving, analytical thinking and discussions a way of engaging with the course content.

In preparation for the course the instructor team decided to divide activities into five categories: preparation (contributing 15% of the final grade), participation in class discussions (5%), Lab activities (15%) and written assignments (20%), and exams (45%). This division was also reflected in the layout of our course in the LMS. As part of preparations, students were asked to complete a reading from specific chapters, complete tutorials, and online assessments. They were provided with links to additional videos curated by faculty and selected from a variety of reputable YouTube channels. Participation grade was contributing the least points toward the overall grade because we wanted to make sure that students who were unable to participate in live sessions (due to work, family obligations, or illness) were not penalized. Over the 12-week long course we assigned eight to ten assignments in each category. Assignments in each category were due always at the same time and day of the week, i.e., preparation assignments were always due on Monday by midnight. This was done to make sure that the course has a regular, easy to follow, predictable format.

During the first session, I encouraged students to discuss and agree to the rules of engagement that all of us (students and us as instructors) would commit to. I wanted to create a sense of belonging for the students and involve them in the shaping of the class interactions. In the spirit of inclusivity, I agreed to record and post our class sessions in order to make sure that students who were absent were still able to view them at another time or revisit them in preparations for exams or completing assignments. I indicated every time I started or stopped recording to avoid capturing images of students who did not want to be recorded. I also agreed to post slides and/or figures used as visual aids in our class discussions. We agreed on dropping two lowest grades in each grade category to minimize student stress and anxiety. To foster our learning community, my students and I joined a GroupMe chat. This allowed students to have easier access to me and one another outside of the class.

During our synchronous sessions I used the Zoom polling tool to regularly check student comfort with previously covered material and to take attendance. These were formative assessments and were used as a basis for our continued discussion. I used the chat feature quite extensively to include responses from students who were not able or comfortable speaking out, but happy to engage in the chat. I used two Google Docs which contained questions, mini problems, etc. and served to prompt group activities (while students were in breakout rooms) and class discussions. Google Docs allowed me to track student engagement with the content – I could see them live while they were working on the assignment – and join the breakout rooms to assist if needed. I considered using other ways of engaging with students, but decided this one as the most inclusive, whether students were on their phone, tablet, or laptop, they would be able to use Google Docs.

When it comes to transforming laboratory content, my colleagues did an amazing job identifying appropriate online lab simulations (for example labXchange recommended by Dr. Wynn) to allow students virtual laboratory experience. Early on in the course preparation, we

realized that data analysis and critical thinking were the crucial components of the class that we wanted to preserve in the virtual format. That is why we tailored the activities to focus on the interpretation of the results. I believe this part of the course was very successful.

Over the course of the semester, students got accustomed to the timing of the assignments but after midterm I observed progressively lower engagement. I realized that, similar to face-to-face setting, there was a core group of students who actively engaged in every session, some who participated occasionally, and those who were there but not active. This became evident during breakout room group work, with some teams actively completing assignments while others remained quiet, even when I offered them my assistance and suggestions. Students showed signs of fatigue with some complaining of short deadlines or excessive numbers of assignments. Which was unexpected, because course design did not change throughout the semester nor did the assignment due dates.

In order to practice scientific writing skills, small (200-250 words) assignments were regularly assigned. After reading initial written assignments, I took time in class to discuss the common mistakes, and how to address them, pointed out problems of plagiarism, and appropriate referencing etc. We revised the rubric (to include feedback) and specified assignment instructions to clarify what needed to be addressed in the paragraphs. Still some students complained that I did not provide individualized comments on their writing. This proved difficult for me considering the size of the course (100 students) and frequent (weekly) assignments. I attempted to solve this issue by providing time for questions related to writing at the end of each class session and during office hours. This approach received a robust response from the students and had a positive impact but did not address all of the students' concerns.

Midterm examinations revealed a problem of another nature. We had access to a lockdown browser, and we could have conducted exams in a synchronous fashion and in the traditional multiple-choice format. Quite a few students were using tablets, phones, and/or chrome books and lockdown browser was not working on their devices as well as we hoped. We had four sections in the course so simultaneous administration of exam would have been difficult.

The other option would be to generate several versions of the exam, but we still could run into issues with communication among students. For all of these and other reasons, we decided to design a midterm which contained only open-ended, short essay responses. The questions demanded responses at minimum application but mostly synthesis level. There were four mandatory questions (all students had to address) and two more responses to be generated from a selection of four additional questions. All questions were provided to students, who had four days to complete their answers using their notes, books, but not each other, as a resource.

We thought this would make it harder for students to cheat because answers could not be found by completing a google search. We were wrong. Some students appeared to have collaborated across multiple sections of the course, plagiarizing one another. Some used online resources, such as Yahoo Ask and membership-based services, to answer the questions. This was an upsetting development, and its consequences were quite damaging to some student's grades. To avoid this situation during the final exam, we employed Turnitin plug in, which was set to compare responses among students in the course and from outside sources and reduced the word limit even further (75 words). The good news was that our approach allowed all students to take the exam without any major technical issues.

▶ Summary/Conclusion

Things I will change in the future:

1. I will set up permanent groups of students to facilitate peer learning and support development of learning communities.
2. I am also going to provide more transparency on why specific elements of the course are set up in a particular way to increase student engagement and buy-in. I think I did TILT more in the early semester, but I admit that I did not maintain that rigor as the semester progressed.
3. For written assignments, I will dedicate some of my office hours to mandatory (for a grade). writing clinics, in order to address student questions.
4. I still have not found a reasonable and feasible solution to the issue of academic integrity we have encountered this semester. I feel stuck between a rock and a hard place: if I provide accessibility then the integrity inevitably suffers. If flexibility is limited, logistics and technical issues are common.