



COMMUNITY BY DESIGN:

Building a Community in a Virtual Classroom

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SESSION OBJECTIVES

1. Consider the four components to intentionally design for and build a community in your classroom: (1) presence, (2) connections, (3) support, and (4) productive dialogue.
2. Share evidence-informed teaching behaviors that increase teacher presence and build rapport in a virtual (online or blended) classroom.
3. Share innovative teaching strategies and technological tools that stimulate productive dialogue in a virtual or physical classroom.

Background

Research shows that student **engagement**, academic **success**, and **retention** are increased when students have a sense of community (Jorgenson et al., 2018).

For today's learners "*passive inclusivity*", as defined by Robertson & Smith (2020) is not enough and instead, faculty may need to be more intentional about building relationships and connecting with their students.

How can we actively foster a sense of belonging while also encouraging students to take ownership of their learning?



Presence

Connections

Support

**Productive
Dialogue**

Community by Design

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Resource Sharing

Access the Google Doc to share and save our ideas today



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Presence

- Announcements (written or video)
- If you can, send bi-weekly emails to individual students
 - If students are doing well - let them know you appreciate their effort
 - If students are not doing well - ask how they are, set up a time to meet, and create a plan together to get back on track
- Ensure a teacher presence in the discussion boards
- Utilize SpeedGrader comments in Canvas

Add Your Strategies/Resources Here

<https://bit.ly/3dHEpKj>



Presence

Letting students know you are there -

active inclusivity

as defined by Robertson & Smith (2020)

- Frequent Announcements (written or video)
- If you can, send weekly/biweekly emails to individual students
 - If students are doing well - let them know you appreciate their effort
 - If students are not doing well - ask them how they are doing, set up a time to meet, & create a plan together to get back on track

For more
ideas...

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Connections

- Introductions
- Questionnaire Survey
 - Refer back to introductions and questionnaire throughout the semester
- Show and Tell in Zoom classes
- Share Park events

For more
ideas...

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Support

- Offer both Asynchronous and Synchronous Office Hours
- Schedule Required Conferences
- Self-Regulatory Exit Ticket Surveys
- Create Peer Accountability Group/Peer Learning Community



For more
ideas...

<https://bit.ly/3dHEpKj>



Productive Dialogue

(Herman & Nilson, 2018)

For more
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Synchronous - Blended/Face-to-Face Classes

- Utilize chat
- Jigsaw discussion utilizing breakout rooms
- Polls/Quizzes - Zoom, Kahoot, Poll Everywhere
- Google Jamboard - Interactive Whiteboard

Asynchronous - Fully Online Classes

- Use other discussion board tools - Padlet, VoiceThread, Slack
- Utilize smaller group discussions
- Let students take ownership of the discussion



Presence

Connections

Support

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References

1. Herman, J. and Nilson, L. (2018). Creating Engaging Discussions: Strategies for “Avoiding Crickets” in Any Size Classroom and Online. Sterling, VA: Stylus Publishing.
2. Jorgenson, D., Farrell, L., Fudge, J., Pritchard, A. (2018). College connectedness: The student perspective. Journal of the Scholarship of Teaching and Learning, 18(1), 75-95. doi: 10.14434/josotl.v18i1.22371
3. Robertson, K., & Smith, T. (2020, December 17). For those who need it most: Using active inclusivity to increase office hour attendance and extracurricular activities. Faculty Focus: Higher Ed teaching & learning. Retrieved February 25, 2021, from <https://www.facultyfocus.com/articles/teaching-and-learning/for-those-who-need-it-most-using-active-inclusivity-to-increase-office-hour-attendance-and-extracurricular-activities/>



Thank
You

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