

ASC Teaching Forum – Designing a “Curated Experience” Model of Course Organization (audio transcript)

00:00:02.440 --> 00:00:21.329

Jeremie Smith: Well in the interest of starting on time so that we can end on time, welcome everyone to the third and final ASC Teaching Forum of the semester: Designing a Curated Experience Model of Course Organization. My name is Jeremie Smith. I serve as the distance education coordinator for the College of Arts and Sciences. I'll be your host today.

2

00:00:21.340 --> 00:00:40.160

Jeremie Smith: I thank everyone for taking time from your day, whether you're viewing this teaching form synchronously today or perhaps you're watching it at a later date on our website. You can see a description and anticipated outcomes for today's teaching form here. I'm going to put this in the chat so you can click the link if you're interested.

3

00:00:40.890 --> 00:01:10.719

Jeremie Smith: Before we get started please do let me cover a few housekeeping items. First, please make sure you're muted while our panelists are presenting. We'll invite you from time to time to unmute yourself to ask questions at several different specific points in between speakers of the Teaching Forum. You should feel free to ask questions anytime using the chat. The session is being recorded and will be posted on our website, probably by the middle of next week, depending on how the holidays go, and after we clean up captions for accuracy,

4

00:01:10.910 --> 00:01:18.750

Jeremie Smith: Live captioning is turned on now so please enable this in your zoom toolbar there in the lower right if you're interested in these live captions.

5

00:01:19.600 --> 00:01:43.030

Jeremie Smith: If you have attended any of our teaching forms before or if you are just learning about them, we do record these and post them on our website. So i'm putting a link there in the chat. So you can see all of these recordings. We've now done twelve of these in the last year and a half involving faculty from across the College of Arts and Sciences, and then also instructional support staff and specialists from throughout the University.

7

00:01:44.430 --> 00:02:08.680

Jeremie Smith: I'd like to take a quick moment to introduce our office and the work we do in case you're just learning about us. We've been open for about a year and a half now. Our office is a service unit focused on providing instructional design support, feedback on online courses, as well as web resources and professional development opportunities to foster growth in equality and effectiveness in online and hybrid courses in our college.

8

00:02:08.690 --> 00:02:14.870

Jeremie Smith: Um, I'll share a few links on our website in the chat that I think are especially relevant to today's topic.

9

00:02:19.180 --> 00:02:25.320

Jeremie Smith: I'm sure you've all had the experience where you're trying to talk and post things in chat at the same time. Um,

10

00:02:25.470 --> 00:02:29.530

Jeremie Smith: I do have an unusual request as well. Um,

11

00:02:29.620 --> 00:02:59.449

Jeremie Smith: you know, feedback and conversations with the instructors are really essential for how we keep our finger on the pulse of faculty needs and what kind of support and resources we should be developing and pursuing. So I'd like to ask you to just go ahead and open up the window for the evaluation survey for this event, so that when you log out whether that's right at 4:30 when we're scheduled to end, or perhaps you have a meeting or a class to attend to before then. It'll just be right there in the browser window, and you'll remember to fill out that survey. So I'll

12

00:02:59.460 --> 00:03:01.540

put that in the chat as well.

13

00:03:11.690 --> 00:03:23.339

Jeremie Smith: I also wanted to mention an upcoming event that we have. We have a workshop: Designing a Curated Experience Model, of course, uh organization that's today.

14

00:03:23.350 --> 00:03:35.329

Jeremie Smith: Uh, And then, of course, we have an interactive course

content workshop for ThingLink uh, which is a new tool that has just recently been approved. Perhaps you've seen the icon for ThingLink in your Carmen courses.

15

00:03:36.980 --> 00:03:47.220

Jeremie Smith: And so before we get started today we were thinking of, you know, the ways in which we could make this teaching forum more interactive, hear from uh, you know the

16

00:03:47.230 --> 00:04:16.129

Jeremie Smith: audience that's attending, and just kind of get an idea of what practices are more common. So we have created a bit of a poll that I'll ask you to fill out. You can fill this out anytime today while we're talking. As soon as you fill out the poll- and it is just a five kind of multiple choice question poll- you'll be able to see the responses from everyone else. So if you fill it out now, I encourage you to leave that tab open so that later you can refresh and see what responses other people provide.

17

00:04:17.760 --> 00:04:23.839

Jeremie Smith: You know, I've received some questions about the title of this teaching forum. It's not as kind of concrete

18

00:04:23.850 --> 00:04:38.850

Jeremie Smith: as you know, teaching forums we've had in the past that maybe queried "the difference between asynchronous and synchronous courses," "What is active learning?" "What are high impact practices?" So what does it mean? This curated experience model for organizing a course?

19

00:04:38.930 --> 00:04:47.870

Jeremie Smith: When we look in courses in Carmen we there's a lot of distinguishing characteristics that we look for, to assess quality, effectiveness, transparency.

20

00:04:47.930 --> 00:04:54.490

Jeremie Smith: However, one clear kind of bifurcation is between those instructors that are using Carmen

21

00:04:54.500 --> 00:05:13.580

Jeremie Smith: kind of merely to host documents and submit assignments versus those that are utilizing the functionality of Carmen and other integrated tools to create an accessible and a transparent space that

leads students through a path of learning experiences for successful mastery of whatever that course's, content and learning objectives are.

22

00:05:13.590 --> 00:05:41.530

Jeremie Smith: So one of the things that I hope we can accomplish together in this panel discussion is a recognition that students see Carmen and elements within Carmen, such as discussion boards, in a dizzying variety of ways. When we build our courses in Carmen there are design principles and tools that we can use to make sure students understand expectations and also foster community among students and build rapport with students and between the students, and the instructor

23

00:05:41.620 --> 00:05:48.230

Jeremie Smith: and facilitate the kind of deep transformative "Aha!" moments that we're all hoping to nurture in our classes.

24

00:05:48.420 --> 00:06:08.069

Jeremie Smith: So when our instructional design team meets with a professor to begin a course design consultation, the conversation typically begins with questions about what kind of experiences the instructor is hoping to shape with the help of learning technology available. If the course is existing, what problems are you trying to solve? What aspects of the students experience are you trying to improve.

25

00:06:08.080 --> 00:06:15.740

Jeremie Smith: We do this because student experience seems to lie at the intersection of our course content, pedagogical choices, and our learning tools.

26

00:06:15.750 --> 00:06:30.880

Jeremie Smith: So as one thinks of the design for a course- kind of returning to that perspective of the student experience- it reminds us that students are not in our head, and careful consideration is required if we hope to have expectations clear and hope that our course is accessible.

27

00:06:31.020 --> 00:06:49.659

Jeremie Smith: As an office, we've come to realize how valuable examples from other instructors is. Course syllabi and also Carmen Course organization are for supporting the exchange of ideas and conversations about improving the effectiveness in teaching in online

and hybrid spaces, which is exactly what these teaching forms are

28

00:06:49.670 --> 00:06:51.680

Jeremie Smith: intended to engender.

29

00:06:52.270 --> 00:07:09.040

Jeremie Smith: So I put a couple of links here in the chat, these examples that I'm referencing, both examples of effective online syllabi that we've identified and then I hope today you'll see some examples of effective Carmen Course organization that's useful too.

30

00:07:10.180 --> 00:07:11.250

Jeremie Smith: Um.

31

00:07:11.760 --> 00:07:27.110

Jeremie Smith: Today we've asked instructors that have often over time and often through several iterations of their course design developed courses that make good use of technology available in Carmen and other integrated tools to organize and support their learning experiences that they consider essential.

32

00:07:27.130 --> 00:07:40.980

Jeremie Smith: So let me briefly introduce these panelists. First, we have Dr. Naomi Brenner. She teaches for the department of Near Eastern and South Asian languages and cultures, including GE courses on women in the Bible and Israeli Film and Society.

33

00:07:41.290 --> 00:08:00.250

Jeremie Smith: We have Dr. Steven Lopez. He teaches for the department of Sociology. Among the courses he teaches is the massively enrolling sociology. 1101 Introduction to Sociology course, which I looked in and it appears maybe about 4000 students have taken the course over the past five or six years. Quite a lot of students.

34

00:08:00.260 --> 00:08:13.650

Jeremie Smith: Dr. Ozeas Costa teaches for the Earth Science Department on the Mansfield campus. He has many years of experience teaching in online and hybrid formats, including the very popular course, Earth Science 1121 The Dynamic Earth.

35

00:08:14.050 --> 00:08:43.010

Jeremie Smith: Dr. Missy Beers is here. She is the senior director of

the Bookends Program in the new GE program. She and her colleagues have just launched the GE Bookends Launch Seminar this semester. It'll be a key part of welcoming and acclimating new students to this campus for many years to come. For that reason the kind of design and layout of the course was very carefully considered in a close collaboration between Missy and Sarah Holt, who's a senior instructional designer from the Office of Technology and Digital

36

00:08:43.020 --> 00:09:01.689

Jeremie Smith: Innovation. In addition to leading the design efforts for the new GE Bookends Launch Seminar, she has many years supporting OSU faculty with great instructional design support. Please join me in welcoming our panelists. I'm very much looking forward to hearing what they have to say, and we will start with Dr. Brenner today.

37

00:09:02.450 --> 00:09:23.550

Naomi Brenner: Thank you, Jeremie. Um it. It's really a pleasure to be taking part in this forum first of all, because I've learned a lot from other forums that I've been able to attend. Also because I know, uh based on the conversation we had, as we were organizing this session, that I really look forward to hearing what what my fellow panelists have to say

38

00:09:23.560 --> 00:09:36.280

Naomi Brenner: One of the ways that I've really been able to continue to develop my teaching online is really through other examples and other people's experiences. And that's why I'm so grateful to have this space.

39

00:09:36.290 --> 00:09:54.329

Naomi Brenner: So I want to make sure that I stick within my timeframe as much as possible. So let me uh, tell you what I want to share with you over the next couple of minutes. One of the courses that I teach is called Hebrew Film and Society- sorry. Israeli film in society. It's a Hebrew course

40

00:09:54.340 --> 00:10:11.780

Naomi Brenner: and it is what I would call, at least for my department, a medium sized GE course. And I know everybody's sizing is quite different, but for me that means it's typically been about 50 to 75, students, although that will fluctuate, depending on the semester.

41

00:10:12.220 --> 00:10:30.599

Naomi Brenner: It is a GE course, so students don't have much

background and, you know, they have varying degrees of motivation when it comes to taking the course. I am now teaching it for the third time, asynchronously online. And so that's what I want to talk to you about today, which is really how

42

00:10:30.610 --> 00:10:57.130

Naomi Brenner: this course, and specifically my use of Carmen for this course, has changed since I first had it online Autumn 2020 to how I'm teaching it this semester. I think in each iteration it's changed quite a bit. So let me go ahead and share my screen with you, and if you have any questions, please do feel free to ask at any point. I don't know exactly how we'll be handling questions, but I'll do my best to keep an eye on the chat as well.

43

00:10:57.850 --> 00:11:09.230

Naomi Brenner: So, uh, honestly, actually, maybe we'll go to the ThingLink which I have opened here as well as a fun tool that I hadn't

44

00:11:09.240 --> 00:11:39.209

Naomi Brenner: encountered before today. But one of the things that I was thinking about- Oh, look at that. It's 50/50. Um! Is this question: Have you ever taken a fully online asynchronous course? Now, those of you may have joined a little bit late, you may have missed the link that Jeremie posted, but you too can take this ThingLink poll and weigh in. But when I first started teaching this course online, the truth is that I had never taken an online

45

00:11:39.220 --> 00:12:07.250

Naomi Brenner: asynchronous course. Through the pandemic. I had visited lectures, I had done things, but for me there was a challenge. And it continues to be an interesting challenge in that I am teaching in a way that I never learned myself. And so, I think I often have modeled what I do in the classroom based on experiences that I've had as a student. That's been a really interesting challenge that I continue to grapple with, because

46

00:12:07.430 --> 00:12:27.159

Naomi Brenner: I have certainly done more asynchronous online learning these days, but still. I don't feel like I have that reservoir. Those sorts of models and examples that I have from the time I spent learning in the classroom, and, since then, the time I've spent teaching in the classroom, which is something I think, is worth acknowledging.

47

00:12:27.310 --> 00:12:52.119

Naomi Brenner: So let me take you into my course. And again, apologies here for some of the messiness you see that's in Carmen. This is my course from Autumn 2020 and I thought I'd just give you- we'll go to week four in both of those those the courses that I want to show you. Simply because the week four material hasn't actually changed significantly, so it should be identifiable. But

48

00:12:52.270 --> 00:13:09.550

Naomi Brenner: a really short version here, I would say, is when I first started teaching online, I still used Carmen as more or less- I should leave Student View here. I thought I'd give you the experience of the students but uh, this way you can actually see the material.

49

00:13:09.560 --> 00:13:35.119

Naomi Brenner: I basically use Carmen as a place to hang my material, as a repository, and that was really what I had done teaching in person. And so I would say I had more material on Carmen for this online course, but it wasn't particularly different. I tried to make clear to students what I wanted them to do. As you can see here it's a click to a reading. It's a click to a lecture that pops up a new box of the lecture. All of these things

50

00:13:35.130 --> 00:13:52.969

Naomi Brenner: that you know I hoped that they would do. But there wasn't, aside from this quick preview, there wasn't much connection that really explained to them why, um I wanted to. Why, these things um were all part of one module, or one week's assignment;

51

00:13:53.640 --> 00:14:22.250

Naomi Brenner: and to be honest, there wasn't much in the way of connections. In my mind there were logical connections between the different assignments. I certainly had their weekly writing assignment here build on what was in the readings and the lectures, but that was stuff that was in my head that I don't think at that point in time I was communicating to the students. And if sometimes I was communicating to, say with the preview video, which I think was

52

00:14:22.370 --> 00:14:36.989

Naomi Brenner: something that was helpful, you know that was very much at the you know the chances that the students would actually be watching all the videos. And something I have learned, and maybe there's a bit of cynicism there as well, is well,

53

00:14:37.390 --> 00:14:38.680

Naomi Brenner: Um,

54

00:14:38.710 --> 00:14:51.839

Naomi Brenner: you know I post material. I hope that the students watch it, but ultimately it's going to be up to them whether or not they do, and here I feel like I was giving them a lot of material, but it wasn't really explaining why um and what the connections were.

55

00:14:52.470 --> 00:15:06.679

Naomi Brenner: So I want to go to my course in my current version in just a second. But the other question I want to post to you now in the chat as I make that transition, is one of the things I was thinking about.

56

00:15:06.690 --> 00:15:33.290

Naomi Brenner: I've been thinking about a lot as I continue to redevelop that this course and that is the following: I've just posted this in the chat, but "When you encounter educational content online, What elements are most important to you?" Pictures? Text? Video? Design? Other aspects? So it'd be fun if you want to go ahead and reflect on that in the chat here, because I think we'll see.

57

00:15:33.300 --> 00:15:52.379

Naomi Brenner: I know what I personally tune into, but I also came to realize that my students, I imagine, just like you now, probably might respond to this question in very different ways. So I'll come back to the chat in just a minute. But I do invite you, if you'd like, to consider what really

58

00:15:52.390 --> 00:16:00.640

Naomi Brenner: you focus on um when you come across the site. What elements or combination of elements speak to you the most?

59

00:16:01.240 --> 00:16:04.459

Naomi Brenner: Awesome. I can see some of those popping up already.

60

00:16:04.470 --> 00:16:34.460

Naomi Brenner: So let me show you what this site looks like now. And I won't talk about everything here but I'll talk about a couple of them. I can already see, you know, uh with the chat here, that they're different elements, probably not all of them that I've managed to incorporate, but these are a lot of the things on my mind. First of

all, one of the things here that has been really key to kind of redesigning this experience. Carmen no longer as a repository,

61

00:16:34.470 --> 00:16:39.749

Naomi Brenner: but Carmen as an experience for students of the course and of the material,

62

00:16:39.780 --> 00:16:43.550

Naomi Brenner: is trying to work on the visual aspects and the design.

63

00:16:43.560 --> 00:17:12.740

Naomi Brenner: And that is not something that comes naturally to me. And so this is a really good point for me to explain how I got from point A, what you were seeing, to point B, what you're seeing now, which is thanks to working with an instructional designer through the office that sponsoring this forum, I have worked very closely with Sarah Dove. I don't know if Sarah is on today, but it has been a really transformative experience both for the course, but also for me as a teacher and for me as somebody

64

00:17:12.750 --> 00:17:38.880

Naomi Brenner: who's thinking through so many of these different elements. But some of the things that I have gotten out of working extensively with an instructional designer are a template, which you can see here, and it gives me a starting point. As somebody who is not a programmer, a designer myself, a lot of examples of other comparable courses, which has been enormously important for me

65

00:17:39.440 --> 00:17:54.439

Naomi Brenner: as well as specific tools. I'll call out both Hypothesis and H5P as two tools that I've used specifically thanks to the work with the instructional designer as well as a,

66

00:17:54.450 --> 00:18:07.609

Naomi Brenner: as an interlocutor, somebody to help talk through what I'm trying to achieve, what I might want to achieve, what I'm forgetting about, all of those different aspects of what it means to teach online.

67

00:18:07.620 --> 00:18:23.000

Naomi Brenner: And something else that I really didn't expect, but I'm really grateful for, as I've gotten a huge amount of support and sort of hands-on support in terms of implementing and fixing some of the

things that I'm trying. So I can be a lot more...

68

00:18:23.160 --> 00:18:47.439

Naomi Brenner: a lot braver in sort of trying out some of these technologies, knowing somebody has got my back, knowing somebody can kind of fix things when they don't work as planned, which I have to say is sometimes part of it, especially some of these tools that don't always work perfectly the first time around. A lot of time, user error, me and sometimes just other things. So to give you the visuals here

69

00:18:47.450 --> 00:19:06.720

Naomi Brenner: we have a banner that Sarah put together, which I'm grateful for that helps give students the knowledge that they're working with in this course environment, a template that gives very specific - a feel to the page -

70

00:19:06.730 --> 00:19:21.779

Naomi Brenner: and I think that responds, at least in part, to visual mediums, functionality. I hope that this makes it easier for students to use, especially because the pages are formatted

71

00:19:21.790 --> 00:19:38.110

Naomi Brenner: in particular ways. I've also become much more consistent in terms of use of headings and other things. But what you see right here is an overview page that introduces students to the module, which does correspond, for this course, with the weekly schedule that we have.

72

00:19:38.300 --> 00:19:52.869

Naomi Brenner: And here I really do introduce the courses and even though it's extremely brief, one of the things that I really want to accomplish here is try to communicate the big picture. Why I'm asking them to do things,

73

00:19:52.880 --> 00:20:20.330

Naomi Brenner: how they relate to each other and, over the course of the semester, how the content builds and why, how they developed - the skills that they're developing: how they're applying them and how they come together, as well as some really basic stuff that I think is important. And this is repeated in various places of the sorts of what they need to do by when and kind of reminding them of how the course works, even though all of that material is already online.

74

00:20:21.040 --> 00:20:34.030

Naomi Brenner: So if I scroll just a bit here, you'll see here I actually organize my pages by topic. I think the next one may actually be a slightly better example. So I'll scroll next to that one,

75

00:20:34.100 --> 00:20:36.620

Naomi Brenner: but,

76

00:20:36.650 --> 00:20:49.420

Naomi Brenner: I use varying amounts of text here to introduce, in this case, to give some background for a film that I've asked them to watch for that week.

77

00:20:49.430 --> 00:21:19.010

Naomi Brenner: I will respond to my own question that I asked earlier, in terms of how I interact with content: I am still a very textual person and I think that comes from my background in literature and training. And so while I like the design and the visual stuff, I try to balance my own comfort level with text, with a variety of different ways to present the information. So I'll continue scrolling here a little bit just to give you a sense of the different

78

00:21:19.020 --> 00:21:38.459

Naomi Brenner: components that are on different pages. One of the components that Sarah suggested that I think is extremely important is "key points," sort of takeaways on each page that I think are really helpful, again, in building those connections and helping students navigate through pages as well as a very simple "what's next."

79

00:21:38.530 --> 00:21:46.320

Naomi Brenner: But if I reflect here, I suppose, a bit more broadly, and with this I think I'll wrap up:

80

00:21:47.030 --> 00:21:59.569

Naomi Brenner: the priorities that I have that go beyond content in designing and continuing to design - it is an ongoing process - my asynchronous course online,

81

00:21:59.580 --> 00:22:19.399

Naomi Brenner: I would flag a couple. First of all, accessibility - and accessibility in a couple different kind of meanings of the word.

I think accessibility in terms of organizing things in a way in which it's hopefully very easy to navigate. It's predictable. Students know where they can find things from week to week.

82

00:22:19.410 --> 00:22:40.020

Naomi Brenner: Accessibility in terms of accessibility standards, making sure that the captions are available, that photographs, even if they're there for illustrative purposes, have the explanations – I'm sorry, that's not quite the right word. But doing all of those good accessibility standards that I continue to learn and implement.

83

00:22:40.630 --> 00:23:08.969

Naomi Brenner: Redundancy: I am a big fan of redundancy, which is to say having material – you may have noticed that there was a checklist at the bottom of the overview page for a given module for a given week. Students receive that checklist via email. They get that checklist via an announcement. You know, those links... the pages are all internally linked, one to the other. For those students who want to follow in order, that order should be very clear

84

00:23:08.980 --> 00:23:11.739

Naomi Brenner: and quite redundant in ways.

85

00:23:11.820 --> 00:23:25.240

Naomi Brenner: I have been learning to use more and more online tools and I'm grateful as Carmen adds more tools that are available ThingLink being a new one that I'm excited to explore more.

86

00:23:25.250 --> 00:23:41.630

Naomi Brenner: But I will say even though some of the bells and whistles are great and bring things like social annotation into courses in ways that I think can be really helpful, that even just simply linking resources, links within courses,

87

00:23:41.730 --> 00:24:09.850

Naomi Brenner: links outside of courses, even that is a little thing that really stresses to me, one of the benefits of teaching online, which is to say, one of those things we can do to our students to keep it interesting and dynamic, create pathways within the course material, but also to send students who are interested outside of Carmen, outside of course material to continue to explore. We can do that in such dynamic and interesting ways. And then finally,

88

00:24:09.860 --> 00:24:21.389

Naomi Brenner: one of the things that I think is a challenge, it's one I think about a lot and I'm still working on, is sort of what I noted for myself as "voice and rapport," which is to say

89

00:24:21.400 --> 00:24:46.959

Naomi Brenner: I am working on crafting a voice for myself online. Sometimes those are things that I write and the kinds of language I use, what kind of tone, how formal, how informal, for short videos, what kind of persona, in a sense, I cultivate and how I interact with students thinking about ways to create a human touch within a course that is asynchronous and, in some sense, lacks that.

90

00:24:46.970 --> 00:25:07.170

Naomi Brenner: And also to encourage students to think about the people who are behind Carmen or within Carmen. And that's both me, but also their fellow students, their interlocutors there. And so those are things that I'm still thinking about, still working on, but I'm really grateful for the support I've had.

91

00:25:07.180 --> 00:25:12.149

Naomi Brenner: And I guess I'll say I'm really looking forward to hearing some of the things that other people are doing.

92

00:25:15.820 --> 00:25:45.339

Jeremie Smith: Thank you so much, Dr. Brenner. I really appreciate your comments. And also thinking through the process because I think that that is a really important thing to underscore, especially in an asynchronous course, that it is an iterative process. It is a "well, let's try this and see how it works." And, you know, kind of continuing to refine and improve. Before we go on to Dr. Lopez, does anyone have any specific questions for Naomi? Especially, I was thinking of that relationship, that collaboration with an instructional designer is one in which some instructors haven't

93

00:25:45.350 --> 00:25:46.579

Jeremie Smith: done before.

94

00:26:01.810 --> 00:26:12.250

Jeremie Smith: Well, I will let people kind of think about that. If you have questions, of course, you can pop those into chat and Naomi will respond. Dr. Lopez, we're very much looking forward to hearing from you.

95

00:26:12.580 --> 00:26:26.730

Steven Lopez: Okay. Thank you very much. And thanks to Naomi, I learned a lot from that. And I was watching her, looking at her course and going, "Well, I should be doing that. Why aren't I doing that?" So lots of great ideas there.

96

00:26:27.120 --> 00:26:28.210

Steven Lopez: Um,

97

00:26:28.400 --> 00:26:31.259

Steven Lopez: let me just start by saying that,

98

00:26:31.370 --> 00:26:40.689

Steven Lopez: So I've been teaching the - we call it the mega intro to sociology in my department - in the sociology department since 2011.

99

00:26:40.760 --> 00:26:48.360

Steven Lopez: And so I've taught it in person under the quarter system, the semester system and then since COVID it's been asynchronous online.

100

00:26:48.690 --> 00:26:56.999

Steven Lopez: And as was alluded to earlier, yes, it's a very, very large course between 400 and 600 students a semester,

101

00:26:57.090 --> 00:27:00.110

Steven Lopez: something like 5% or 6%

102

00:27:00.470 --> 00:27:07.769

Steven Lopez: of all the undergraduates that have been enrolled at OSU over the last ten years or so have taken my class,

103

00:27:08.080 --> 00:27:09.829

Steven Lopez: so it's uh,

104

00:27:09.900 --> 00:27:11.440

Steven Lopez: yeah, it's very big,

105

00:27:11.770 --> 00:27:16.090

Steven Lopez: and teaching a large, very large course like this,

106

00:27:16.140 --> 00:27:29.660

Steven Lopez: among other things, it provides a kind of ready made example for teaching about the impersonality of bureaucracy, which is one of the topics in the course. And I use the course as an example because they're going through it and they can understand it.

107

00:27:29.730 --> 00:27:35.399

Steven Lopez: The sociologist Max Weber famously wrote,

108

00:27:35.760 --> 00:27:52.119

Steven Lopez: he said "bureaucracy develops the more perfectly the more it is dehumanized, the more completely it succeeds in eliminating from official business love, hatred, and all purely personal, irrational, and emotional elements which escape calculation."

109

00:27:53.200 --> 00:27:55.100

Steven Lopez: So in such a large class,

110

00:27:55.260 --> 00:28:10.289

Steven Lopez: it's sort of a great example of that - the dehumanizing, impersonal nature of mass higher education. I can't get to know my students personally. I can't care about them individually or understand them as individuals.

111

00:28:11.000 --> 00:28:17.219

Steven Lopez: One very legitimate way to understand what I do is to understand me as a bureaucrat.

112

00:28:17.240 --> 00:28:29.069

Steven Lopez: I know their students through their files. I process their files to produce their grades in just such the same way that a factory processes raw materials to produce a finished product.

113

00:28:29.120 --> 00:28:34.690

Steven Lopez: So that's a it's a powerful example of in personality and action, and they experience that.

114

00:28:35.620 --> 00:28:36.670

Steven Lopez: Um.

115

00:28:36.710 --> 00:28:39.280

Steven Lopez: But that's pretty unsatisfying as pedagogy,

116

00:28:39.920 --> 00:28:53.360

Steven Lopez: And to be honest, it also flies in the face of what we've learned from 100 years of sociological research on bureaucracy since Weber wrote the quote I just read to you.

117

00:28:53.940 --> 00:29:09.539

Steven Lopez: Weber's picture of bureaucracy is incomplete. Real bureaucracies are suffused with meaningful identities, solidarities, relationships, and those personal, irrational, and emotional elements turn out to be crucial for the effectiveness and success of bureaucratic organizations.

118

00:29:10.110 --> 00:29:14.830

Steven Lopez: So what I want to talk about is how really, to my surprise,

119

00:29:15.050 --> 00:29:19.009

Steven Lopez: moving from the in-person lecture format that I was used to

120

00:29:19.060 --> 00:29:21.600

Steven Lopez: to asynchronous online teaching

121

00:29:21.930 --> 00:29:26.439

Steven Lopez: has, I think, helped me move my huge course

122

00:29:26.510 --> 00:29:32.489

Steven Lopez: from a kind of caricature of Weber's impersonal bureaucracy, a machine for processing people,

123

00:29:32.610 --> 00:29:39.280

Steven Lopez: at least a little bit more towards an effective form of

mass organization that allows

124

00:29:39.560 --> 00:29:40.880

Steven Lopez: a little bit

125

00:29:40.940 --> 00:29:47.750

Steven Lopez: more two way communication and meaningful engagement. And again, I was surprised to discover this.

126

00:29:49.350 --> 00:29:50.370

Steven Lopez: um,

127

00:29:50.450 --> 00:30:00.600

Steven Lopez: And so, you know, my starting point for this, when COVID hit is, prior to this experience, I was quite hostile to online teaching

128

00:30:00.640 --> 00:30:02.720

Steven Lopez: in general.

129

00:30:02.870 --> 00:30:10.519

Steven Lopez: I thought it was bad for pedagogy. I thought it would be really hard to get students to engage critically without being in-person.

130

00:30:10.730 --> 00:30:27.280

Steven Lopez: And I was also concerned about the growth of canned content. You know, "I'm an original baby. I mean, you come to my lectures, it's always fresh. I'm going to give you like a combination of a TED talk and a stand up routine. I'll entertain you and hopefully drop some knowledge bombs."

131

00:30:27.620 --> 00:30:28.670

Steven Lopez: um,

132

00:30:28.830 --> 00:30:34.090

Steven Lopez: And of course, I recognize that this wasn't an ideal form of pedagogy for all the reasons I just mentioned.

133

00:30:34.260 --> 00:30:40.289

Steven Lopez: But I thought it was probably the best you could do with a very large course, given the available resources.

134

00:30:40.900 --> 00:30:42.359

Steven Lopez: But then came Covid

135

00:30:42.580 --> 00:30:49.700

Steven Lopez: and I learned some things, and I want to just talk about three or four things that I that I've learned

138

00:30:50.480 --> 00:30:55.699

Steven Lopez: the first thing, and this I think piggybacks very much on what we heard from Naomi is

139

00:30:56.320 --> 00:30:58.759

Steven Lopez: Carmen course templates are really helpful.

140

00:30:58.910 --> 00:31:05.740

Steven Lopez: As I realized that I had to try to put this course into an online platform.

141

00:31:05.840 --> 00:31:06.920

Steven Lopez: Um,

142

00:31:08.100 --> 00:31:22.640

Steven Lopez: you know, I reached out and and found a template that was a great starting point for what I wanted to do, and I'll share my screen in a minute. But I really think these templates are helpful to get you going.

143

00:31:23.320 --> 00:31:34.629

Steven Lopez: Well, the second thing, and this is something that yeah, kind of... less is more. You know, I was used to going to talk to my students twice a week for 80 minutes.

147

00:31:34.920 --> 00:31:54.720

Steven Lopez: and when Covid hit I thought, "Well, wow, like this is a crisis. Everybody's freaking out. I don't know about this online stuff. I sure as heck am not going to make my students watch two 80

minute lectures of me being a talking head every week. I'm, just that's crazy. It's too much to ask,

150

00:31:54.810 --> 00:32:04.260

Steven Lopez: so I'm just going to do one lecture." And so I cut every week, every topic's material that was two lectures, two full-length lectures,

151

00:32:04.450 --> 00:32:06.840

Steven Lopez: I cut it down in half, basically.

152

00:32:07.380 --> 00:32:08.590

Steven Lopez: And

153

00:32:08.760 --> 00:32:18.559

Steven Lopez: I did it because I thought it was necessary, given the crisis and the stress that people were under. Because I knew that my students were absolutely freaking out.

154

00:32:18.970 --> 00:32:24.520

Steven Lopez: But what I discovered is that that made things a lot better. The course is better.

155

00:32:24.630 --> 00:32:26.519

Steven Lopez: You know

156

00:32:26.750 --> 00:32:37.049

Steven Lopez: it gave my students an opportunity, instead of being barraged and overwhelmed with 80 minute lectures twice a week, that there's one, you know, I had to choose carefully

157

00:32:37.160 --> 00:32:44.990

Steven Lopez: and there's one lecture a week, and they have more of an opportunity then to engage, if I could get them to effectively do that.

158

00:32:45.140 --> 00:32:53.030

Steven Lopez: So to me that was a big lesson. Less is more. We don't need to be doing two lectures a week. It's really not a great idea,

159

00:32:53.480 --> 00:32:57.329

Steven Lopez: at least in my field, in many fields, probably like mine, I think.

160

00:32:59.120 --> 00:33:01.230

Steven Lopez: The third thing that I learned

161

00:33:01.460 --> 00:33:13.029

Steven Lopez: was that Carmen discussions are really a terrific way to facilitate critical engagement and to turn one way teaching in a very, very large course into more of a dialogue.

162

00:33:13.270 --> 00:33:21.350

Steven Lopez: and so what I do, and I'll show you my screen in a minute, but what I do is, in every week's module

163

00:33:21.620 --> 00:33:25.550

Steven Lopez: here's a discussion. And the discussion consists of my lecture for the week,

164

00:33:25.760 --> 00:33:31.589

Steven Lopez: plus some additional something for them to either watch and respond to or read and respond to, or sometimes both.

165

00:33:31.830 --> 00:33:35.950

Steven Lopez: And then a prompt. And oftentimes the prompt is something like,

166

00:33:36.240 --> 00:33:54.539

Steven Lopez: you know, "tell me about one or two things that you learned from A: lecture, B: this thing that I had you watch or read, that you didn't know before, and tell me why you think it's important, and then tell me about your thoughts about those one or two things."

169

00:33:54.970 --> 00:34:07.499

Steven Lopez: And, and so I get 500 posts a week and I tell them, you know, I'm looking for engaged, well thought out, not just a short paragraph here, but like "engage with this."

170

00:34:07.560 --> 00:34:26.520

Steven Lopez: And I've been blown away by the number of students who

have really dug in and written very thoughtful, critical responses where they've reflected on material and things that they learned in lecture that they didn't know and why it blew their mind or things they had trouble with in lecture and why they had trouble with it.

174

00:34:26.790 --> 00:34:31.029

Steven Lopez: A whole variety of reactions.

175

00:34:31.550 --> 00:34:37.870

Steven Lopez: And I just thought "well, I'm only doing one lecture a week so I can use the additional time

176

00:34:37.920 --> 00:34:48.190

Steven Lopez: read all 500 of them" and every week I go through, and I have TAs, I've got five excellent TAs who are grading them

177

00:34:48.610 --> 00:35:05.500

Steven Lopez: but by cutting it down to one video lecture a week, it freed up my time to actually be able to go in and read them all, see what the hell they're thinking, which is one of the biggest things that you miss in a large lecture course. I don't know what the heck the kids are thinking.

178

00:35:05.780 --> 00:35:20.170

Steven Lopez: I don't know what, you know. If I tell a joke, they laugh like, okay, that's great. I get some feedback there. But I don't know, I don't know how they're responding to this information. So the discussions have just been a wonderful way for me to see what they're thinking.

179

00:35:20.430 --> 00:35:50.609

Steven Lopez: And then, to complete the circle, every week at the beginning of the following week after I've read everything and after the deadline for their discussion post is passed, I either post an announcement where I respond and sometimes it's, "hey, you know, wow, here are some really interesting questions people are asking." And "here's some additional information" or "here's some themes," you know, or "here's a common confusion people are having."

184

00:35:50.660 --> 00:36:02.510

Steven Lopez: Just, you know, I respond and feedback I've gotten, especially in the the qualitative feedback in my SEIs is that the students feel

185

00:36:02.680 --> 00:36:09.829

Steven Lopez: that even though it's a huge course and most of them are not going to be able to meet me in person or even on Zoom,

186

00:36:09.940 --> 00:36:14.659

Steven Lopez: They feel like what they're doing is

187

00:36:14.680 --> 00:36:20.319

Steven Lopez: not going into a black hole, and I'm connecting to it and I'm responding to them.

188

00:36:20.530 --> 00:36:26.259

Steven Lopez: And to me I think that's been a huge improvement over the way I used to teach the course.

189

00:36:26.520 --> 00:36:31.310

Steven Lopez: And I won't go back. I mean, I think that I will permanently

190

00:36:31.360 --> 00:36:39.050

Steven Lopez: incorporate these comment based discussion assignments into this course no matter what format I teach it in.

191

00:36:40.050 --> 00:36:45.430

Steven Lopez: The final thing I'll mention that I that I've learned which has been effective,

192

00:36:45.610 --> 00:36:49.460

Steven Lopez: is that I've learned that canned publisher content

193

00:36:49.710 --> 00:36:56.309

Steven Lopez: can be an effective way to create critical engagement. And I'm not kidding.

194

00:36:56.440 --> 00:37:09.839

Steven Lopez: I have a large lecture course, so there's a textbook, it's an interactive textbook which has activities and things, but there are quizzes and the textbook publisher provides these quizzes and every chapter has a quiz.

195

00:37:10.190 --> 00:37:15.409

Steven Lopez: And the quizzes are pretty bad. I mean, a lot of the questions are badly written.

196

00:37:15.520 --> 00:37:19.869

Steven Lopez: Sometimes the answers are wrong, sometimes they're more than one correct answer.

197

00:37:19.950 --> 00:37:24.879

Steven Lopez: Sometimes the questions actually convey misleading information.

198

00:37:25.380 --> 00:37:43.639

Steven Lopez: So what I decided to do is turn that into an opening for creating active engagement. I challenge them, my students to, "hey, let me know if you've got a question that you got wrong or you did or just that you think was a bad question. I want to hear about it."

199

00:37:43.650 --> 00:37:48.079

Steven Lopez: And so I'm encouraging them to contact me directly, not the TA, but me.

200

00:37:48.140 --> 00:38:00.329

Steven Lopez: And so every week I get lots of emails. And again, now I I spend more of my time engaging with them. I get lots of emails about, hey? This question didn't make sense to me. Couldn't it have been this other answer,

201

00:38:00.580 --> 00:38:02.889

Steven Lopez: or I think this is a bad question.

202

00:38:03.120 --> 00:38:18.150

Steven Lopez: and I respond to all those emails. It's not that overwhelming. And when there's bad questions, then I turn that into a teaching opportunity. And I posted an announcement about the bad question: why it's bad, a picture of the question,

203

00:38:18.170 --> 00:38:28.419

Steven Lopez: And when students just, you know, the question is good but they just misunderstood, sometimes I'll post about that if it's a common confusion, other times I'll just respond to the student.

204

00:38:28.660 --> 00:38:47.829

Steven Lopez: So kind of paradoxically, I've been able to turn canned publisher content into an opportunity to create engagement, and I think it really works so well, in fact, that I think the next time I teach it, I'm not going to fix the bad questions. I'm going to leave them in there. I know which ones they are, but I'll leave them there, give them the same challenge,

205

00:38:47.840 --> 00:38:51.590

Steven Lopez: use it again as an opportunity for engagement.

206

00:38:52.660 --> 00:38:57.379

Steven Lopez: So again I don't want to overstay my time. But let me just briefly

207

00:38:57.540 --> 00:39:00.450

Steven Lopez: um, just briefly share my screen,

208

00:39:00.470 --> 00:39:10.629

Steven Lopez: so you can see my course. It's not nearly as visually attractive as Naomi's. And now I feel really um, I really feel bad now. But Um. But okay, let me share my screen.

209

00:39:11.940 --> 00:39:13.020

Okay,

210

00:39:13.250 --> 00:39:15.279

Steven Lopez: Hopefully, everybody can see that.

211

00:39:15.850 --> 00:39:25.769

Steven Lopez: So this is the front page, the template was a big help. You can see here the announcement is my thoughts on our recent discussion post where I responded to the students' posts.

212

00:39:26.000 --> 00:39:27.009

Steven Lopez: Um,

213

00:39:28.260 --> 00:39:46.119

Steven Lopez: you know I didn't really- I never had a welcome video

before but the template sort of gave me that, "Yeah, you should have a welcome video ready to orient students to the course." What we're going to do, how we're going to do it. My information here: Zoom office hours, all my tas and their office hours how to how to get in touch with them,

214

00:39:46.230 --> 00:40:05.899

Steven Lopez: know information about the book. And I think this is really important too and it's in the welcome video and I put it right up front for a lot of resources because one of the things that happens on a very large course is that every semester you have quite a few students who are going through really, really tough things.

215

00:40:05.960 --> 00:40:22.900

Steven Lopez: And I wanted to make it clear that I'm a point of contact when you need help connecting to resources. And I've had good feedback on that from students too. And I think more of us should make this a part of our presentation and put it right up front.

216

00:40:23.240 --> 00:40:31.710

Steven Lopez: I also have a module based organization. I think it's really effective. This was a- sorry... I put the bonus and final paper right up front. But

217

00:40:31.730 --> 00:40:47.389

Steven Lopez: This was a suggestion from the template: "have a course Q and A." This gets used quite a bit, especially at the beginning of the course when students don't know what the heck's going on. "I can't find it in the syllabus." "What are we doing?" And I answer, my TAs answer.

218

00:40:47.440 --> 00:40:56.620

Steven Lopez: It's a really great way to get questions answered so they don't just have to email me or the TA and other people can see the answers. That was a great idea from the template.

219

00:40:57.060 --> 00:40:58.209

Steven Lopez: Um,

220

00:41:03.750 --> 00:41:15.580

Steven Lopez: Just, I'll pick a typical module, maybe module...just the first module, module one. Every module is structured the same way. "Welcome." The welcome video, that's the link to the first learning

objectives for the chapter, flashcards for the chapter, link to the

221

00:41:15.840 --> 00:41:19.999

Steven Lopez: chapter quiz, and then the discussion. And in the discussion is

222

00:41:20.040 --> 00:41:21.109

Steven Lopez: is

223

00:41:22.320 --> 00:41:23.640

Steven Lopez: my lecture.

224

00:41:23.930 --> 00:41:26.980

Steven Lopez: I give them my Powerpoint slides, so they can follow along

225

00:41:27.030 --> 00:41:28.689

Steven Lopez: and refer back to them.

226

00:41:28.860 --> 00:41:33.900

Steven Lopez: Here was something for them to read that I also talked about in the lecture. And then here's the prompt

227

00:41:34.040 --> 00:41:35.080

Steven Lopez: um,

228

00:41:35.350 --> 00:41:38.610

Steven Lopez: and that's how every week is structured.

229

00:41:39.170 --> 00:41:43.479

Steven Lopez: I feel like it's really, I feel more connected to them than I ever did before

230

00:41:43.590 --> 00:41:47.479

Steven Lopez: and I think the Carmen platform has helped make that possible. So

231

00:41:47.660 --> 00:41:53.190

Steven Lopez: for what it's worth, that's been my experience, and I

hope that hearing about this has been helpful, maybe to some of you.

232

00:41:53.330 --> 00:41:54.609

Steven Lopez: Thanks very much.

233

00:41:56.530 --> 00:41:58.629

Okay. Now I gotta figure out how to stop sharing.

234

00:42:01.230 --> 00:42:02.240

And uh,

235

00:42:04.060 --> 00:42:04.910

here we go.

236

00:42:08.230 --> 00:42:27.179

Jeremie Smith: Dr. Lopez, I wonder, you know, when you cut back your lectures, some people might say, "well, what are you cutting out?" "What have you done to dumb down your course to make it appropriate for the space?" You know, how would you respond to that? I'm just curious how you approach things differently. You mentioned what you took out, but maybe elaborate a bit on like what replace those maybe elaborate a bit on like what replace those

238

00:42:30.510 --> 00:42:47.309

Steven Lopez: Yea, I think that's a great question. I don't think I lost anything, know what I mean? It's kinda like when you write a paper and the editor makes you cut it by 25%. You think I'll never banish that, and then you do it, and you realize the paper is better, clearer. You didn't lose anything really important, you know?

239

00:42:47.950 --> 00:43:00.899

Steven Lopez: You gotta fill those two 80 minute slots every week when you're lecturing, and it's not like any of the information wasn't important, but I was able to- It forced me to hope focus in on "What are the things I really want them to take away?"

240

00:43:01.000 --> 00:43:04.079

Steven Lopez: You know, "what are the things I really want them to know about this?"

241

00:43:04.200 --> 00:43:07.879

Steven Lopez: and they're more, I think they're more likely to retain it

242

00:43:08.010 --> 00:43:10.690

Steven Lopez: when they're presented with a more manageable

243

00:43:10.840 --> 00:43:22.419

Steven Lopez: amount of lecture material and then given an opportunity to respond and think about it rather than just trudging out of the room, and then coming back two days later for another lecture blast. I don't know if that answers your question.

00:43:22.440 --> 00:43:24.940

Jeremie Smith: Yeah, I think so. Rebecca, I see that you have your hand up, please.

244

00:43:28.820 --> 00:43:31.009

Rebecca Andridge: I actually think Amy had her hand up first?

245

00:43:33.320 --> 00:43:34.850

Rebecca Andridge: Oh, all right.

246

00:43:34.860 --> 00:43:59.950

Rebecca Andridge: So, first of all, I want to apologize for my shirt, if you can see it, I forgot it was Michigan week. Working at home... so, first of all, Steven, I just want to say, like listening to you talk over Zoom, I can see why students want to come and listen to you and it's so great. So it's really actually quite inspiring to hear someone who is clearly a dynamic lecturer support the idea of stripping hours of lecture out of online. So I'm a big proponent of that,

247

00:43:59.960 --> 00:44:14.870

Rebecca Andridge: but my main question is twofold about the discussions: One, all I hear is students hate discussions. So like, that's all I hear from students is "I don't want a graded discussion point. It's horrible." So I'd love to hear your thoughts on that. And I'd also love to hear your thoughts on

248

00:44:14.880 --> 00:44:21.050

Rebecca Andridge: are you spending more time on the class because

you're responding to discussion board posts, or do you kind of limit yourself like "I'm only going to give it the 80 minutes?"

249

00:44:24.480 --> 00:44:38.880

Steven Lopez: Great questions. So, on the first question, I actually gotten quite good feedback in the open-ended, as you know, student evaluation instruction comments on the discussions.

250

00:44:39.050 --> 00:44:54.619

Steven Lopez: I think the students do - On most weeks I ask them to pose a question also and respond to several of their fellow students. They don't like that. That doesn't work as well. in my imagination it would stimulate them talking to each other...

252

00:44:54.740 --> 00:45:03.260

Steven Lopez: That doesn't work as well. I'm still thinking about how to get more horizontal, genuine engagement going among them.

253

00:45:03.460 --> 00:45:20.839

Steven Lopez: But no, I don't get - I do get sort of positive feedback on the discussions because I think it has sort of been successfully integrated as part of the learning process of the course that this is where they kind of chew on the material

255

00:45:21.080 --> 00:45:39.499

Steven Lopez: they've had to engage with. And then hopefully because they get some feedback from me that it's maybe somewhat - I think the thing that makes it... that students hate the most about is they feel like they're doing it and it's just sort of rote and it's just something they have to do and nobody reads it or nobody cares. That's my perception, anyway.

256

00:45:39.910 --> 00:45:58.840

Steven Lopez: I read them all and then I, you know, I write something or do a short video response where I kind of say, "this is what I'm seeing." "Great job, guys." Do you know what I mean? And so I can't obviously comment on 500 individually, but at least it gives them...

257

00:45:58.850 --> 00:46:00.720

Steven Lopez: "Yeah, he's paying attention."

258

00:46:01.210 --> 00:46:04.680

Steven Lopez: On the amount of work, I think it's about the same.

259

00:46:04.750 --> 00:46:10.880

Steven Lopez: And part of the reason, and I don't know anybody, if any of you who have maybe taught a large lecture course

260

00:46:11.820 --> 00:46:30.369

Steven Lopez: you have to spend some time when you're going to go in and talk to four or five hundred students in person. You have to kind of get amped up for it. You have to sort of pace around and get your head in it. And it's hard to like, just be doing other things. You go, "Oh, it's ten til 3:50, time to go." Like you take, I take a lot of time, like kind of like,

261

00:46:30.380 --> 00:46:44.459

Steven Lopez: thinking about "how," you know what I mean. That takes up a lot of time. And so when I'm doing this format, I don't spend as much time kind of worrying and being anxious about the lecture itself.

262

00:46:44.600 --> 00:46:46.040

Steven Lopez: I think it's about the same.

263

00:46:47.770 --> 00:46:48.680

Rebecca Andridge: Thank you.

264

00:46:52.180 --> 00:46:53.229

Jeremie Smith: Please, Amy?

265

00:46:56.220 --> 00:47:12.709

Amy Shuster: Hey, thanks. I heard you say that you are more connected to your students. And I wanted to invite you to say a little bit more about that. So when I reflect on my own psychology, I think,

266

00:47:12.720 --> 00:47:29.510

Amy Shuster: If I read like discrete student responses here in week one and then discrete student responses here in week two, I might be able to relate to each of those weeks, but I don't wind up having a unified idea of Student A

267

00:47:29.520 --> 00:47:34.539

Amy Shuster: across week one and week two and week three. And that, there's something about like,

268

00:47:34.550 --> 00:47:55.669

Amy Shuster: being in person where, I don't know, maybe I'm just like, this is invitation about maybe my psychology is deficient, I'm willing, but like I can't put it together. And it's only when I, like, meet in person and I form a persona of that person that I'm then able to read their asynchronous discussions and like form a coherent

269

00:47:55.680 --> 00:48:27.189

Amy Shuster: narrative of them. And like, so I just wanted to ask like, are you feeling more connected to them like time slices, as in like "I'm connected to my students as learners in week one and week two"? Have you discovered any loss of the unity across the semester or is there is there something that you can help me sort of take on or a practice that you use to to create that narrative connection of how students are developing their thoughts over time? Or have you just discovered that there is some value

271

00:48:27.210 --> 00:48:40.500

Amy Shuster: you know, in the time slice version of our students that we're undervaluing right now and that that kind of narrative over time is overblown? I don't know. I'm just spinning my wheels at this...

272

00:48:40.980 --> 00:48:48.359

Steven Lopez: It's a great question. I have to say, I mean it's still a 500 student course, and I can't

273

00:48:48.760 --> 00:49:07.570

Steven Lopez: connect, you know, I can't get a clear picture of all the individuals as they're progressing through and sort of understand "oh, that's so and so this is..." you know, I'd have to go look and, you know, I'm looking at them from 40,000 feet, right? Unavoidably. It's still a very large course.

274

00:49:07.580 --> 00:49:11.570

Steven Lopez: And so I think, in a smaller course, this could help facilitate that kind of

275

00:49:11.910 --> 00:49:15.629

Steven Lopez: understanding of individual student's progress.

276

00:49:15.860 --> 00:49:18.629

Steven Lopez: What it does allow me to do is

277

00:49:19.100 --> 00:49:23.759

Steven Lopez: each week I get a sense of "What's the spectrum," right?

278

00:49:24.070 --> 00:49:36.900

Steven Lopez: Who are my best, what are my best students thinking? And how are they responding to this material? What are the students who are struggling more or less engaged, where are they at?

279

00:49:37.080 --> 00:49:41.709

Steven Lopez: It gives me some sense of

280

00:49:41.730 --> 00:49:43.840

Steven Lopez: how it's coming across to them,

281

00:49:44.100 --> 00:49:59.930

Steven Lopez: but not at the granular level. You know there's just too many of them. I do as I go through, you know, obviously some of the same people approach me week after week, right? I see their comments, and I start to associate the kinds of perspectives that they

282

00:49:59.940 --> 00:50:06.499

Steven Lopez: have with their posts. But I can't do that in a systematic way, you know, without making a career out of it.

283

00:50:06.730 --> 00:50:12.130

Steven Lopez: So yeah, there are limits, and I don't want to oversell right. It's still a big bureaucratic course,

284

00:50:12.250 --> 00:50:19.300

Steven Lopez: but at least I have some idea of what they're thinking. And they have some...I have some ability to respond to that

285

00:50:26.070 --> 00:50:38.229

Jeremie Smith: Really great discussion. Thank you both for the questions and elucidating on the answers, Dr. Lopez. Dr. Costa, the

floor is yours. We can't wait to hear about your Earth science course.

286

00:50:40.420 --> 00:50:43.779

Ozeas Costa Jr: Okay. Thank you so much for having me.

287

00:50:43.800 --> 00:51:03.769

Ozeas Costa Jr: I'm already learning so much and I'm already thinking of ways that I can apply all of that into my courses. Although I was gratified to also see that some of the things that I've done in my courses are reflected in the things that both Naomi and Steve have said, so that's great too.

288

00:51:10.590 --> 00:51:26.789

Ozeas Costa Jr: And also, I want to say, that whatever I'm going to present to you here, it wasn't all mine. I'm grateful as well from all the other instructors that I've learned from, and the things that they told me they did. So what I have today, and I hope to continue improving, is something that was built

289

00:51:27.130 --> 00:51:34.629

Ozeas Costa Jr: from many ideas, from many of my colleagues and many of the - I remember 2013 was the first, I would say,

290

00:51:34.690 --> 00:51:47.659

Ozeas Costa Jr: training session that I took over which at the time had a different name it wasn't the Office of Distance Education, it was something else.

291

00:51:47.800 --> 00:52:00.130

Ozeas Costa Jr: But that's when I learned about the flipped classroom method and that changed my life. I'll talk more about that later. But so I have a few slides that I would like to share.

292

00:52:00.340 --> 00:52:03.320

Ozeas Costa Jr: And so let me see if

293

00:52:04.550 --> 00:52:05.879

uh

294

00:52:11.760 --> 00:52:13.619

Ozeas Costa Jr: so hopefully. Can you see it?

295

00:52:18.010 --> 00:52:33.270

Ozeas Costa Jr: Okay. So first, here's my contact information in case you want to get in touch with me later. I am with the School of Arts Sciences. I'm at the Mansfield campus. I've been at Ohio State since 2006.

296

00:52:33.370 --> 00:52:35.040

Ozeas Costa Jr: and

297

00:52:35.190 --> 00:52:36.430

Ozeas Costa Jr: I

298

00:52:37.030 --> 00:53:02.100

Ozeas Costa Jr: I teach introductory general education classes in Earth Sciences and environmental sciences and from 2006, when I arrived at Ohio State and to about 2011, I realized after teaching for about five years that I wasn't happy with my courses.

302

00:53:02.500 --> 00:53:19.599

Ozeas Costa Jr: They weren't satisfying to me. So I had to do something. And that's when I kind of decided to attend a few of those training sessions in Columbus. And that's where they start thinking about ways that I could change my class.

303

00:53:19.890 --> 00:53:36.279

Ozeas Costa Jr: And so what I wanted to... I'm going to go into my course in a bit. But before I get there, I want to talk very briefly about six design principles, six guiding design principles that I have,

304

00:53:36.290 --> 00:53:45.560

Ozeas Costa Jr: that I try to incorporate into my courses. And they brought back the satisfaction that I had with teaching.

305

00:53:45.570 --> 00:54:06.160

Ozeas Costa Jr: So hopefully they would be helpful to you as well. So the first one, and I know Naomi already mentioned this, the consistency, the consistency of headings, having the same headings from model to module from week to week, having banners, having structure, the repetition.

306

00:54:06.170 --> 00:54:23.260

Ozeas Costa Jr: This is for me, I learned that this is very important to these students. It allows them to create a routine to feel at ease with the class not too stressed about it They know where to find things. They know the deadlines. They know when things are due,

307

00:54:23.270 --> 00:54:40.239

Ozeas Costa Jr: when they need to watch the videos, where they need to do the readings, where they need to take the quizzes. And that consistency has been very helpful over time. So it's something that I think is very important if you are trying to think about how to redesign your class.

308

00:54:40.940 --> 00:54:55.089

Ozeas Costa Jr: Another principal was what I call the concept based curriculum, and Steve mentioned this a little bit, the less is more, so that because when we are teaching introductory classes, you want to teach everything

309

00:55:11.640 --> 00:55:29.849

Ozeas Costa Jr: you want to cover everything, that is. So how can you solve this? And the way to solve this is to rethink your class or rethink what's important. And shortly, take some of the excess fat out of the... out of your class, which, as we already saw, is not very difficult to find. so uh. So this idea of

311

00:55:32.880 --> 00:55:35.520

Ozeas Costa Jr: thinking, re thinking of class,

312

00:55:35.590 --> 00:55:50.800

Ozeas Costa Jr: and if you are think of of redesigning your course, that's the first thing that I suggest you do. You just feel what I want my student to know today: the 10, 12, 15 key ideas, key concepts that I want them to take home, that I want them to never forget.

313

00:55:50.810 --> 00:56:07.570

Ozeas Costa Jr: And then just redesign your course with those 15 ideas in mind. Okay. So in my case, I use 14 ideas because there are 14 weeks in the semester and I want you to have one central idea per week. So I end up with

314

00:56:07.580 --> 00:56:24.739

Ozeas Costa Jr: 14 key ideas I call essential concepts, and then I design my course around those 14 key ideas. So even what is great to me, because it forced me to rethink my class, rethink what I want students to learn and refocus as well.

315

00:56:24.850 --> 00:56:25.830

Ozeas Costa Jr: Yeah.

316

00:56:26.100 --> 00:56:48.929

Ozeas Costa Jr: So the other thing is and something that I learned with those those presentations that I attended in Columbus was this idea of the backward design. So you start and that's linked to what I just mentioned before. But you start with what it is that

322

00:56:48.940 --> 00:57:06.959

Ozeas Costa Jr: You want the students to learn... your objectives, your learning objectives, your learning outcomes? What are the important things? And then you design your course, your course assignments, your course materials, your course organization, your course structure based on those key ideas.

323

00:57:13.300 --> 00:57:32.309

Ozeas Costa Jr: So this was another thing that I... I found it very important. I tried to introduce in my courses. So in basically this, you can do this in two weeks of first year. What you collect those skills and knowledge that are needed based on your course created the assessments first instead of going to design the course and then design the assessment, you design your assessments first.

324

00:57:32.320 --> 00:57:48.669

Ozeas Costa Jr: And then once you have your objectives in your assessment, then you are going to design your course materials that will then prepare the students to, to, to reach those assessment goals. Okay. Another key idea,

325

00:57:48.680 --> 00:58:08.820

Ozeas Costa Jr: a key principle that I use in my classes is what we call retrieval practice. And and basically what this is, is that recalling information by recalling information, the students are making those brain connections that allows them to learn rather than just memorize so,

326

00:58:08.830 --> 00:58:24.190

Ozeas Costa Jr: so deliberately, including in the course ways for them to recall the information forced them to pull out the knowledge pieces that they have and put them into context. And that leads them to deeper learning..

327

00:58:24.430 --> 00:58:25.330

Okay,

328

00:58:25.420 --> 00:58:45.560

Ozeas Costa Jr: And so that's another concept. Then another important idea that I you can see throughout my courses is this idea of low stakes because the students are stressed out and test anxiety is a real thing and if they see a quiz

329

00:58:45.850 --> 00:58:52.299

Ozeas Costa Jr: they get anxious, and they make bad decisions.

331

00:58:52.320 --> 00:59:02.879

Ozeas Costa Jr: So by relieving them of that pressure of that one thing, for example, right now I have three midterms and student's might think, "Well, that's way too much"

332

00:59:02.890 --> 00:59:15.489

Ozeas Costa Jr: But the way that it is designed kind of lightens the load for them. Divide... it breaks down the material into three and also gives them a chance to come back and improve their grade as well.

333

00:59:15.500 --> 00:59:28.550

Ozeas Costa Jr: So by having low stakes assessments is very important and also that the assessments, they have instant feedback that the students can see what it is that they did wrong and what is the correct option. Okay.

334

00:59:28.560 --> 00:59:38.370

Ozeas Costa Jr: So those two things are very, very important and I try to incorporate them into my course. And one last principle

335

00:59:38.380 --> 00:59:57.199

Ozeas Costa Jr: out of those six is...one thing that always got me frustrated in the past is that I had stood because I am teaching GE

classes, I had students come to my classes with different backgrounds. I would have that huge range of abilities in my class. Some students knew things

336

00:59:57.390 --> 01:00:06.179

Ozeas Costa Jr: that I was talking about and they were kind of not challenged enough because it seemed like, "Oh, I already know all that stuff."

337

01:00:06.520 --> 01:00:26.419

Ozeas Costa Jr: But then there were others that were struggling with even the most basic concepts. So we have this very wide range of abilities in the class, and I didn't know how to deal with that because I couldn't go too deep and leave some students behind and they couldn't go too slow and frustrate some of the

338

01:00:26.430 --> 01:00:40.789

Ozeas Costa Jr: the more better prepared students. So what? by the online option, allowed me to then provide that type of individualized to students. So I have in my classes the basic content

339

01:00:40.970 --> 01:00:53.700

Ozeas Costa Jr: that students should need. And if they are doing well on those, the summarized version of the concepts, they can move on, so they can speed up their progression.

340

01:00:53.900 --> 01:01:05.410

Ozeas Costa Jr: BBut for those that are struggling, even with the basic concepts, I have extra material there that they can then help them navigate those with that struggle that they are having.

341

01:01:05.420 --> 01:01:20.760

Ozeas Costa Jr: So multiple levels of understanding addressed by having multiple levels of resources that students have a lot of optional resources that students can use then either for getting extra points because students love extra points,

342

01:01:20.770 --> 01:01:30.999

Ozeas Costa Jr: but also for going deeper into the material. Especially if they like, if they see something that they like and they want to learn more, there is stuff for them to go deeper in the class.

343

01:01:31.100 --> 01:01:56.160

Ozeas Costa Jr: So those are the six guiding principles. So how do we see this in practice? So I'm going to now try to just show you my, my Carmen class. Can you can you see it? Can you see my carmen course now? Okay. So this course is just one example. Right now I'm using the same structure in pretty much all of my classes, but I use this as an example right now it is a fully online class,

344

01:01:56.170 --> 01:02:15.929

Ozeas Costa Jr: but for the new GE, this will start as a combined lecture and lab course. So the lecture was online and the lab was in person, but now we have that fully online part separate than

345

01:02:15.940 --> 01:02:35.909

Ozeas Costa Jr: the lab. One credit labs section, that is associated with that. But students take it separate. So to see some of those concepts in place. So we have here the link to the modules in the syllabus, which is if they click on the margins, they go to the...

347

01:02:39.950 --> 01:02:42.500

Ozeas Costa Jr: Okay, it's taking surprisingly

348

01:02:42.970 --> 01:02:46.240

Ozeas Costa Jr: a long time. Maybe my Internet. Is not up to par

350

01:02:54.800 --> 01:03:05.159

Ozeas Costa Jr: So I have, as I mentioned, 14 modules and so 14 weeks I have I start here a module where I kind of give them the chance to introduce themselves.

351

01:03:05.280 --> 01:03:23.710

Ozeas Costa Jr: I ask about things that they like to do or what is their major and when do they plan to graduate If they have any hobbies or any passions, so, so just give kind of a more personalized feel for that, especially because it is a fully online class. What allows the students to kind of get to know each other a little bit

353

01:03:29.550 --> 01:03:49.140

Ozeas Costa Jr: and then I have a a, a, a, a

354

01:03:33.920 --> 01:03:49.140

Ozeas Costa Jr: and then they have a few suggestions of what they need to do to be successful. I kind of tell them what is the structure of the class, what they expect to see every week in terms of material to read, videos to watch, assignments to do.

355

01:03:49.220 --> 01:04:03.259

Ozeas Costa Jr: Then I have a quiz about the syllabus because I want them to read the syllabus. I tell them the syllabus is the contract that they have with me. So I want them to read it. I want them to know what the syllabus is all about. So I have a kind of a ten question quiz

356

01:04:03.350 --> 01:04:10.800

Ozeas Costa Jr: about the syllabus and I have, as Steve mentioned, a course Q and A where they can

357

01:04:11.140 --> 01:04:25.509

Ozeas Costa Jr: list any questions they have and usually they only use that on the first week of class because after the first week they are familiar with the structure. So they have very few questions that are associated with how the course is going to work.

358

01:04:25.620 --> 01:04:30.239

Ozeas Costa Jr: And then we have the 14 modules we have in between the midterms, as you can see.

359

01:04:30.250 --> 01:04:49.349

Ozeas Costa Jr: So I'm just going to take one. Those 14 modules, they have 14 key ideas that I want them to learn. And in each module, for example, like this one here, are key ideas. Here it is plate tectonics and plate tectonics, to a geologist, plate tectonics is like evolution to a biologist or...

360

01:04:49.360 --> 01:05:01.510

Ozeas Costa Jr: Oh..that's all the examples that I have. But it's a very central idea for a geologist. It is the first topic that that I have. It is the first one that

361

01:05:01.760 --> 01:05:07.059

Ozeas Costa Jr: that will showcase that structure, that course structure.

362

01:05:07.070 --> 01:05:35.139

Ozeas Costa Jr: So I have in the first the first link here, the first page here is just an introduction to what it is, kind of just to get them into the feeling of what the topic is all about. So I have a very brief description, a list of learning outcomes. Are they expected to read? And I kind of give them a roadmap of what they should expect in terms of created assignments and low grade of the segments. Well, throughout the course.

363

01:05:35.280 --> 01:05:48.299

Ozeas Costa Jr: Okay. So, so that's the first one. And then they get right into the key concepts and theory, which is the... the readings that I prepared, the basic summarized readings

364

01:05:48.310 --> 01:05:55.990

Ozeas Costa Jr: that develop this key idea, and I always have five essential concepts in each module.

365

01:05:56.030 --> 01:06:12.890

Ozeas Costa Jr: So and I have them organized in tabs like that. So one about continental drift, another one about seafloor spreading, paleomagnetism, plate tectonics and plate boundaries. So I want them to explore this... and again, this is only the summarized version, only the central ideas.

366

01:06:12.900 --> 01:06:26.400

Ozeas Costa Jr: Some students already seen that before, so they would be familiar. They would be able to navigate that very quickly for those that do not are not very familiar with that, that is an extra region that they can do that is optional.

367

01:06:26.410 --> 01:06:42.539

Ozeas Costa Jr: They only need to do these if they're struggling with those concepts. So I have those key concepts there, lots of figures, lots of videos...I'm a visual person, so and then I have at the end an assessment, a five question

368

01:06:42.550 --> 01:06:51.589

Ozeas Costa Jr: quiz that they can take in about 30 seconds just to check how they're doing. And because those quizzes, I build

369

01:06:51.600 --> 01:07:14.839

Ozeas Costa Jr: a pool of questions. So every time that they click that, there will be five different questions that they would be exposed to. So I tell them, take that many times, to be exposed to many questions and do that retrieval practice, exercise so they will be okay. So here's the question: how much can I recall from the stuff that I just read?

370

01:07:14.850 --> 01:07:23.279

Ozeas Costa Jr: And again, these are low stakes because they can do that many times. It doesn't... doesn't count towards the grades.

371

01:07:23.480 --> 01:07:24.529

Ozeas Costa Jr: So

372

01:07:25.240 --> 01:07:28.779

Ozeas Costa Jr: so, uh incorporate some of those principles.

373

01:07:29.470 --> 01:07:32.299

Ozeas Costa Jr: So if they, if they are good here,

374

01:07:34.380 --> 01:07:36.529

Ozeas Costa Jr: sorry that it takes so long to move (cursor on the screen),

375

01:07:36.980 --> 01:07:41.000

Ozeas Costa Jr: but if they are good there they can move to...

376

01:07:41.430 --> 01:07:58.900

Ozeas Costa Jr: So here's the extra reading. So they have additional readings for that and that's from an open source textbook. So they don't need... I went away from textbooks a while ago, so I have this open source textbook that I can kind of link the chapters

377

01:07:58.910 --> 01:08:14.649

Ozeas Costa Jr: directly on comments. They should just read the chapter of the book, write their own comment as well. And then after they go through this, they do a longer graded review quiz for the module.

379

01:08:15.680 --> 01:08:35.060

Ozeas Costa Jr: an added material, all with ways for them to explore

that content, I have a feature length video, a longer video, usually one hour, sometimes 2 hours that I take from the BBC, PBS, National Geographic, videos that go deeper into some aspect

380

01:08:40.250 --> 01:08:58.189

Ozeas Costa Jr: of the material of topic for that week. And also there is a video quiz associated with that because in the past I only had the video then, but students would not watch the video because it didn't "count" as anything. So, in a way to force them to to to watch the video, I have a ten question quiz that is worth ten points

381

01:08:58.200 --> 01:09:03.820

Ozeas Costa Jr: so they can watch it and get some something tangible out of it.

382

01:09:04.080 --> 01:09:07.120

Ozeas Costa Jr: And I also have a interactive activity,

383

01:09:07.439 --> 01:09:27.610

Ozeas Costa Jr: and usually that's something that is online....that they can do online, is a type of exploration that they can do online. And those are not things that I create, those are things that I get from from other places. So this one here is a is a interactive activity done by the Annenberg Institute

385

01:09:27.790 --> 01:09:30.960

Ozeas Costa Jr: that focuses on

386

01:09:31.120 --> 01:09:35.210

Ozeas Costa Jr: the roc cycle and the tectonic cycle and things like that.

387

01:09:35.810 --> 01:10:04.020

Ozeas Costa Jr: So this is kind of a quick... I think I'm over my time, but this is a quick introduction to what I kind of have. So those that module is repeated 14 times, so the same structure is repeated 14 times, different topics, but the same assignment, the deadlines are always the same. For example, I have multiple deadlines. The videos are usually on Fridays, the reading quizzes are on Wednesdays before we meet. If we had to meet when that course was online, it was a hybrid. when there was an in-person component. So

388

01:10:09.580 --> 01:10:14.590

Ozeas Costa Jr: So I think that that covers everything. I'll entertain any questions that you have.

389

01:10:16.310 --> 01:10:26.520

Jeremie Smith: Dr. Costa, One of the things that I'm curious about is...I know that this course has been through several iterations. You've mentioned this kind of process of revising, reflecting, revising,

390

01:10:26.530 --> 01:10:40.280

Jeremie Smith: and I was wondering if there were any kind of big takeaways in the last couple of years, as so many of your students are now accustomed to kind of online learning environments where maybe three or four years ago for many of your students, it would have been a new experience.

391

01:10:40.290 --> 01:10:48.260

Jeremie Smith: How has your course changed in the last couple of years as kind of student expectations of what an online course should look like has sharpened?

392

01:10:48.750 --> 01:11:16.500

Ozeas Costa Jr: Yeah, no, that's a great question. In fact, one of the things that I listed here I forgot to say is a slides to tell you not to be frustrated, because it might seem overwhelming at first that, oh my goodness, I wanted to do all of that, but I won't have the time or the patience to do all of that. And what I tell you is that it took me... I started doing this in 2014. So it's been eight years that I've been kind of building into this. So what I suggest you do is

394

01:11:17.570 --> 01:11:35.989

Ozeas Costa Jr: to not think that you can talk, or do not expect that you can tackle that change all at once in one semester. What I suggest you do is kind of start building those things over time. And Steve also mentioned that before he started teaching online,

395

01:11:36.190 --> 01:11:53.210

Ozeas Costa Jr:he was adverse to online teaching. He didn't think it was something good, but he was convinced over time, as he saw the value in the opportunities that it and the tools that he allows us to different ways to access these students.

396

01:11:53.260 --> 01:12:04.270

Ozeas Costa Jr: And so I build that all the time. I started with a few things. I started first rethinking about my learning objectives and that giving that overarching structure,

397

01:12:04.280 --> 01:12:14.030

Ozeas Costa Jr: but I didn't have all of those assessments there. I didn't have all of that content or organization there. Things were kind of building over time.

398

01:12:14.160 --> 01:12:23.320

Ozeas Costa Jr: So what I suggest you do is this is the first thing that you might do is just think of your course and divide it into chunks,

399

01:12:23.330 --> 01:12:51.929

Ozeas Costa Jr: into ... it might be my weekly modules, it might be sections of a reading. You can use the chapters, but just dividing in different modules. And then you can start building your your content into that, building your assessments into that. But you already started with what are the things that you think important. So that's the first exercise that I would suggest you do if you're thinking of revamping your course is to think about what is it that you

400

01:12:51.940 --> 01:13:05.060

Ozeas Costa Jr: And then that's...That's what you've said is that less is, more is, is, is very important as well. If you rethink it sometimes you can combine things

401

01:13:05.240 --> 01:13:23.100

Ozeas Costa Jr: but make it more manageable. Manageable and it's going to be more I think is going to be more effective and it's going to be more enjoyable to the students as well. And you can go deeper into some of those concepts as you can. You don't need to stay on the surface. And I don't know if that answers your question, Jeremie...

402

01:13:23.510 --> 01:13:46.149

Jeremie Smith: Thank you so much, Dr. Costa. And I want to take the dynamic Earth course. I will ask that if others have questions for Dr. Costa, just put them in the chat. I have an eye on the clock and I want to make sure that we give Sarah and Dr. Beers plenty of time to

speak and I'm not sure how you guys are approaching this. So I will mute myself and let you lead in however you like.

403

01:13:46.390 --> 01:14:16.339

Sarah Holt: Well, I'm going to go first and I want to thank Dr. Costa for a perfect lead in, because what he's been describing is that process of backwards design to approach a course. And I just want to kind of show one example of what that looks like. Seen some really beautiful Carmen courses, and I'm just going to quickly lead you through my process, a project that Missy and I have been working on across the past couple of years to see what that looks like before it hits Carmen, and then I'll show you the final product.

404

01:14:16.760 --> 01:14:46.739

Sarah Holt: So what we're going to show you is the new launch book, and this is a required starting this fall for all incoming Ohio State students as part of their requirements. And they have to take it within their first three. So we have a couple of specific challenges in designing this course. One affordance that's nice that some of the other instructors you heard from didn't have as it's brand new. So we can take anywhere we want. We didn't have to say how do I cut down half of this stuff I've been doing that I'm really attached to.

405

01:14:46.750 --> 01:14:59.189

Sarah Holt: We had no attachments. We got to play and be creative. And then the other flip side of that is nothing was created and we didn't have the luxury of taking ten years to develop the content. We needed it within a year.

406

01:14:59.260 --> 01:15:14.129

Sarah Holt: It also was designed by committee. So I appreciate Dr. Brenner earlier sharing her experience working with an instructional designer. That was my role on this project with a huge group of interdisciplinary

407

01:15:14.140 --> 01:15:36.970

Sarah Holt: folks from across arts and sciences, lots of different staff, faculty, instructional designers, but also just interesting people who gave their time to work on this. Missy, we'll talk more about the implementation of this course in a minute. But I wanted to just kind of show you how we got from the mandate to make this to a real course and what that ended up looking like in Carmen.

408

01:15:36.980 --> 01:16:06.969

Sarah Holt: So we were talking about backwards design. And when I came on to this project, there were already approved learning outcomes that align with all of the redesign project. And so this is where we started. We had some assigned learning outcomes. We knew all the students needed to have this, but we're going to have about 6000 students move through this a year and not a single one of them is taking this class because they want to. So is kind of that same challenge that other folks have shared, taken to the 13 on the dial?

409

01:16:06.980 --> 01:16:18.059

Sarah Holt: Nobody is taking this because it's their major or their interest. So we have to kind of balance. We have these required learning outcomes and not a lot of internal motivation or buy in.

410

01:16:18.070 --> 01:16:32.079

Sarah Holt: So as we were designing it, we worked a pretty formal backward design process where we did, just as Dr. Costa outlined for you, we broke it down into chunks. We went with weekly units because that's a pretty natural rhythm

411

01:16:32.090 --> 01:17:00.260

Sarah Holt: for the course and kind of identified some major topics that we knew needed to be addressed. And then made sure that we were getting all of those learning outcomes peppered in through the course for small, low stakes moments of formative assessment. Are they getting this? Do we need to check in and wiggle that and some summative like can we say, with some confidence, yep they've got this we're ready to move on. We worked through the assignments

412

01:17:00.410 --> 01:17:29.470

Sarah Holt: again. This is all in a big committee of folks contributing in collaborating to writing these and then finally kind of thought about, okay, if they're going to be able to do this assignment, what are the activities, texts, videos, content they're going to need as examples to be able to show us what they've learned. So this is a pretty formal backward design process. You don't need to worry about this. This is very early iteration. I just kind of wanted to show you how this kept getting more and more refined after we had that list of assignments

413

01:17:29.480 --> 01:17:51.959

Sarah Holt: and activities and readings, we started breaking that into like, what are the things the students need to do on their own? What are we going to do together with the class sessions? And then what are these assignments where we're going to give feedback or grades or

engage with them? So we kind of have that like stuff they do on their own, stuff we do together. And then that kind of direct instructor to student one on one work.

414

01:17:52.150 --> 01:18:07.170

Sarah Holt: So we broke it down like that. Then we kind of refined that further into more detail. What Are they going to read before class? What's going to happen in class with more details? And then how are we going to talk about this? And Missy made this really wonderful document

415

01:18:07.180 --> 01:18:35.150

Sarah Holt: to kind of articulate that to the instructors because this is another challenge. Whereas many of the folks you've heard from today are the subject matter expert who teach this class and have a kind of a full set of control over how to do that. What we were working on here is a committee designed course that literally hundreds of instructors will be teaching and need to provide a very coherent experience for the students. And not a single one of them is an expert in the Ohio State

416

01:18:35.160 --> 01:18:52.870

Sarah Holt: General Education, right? So there is no subject matter expert at the time that we're designing this and instructors kind of need to follow a pretty set path to give that consistent experience. So we got to this point, we develop the class, we have all of our content, we know what we want to happen,

417

01:18:52.880 --> 01:19:22.389

Sarah Holt: in these various types of interactions. And then we had the challenge of designing...How we want the Carmen space to look. And in addition to all of the challenges that my colleagues have shared with you today, we want students to be engaged. We wanted it to be visually engaging and encourage them to spend time in the space. We wanted it to be clear, these are very new to Ohio State students. So in addition to not being able to assume they know how to be good online students,

418

01:19:22.400 --> 01:19:25.639

Sarah Holt: we needed to assume they actually had no

419

01:19:25.650 --> 01:19:53.520

Sarah Holt: "how to be good college students" experience. So they many of them are in their very first semester of their very first year of

college and don't necessarily bring any expectations about what that self-regulated learning looks like or how to be a good student. So we really wanted to use the Carmen space as a place to give them that access, the access to the hidden curriculum of how to be a good college student, how to be successful in this class, and how to kind of tap into the ways that we communicate.

420

01:19:53.990 --> 01:20:23.979

Sarah Holt: So in the end, what we came up with for a module structure is a little bit different than many of the other classes that I work on. You've seen a lot of really good templates so far today and a lot of times want students to think about like, Here's your new ideas and then here's where you practice and here's your assignments. Or maybe this is reflect and discuss. We kind of chunk those ways, thinking and engaging in different, higher order kind of categories with these. But for these students, we really wanted to give them a

421

01:20:23.990 --> 01:20:29.150

Sarah Holt: very linear way to move through the week. Start right here, click on this first,

422

01:20:29.220 --> 01:20:42.359

Sarah Holt: then in week one, they're not we don't necessarily assume they've logged into anything. If this is your first semester of your first year of university, you'd probably don't know that you need to get into Carmen. So we just started that right with the first class session.

423

01:20:42.370 --> 01:21:01.529

Sarah Holt: After that, we sort of break things into what do you need to do before class? What are you going to be working on in class? And then what happens after class? And again, we're trying to model that kind of self-regulated habit of mind or a regular rhythm on how to get through a week of a college class.

424

01:21:01.540 --> 01:21:31.529

Sarah Holt: This worked out really nicely for the design of this course because it us to really separate the things students needed to do ahead of time. And those of you that have taught any kind of synchronous or in-person class, you plan these great activities and if they don't do the readings, they fall a little bit flat. But we thought this is a nice opportunity to give them that practice in early part of their college career, really seeing like, if I don't do the readings, I can't participate in these activities. Am I going to let my peers

425

01:21:31.540 --> 01:21:36.810

Sarah Holt: down or I'm not going to get as much out of class. So we really wanted to kind of give them that

426

01:21:36.820 --> 01:22:05.879

Sarah Holt: preparation and then active learning phase. So there's no lectures in class. It's really designed to have all of that kind of asynchronous learning on your own, read, watch done before class, and then the instructors can use their right. Now, it's all in-person sections. We're going to be adding zoom sections, I believe, in spring, and then eventually we'll kind of move in as the scales up to a hybrid where you'll be some students might be

427

01:22:05.890 --> 01:22:18.079

Sarah Holt: in-person and in Zoom or will be mixing it all up. So this this made it really simple to provide that common structure for all of the students, for all of the instructors to move through a week and start to develop that habit of mind.

428

01:22:18.600 --> 01:22:33.190

Sarah Holt: Another thing I just want to point out about how this ended up looking in Carmen is you'll see a lot of unpublished items here where we're helping the instructors remember what they need to do. So sometimes we've pre provided

429

01:22:33.200 --> 01:22:57.349

Sarah Holt: materials that everyone will use in class, but they can add their own, they can add any materials that come up. Maybe the discussion goes in a particular direction and you want to supplement that with really specific readings that class mentioned or a current event or a highlight and something that they're interested in that week. Or maybe some of our instructors have prepared PowerPoint it's to go through it because that helps them think

430

01:22:57.360 --> 01:23:15.829

Sarah Holt: and use their session time wisely. So there's flexibility for them to add. But we've given these core resources with some directions about what to do. There's other things here, like an unpublished resource for them to think about. Where can I personalize this? How do I do that? What do I need to do before I publish my section?

431

01:23:16.310 --> 01:23:46.279

Sarah Holt: And most of the time this is just some little nudges and reminders, but occasionally we've got some of these really key bottleneck points where we really want them to all be reminding students at these key moments in the semester, Hey, remind them about office hours. And we've used all these headers and tools and Carmen to be able to share those resources and support this broad range of instructors in that way. So if you have to is or you're working in a multi section course, this is kind of a neat way to use those features.

432

01:23:46.290 --> 01:23:59.879

Sarah Holt: That's not just for students. It can be for us to a few of the other things we did to try to get that access to how to college. On top of the other accessibility, more legal things

433

01:23:59.890 --> 01:24:08.910

Sarah Holt: that Dr. Brenner mentioned earlier is, as you've seen with most folks, learning outcomes, a road map.

434

01:24:08.920 --> 01:24:38.379

Sarah Holt: give lots of directions about what to do with the materials. We're not just linking a video. We're really reminding them, as you view each video, take notes or answer these questions: How do I watch this? How do I read? Is something that most of our students are not coming to this particular course knowing how to do. So if you have an intro course or something that a lot of folks are not majors in your discipline, Do they know how to read that article? Do they know how to watch that video?

435

01:24:38.390 --> 01:24:50.650

Sarah Holt: And this gives us a nice way to kind of nudge them to spend that time really productively and put that instructor voice in the space online and really curate that

436

01:24:50.750 --> 01:25:10.020

Sarah Holt: those this kind of parallel skills of like, how do I engage with this material in a scholarly way and not just watch it and say, Yep, I did it. I don't remember anything. I don't have my own key takeaways. I can't contribute meaningfully. But I did watch it or I did read it, and I really think that's one of the strengths of this course, especially for the student population.

437

01:25:10.350 --> 01:25:24.470

Sarah Holt: So I want to keep it brief. I want to make sure there's time for Missy to share how this was implemented. So I will stop screen sharing that and let her talk about that and then I'll be available for questions after she shares that part.

438

01:25:25.860 --> 01:25:57.980

Melissa Beers: Thank you, Sarah. And I just don't know how this class could possibly exist without the work that Sarah and her team did. I might add some amazing help from the Arts and Sciences team as well. Many of the videos that were put into the class, it's a really rich and dynamic curriculum. And so Carmen serves two functions in launch. And just to give you a sense of scale, this semester we have 176 sections across all campuses,

440

01:25:58.110 --> 01:26:03.219

Melissa Beers: and those are being taught by about 56 different instructors.

441

01:26:03.230 --> 01:26:33.170

Melissa Beers: And so we've enrolled about 2700 students this semester. And next semester we're on track to have about 5000 and we're currently staffing up for that. So we will have every year about 7500 students taking launch and then some number also taking reflection. And that's an enormous triangle. I mean, I know we've heard about big classes earlier today, but this is on a different scale. Every single Ohio State student will take these courses. So first, have to be accessible for every student

442

01:26:33.180 --> 01:26:35.800

Melissa Beers: and we needed the professionals to help ensure that.

443

01:26:35.960 --> 01:27:00.809

Melissa Beers: Our model is that we have many small sections 19 students each and so we have many, many instructors who are teaching these small sections and some of them are on this call today. So we are engaging with professionals from all across at the all across the university now all different kinds of instructional roles. We have ten students, faculty, 19 industry and faculty, professional staff

444

01:27:00.820 --> 01:27:08.780

Melissa Beers: We have administrators. And we have this wonderful from every unit that you can imagine in ASC and every college is represented.

445

01:27:08.790 --> 01:27:34.019

Melissa Beers: And so, as Sarah mentioned, nobody knows this curriculum. You can't pick up a textbook, right? You have to rely on a standard curriculum in a well-designed course. And this is a challenge I think our instructors will say it's been hard, you know, to adapt to this curriculum that you didn't have a say and in writing or designing it to try to figure out how to adapt and understand and fulfill, you know, teach it with fidelity to the curriculum while also responding to the needs of the students..

446

01:27:34.030 --> 01:27:45.630

Melissa Beers: So having that Carmen show did a number of important things. First, it really gave everyone a baseline, students and instructors. So they had that spine, you know, a strong spine for the course.

447

01:27:45.640 --> 01:28:02.400

Melissa Beers: Second, you know, at Ohio State University, we are not training people how to use Carmen anymore. So I'd like everybody in this class to just think about when's the last time, if you haven't worked with an instructional team or if you haven't worked with a designer, when's the last time you saw another person's Carmen course?

448

01:28:03.170 --> 01:28:32.319

Melissa Beers: I'm guessing probably not too often. Right. You see the courses that you work with and maybe you copied some resources from Sarah, but you probably don't see how Carmen can be used other ways. And so we actually did some training and we had to do quite a lot of communicating with our instructors, even though they were very experienced instructors and all had used Carmen and hadn't used it this way. And so, you know, a lot of people were developing new understanding of how the tools work and seeing a design of a course was unfamiliar. So I think everyone experienced a little bit of growth

449

01:28:32.330 --> 01:28:41.439

Melissa Beers: while ensuring that all of our students had a strong content platform, all of our students had a consistent experience, and it was fully accessible to every possible student at the university

450

01:28:43.070 --> 01:28:54.620

Melissa Beers: and is awesome. So I hope all of you will take the time to look more about the bookends. We're having a fantastic inaugural semester and we're looking forward to growing our team further and

supporting even more students in the spring.

451

01:28:57.350 --> 01:29:23.199

Jeremie Smith: must be exciting to be managing a course that you know. Tens of thousands of students will experience.

01:29:01.040 --> 01:29:19.860

Melissa Beers: It's a team effort. But yes, we are having I think it's very exciting to be at this at this university at this point in time, seeing a new GE coming... coming across and seeing how that's going to move through the university and hopefully really change the student experience in a lot of ways for the better.

452

01:29:24.560 --> 01:29:53.069

Sarah Holt: And it is one of my deep hopes that as we see these cohorts of students come through launch and working in Carmen and experiencing this course as one of those foundational early experiences, that that sets them up to do better in all of the rest of our courses. Right? That they have used a discussion platform. They have those really basic skills of submitting an assignment. They understand to go to Carmen, to look. And I think that's going to boost their skill level so that all of the work you all are doing in your own courses

453

01:29:53.080 --> 01:30:08.839

Sarah Holt: and your own teaching, you know, gets that lift. And maybe, maybe not everyone has to start at the baseline of, of training students for where to work and helping them grow those skills, hopefully in the next few years we'll see a big lift with what they come to you knowing how to do.

454

01:30:08.850 --> 01:30:19.010

Melissa Beers: That's right. And the biggest thing that we want to do for students and for our colleagues at this institution is students shouldn't ever have to ask the question, why do I need to take this class?

455

01:30:19.410 --> 01:30:49.399

Melissa Beers: You know, especially if you're a Gen Ed instructor, you've probably heard this many, many times now. I don't mind my having these classes, you know, in our previous GE, we asked students... it was a distribution model. Students could pick like puzzle pieces, different courses for their schedule, but there was no one guiding them. I mean, it would vary depending on advising, but there was no real holistic picture of why they were taking those

courses. We never told them why they were taking a GE. Now they're really we're really helping them understand what is the value of the general education

456

01:30:49.410 --> 01:31:03.079

Melissa Beers: in higher education and what does it mean to you? Right. How can how can you engage with this? And so when they get to your classes, we're really hoping that they won't have to ask anymore. Why do I need a GE class?

457

01:31:05.330 --> 01:31:33.849

Jeremie Smith: Thank you so much, Dr. Beers And Sarah, I don't want to cut off questioning, so if people have questions, please do put those in chat. But before, you know, kind of mass exodus, I did want to take a moment and thank our panelists today. I think it was a really great discussion and I hope that it was useful to everyone. If you have questions, please stick around. I won't close the room, but I did want to formally say thank you and tell your friends about it. We'll have the recording posted on our website.