



Jennifer Whitley, Ph.D.
Lecturer of Mathematics
jennifer.whitley@park.edu

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
- Share a few photos: me w/ my dog, hiking photos, etc.

Add Your Strategies/Resources Here

Connections

- Introduction Discussion Board
- Getting-to-know-you Questionnaire: [Click here to access my Google Form, copy, and edit for your classes](#)
 - Include something fun like hobbies or favorite foods to personalize

Community by Design: Building a Community in a Virtual Classroom

- Add “Where am I?” photo
- Notice and Wonder Routine
- Show and Tell in Zoom classes
- Share Park events
- Short individual conferences in first week or two of course - focused on learning where students are coming from, their goals for the course, their concerns & fears

Support

Instructor-to-Student Support

- Offer both Asynchronous (Discussion Board) and Synchronous Office Hours
 - [Bitmoji Office](#) and [directions](#) on how to add a custom link to your navigation pane for easy student access
- Schedule Required Conferences - I require at least one conference early in the semester after their first exam
- Weekly Exit Ticket Surveys that encourage a growth mindset and self-regulatory learning: [Click here to access my Google Form, copy and edit for your classes](#)
 - Students rate their confidence in the weekly objectives: 1 Got It! to 4 Not Yet!
 - Students are encouraged to set up a meeting with me if they rate themselves 3/4

Student-to-Student Support

- Peer Accountability Group/Peer Learning Community: [Click here to access how I set it up in my blended classes](#)
 - Group Roles: Manager, Recorder, Strategy Analyst
 - In large classes, utilize small groups within weekly discussion boards to support the formation of a cohort
 - [Can Peer Accountability Groups help students achieve their goals?](#)

Tutoring

- Post videos, handouts, etc. to support student’s executing/learning of cognitively demanding tasks/concepts
- Frequently refer to Park’s [Academic Success Center](#) and free tutoring that is available

● Productive Dialogue

For more ideas on encouraging productive dialogue in both synchronous and asynchronous classes, check out *Creating Engaging Discussions: Strategies for “Avoiding Crickets” in Any Size Classroom and Online* by Herman and Nilson.

My strategy is **Hear from All, Focus on Few, and Ask Further Questions:**

Since it can be difficult to quickly hear from all, I utilize the following tools to initially gather student responses.

Synchronous/Blended Classes

- Utilize chat in Zoom (easiest way to hear from all students) or other technologies
- Cooperative Learning Strategies such as a [Jigsaw discussion](#) - utilize Zoom breakout rooms or create asynchronous by utilizing discussion boards
- Polls - [Kahoot](#), [Poll Everywhere](#)
- Collaborative Interactive Whiteboard - [Jamboard](#)

Asynchronous/Fully Online Classes

- Use other discussion board tools - [Padlet](#), [VoiceThread](#), Slack, etc.
- Encourage 3C+Q responses (Compliment, Comment, Connect, and Question)
- Open-ended prompts, Image prompts, 3-2-1 Reflections (3 things you learned, 2 connections, 1 question)
- In large classes, utilize small groups within weekly discussion boards to support the formation of a cohort
- Assign roles
- Let students take ownership of the discussion

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/>