Spinning Up
Effective Online Classrooms

A Foundational Framework
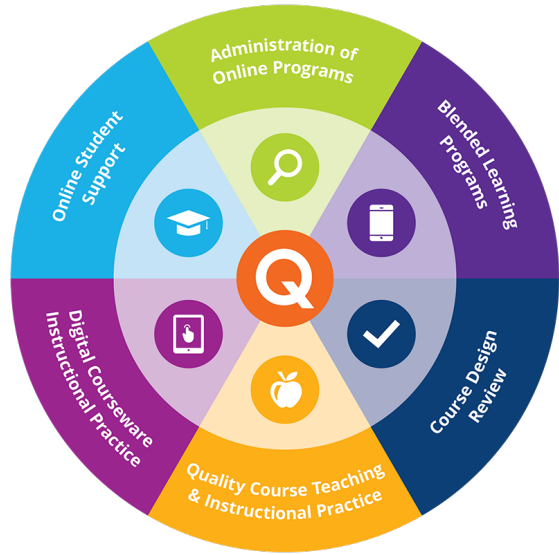
Dr. Gary Ackerman

coordinator of instructional technology

Greenfield Community College

@garyackermanphd

https://hackscience.education

We have all been there…

- "We are going remote after spring break…."
- "Another section was added…."
- "Gary cannot finish the semester…."

_____

How do we <u>quickly</u> "spin up" a course…

… and make sure it can be <u>refined and not replaced?</u>
_____

We can't get to these without a good start

Overview of the Framework

"The course is easy to use…."

"Goals, assignments, contents are aligned…."

"There are interactive lessons throughout…."

" I have a plan to be present…."

1) Ease of Use

- Universal file formats

- Mobile compatible

- Consistent organization

- Meaningful names

- Collapsed chunks

Meaningful and Descriptive Names for Course Chunks

Avoid These:	Improve These:	Examples of Meaningful & Descriptive Names:
Statistics #1	Descriptive statistics	=MIN, =MAX, =MEAN and Other Simple Statistics
Statistics #2	Advanced functions	Testing Hypotheses with =T.TEST, =Z.TEST, etc.
Statistics #3	Graphs	Histograms, Box Plots, and Other Graphs

Let's look at some examples…

1a) Universal file formats

- Display on any device according to that configuration (YouTube & PDF)
- rtf, cloud versions (Google Workspace, OneDrive) are universally editable
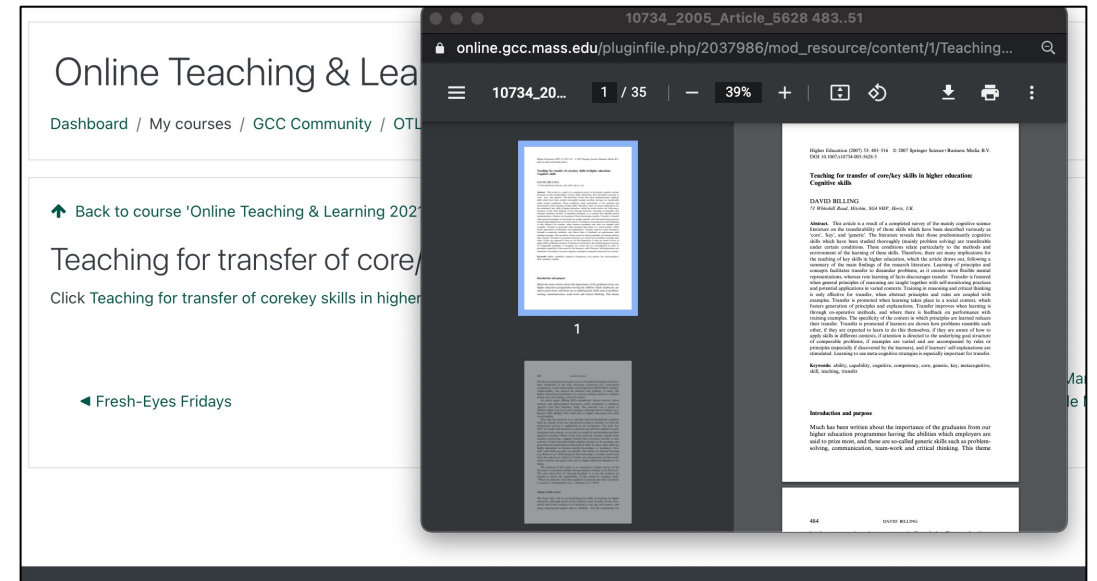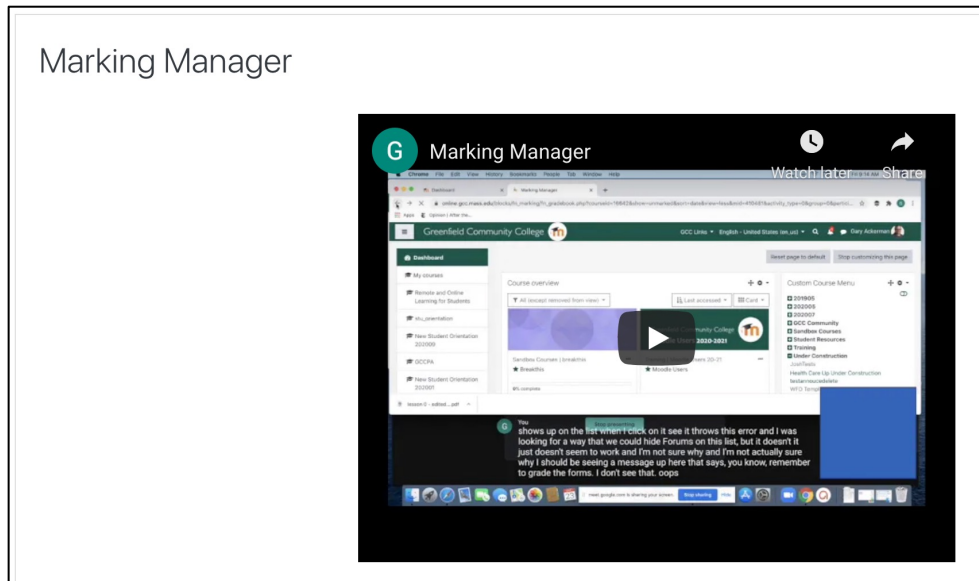
The few seconds it takes faculty saves hours of their own time and students' time.

1b) Mobile compatible

1c) Consistent organization

▼ Example of Aligned and Navigable Chunk

📄 Learning Outcomes

These are the things you can expect to learn in this chunk of the course:
- **Notice they are a certain color;**
- **I also used set the font size;**
- **Whenever learning outcomes are added, they will be in this color and font size.**

These were added as a page and the same was added as the "Description" I also turned on the box to "Display descripti_____ urse page."

This is a label that has a "horizontal rule" <hr style="height:2px;border-width:0;color:gray;background-color:gray"> tag added to the html

📄 Learning Task

Well-designed learning tasks or problems are authentic (reflect the real world), variable, and give students the opportunity to engage with non-routine aspects of using

📄 Supportive Information

Scaffolds that help students complete the non-routine aspects of the curriculum, additional or essential information, and models to help them complete tasks are all ex...

📄 Procedural Information

How-to's, guides, and tutorials are all examples of how procedural information that support routine aspects of the curriculum that are added to you online course.

📄 Part-Task Practice

Faculty also add part-task practice tasks for those parts of the curriculum that need to be automatic for the learners.

📄 Assignment #1
❗ Due May 13, 2020
ⓘ 0 of 1 submitted

It is described here. Again, notice the color and size. All learning outputs (graded "stuff") will be identified with this color and size.

✅ Quiz on Section #1
ⓘ 0 of 1 attempted

It is described here. Again, notice the color and size. All learning outputs (graded "stuff") will be identified with this color and size.

Week Four

February 15

- Nace, E. in Mack, A. H., Brady, K. T., textbook of addictive disorders. Cha
- Kalman, D. et al. in Mack, A. H., Brad textbook of addictive disorders. Cha

- 2-Minute Neuroscience (2 videos):

- Forum
- Worksheet

1d) Meaningful names

Chpt 1:
Managing in the Digital World
dues by 4:00 PM on Feb. 9

Chpt 2:
Gaining Competitive Advantage Through Information Systems
dues by 4:00 PM on Feb. 23

Chpts 3 & 4:
Managing the Information Systems Infrastructure and Services
& Enabling Business-to-Consumer Electronic Commerce
dues by 4:00 PM on March 9

Chpts 5 & 6:
Enhancing Organizational Communication and Collaboration Using Social Media
& Enhancing Business Intelligence Using Big Data and Analytics
due by 4:00 PM on March 23

The descriptions (abbreviated) are now the titles!

1e) Collapsed chunks

2) Aligned Chunks... Backwards Design
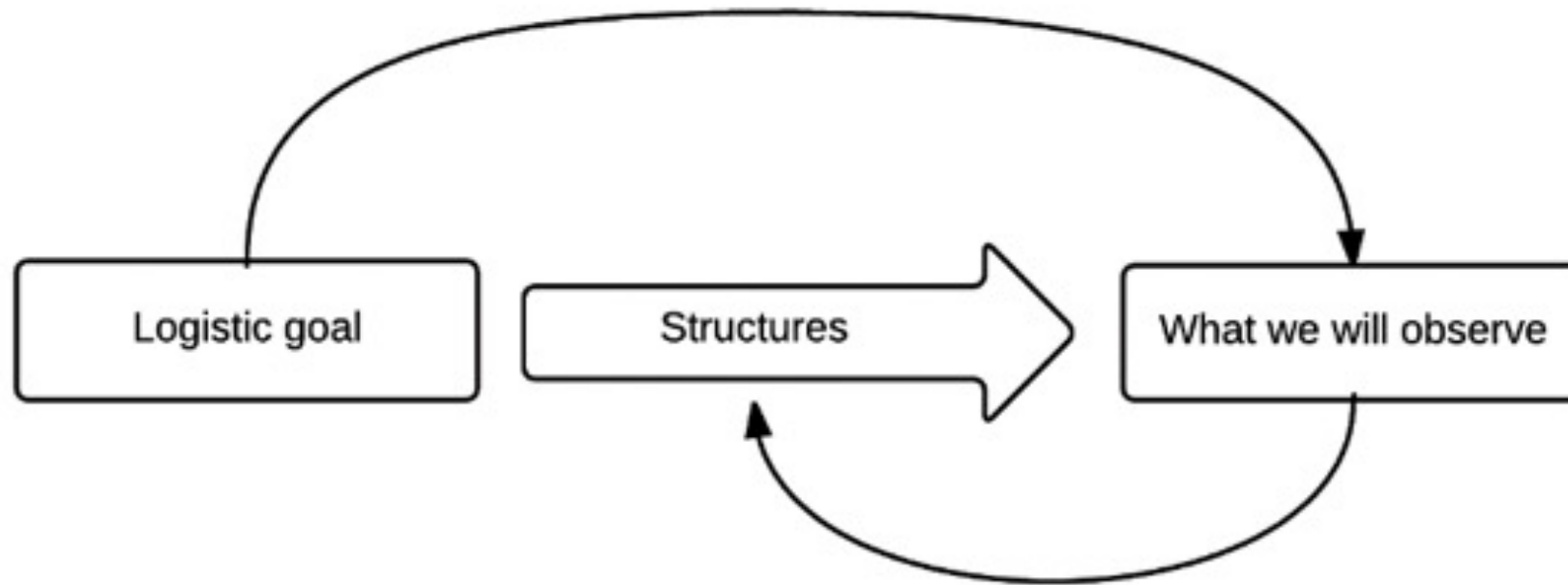
Aligning Chunks…
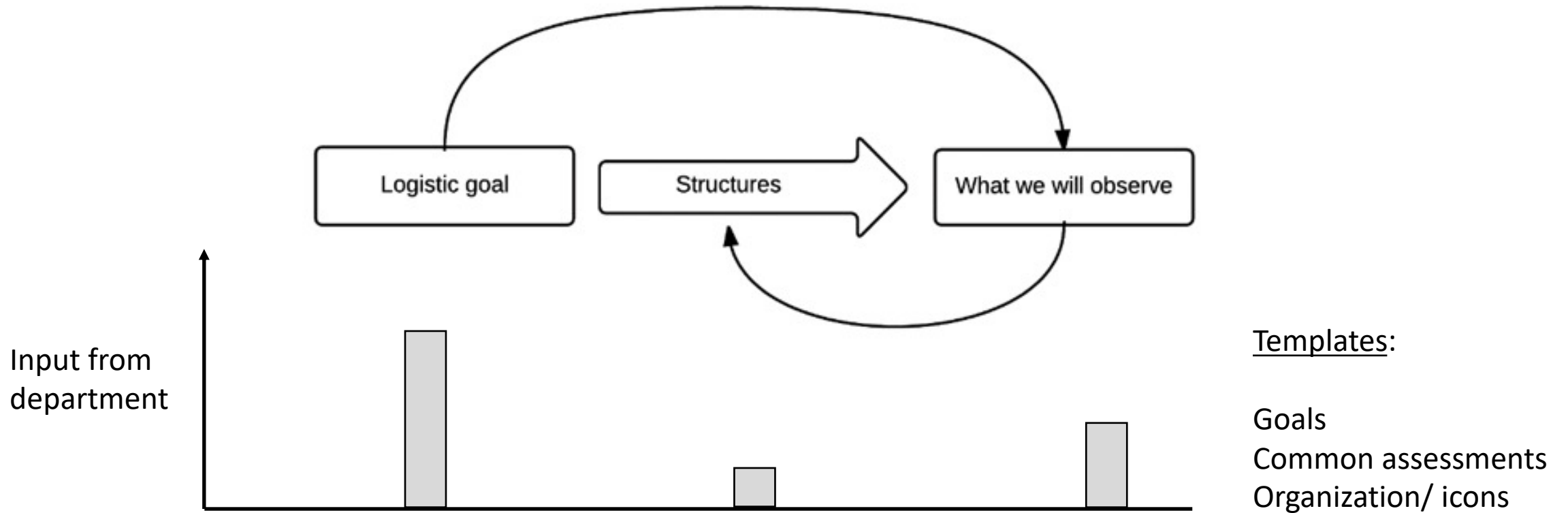
3) I > C > A > P is Reflected in Every Chunk

More learning ←
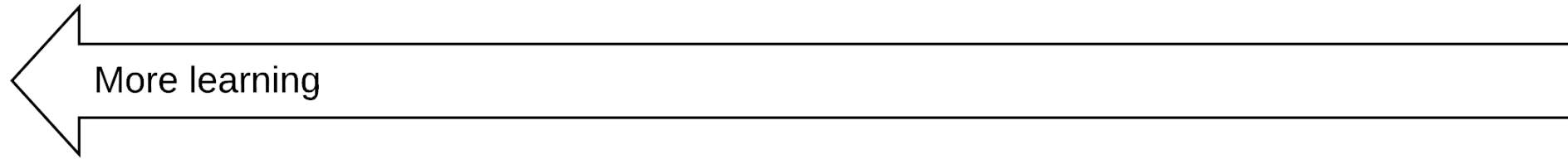
| Interactive | > | Constructive | > | Active | > | Passive |

- Creating knowledge/ interpretations… together

- Passive is purposeful

- Prompts and protocols

3a) I > C > A > P Defined

More learning ←
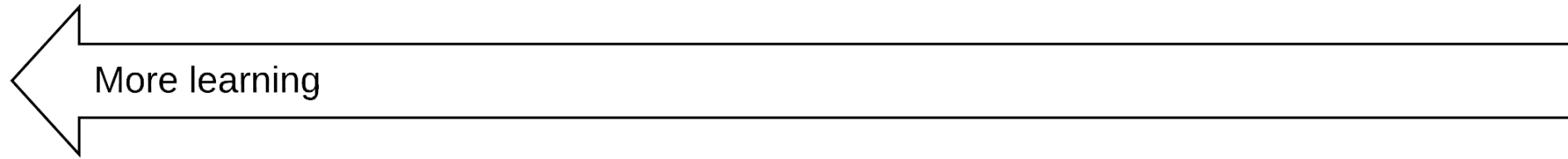
Interactive	>	Constructive	>	Active	>	Passive
Debate. Collaborate. Design.		Summarize. Question. Find examples.		Restate. Highlight. Point.		Read. Watch. Observe.
"Create a business plan."		"Answer case study questions."		"Read AND…"		"Gallery walks"
2-3 in every class		1-2 every week		Minimum		Special cases, with follow-up

4) Plan to Be Present

- Video introduction
- Video tour
- Video conference "introduce yourself"
- Scheduling time
- Announcing/ accommodating deviations
- Limit participation to clarifications and questions
- Let technology score for you, so you have more time to grade

Let's look at some examples…

4a) Video Intro & LMS Tour

- These are the essentials
- "Here is my smiling face telling you to reach out."
- "This is how to get around my virtual classroom."

https://youtu.be/Be7d0OA1Z_8

4b) Schedule Time

- "I have email sent to my phone so I don't get surprises."
- "When I get home from work, I log on and grade work, then read/ post to forums."
- "I grade during the week, then give detailed answers on the weekend."

Conclusion

- We have a collective role to support quick high-quality courses
- The framework focuses on "what matters" when spinning up