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

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Please do join in!

“HAND”
“What about...?”
What are the hallmarks of a positive learning environment?

Use the chat room to share one hallmark of a positive learning environment.
Building a Positive Learning Environment

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

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
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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
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Clear Expectations
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?

Backwards Design, Wiggins and McTighe, 2005

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.
- Students should be able to describe the basic units of the macromolecules and the types of linkages between them.
- 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).
- 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).
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

Clear Expectations: How to Engage in the Course

Synchronous Example: Team-Based Learning

Individual Readiness Assessment (iRAT)  Team Readiness Assessment (tRAT)  Team Exercises

In-Class

Team 1  Team 2  Team 3
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

Routine and Consistency
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

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

Routine and Consistency: How?

- Set reoccurring and predictable due dates

- Team 1
  - Individual Readiness Assessment (IRAT)
  - In-Class Excel Team Readiness Assessment (IRAT)

- Team 2
  - Team Exercises

- Team 3
  - Excel Team Readiness Assessment (IRAT)
  - In-Class Excel Team Readiness Assessment (IRAT)
Routine and Consistency: How?

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

From Remote teaching: a practical guide with tools, tips, and techniques
https://ecampusontario.pressbooks.pub/remotecourse
Plan for online learning and work

Fill in, post in a prominent place. Revisit regularly 😊

How I take care of my physical health
- [ ] Exercise 2x per week
- [ ] Workout virtually (e.g., yoga, pilates, etc.)
- [ ] Get outside into nature (for at least some fresh air)
- [ ] Add new health habits (e.g., walk at lunch)

How I take care of my mental health
- [ ] 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

My goals
- [ ] [ ] [ ]

My schedule
- [ ] [ ] [ ]

My workspace and how I set boundaries
- [ ] [ ] [ ]

How I minimize distractions
- [ ] [ ] [ ]

Where I find resources, and people I can talk to
- [ ] [ ] [ ]

My tasks
- [ ] [ ] [ ]

Plan for online learning and work – Examples

Fill in, post in a prominent place. Revisit regularly 😊

How I take care of my physical health
- [ ] 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

My goals
- [ ] [ ] [ ]

My schedule
- [ ] [ ] [ ]

My workspace
- [ ] [ ] [ ]

How I minimize distractions and set boundaries
- [ ] Take social media and news apps off my phone, limit app time, etc.
- [ ] Notify family members what my work time is and that I need the uninterrupted time
- [ ] Set boundaries, make a “work playlist”
- [ ] Drink water

My tasks
- [ ] [ ] [ ]

Trust
Developing Trust

Provide opportunities for students to:
• Recognize common ground

Developing Trust

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• Take small risks
Developing Trust

Provide opportunities for students to:
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• Clarify norms, expectations, and roles

Clarifying norms, expectations, and roles

Constructive Behaviors
• Cooperating
• Clarifying
• Inspiring
• Harmonizing
• Risk taking
• Process checking
• Responsibility

Destructive Behaviors
• Dominating
• Rushing
• Withdrawing
• Discounting
• Digressing
• Blocking

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.

Developing Trust

Provide opportunities for students to:
- Recognize common ground
- Take small risks
- Clarify norms, expectations, and roles
- Remember the human part of teaching
Pre-Pandemic Learning Environment

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

Pandemic Learning Environment

https://blog.zoom.us

Questions? Let’s answer them together!