



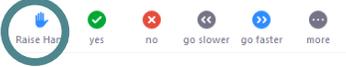
School of
Molecular Biosciences
College of Veterinary Medicine
WASHINGTON STATE UNIVERSITY

Starting from Scratch: How to build a supportive learning culture online

Erika Offerdahl
Associate Professor
Associate Director of Undergraduate Programs

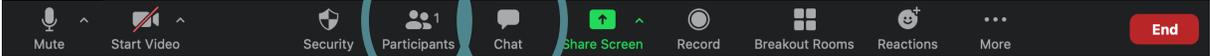
1

Please do join in!



yes no go slower go faster more

“HAND”
“What about...?”



Mute Start Video Security Participants Chat Share Screen Record Breakout Rooms Reactions More End

2

Pre-Pandemic Learning Environment



<https://www.bwbr.com/portfolio/a-glenn-hill-center-for-stem-education/>

Pandemic Learning Environment



<https://blog.zoom.us>

3

What are the hallmarks of a positive learning environment?

Use the chat room to share one hallmark of a positive learning environment.



4

Building a Positive Learning Environment

1. Sense of belonging
2. Clear expectations
3. Routine and consistency
4. Trust



5

Sense of Belonging

6

Sense of Belonging: Instructor Immediacy

Immediacy: behavior that brings the students closer together in terms of perceived distance

- Student motivation
- Student attendance and engagement
- Cognitive and affective learning
- Positive student evaluations



Dr. Kelly DelGaizo, St. John's University
<https://serc.carleton.edu/NAGTWorkshops/affective/immediacy.html/>

7

Sense of Belonging: Instructor Immediacy

Create opportunities for informal interactions

- Email before class even begins
- Personalize your LMS
- Discussion board for introductions
- Daily “check-ins” or icebreakers in chat
- “Pop-up” office hours

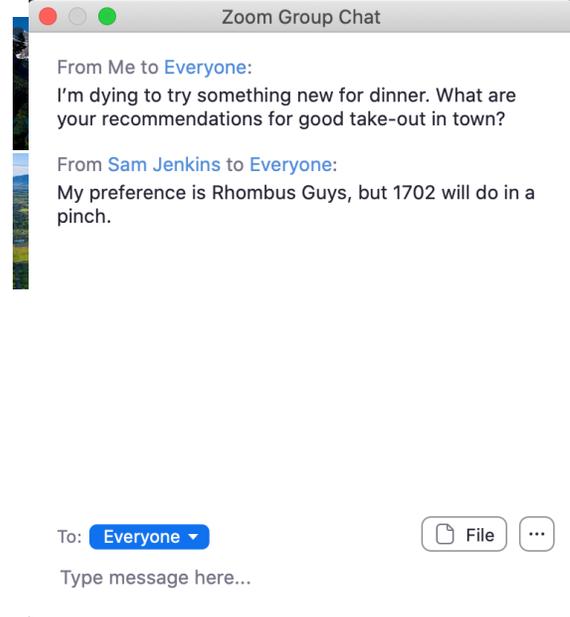


8

Sense of Belonging: Instructor Immediacy

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9

Sense of Belonging: Make a “Place” for learning

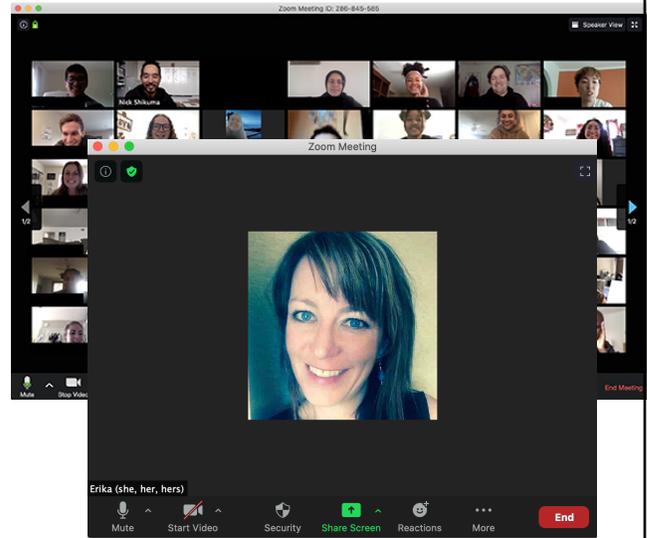
- Personalize Zoom
- Create a class playlist
- Looping slideshow with upcoming events of interests or highlights of student accomplishments
- Make a “student lounge” in your LMS
- Facilitate scheduling of study groups



10

Sense of Belonging: Make a “Place” for learning

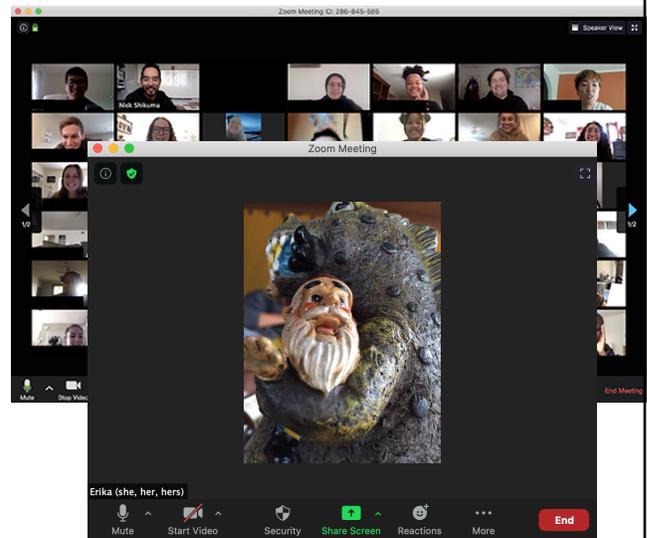
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11

Sense of Belonging: Make a “Place” for learning

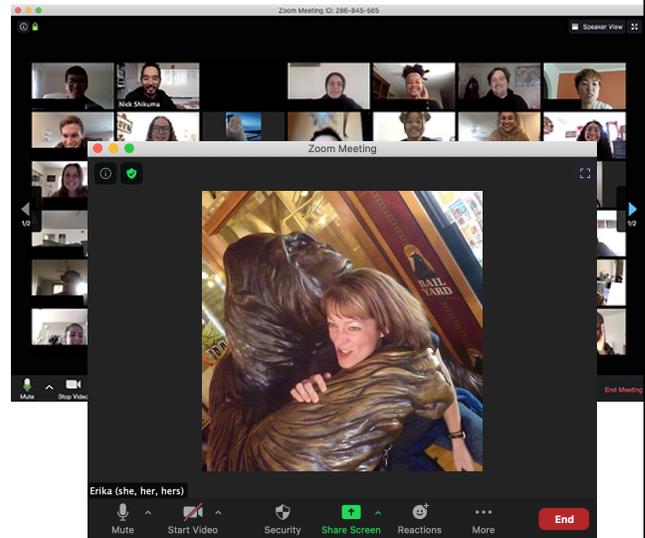
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12

Sense of Belonging: Make a “Place” for learning

- Personalize Zoom
- Create a class playlist
- Looping slideshow with upcoming events of interests or highlights of student accomplishments
- Make a “student lounge” in your LMS
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13

Clear Expectations

14

Clear Expectations: Learning and Assessment

- What do you expect students to know and be able to do at the end of a lesson/unit/activity?

Learning
Outcomes

Backwards Design, Wiggins and McTighe, 2005

15

The screenshot shows the ASBMB (American Society for Biochemistry and Molecular Biology) website. The header includes the ASBMB logo and navigation links for Membership, Journals & News, Meetings & Events, Career Resources, and Advocacy. The breadcrumb trail reads: Home > Education > Teaching strategies > Foundational concepts > Structure and function. The main heading is "1. Biological macromolecules are large and complex". Below this is a paragraph explaining that macromolecules are made of basic molecular units like proteins, nucleic acids, carbohydrates, and lipids, and that their biosynthesis and degradation involve various processes like polymerization and branching. The section "Associated learning goals" lists four bullet points, each with a letter in a box (A or B) indicating a learning objective. A "Screenshot" label is visible at the bottom right of the page content.

ASBMB AMERICAN SOCIETY FOR BIOCHEMISTRY AND MOLECULAR BIOLOGY

Membership Journals & News Meetings & Events Career Resources Advocacy

Home > Education > Teaching strategies > Foundational concepts > Structure and function

1. Biological macromolecules are large and complex

Macromolecules are made up of basic molecular units. They include the proteins (polymers of amino acids), nucleic acids (polymers of nucleotides), carbohydrates (polymers of sugars) and lipids (with a variety of modular constituents). The biosynthesis and degradation of biological macromolecules involves linear polymerization, breakdown steps (proteins, nucleic acids and lipids) and may also involve branching/debranching (carbohydrates). These processes may involve multi-protein complexes (e.g. ribosome, proteasome) with complex regulation.

Associated learning goals

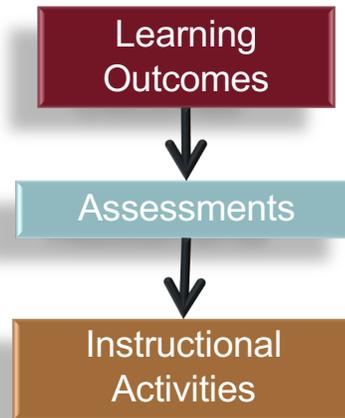
- Students should be able to discuss the diversity and complexity of various biologically relevant macromolecules and macromolecular assemblies in terms of evolutionary fitness. **A**
- Students should be able to describe the basic units of the macromolecules and the types of linkages between them. **A**
- Students should be able to compare and contrast the processes involved in the biosynthesis of the major types of macromolecules (proteins, nucleic acids and carbohydrates). **B**
- Students should be able to compare and contrast the processes involved in the degradation of the major types of macromolecules (proteins, nucleic acids and carbohydrates). **B**

Screenshot

16

Clear Expectations: Learning and Assessment

- What do you expect students to know and be able to do at the end of a lesson/unit/activity?
- How will you determine if they achieved the desired learning outcome?
- What will students be expected to do to achieve the desired learning outcome?



Backwards Design, Wiggins and McTighe, 2005

17

Clear Expectations: How to Engage in the Course

Synchronous Example: Team-Based Learning



Individual Readiness Assessment (iRAT)



Team 1



Team 2



Team 3

In-Class

Team Readiness Assessment (tRAT)

Team Exercises

18

Online conversations

Suggestions for participants 😊



1 Join early



2 Offer **extra warmth** with comments



3 **Turn ON your video**, optional but encouraged



4 **Stay on mute**, except when speaking



5 **Raise your hand**



6 **Say your name** when you speak



7 You can **use the chat function**



8 **Keep questions and comments short**

From *Remote teaching: a practical guide with tools, tips, and techniques* by Alyson Flynn and Jeremy Kerr
<https://ecampusontario.pressbooks.pub/remotecourse>

19

Routine and Consistency

20

Routine and Consistency: Why?

- Supports students in scheduling for learning
- Reduces anxiety
- Increases time for instruction and learning
- Decreases classroom management issues
- Reduces distractions for student

	Scheduled Activity	Course Tasks	Personal/ Self-care
8am			Shower, Breakfast
9am	Call in for remote lecture		
10am		Read Ch. 3	
11am			Break - video call with friend
12pm			Lunch
1pm		Read Ch. 4	
2pm	Recap lecture with classmates		

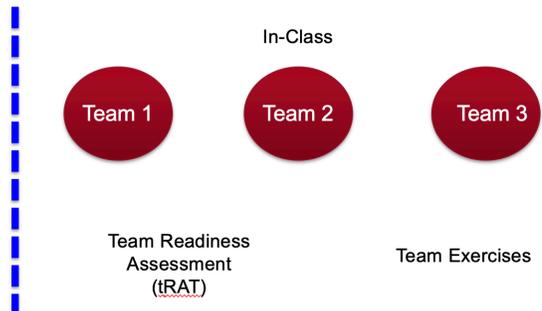
21

Routine and Consistency: How?

- Set reoccurring and predictable due dates



Individual Readiness Assessment (IRAT)



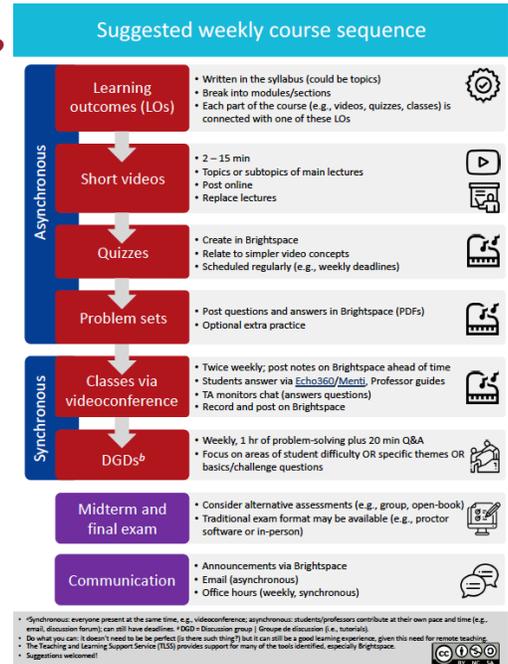
22

Routine and Consistency: How?

- Set reoccurring and predictable due dates
- Communicate rhythm of course to class



From *Remote teaching: a practical guide with tools, tips, and techniques*
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23

Routine and Consistency: How?

- Set reoccurring and predictable due dates
- Communicate rhythm of course to class
- Provide graphical organizers and examples

24

Plan for online learning and work		Plan for online learning and work – Examples	
Fill in. Post in a prominent place. Revisit regularly 😊		Fill in. Post in a prominent place. Revisit regularly 😊	
 <p>How I take care of my physical health</p>	 <p>How I take care of my mental health</p>	 <p>How I take care of my physical health</p> <ul style="list-style-type: none"> • Example: Run 2x per week • Workout virtually (e.g., SNAAC), free apps • Get outside into nature (or at least some fresh air) • Add new health habits (e.g., walk at lunch) 	 <p>How I take care of my mental health</p> <ul style="list-style-type: none"> • Walk the dog, cook a new meal, learn the guitar • Reward myself after a study session • Take a break when I need to, meditate • Stay social, go into nature • Start a gratitude journal, being self-compassionate
 <p>My goals</p>	 <p>My schedule</p>	 <p>My goals</p> <ul style="list-style-type: none"> • Stay focused during synchronous classes and while studying by closing other browsers and putting my phone on silent • It's okay to let go of certain goals 	 <p>My schedule</p> <ul style="list-style-type: none"> • How to plan your schedule: LINK • Try out a new time-management technique, such as the Pomodoro technique • You can use any tech/tool for your schedule, not just this space.
 <p>My work space and how I set boundaries</p>	 <p>How I minimize distractions</p>	 <p>My work space</p> <ul style="list-style-type: none"> • This Growth & Goals module explains how to set SMART goals and become a more proficient learner 	 <p>How I minimize distractions and set boundaries</p> <ul style="list-style-type: none"> • Take social media and news apps off my phone, limit app time, use an app (e.g., "Focus") • Tell family members what my work time is and that I need the uninterrupted time • Use head phones, make a "work playlist" • Drink water
 <p>Where I find resources, and people I can talk to</p>	 <p>My tasks</p>	 <p>Where I find resources, and people I can talk to</p> <ul style="list-style-type: none"> • Stay connected • I can always talk to these people: <input type="text"/> <input type="text"/> • Ask my instructor questions 	 <p>My tasks</p> <ul style="list-style-type: none"> • Walk the dog • Cook a new meal • Reward myself after a study session • Take a break when I need to • Call a friend to say hi • Explore the technology being used in the course
<small> <ul style="list-style-type: none"> • You can chose the timeline to use for each section, e.g., daily, weekly. • There are excellent, detailed resources online, such as: https://students.cafenton.ca/2020/03/top-ten-ways-to-study-online/ • Icons from Freepik, Kiranshastry, Nikita Golubev, Kiranshastry, Cakum, and Escalyp from Flaticon • Suggestions for this sheet always welcomed! </small>		<small> <ul style="list-style-type: none"> • You can chose the timeline to use for each section, e.g., daily, weekly. • There are excellent, detailed resources online, such as: https://students.cafenton.ca/2020/03/top-ten-ways-to-study-online/ • Icons from Freepik, Kiranshastry, Nikita Golubev, Kiranshastry, Cakum, and Escalyp from Flaticon • Suggestions for this sheet always welcomed! </small>	

25

Trust

26

Developing Trust

Provide opportunities for students to:

- Recognize common ground

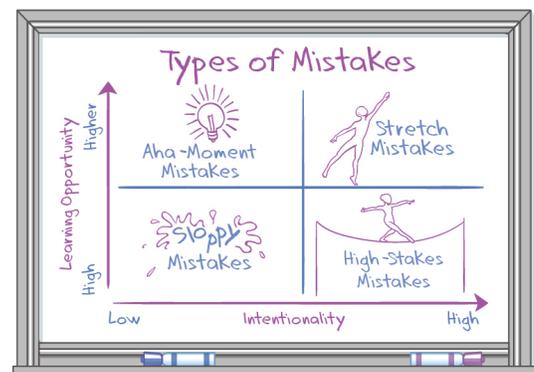


27

Developing Trust

Provide opportunities for students to:

- Recognize common ground
- Take small risks



© 2011 Source: Mindset Works (www.mindsetworks.com)



28

Developing Trust

Provide opportunities for students to:

- Recognize common ground
- Take small risks
- Clarify norms, expectations, and roles

29

Clarifying norms, expectations, and roles

Constructive Behaviors

- Cooperating
- Clarifying
- Inspiring
- Harmonizing
- Risk taking
- Process checking
- Responsibility

Destructive Behaviors

- Dominating
- Rushing
- Withdrawing
- Discounting
- Digressing
- Blocking

Adapted from Brunt (1993). Facilitation Skills for Quality Improvement. Quality Enhancement Strategies . 1008 Fish Hatchery Road. Madison WI 53715.

30

Clarifying norms, expectations, and roles

- Identify the behavior that is your strength, and the behavior you seek to improve.
- Share with your group, discuss how your tendencies can lead to productive and nonproductive group work.
- Craft a plan for how to leverage your constructive behaviors and minimize destructive behaviors.

31

Developing Trust

Provide opportunities for students to:

- Recognize common ground
- Take small risks
- Clarify norms, expectations, and roles
- Remember the human part of teaching



32

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33

Questions? Let's answer them together!

34