The Coaching Chronicles

Issue 1 Volume 27

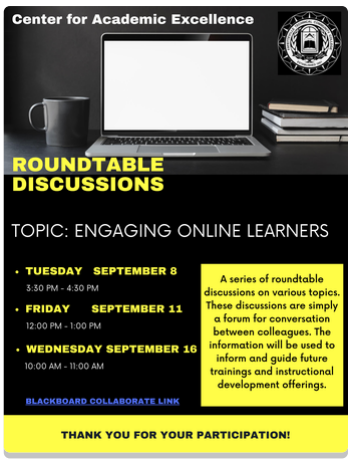
HAVE YOU HEARD?

The Center for Excellence Roundtable Discussions are in full swing!!

Our next topic is:
ENGAGING STUDENT LEARNERS

Tuesday September 8, 2020 3:30pm-4:30pm

Blackboard Collaborate Link



2020 COACHING CHRONICLES NEWSLETTERS

Click here to access all previous newsletters!

Getting Through a Tough Semester

"Taking care of yourself doesn't mean me first, it means me too" L. R. Knost

Tips for Success

- **Emphasize deadlines and expectations.** "Be really clear with students so that they know what needs to get done, and when," Derry says. Students, after all, could be balancing a mix of in-person and online courses. Their professors might be taking very different approaches to teaching online, requiring them to navigate a bunch of different platforms and tools. Plus, there's the chance that the whole plan could change once again. Directions and due dates are sometimes buried in syllabi, Derry notes. Right now, students need all the reminders they can get.
- **Tell students how they're doing.** Professors can help students by giving feedback — and putting it in context. Scores alone don't communicate much, says Derry, whose background is in health behavior. When patients get test results, she says, they need context to understand if those results are good or bad. The same is true for students. One way to communicate that, she says, is letting them know how their performance stacks up relative to the class.
- **Intervene early.** When she works with instructors, Derry asks: "What's the earliest point in your term when you can see that someone is struggling?" The answer varies by course, but every instructor has one. Whatever the moment, "if you as an instructor can start to reach out at that point," she says, "that could have a huge impact." There are automated ways to do this in learning-management systems like Canvas, Derry adds, which lets instructors send a message to students who meet particular parameters, like those who scored below a certain level on a quiz.

MOTIVATE AND SUPPORT STUDENTS

Acknowledge Reality & Be Accomodating

Tell your students you're concerned about them. Remind them that you hope the class will continue forward together as best you all can. Reinforce the respect you'll hold for each other as an inclusive classroom. This is the time for accommodation. Stay informed on what is happening for your student community and meet them where they are

Consider Assessments

As you're navigating the end of your course, consider how you can make assessments accommodating.

○ Breaking things up into smaller assignments might help students stay on track and not procrastinate. However, you'll want to strike a balance so there isn't redundant work or too many details to keep track of at once.

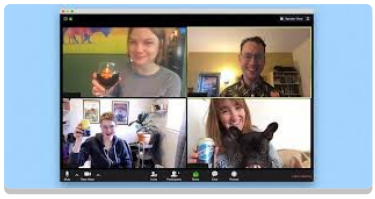
○ Reconsider exams: There are many ways to measure student learning. While you may be accustomed to giving exams, now may not be the best time. Student technological inequities, personal stress, students struggling with time management and the expense of offering proctored exams are all reasons to take a step and reconsider an exam you may have planned. Slow down first and think of the goal of your assessment. How can this goal be met with the least stress on you and your students? Consider scaffolded assignments, short essays, or other alternative ways of assessing students rather than just a high-stakes

Consolidate Updates

You are likely still making updates to your course as needed. So are all of your colleagues.

YOUR FEEDBACK IS NEEDED!

The Center for Academic Excellence needs your input! Whether you have read the newsletters; had a coaching session; maybe even participated in the Coffee with the Coach Chat, YOUR INPUT IS NEEDED. Click the button above to submit your feedback.



KEEP SOCIAL CONNECTIONS

- **Offer a check in**: Offer a time and link on Blackboard for a student to drop in and chat with you. Many instructors are holding remote office hours and offer this to the whole class, but some of the most in-need students won't attend.
- **Don't be afraid to reach out directly to students:** If a student hasn't logged in recently, or hasn't participated in a discussion, consider just sending an email asking if everything is okay. Reaching directly to a student you're worried about or haven't heard much from could make a big difference.
- **Make smaller groups:** See if you can get small groups of students to have discussions (like in a Blackboard Collaborate). If you have a group project, make an assignment specifically about having a video chat (some students will be talking only via text and not actually meeting).
- **Pic of the week:** If you're using a platform that supports profile pictures or other images (Blackboard Collaborate), suggest a theme of the week for students to pick a new image.
- **What's streaming?**: Allow a little creativity in your class. Ask what students binge-worthy show is this week or if they could explain Animal Crossing in two words. Ask students to create haikus of the week's content. Have students create videos instead of essays. You could connect it to your class -- make a plot of responses for your stats course or talk about the cultural implications of answers for your sociology course.

1. If you have a synchronous lecture, make a social poll or put it in chat as you start up the session or during a break.
2. If you are using Piazza or another discussion forum, start a "for fun" thread and challenge students to respond.

15 minute CALMING YOGA for Stress Relief and Anxiety

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Diversity, Equity, and Inclusion

Greetings,

Professional development about diversity, equity, and inclusion can be difficult to deliver in an engaging and participatory manner. Fortunately there are several faculty and staff, at our colleges, that serve as experts on these topics.

Register now for these exciting and informative workshops! Professional development certificates available. You will be sent the Zoom links after registering for the workshops.

Deficit Minded to Equity Mindedness: Fixing the Pond - Level I: This open, accepting, and interactive virtual workshop will explore how to transform from being deficit minded to actualizing more equity mindedness. Learn more about this workshop HERE. Use the link to register for Deficit Minded to Equity Minded on one of the available dates (Sept. 18, Sept. 25, Oct. 12, Oct. 23, Nov. 12, or Nov. 20).

Courageous Conversations: This virtual workshop will support adults in having the conversations necessary to make progress on difficult subjects such as race, privilege, bias, stereotypes, and ethnicity. Learn more about this workshop HERE. Use the link to

register for Courageous Conversations on one of the available dates (Oct. 19 or Nov. 23).

Helping Faculty Make the Most of Their Disaggregated Course Data: You will receive your disaggregated course data and learn how to interpret the messaging it contains. Learn more about this workshop HERE. Use the link to register for Helping Faculty Make the Most of Their Disaggregated Course Data on Sept. 23.

Strengthening Program Onboarding through Guided Pathways Post COVID: It is uncertain what the effects of the pandemic will be on enrollments. However, whether enrollments go up or down, guided pathways onboarding practices will become even more critical to student and college success in the wake of the Covid pandemic. Learn more about this workshop HERE. Use the link to register for Strengthening Program Onboarding through Guided Pathways Post COVID on Sept. 28. NOTE: participation is limited to 12 colleges – please signup once per college.

Recruitment, Retention and Success for Hispanic/Latinx Students: This 3 part series of Zoom Meetings will be facilitated by The College Foundation Inc. and NC Community Colleges. Learn more about this workshop HERE. Use the link to register for Recruitment, Retention and Success for Hispanic/Latinx Students on all three dates, Sept. 24, Oct. tbd, and Nov. 10.

Promising Practices for Faculty and Staff Serving LGBTQ Students: This workshop will highlight the research about LGBTQ students, LGBTQ Terminology, and Gloria Ladsen-Billing's work on equity. Learn more about this workshop HERE. Register here for Promising Practices for Faculty and Staff Serving LGBTQ Students on Oct. 1.

First Generation Student Focus: The First-Generation Seminar will focus on the unique needs of this marginalized population of students across North Carolina. Please join us to learn more about strategies to assist these students as well as upcoming events targeting this population. This seminar is the work of the First-Generation Advisory Committee. Learn more about this workshop HERE. Register here for First Generation Student Focus on Sept. 30.

Thank you,
Susan Barbitta
Executive Director, NC Student Success Center

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BLACKBOARD HOW-TO VIDEOS

Not quite sure how to load something into Blackboard? Check out these videos for quick step by step instructions!

Instructors: Building...

www.youtube.com

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

COFFEE WITH THE COACH

When

Thursday, Sep. 10th, 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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