THE COACHING CHRONICLES

ISSUE 1 VOLUME 25

ROUNDTABLE DISCUSSIONS ARE HERE!

The Center for Academic Excellence (CAE) is hosting a series of roundtable discussions on various topics. These discussions are simply a forum for conversation between colleagues. The information will be used to inform and guide future trainings and instructional development offerings.

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CENTER FOR ACADEMIC EXCELLENCE

ROUNDTABLE DISCUSSIONS

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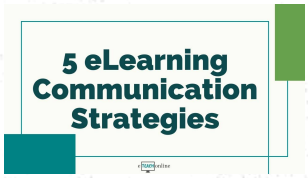
TUESDAY | 8/25/20 | 3:30 PM-4:30 PM
FRIDAY| 8/28/20 | 12:00 PM-1:00 PM
WEDNESDAY| 9/2/20 | 10:00 AM-11:00 AM
|

TOPIC: COVID-19 CLASSROOM

Blackboard Collaborate - click here to join

YOUR FEEDBACK IS NEEDED!

The Center for Academic Excellence needs your input! Whether you have ever read the newsletter, had a coaching session or maybe even participated in the Coffee with the Coaches Chat, YOUR INPUT IS NEEDED. Click the button above, or link below.



5 Strategies to Help Communica... www.eteachonline.com

Learn about 5 strategies that will help you develop a strong connection with your students via online learning. All of these suggestions will work in supporting the learning process in eLearning and instructional design.

COMMUNICATION IS KEY

Online instructors are called upon to communicate a variety of different types of information to their students. It is important to select the right communication mode for the information being conveyed. At the beginning of the course, it is important to set clear expectations for how students can expect to interact with you. Students benefit from regular communication and timely feedback on their progress throughout a course.

There are various types of instructor communication in an online course. These include:

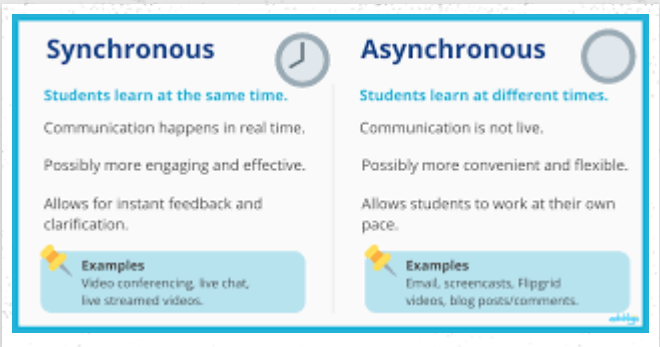
- Course logistics
- Content delivery
- Questions about content
- Moderation of discussions
- Feedback and assessment

Communication Tools for Various Course Information	
Course Logistics Communication • Course homepage • Class email • Discussion board • Course overview video • Online announcements • Course calendar	**Content Communication** • Lecture videos • Podcasts • Readings • Interactive modules • Assignments • Activities • Live webcasts
Content Questions • Individual student emails • Class emails • Live webcasts • Discussion boards • Online office hours • Video message to class • Video lecture tagging	**Student Feedback** • Graded assignments and exams • Embedded questions in lectures • Individual emails • Discussion board posts • Peer assessment

SYNCHRONOUS OR ASYNCHRONOUS?

When online courses were first introduced, they were almost totally asynchronous – an updated version of the distance learning courses by correspondence. Now we have course management systems and virtual live classrooms and audio tools that make it possible to do almost everything we do in campus classrooms. Plus we can often engage learners in more collaborative and more reflective activities, and what happens is recorded and archived and there for review and occasionally revision.

Sometimes there is nothing better than a real-time interactive brainstorming and sharing discussion; other times the requirement to think, plan, write and summarize is what makes learning most effective for an individual. The variety of activities that are now possible online makes it possible to create many types of effective learning environments.



SYNCHRONOUS ACTIVITIES

Breakout room exercises

Most virtual platforms will have a breakout tool available where teams can work on a task in their own space, separate from others in the class. When using breakout rooms, be sure to clearly state the instructions before dividing up the class, give a time limit on the exercise, and have each group create a work product to share with the class during the debrief portion of the exercise.

Role playing

This type of exercise can be used to demonstrate proper actions or reactions in a certain situation. For example, if you want to explain good (or poor) customer service, you can have one learner play a bank teller and another act as a customer with an issue. You can allow the other class members to suggest various responses throughout the situation. Role playing can also be done as a small group exercise using breakout rooms.

Debates

Assign learners (or ask them to choose) various points of view on a topic related to the class. Have each team find resources and explanations to justify their position (this is good use of breakout rooms). Then come back together as a class and have each team explain their thoughts on the topic and attempt to refute those of the other teams.

Peer-pairs

In this type of exercise, learners are asked to review and provide feedback on another learner's assignment. "By pairing up students to critique each other's work according to a specific rubric, students are able to focus on what goes into the making of a first-class assignment" (University of Maryland University College, n.d., p. 3). Although these exercises are typically done in pairs, you can also use triads if your class is large, or if learners would benefit from multiple opinions regarding their work. You can utilize breakout rooms for this activity and to provide a "private" environment where learners feel free to express their thoughts.

Teach-back

For this exercise, a group of learners is assigned a topic related to the content. They are then responsible for developing and presenting an instructional module to the entire class on that

topic. This is similar to the asynchronous Read/Reflect/Report activity described on the next page, but is presented live, utilizing virtual tools such as whiteboards and polling.

Games

These are a fun way to build teams and incorporate a little healthy competition into the classroom environment. It is suggested you model your activity based on a well-known TV game show to make it colorful, interactive, and easy to understand. Some common games that may be used online are "Jeopardy" and "Who Wants to be a Millionaire?"

ASYNCHRONOUS ACTIVITES

Read/Reflect/Report

All class members are given a reading assignment. Each team is assigned a particular area to synthesize, or given a question to answer regarding the reading. They then must develop a presentation for the rest of the class summarizing their topic or analysis question.

Question pool

Each team is responsible for devising several questions regarding the assigned reading. The questions are then distributed to the other teams to respond to and answer.

Case scenarios

"Case studies may be relatively simple or quite complex but they are usually very effective when drawn from concrete real-life situations and help students translate principles into practice" (p. 2). Small groups can be designated to discuss various aspects or respond to questions regarding the scenario. Looking at the situation from the different perspectives of those involved in the situation can be an effective way to help learners assimilate the content into their own learning experience.

BLACKBOARD HOW-TO VIDEOS

Instructors: Building Your Course www.youtube.com

A set of short video tutorials that help instructors build online courses using Blackboard Learn.

COFFEE WITH THE COACH

WHEN

THURSDAY, AUG. 27TH, 10-11AM

WHERE

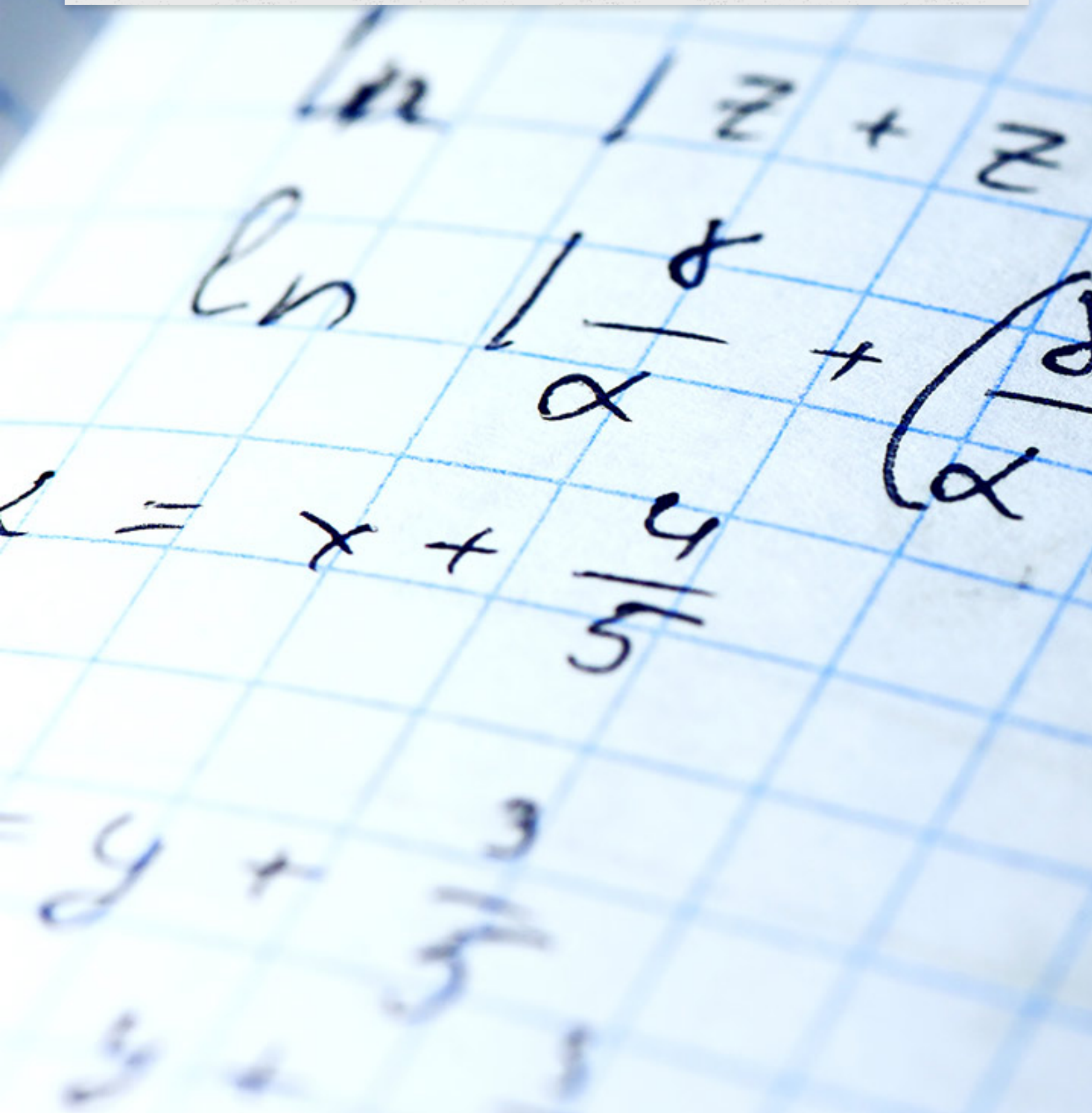
BLACKBOARD COLLABORATE

MORE INFORMATION

Grab your coffee and join the Instructional Coaches for a morning chat. This is a great time to share ideas, pose questions and request resources.

https://us.bbcollab.com/guest/2b6df82b335a4511a1b167930b532682

SCHEDULE A COACHING SESSION

Do you have specific questions you want to have addressed? Would you like a one-on-one conversation with your Instructional Coach to get some ideas regarding instructional strategies?

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