Transitioning Co-requisite Math Courses to the Online Environment

Dr. Sonia Ford Petch & Taylor Darwin
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Please enter the following information in the chat box:
• Where you teach (institution)
• What you teach (subject)
• How you heard about this forum

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Equity — Access — Excellence ---
Objectives

- Address challenges to teaching and learning in the online environment
- Explore the Community of Inquiry model and factors of online student connectedness
- Explore strategies to decrease students’ feelings of isolation
- Explore strategies to assess student learning
- Explore strategies to assist students in time management in the online environment
- Share ideas among participants
Keep in Mind...

Learning online can increase students’ feelings of isolation especially when the transition has been abrupt

○ Be supportive and flexible
○ Reach students where they are - synchronously and/or asynchronously
○ Provide support
○ Keep it simple
Community of Inquiry Model
(Garrison, Anderson, Archer, 2000)

![Community of Inquiry Model](image-url)
Factors of Online Student Connectedness (Bolliger & Inan, 2012)

- Comfort
- Community and Social Presence
- Instructor Facilitation
- Interaction and Collaboration
Strategies to Decrease Students’ Feelings of Isolation

● Make navigation easy
  ○ Group material into “chunks”
  ○ If possible, hide extra tabs in the course learning management system (LMS)
  ○ Demonstrate where to locate course materials

● Present material in “chunks”
  ○ Record short videos and then meet as a class at least once a week to answer questions and work additional problems

● Provide multiple avenues to contact the instructor
  ○ Utilize messaging apps and notification tools in the LMS
Strategies to Decrease Students’ Feelings of Isolation

● Provide opportunities for discussion
  ○ Create a “Virtual Cafe” space
  ○ Create an “Ask Questions” space
  ○ Use discussion forums or other collaborative tools to share time management and other study skill strategies

● Assign “support groups” to meet once a week
  ○ Encourage video
Strategies to Decrease Students’ Feelings of Isolation

Share in the chat box:

Name one strategy, not already mentioned, that has worked well in transitioning online this semester for your co-requisite class.
Strategies to Assess Student Learning

● The goal of assessment is for students to display their knowledge and retention of the material
  ○ But we also want to measure engagement in our co-requisite classes

● Help students feel comfortable with assignment submission
  ○ Create “low stakes” assignments for student to practice the submission process.

● Mind Maps
  ○ Gives the instructor the opportunity to see what content the student understands and where the student may be struggling.
Strategies to Assess Student Learning

https://www.biggerplate.com/education-mindmaps/36/mathematics
Strategies to Assess Student Learning

- An example of assessing co-requisite students virtually
  - Audio/video capabilities
  - Able to gauge where each student feels they have strengths/weaknesses for the chapter
  - Able to build groups for the week based on responses
Strategies to Assess Student Learning

Share in the chat box:

Name one assessment strategy, not already mentioned, that has worked well in transitioning online this semester for your co-requisite class.
Strategies to Address Time Management

● Instructor should have a minimum response time
  ○ Will help create a sense of structure for the students

● Set up your LMS to display due dates several different ways
  ○ Calendar
  ○ Weekly “to do” lists
  ○ Tentative Schedule

● Group Work
  ○ Creates accountability within the group

● Break Assignments into smaller chunks
Strategies to Address Time Management

Share in the chat box:

Name one time management strategy, not already mentioned, that has worked well in transitioning online this semester for your co-requisite class.
Tools

Technology tools to assist in transitioning your course online:

- **Annotations/Screen Capture Applications**
  - Screencast-O-Matic
  - Record It!
  - Komoto

- **Document Camera**
  - iPevo

- **Scanner Applications**
  - Genius Scan
  - Cam Scanner

- **Google Applications**
  - Google Voice
  - Google Hangouts
Discussion Questions:

● Anything not addressed that you want to add?

● Any helpful resources or advice you would like to share?

● Any additional questions?
Resources and References


Resources

• Dana Center Blogs:
  • https://www.utdanacenter.org/blog/dana-center-launches-new-transitioning-mathematics-courses-virtual-teaching-webinars
  • https://www.utdanacenter.org/blog/making-switch-virtual-learning
  • https://www.utdanacenter.org/blog/shifting-virtual-teaching-higher-ed-mathematics-part-1
Resources

• The Dana Center is compiling resources here: https://tinyurl.com/Teaching-Online-Resources

• Transitioning to Remote Instruction Forums: April 9, April 16, 1pm (Pacific) https://utdanacenter.zoom.us/j/402089993

• “How to Zoom” office hours: April 15, 11am (Pacific) https://utdanacenter.zoom.us/j/937538377

• Transitioning Co-requisite Courses to the Online Environment Forum: April 8, 1pm (Pacific) https://utdanacenter.zoom.us/j/229888049
To Learn More...

Dr. Sonia Ford Petch
sford@midland.edu

Taylor Darwin
tdarwin@midland.edu

UTDanaCenter.org