

Supporting online students with faculty-led live sessions

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Agenda

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- What the research says
- Questions to consider
- Best times to hold sessions
- Frequency of live sessions
- Encouraging attendance at live sessions
- Content for live sessions
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Poll

Do you currently incorporate live, synchronous online learning sessions with your students (through any online platform)?

Please type “yes” or “no” in the chat box to let us know!

If you answered “yes”, feel free to also share how often you hold these sessions and whether you find them valuable.

We hope that after today’s session, if you aren’t already holding live sessions, you will consider doing so, and if you are already holding sessions, that you’ll learn something new to consider or incorporate into your sessions!

A little background:

Our story

- Blackboard Ultra Collaborate Platform
- June 2021 piloted 1 live session in first course in students' online degree program
 - Of 268 students in the pilot, 33% attended a live session.
 - Of the students who attended the live session AND completed the end of course survey, 98% felt the live session contributed to their success in the course.
 - Even in sections with no attendance at live sessions, withdraw rate decreased by 5%.
- Because of the overwhelmingly positive feedback, Full-Time Faculty now hold at least 1 live session per 5-week course for introductory courses.
- Piloting with Associate Faculty for first online course in student's degree program in May 2022.

What the research says

When live student sessions are held:

- Relationships between students and instructor are strengthened.
- Questions can be addressed in real time.
- Students feel more invested in the course.
- Placebo effect occurs for students who don't attend; they still report having a better relationship with instructor and more confidence in the class (Murphy, 2017).
- Students say video-based sessions helped them see their instructor as a real person, and provides opportunities to form relationships similar to a face-to-face classroom experience (Borup, Graham, and West, 2012).



Questions we considered when planning for faculty-led live student sessions:

- How often and at what day/time of the week should online live sessions be held to ensure maximum engagement and productivity?
- What content should be presented in live sessions to make them meaningful for students?
- How can faculty encourage student attendance and engagement in live sessions (especially for sessions that don't require students to attend)?

What we have found:

When is the best time to hold live sessions?

Considerations should include:

- Scheduling a session in Week 1 to review key aspects of the course and establish connection early.
- Holding a session towards the beginning of the course week can help with ensuring students get information and questions answered early.
- Afternoon/evening sessions seem more conducive for working adult students (which is a majority of our student population).
- Use your time zone to schedule sessions, but provide a time zone chart to show students to ensure they understand time zone differences.

What we
have found:

How often
should live
sessions be
held?



- Full-Time Faculty at our University hold at least 1 live session in their introductory 5-week courses, but studies show that in longer courses, the ideal number is 3 - 6, depending on the length of the course (McBrien, Jones, & Cheng, 2009).
- Research suggests that instructors should have at least two live synchronous sessions in order for students to feel comfortable with the technology (McBrien, Jones, & Cheng, 2009).
- After initial live session, consider scheduling consistent weekly live sessions (depending on how long your courses are) or sessions in conjunction with major assignments or difficult concepts.
- Holding too many live sessions could cause efficacy loss and become burdensome to both instructor and students who might feel the need to attend each one (this could be especially true for longer courses).

What we
have found:

How can
faculty
encourage
student
attendance at
live sessions?

- Announcements
- Reminders one day prior to live session or day of (all-class reminders as well as reminders sent individually to students)
- Incentive points for those that attend (discussion/participation points)
- Provide a comparable learning experience for those unable to attend a live session but who demonstrate they watched the recording
- Rebrand/Rename to something more inviting than "Virtual Office Hours" (Huang and Hsiao, 2012)
- Make sure content is informative and relevant
- Involve additional University staff in promoting the live session.



HUM115 - 3-22-22



Reminder- HUM115 Wk 1 Live info session is today! Also, if you haven't posted your Wk 1 discussion initial reply, please post today. Thanks!

What we
have found:

What
content
should be
included in
live sessions
to make
them
meaningful?

Week 1 session content considerations:

- Faculty introduction
- Short ice-breaker activity
- Review course requirements
- Week 1 assignment information
- Feedback information
- Helpful resources
- FAQ with answers
- Time for live questions

Weeks 2 – 5 session content considerations:

- Opening question/activity in the chat
- Review trouble spots from prior weeks' assignments
- Topic Lecture/overview
- Review of the week's deliverables
- Question/answer session

*Note –Recording all live sessions and posting the recorded sessions for all students to review has been shown to enhance student understanding and learning (Martin, F., & Parker, M. A. (2014).

Content Examples

Wk 1 Summative Assessment: Critical Thinking worksheet

Key requirements:

- ▶ Word count for **each question** on the worksheet is 75-125 words.

specific

ok and actually expected for you to write in first person

Question 1 - What do you think the role of critical thinking is in your everyday life?

Question 2 - Provide an example of a specific situation in your own life where critical thinking could be used and why would it be helpful in that situation?


Question 3 - Identify 3-4 barriers to critical thinking and describe these barriers in your own words. Provide an example of a situation where you have or could encounter each barrier.

Question 4 - Which of the 3 cognitive stages of development are you currently in (dualism, relativism, or commitment) and why? How will you move to/maintain the commitment stage?



Instructor Intro

- ▶ Hi! My name is Tracy Crawford and I live in sunny Encinitas, California! Here are a few facts about me:
- I've been with the University since August 2004.
- I have a BA in Business and an MAEd in Curriculum & Instruction/Adult Education & Distance Learning
- I love my job as a Full-Time Faculty for the College of General Studies because of my passion for helping students learn.
- I am married and my husband, Simon also works in higher education. We have 3 wonderful sons, Brady Chase, and Peyton who keep us busy!
- I love being at the beach and try to go at least once a week (it's my mental therapy).
- I also love reading books, traveling, exercising and watching movies!



HUM115 v10

Critical Thinking: Identifying Barriers Worksheet

Review the definition of critical thinking, the barriers to critical thinking, and the 3 stages of cognitive development in college students in Ch. 1 of *THINK: Critical Thinking and Logic Skills for Everyday Life* before you respond.

Write a 75- to 125-word response to each of the following prompts:

1. What is the role of critical thinking in your daily life? Consider your personal, professional, and school life in your response. Review the definition of critical thinking in Ch. 1 of *THINK: Critical Thinking and Logic Skills for Everyday Life*.

Click or tap here to enter text.

2. Provide an example of a situation in your life in which critical thinking could be used. Why would critical thinking be helpful in that situation?

Click or tap here to enter text.

3. Identify 3 to 4 barriers to critical thinking that you can relate to. Describe the barriers in your own words. Provide an example of a situation where you have, or might in the future, encounter each barrier.

Note: You do not need to describe how you can overcome the barriers you identified. You will have that opportunity in a future assignment. Focus on the barriers to critical thinking and examples that are meaningful to you.

Click or tap here to enter text.

4. Which of the 3 stages of cognitive development (dualism, relativism, commitment) are you at? Explain why you placed yourself in this stage of development. How might you move to the next stage if you are at stage 1 or 2, or how you might maintain stage 3?

Click or tap here to enter text.

Week 4 Main Topic – Finding and Using Information



Builds on the topic of communication from last week because of the importance of communicating information that is reliable and credible

Personal life – conversations we have with other; news that we hear/read every day

Professional life – reports and emails that you write; projects that you complete for work that require research

Academic life – discussion posts, written assignments, papers/essays that you complete that require research



Research

Good resources to use for research (University Library vs. Google, etc.)
How to research

Things to look for:

- Author expertise
- Author background
- Publishing source (reputability)
- Peer-reviewed information?
- How current is the publishing date
- Is the information relevant to our current world/times
- Is the information on – topic
- Opinion-based vs. proven facts

What tools will I need to succeed?

How do I fit this class into my busy schedule?

What happens if there is a major weather event that could impact my Internet access etc.?

How can I find out about ADA accommodations?

What if I need more time to complete my assignments?

FAQs

Public Communication

- What is public communication?
- What type of public communication do you use?
- How important is public communication in our lives today?
- What type would you like to explore?

Week 3 Assignment

- **Select** whether you'll complete this assignment by writing either a social media post or a blog post.
- **Write** an approximately 280-word social media post or an approximately 400-word blog post in which you:
 - Persuade an audience of your choice to *do, think, or feel* something.
 - Consider selling a product, advertising an event, or sharing a thoughtful article with coworkers. You may use or link to *credible* images, videos, or articles in your social media or blog post to help support your message.
 - Include the who, what, when, why, and how for the topic you identified.
- **Remember to respond to the questions in Part 2: Post Reflections.**

Content Examples

Wrap-up & Final Thoughts

- Live sessions can be a great way to connect and engage with online students.
- Consider information presented today on:
 - When to hold sessions and how often
 - How best to motivate students to attend the live sessions
 - What content to present

We hope you have some “take-aways” to incorporate into your own live sessions with students!

Questions &
Comments?



References

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