Who Am I?

To help students understand why you chose to be a professor in your discipline, ask them to do a little research on your background. Create a handout with pertinent questions and ask your students to work in pairs. Encourage them to use their syllabus, the college website, and any other practical places to locate information. Some questions might include the following:

- What was my major in college?
- Where did I go to college?
- What was the subject of my thesis/dissertation?
- In what areas have I published research?
- Why did I choose to work at this college?
- What are my teaching philosophies?
- What types of activities do you think I enjoy?

After students answer the questions, debrief with the class and talk about your background and why you became an instructor.

Sample Student Survey

Welcome to [COURSE NAME]
[INSTRUCTOR NAME]

Name:

Email address:

Hometown:

School:

Class year:

Major(s):

Minor(s):

Relevant background courses:

-

-

-

Why are you taking this course?

What do you hope to gain from this course?

What topics would you like to see addressed in this course?

What are your concerns about this course?

What characteristics of either a class or an instructor impede your learning?

What student-conduct rules should we set up to foster this course's success?

What are your career aspirations?

What are some of your outside interests or hobbies?

What else should I know about you?

What would you like to know about me?

Seating Chart Templates

1. Create a blank seating chart template (like one of those below) and circulate it around the room at the beginning of class.
2. Ask students to fill in their names on the chart.
3. When all of the students have filled in their names, collect the chart and keep it in front of you to both call on students and unobtrusively monitor attendance.

TEACHER

TEACHER

TEACHER

ACUE
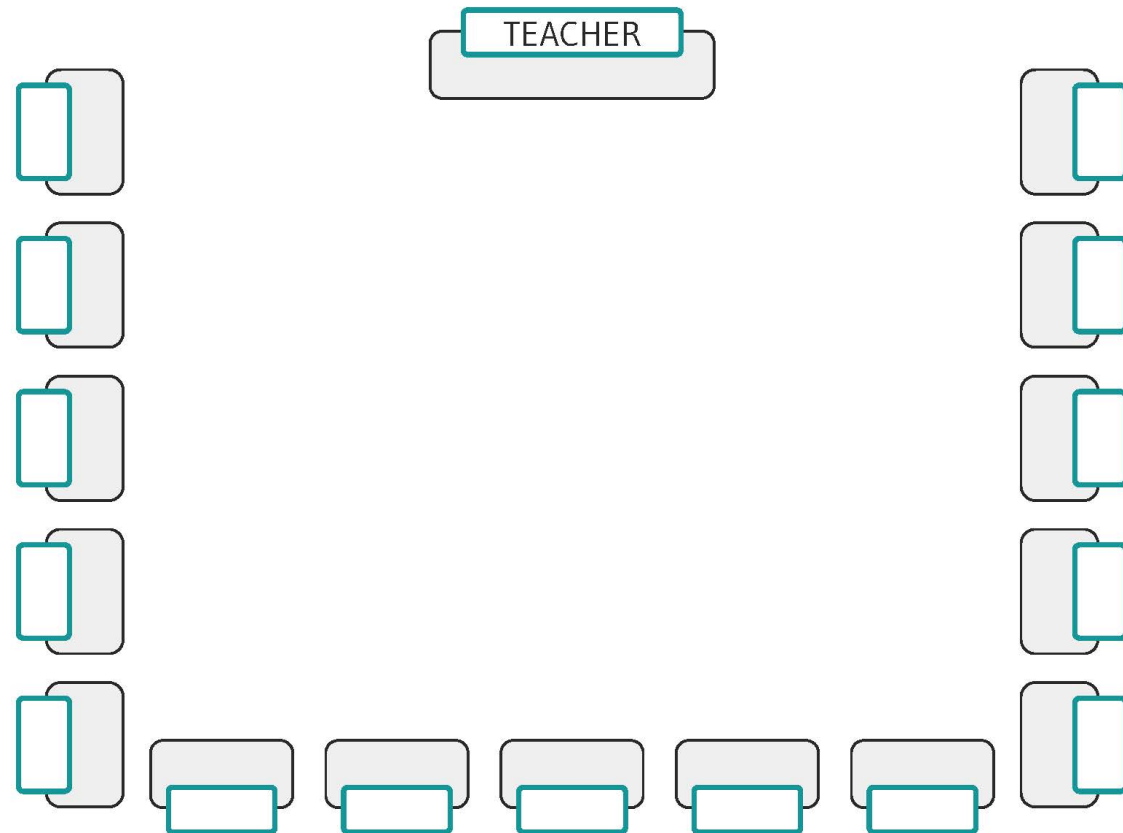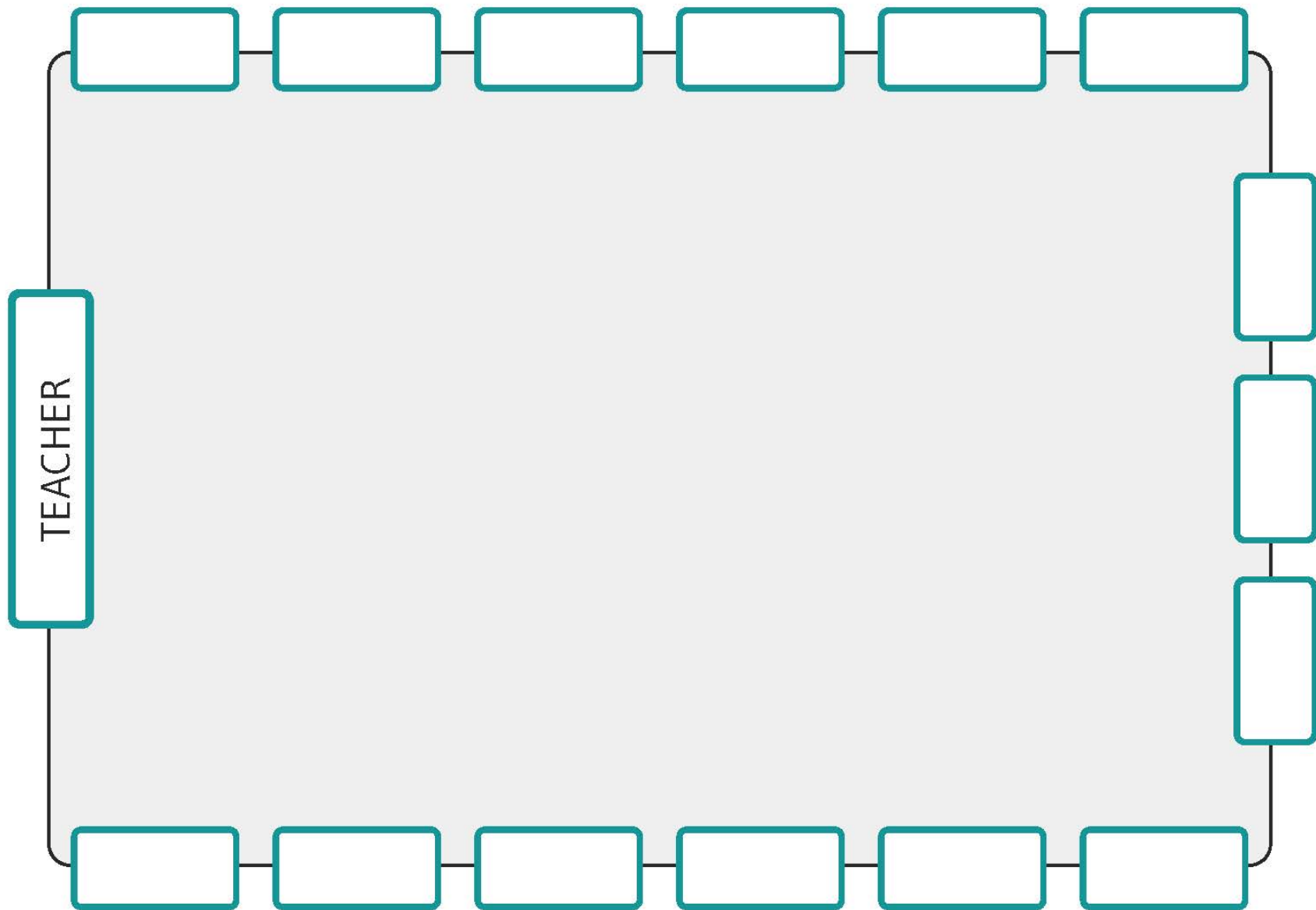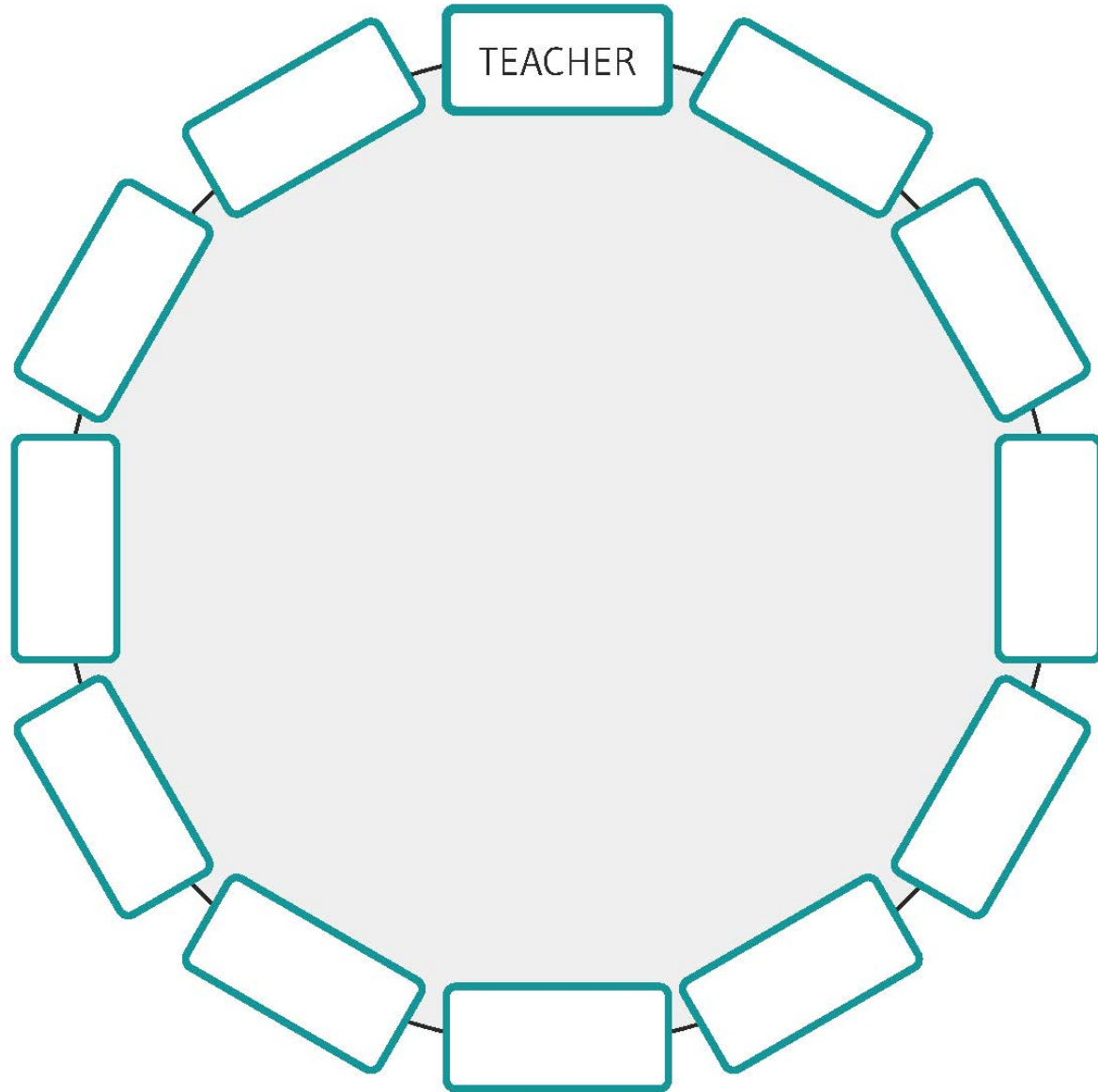
Name Tag Template

- Distribute "convention-style" name tags at the beginning of class and collect them at the end of class. This is another good (and unobtrusive) way to monitor attendance.

- Print out "tent-style" name badges (with students' names already written on them), and distribute them to students at the start of the first class of the semester. Ask students to place these badges in front of them on their desks. This is especially useful and appropriate in a seminar setting, as it helps students learn each other's names and facilitates discussion. (See the "tent-style" template on the following page.)

[NAME]

Using the DAPPS Formula for Student Goal Setting

Help students write effective goals that will provide them with motivation and an increased likelihood of completion. Explain to students that, to be truly motivating, a goal needs five qualities. You can remember them by applying the DAPPS rule, developed by Skip Downing (2011). "DAPPS" is an acronym, a memory device in which each letter of the word stands for one of five qualities: Dated, Achievable, Personal, Positive, and Specific.

Dated. Motivating goals have specific deadlines. A short-term goal usually has a deadline within a few months. A long-term goal generally has a deadline as far in the future as 1 year, 5 years, even 10 years (like the goal you have for your most advanced academic degree). As your target deadline approaches, your motivation typically increases. This positive energy helps you finish strong. If you don't meet your deadline, you have an opportunity to examine what went wrong and create a new plan. Without a deadline, you might stretch the pursuit of a goal over your whole life, never reaching it.

Achievable. Motivating goals are challenging but realistic. It's unrealistic to say you'll complete a marathon next week if your idea of a monster workout has been opening and closing the refrigerator. Still, if you're going to err, err on the side of optimism. When you set goals at the outer reaches of your present ability, stretching to reach them causes you to grow. Listen to other people's advice, but trust yourself to know what is achievable for you. Apply this guideline: "Is achieving this goal at least 50% believable to me?" If so and you *really* value it, go for it!

Personal. Motivating goals are *your* goals, not someone else's. You don't want to be lying on your deathbed some day and realize you have lived someone else's life. Trust that you know better than anyone else what *you* desire.

Positive. Motivating goals focus your energy on what you *do* want rather than on what you *don't* want. So translate negative goals into positive goals. For example, a negative goal to not fail a class becomes a positive goal to earn a grade of B or better. I recall a race car driver explaining how he miraculously kept his spinning car from smashing into the concrete racetrack wall: "I kept my eye on the track, not the wall." Likewise, focus your thoughts and actions on where you *do* want to go rather than where you *don't* want to go, and you, too, will stay on course.

Specific. Motivating goals state outcomes in specific, measurable terms. It's not enough to say, "My goal is to do better this semester" or "My goal is to work harder at my job." How will you know if you've achieved these goals? What specific, measurable evidence will you have? Revised, these goals become, "I will complete every college assignment this semester to the best of my ability" and "I will volunteer for all offerings of overtime at work." Being specific keeps you from fooling yourself into believing you've achieved a goal when, in fact, you haven't. It also helps you make choices that create positive results.

Source: Downing, S. (2011). *On course: Strategies for creating success in college and in life* (6th ed.). Boston, MA: Wadsworth Cengage Learning. Reproduced by permission.

Group Noticing Routine

A cornerstone of the Carnegie Math Pathways initiative has been to increase students' productive persistence. When students exhibit *productive persistence*, according to the Carnegie Foundation for the Advancement of Teaching, they "continue to persist when faced with challenges (tenacity) and do so efficiently and effectively (good strategies)." Students develop their productive persistence when instructors increase students' confidence in their ability to be successful in a subject area and deepen their sense of belonging.

One method designed to advance students' productive persistence is called a "group noticing routine," which draws on psychology research and can be applied across disciplines. This strategy is based on the notion that if students feel accountable for one another's engagement in their classes, it will strengthen their feelings of belonging within the course and in college.

Here's how to implement a group noticing routine in your course:

1. At the start of the semester, assign students to groups and encourage them to learn about one another's interests and goals outside of the course.
2. At the beginning of each class period, ask each group to report which members of their group are absent.
3. Instruct the groups to contact any group members who are absent to provide them with missed materials and encourage their attendance in subsequent classes.

You can measure the impact of using a group noticing routine by tracking your students' attendance rate across the semester and comparing it to your course's attendance rate in previous semesters.

References

Carnegie Foundation for the Advancement of Teaching. (n.d.). *Productive persistence*. Retrieved from https://www.carnegiefoundation.org/our-work/carnegie-math-pathways/productive-persistence/

Center for the Study of Social Policy. (2016). *Carnegie Math Pathways: Friends of Evidence case study*. Washington, DC: Author.

Creating a Supportive Environment in Your Large Class

Many educators struggle to connect with their students in large course sections. To create a more supportive environment in larger course sections:

- Greet students as they enter the classroom (Davis, 1993).

- Have students state their names when asking a question, and refer to their names in your response. The effect of this personal address carries over to all students (Benjamin, 1991).

- At the beginning of each class session, ask 6 to 8 students to introduce themselves (McGlynn, 2001; Ricci, 2004; Smith & Malex, 1995).

- During the first day of class, have students introduce themselves to one or two of their neighboring students.

- Put a list of students on the board, and ask these students to sit in the front row. Change this list each class session so that all students sit in the front row a couple of times during the semester. Before formally beginning class, talk informally to the students who sit in the front row about homework or other coursework, or answer general questions they may have about your class materials (Wheeler, 2000).

- Occasionally attend a lab or a discussion session to answer students' questions.

Create a Video to Share Your Interests and Background

Students are motivated by instructor enthusiasm, which you can share at the beginning of your course. To capture students' attention and motivate them to learn, create an introductory video sharing your excitement for the topic, the discipline, and for teaching (Nilson & Goodson, 2018).

Write a basic outline of what you plan to say. Consider addressing the following questions:

- What excites you about the course topics, including how they connect to real-world issues or events? What do you want students to get excited about?

- What inspired you to become an instructor in the subject you are teaching? How did you overcome academic hurdles? What do you love about teaching?

- What do you enjoy doing outside of academia?

Be sure to let students know that you are there to help them and they should not hesitate to reach out to you.

Record yourself. Videos can be very informal and creative.

Use non-verbal communication. Keep eye contact, vary vocal tone and speaking pace, change facial expression, smile, and use hand gestures.

Use your webcam or smartphone. Make sure you choose a relatively quiet place with good lighting. If using your smartphone, consider using a tripod to keep a steady, centered frame. To make the video more personal, you may also want to record in a fun or relevant setting.

iMovie. If you are a Mac user, you can use iMovie to turn your pictures, music, and text into a movie trailer-style course introduction. For more information visit https://www.apple.com/au/support/imovie/tutorial/.

Adobe Spark for Education. Try this free tool to create narrated lectures using PowerPoint, Word, or even a website with ease: https://spark.adobe.com/edu/.

Caption or transcript. It is helpful to all students, not just those who have disabilities, to provide a transcript and/or captioning for all videos. Contact your educational technology department or disability office for more information.

Use an Online Survey to Learn About Your Students

Create a survey using Word, Google Forms, SurveyMonkey, or Qualtrics. Using an online survey software will allow you to download information into a spreadsheet, which may make it easier to organize the information. You can also simply keep a Word document with each student's name as the file name for easy reference. You can use this information to make the content more relevant by customizing your feedback, examples, and assignments.

Instructions to Students:

In order to help me get to know you and tailor my instruction towards your personal and professional interests, please fill out this questionnaire.

1. Contact information (your name as it appears on the course roster, phone number, and preferred email)

2. What name do you prefer I call you (if different from above)?

3. What are your personal and career goals for your college education? In other words, what are you hoping to get from the time, money, and energy you are putting into your education?

4. Which course topics or learning outcomes are most relevant to your personal and/or career goals, and why?

5. Are there any topics that do not seem relevant or of interest to you?

6. If you are currently employed, tell me about your job.

7. Are you involved in any extracurricular activities, and/or do you have any hobbies?

8. What do you do for fun?

9. What are your preferred modes of communication with your instructors (e.g., phone, email, FaceTime, text, or other)?

10. How would your best friend describe you?

Create an Online Introduction Activity

Research in online pedagogy suggests that a supportive, collaborative relationship among online learners is a critical component of effective online learning (Boettcher & Conrad, 2016; Conrad & Donaldson, 2011). Starting from the first week of the course, instructors should create opportunities to help learners get to know each other through interactive online activities. These types of nonthreatening, ungraded activities will help them become more comfortable with each other, as well as with the online learning environment. Investing the time up front to focus on community building can have a lasting impact on the overall success of the course (Palloff & Pratt, 2007).

Below is an introduction activity to help instructors get to know their students and students get to know each other.

In small or medium size classes (10-25 students), you may want to post a brief welcome message to each student as they post. This acknowledgement will make them feel 'seen' and help you establish an initial connection with them.

Activity Title: Top 5 Recommendations **Objective**: Meeting each other, sharing interests, and finding commonalities and differences among learners in the course.	INSTRUCTIONS TO STUDENTS: In the introductions discussion forum, post - your preferred name; - year in school; - your major(s)/minor; and - a picture of yourself and/or other people, places, things that are important to you. Then, provide a list of your top five recommendations of things to do, see, and/or eat that you would give to someone visiting your campus town or your home town for the first time. After you have posted, read through all of your peers' posts and reply to at least two people: - one person with whom you have a shared or similar recommendation and - one person who shared something new to you that you would like to try.

Provide Opportunities for Student Interaction

Providing online students with multiple opportunities to interact with you and the other students is both motivating and a noted component of satisfaction in online learning (Boettcher & Conrad 2016); Nilson & Goodson, 2018). Interactions provide a sense of community, connection, and belonging, which are critical to student satisfaction and success in online learning (Hayles, 2007; Nilson & Goodson, 2018; Walton & Brady, 2017). Below are practices that provide opportunities for interaction and collaboration that foster a sense of social belonging.

Informal Interactions

> **Virtual group office hours:** Use a virtual meeting platform (e.g., Zoom or Skype) to hold synchronous, open online office hours to provide students with an opportunity to interact with you and each other in a virtual environment. Group office hours can be used to answer questions about content covered in a particular module, questions about an assignment, or to go over concepts that are particularly challenging. You can record and post these open office hours for students who are unable to attend.

> **Virtual student café:** To help students build connection and a sense of belonging, create an online student-only discussion forum where they can chat, post off-topic comments, share resources, and help each other (Boettcher & Conrad, 2016; Nilson & Goodson, 2018). Create a discussion forum, and post it in a prominent place in your course site. Let students know that this forum is open and for their use only. Consider adding a fun name related to your discipline. For example, in a physics class, you could name the forum Atomic Café.

Collaborative Activities

Well-designed activities that promote social interaction among students help them feel part of a learning community (Nilson & Goodson, 2018). Below is an activity that promotes student interaction and motivates learning.

Solve it! Real-World Scenario Activity

Providing students with an opportunity to apply what they are learning to real-world problems, cases, or scenarios helps them understand the relevance of course content to their lives and possible career choices. To provide additional motivation, let students choose to respond to the two questions that they find most interesting. Instructors need first to decide and then to communicate to students what they will be required to know and be expected to perform as a result of this activity. For example, are they required to be able to respond to all the questions posed in this activity for a future assessment or exam?

---

1. Create several (6 to 8) discussion forums, each with a different question based on a real-world scenario or problem that are designed to have students apply what they have learned from course readings, microlectures, or problems.

2. Have students reply to two discussions forums by a certain date. To encourage a wide variety of questions and responses, use the discussion board settings to require students to post their initial response before they can read their peers' posts.

3. Establish a deadline of a day or two later for students to post comments or questions to at least two of their peers. In order to broaden students' thinking on the topic, ask them to post replies to peers who had different responses than theirs.

4. After the deadline for peer replies has passed, instructors should post a reply to each group's discussion forum to ensure accuracy, to clarify where needed, and/or to summarize concepts.

5. Conclude the activity with an announcement or email to the full class with concluding comments that connect to the next topic.

Virtual Office Hours to Connect With Your Students

Being easily accessible and regularly reminding students you are eager to talk with them will encourage them to reach out to you for the support they may need. It is important to offer regular virtual office hours as well as a variety of formats that students may use to communicate with you (e.g., phone, chat, email, Skype, Facetime, or other virtual face-to-face meeting applications, and/or texting). At the beginning of the course, ask students to fill out a survey asking for their availability and preferred communication format for meeting with you. Use this information to inform how you schedule and the communication tools you use for your virtual office hours. Customizing your virtual office hours sends a message that you care about being accessible to them and recognize that they have busy lives as well (Boettcher & Conrad, 2016).

Group office hours: Hold regular office hours in a virtual chat or conference room for students to drop in and/or post questions. This practice helps build community among learners (Nilson & Goodman, 2018).

Individual office hours: Be available for students to meet with students individually. Since some students are reluctant or nervous about reaching out to their instructor, consider requiring that all students have at least one virtual meeting with you early in the course to establish a line of communication with you, and so you can learn more about them and their learning goals (Boettcher & Conrad, 2016). If students have a positive experience in this initial meeting, they will be far more likely to reach out to you when they are struggling with the course or have a question.

Here are some questions you might ask students in that initial meeting to establish rapport and learn more about their personal and professional goals:
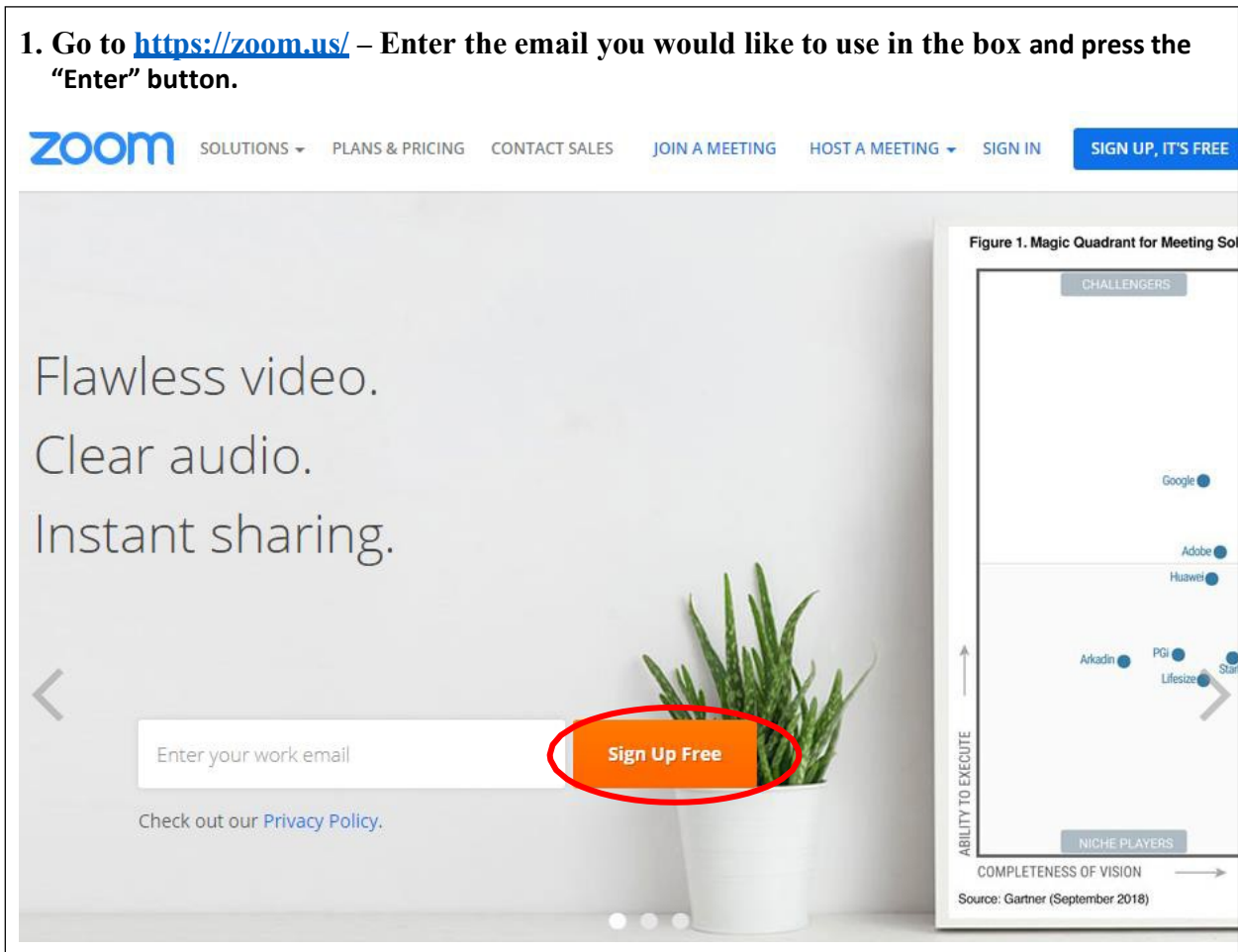
- How does your course fit in to their program of study? What are they working towards?
- Have they taken online courses in the past? What were the challenges? What worked well for them?
- How often are they on campus (if at all)? What do they do while on campus?
- What kind of support can you provide to help them succeed?
- Do they have any questions about you or the course?

This initial meeting can go a long way towards establishing good connections with your students early in the course. Once you have discussed their goals and challenges, let them know that you are confident in their ability to succeed in the course and that you are there to help them do just that.
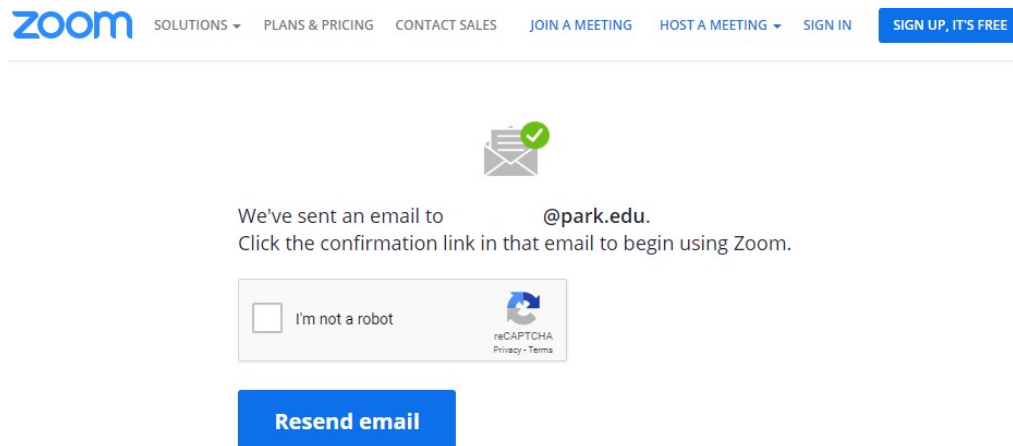
Technology Tools for Effective Online Teaching Practices: Zoom

Zoom is a video communication tool that educators can use to host meetings with students with video and audio. It has both free and premium services. Zoom can be accessed on a computer, tablet, or mobile device via the free app. Students do not need an account or special software; you simply email them a link to enter the virtual meeting room. Below are step-by-step directions for getting started with Zoom.

1. Go to https://zoom.us/ – Enter the email you would like to use in the box and press the "Enter" button.

2. Acknowledge you are a real person; check your email.

We've sent an email to _____ @park.edu.
Click the confirmation link in that email to begin using Zoom.

Resend email

3. Activate your Zoom account by clicking the link.

Hello _____ @gmail.com,

Congrats on signing up for Zoom! In order to activate your account please click the button below to verify your email address:

Activate Account

If the button above doesn't work, paste this into your browser:

https://www.zoom.us/activate?code=Ln7OMgyQDsgdf0rJwkhE0MGXeW4eTkQo4q
pzYdmAdyE.BQUAAAFjN6IIMsQAnjQAgY2hhcmxhbmkubGl2ZWxpmZmVoYXBweUB
nbWFFpbC5jb20BAGGQAABZNUFIKb25QTIFrdVBib05aGF2Wnl3&fr=signup

For additional help, visit our Support Center .

Happy Zooming!

Zoom will email you a link to activate the account.

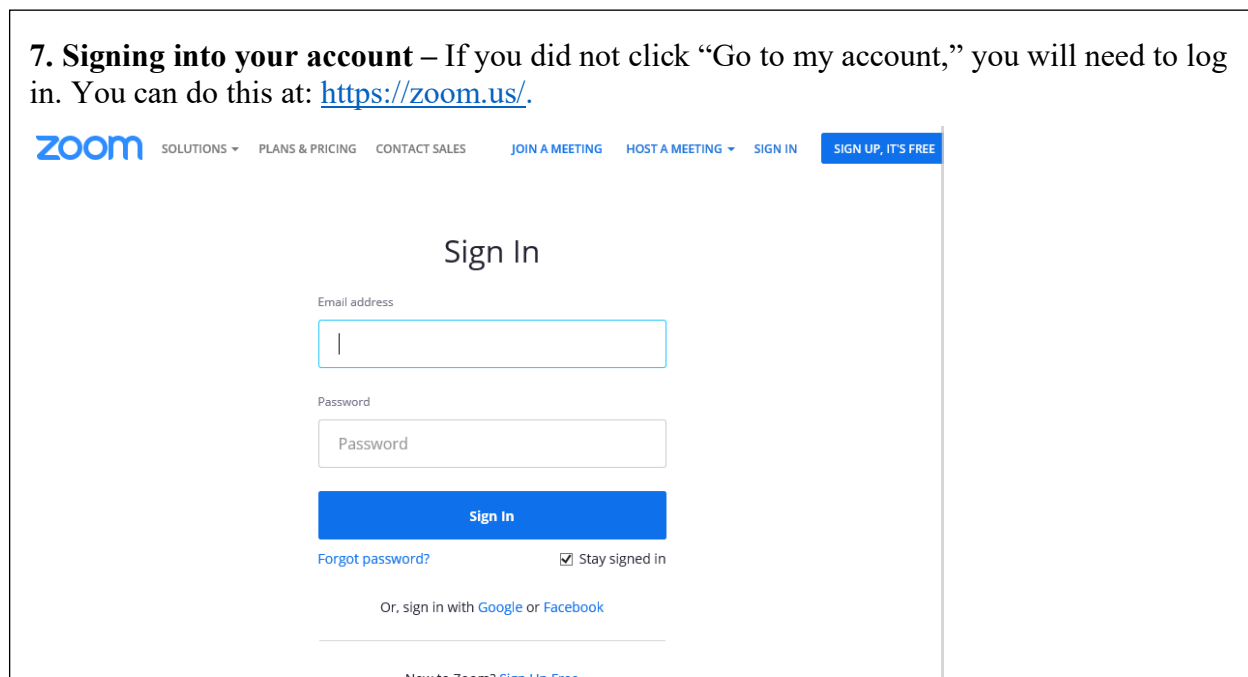**4. Create your Zoom password and enter your name in the boxes. Your name will be displayed to others when you log in.**

Welcome to Zoom

Hi,   @gmail.com. Your account has been successfully created. Please list your name and create a password to continue.

First Name

Last Name

Password

Confirm Password

By signing up, I agree to the *Terms of Service*

Continue

> Your password must be at least 6 characters
>
> You can also sign in to Zoom with your Google or Facebook credentials.

🔑   Sign In with SSO

G   Sign In with Google

f   Sign In with Facebook

5. Zoom allows you to invite others to join – This is an option, but you can just disregard for now and click "Skip this step."

Don't Zoom Alone.

Invite your colleagues to create their own free Zoom account today! Why invite?

name@domain.com

name@domain.com

name@domain.com

Add another email

☐ I'm not a robot   reCAPTCHA   Privacy - Terms

Invite   Skip this step

6. Your registration is complete when you see this screen. Be sure to save your password –

Start your test meeting.

Excellent! Now it's time to start meeting.

Your personal meeting url:
https://zoom.us/j/2697961

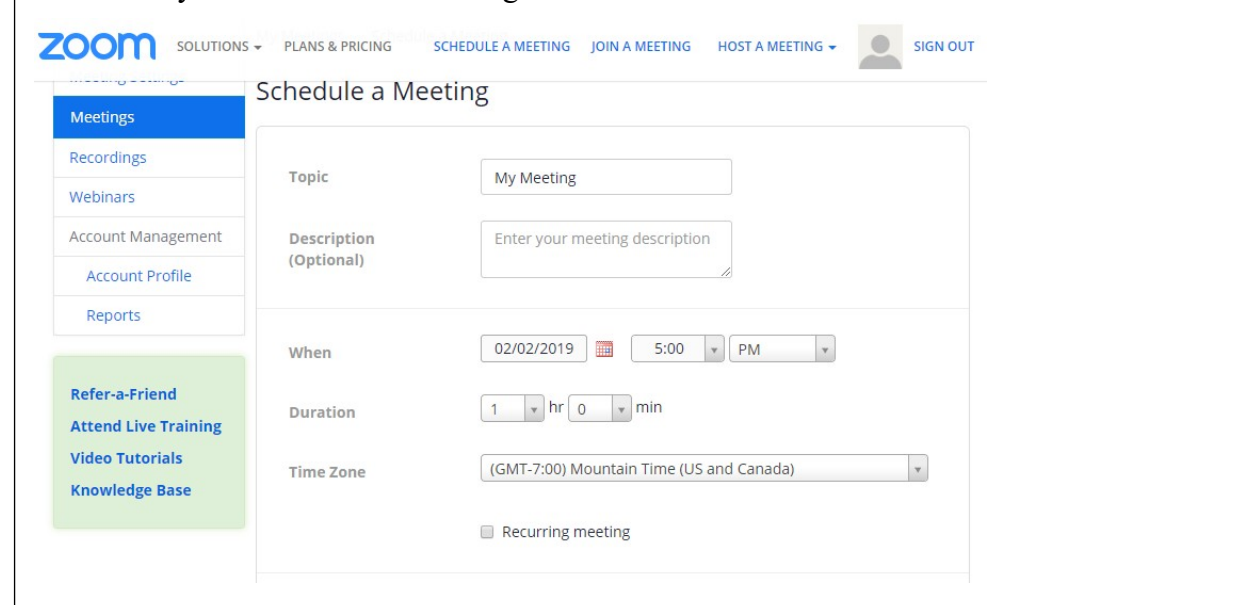Your personal meeting url is for instant meetings.

Start Meeting Now   Go to My Account

7. Signing into your account – If you did not click "Go to my account," you will need to log in. You can do this at: https://zoom.us/.

zoom   SOLUTIONS ▾   PLANS & PRICING   CONTACT SALES   JOIN A MEETING   HOST A MEETING ▾   SIGN IN   **SIGN UP, IT'S FREE**

Sign In

Email address

Password

Password

Sign In

Forgot password?   ☑ Stay signed in

Or, sign in with Google or Facebook

8. Hosting a meeting and downloading the app – Once you have signed up and logged in, click on "Host a Meeting." The desktop app will automatically download. Alternatively, you can download the app at https://zoom.us/support/download

9. Set the dates/time for the meeting – You can schedule meetings in your account or by using the app on your desktop. Either way, simply set the date and time, then create a link and email it to the students. They click the link at the set meeting time, type in their name, and access your virtual video meeting room.

10. Hosting a meeting – Your meeting should look like this. If you would like to begin the meeting immediately, click "Start this Meeting" and the app will open the Zoom session. Otherwise, it will begin at the selected time.

My Meetings > Manage "Class meeting"

Start this Meeting

Topic	Class meeting
Description	HR353 test
Time	Feb 2, 2019 9:00 PM Mountain Time (US and Canada)
	Add to 31 Google Calendar O Outlook Calendar (.ics) Y Yahoo Calendar
Meeting ID	990-943-816
Invite Attendees	Join URL: https://park.zoom.us/j/99094 ↻ Copy the invitation
Video	Host On
	Participant Off
Audio	Telephone and Computer Audio
	Dial from United States
Meeting Options	× Require meeting password
	✔ Enable join before host
	✔ Mute participants upon entry
	× Use Personal Meeting ID 778-647-1900
	× Enable waiting room
	× Record the meeting automatically

Providing the students with the invitation link in an email allows them to join the meeting without needing a Zoom account or software.

Delete this Meeting   Edit this Meeting   **Start this Meeting**
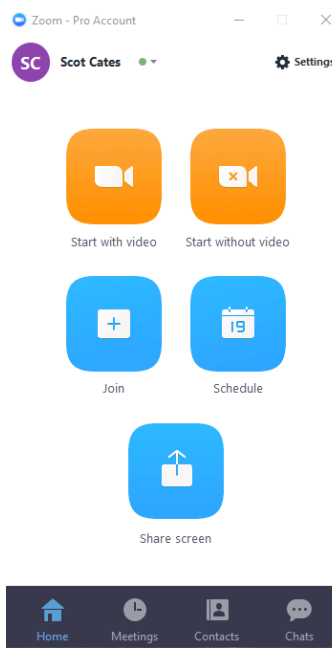
11. Launch the desktop app and begin using Zoom.

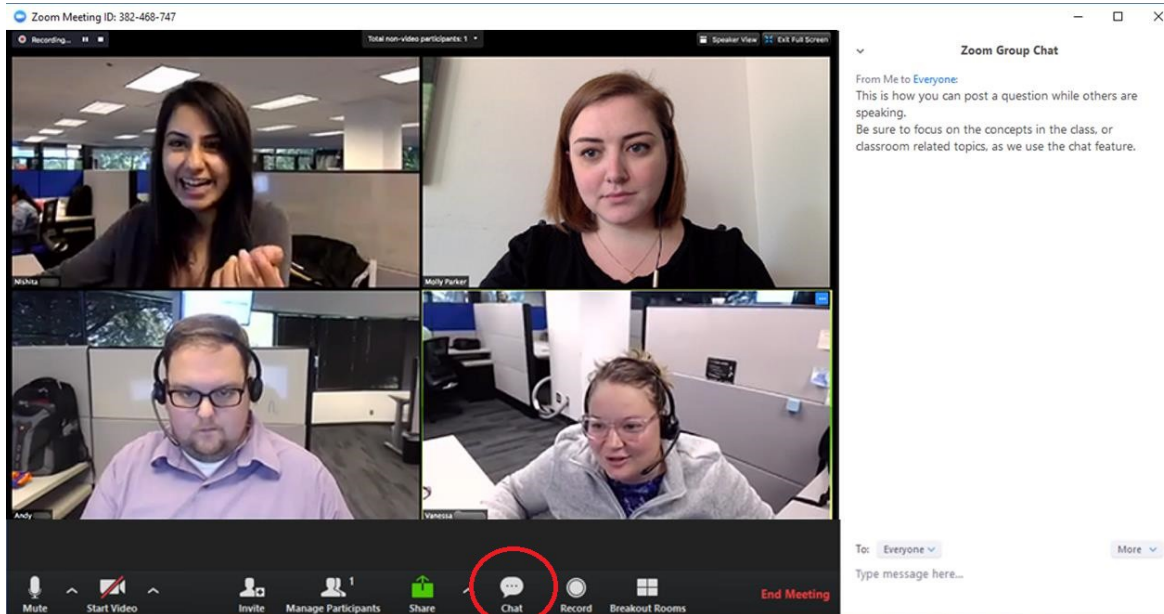Double click the ICON on the left to open Zoom from your desktop.

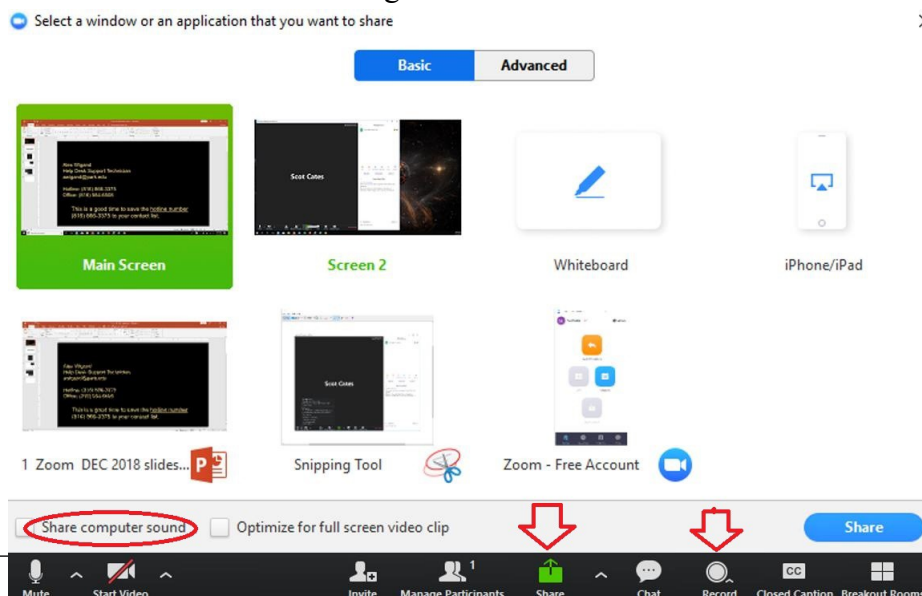The screen below will pop up and prompt you sign in.

Zoom Cloud Meetings

Sign In   (or Sign Up)

Email

Password

Keep me logged in   Sign In

Forgot your password?

Or

SSO   Sign In with SSO

g   Sign In with Google

f   Sign In with Facebook

← Back   Version: 4.1.35374.1217

12. Starting a new meeting – Once you are logged in, you can start a new meeting, schedule, or join a meeting.

Zoom - Pro Account

SC   Scot Cates   ⚙ Settings

Start with video   Start without video

Join   Schedule

Share screen

Home   Meetings   Contacts   Chats

13. In the meeting – When the meeting starts, you will see a screen similar to the one below. Familiarize yourself with the Zoom communication and collaboration tools, such as screen sharing, the chat function, and breakout rooms.

14. Screen Sharing and Recording: During the meeting, you can share your screen by clicking the green "Share" button. You can choose to share your entire screen, just one application open on your screen (e.g., a PowerPoint Presentation), or the Zoom Whiteboard. If you want to share a video with sound, be sure to check "Share computer sound." You can also record the meeting or use the record function to create a video tutorial.

Hold Virtual Group Office Hours

Since many online courses are asynchronous and can sometimes be isolating, virtual office hours are a good way to give students an opportunity to connect with you and the other students to create a supportive learning environment (Nilson & Goodson, 2018). Videoconferencing platforms, such as Zoom and Google Hangouts, allow students to communicate by phone, webcam, or in a chat room. Instructors can share their screen as they explain ideas, work through example problems, and answer questions. To accommodate the schedules of as many students as possible, offer virtual office hours a couple of times per week. These platforms also provide an option to record the session for students who are not able to attend any of the available sessions.

Below are a few ways to use virtual group office hours.

- **Q & A before a test or assignment.** Start with a short overview of the upcoming test or assignment. Then allow students to ask questions using voice, video, or chat.

- **Extra help.** After introducing new content that is particularly challenging, offer an extra-help session to provide students with an opportunity to work through practice exercises or problems and ask questions.

- **Open drop-in.** Let students know that you will be available in your virtual conference room for a set period of time and invite them to drop in at any point to meet with you. This informal meeting opportunity may encourage students who want to talk to you but may not feel it is important enough to set up an appointment. If several students come around the same time, you can engage in an informal group discussion to help foster a sense of connection among the students and with you.
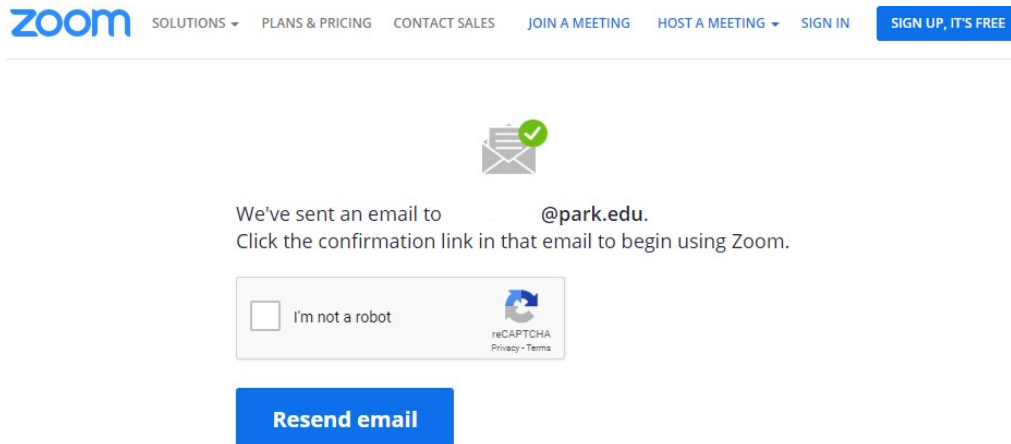
Technology Tools for Effective Online Teaching Practices: Zoom

Zoom is a video communication tool that educators can use to host meetings with students with video and audio. It has both free and premium services. Zoom can be accessed on a computer, tablet, or mobile device via the free app. Students do not need an account or special software; you simply email them a link to enter the virtual meeting room. Below are step-by-step directions for getting started with Zoom.

1. Go to https://zoom.us/ – Enter the email you would like to use in the box and press the "Enter" button.

2. Acknowledge you are a real person; check your email.

ZOOM SOLUTIONS ▾ PLANS & PRICING CONTACT SALES   JOIN A MEETING HOST A MEETING ▾ SIGN IN   SIGN UP, IT'S FREE

We've sent an email to _____ @park.edu.
Click the confirmation link in that email to begin using Zoom.

I'm not a robot reCAPTCHA Privacy - Terms

Resend email

3. Activate your Zoom account by clicking the link.

zoom

Hello _____ @gmail.com,

Congrats on signing up for Zoom! In order to activate your account please click the button below to verify your email address:

Activate Account

If the button above doesn't work, paste this into your browser:

https://www.zoom.us/activate?code=Ln7OMgyQDsgdf0rJwkhE0MGXeW4eTkQo4q
pzYdmAdyE.BQUAAAFjN6IIMsQAnjQAgY2hhcmxhbmkubGl2ZWxpZmVvdXXBweUB
nbWFpbC5jb20BAGGQAABZNUFiKb25QTiFrdVBib056aGF2Wnl3Nl3&fr=signup

For additional help, visit our Support Center .

Happy Zooming!

Zoom will email you a link to activate the account.

ACUE | Association of College
and University Educators

4. Create your Zoom password and enter your name in the boxes. Your name will be displayed to others when you log in.

Welcome to Zoom

Hi,   @gmail.com. Your account has been successfully created. Please list your name and create a password to continue.

First Name

Last Name

Password

Confirm Password

By signing up, I agree to the *Terms of Service*

Continue

Your password must be at least 6 characters

You can also sign in to Zoom with your Google or Facebook credentials.

🔑   Sign In with SSO

G   Sign In with Google

f   Sign In with Facebook

5. Zoom allows you to invite others to join – This is an option, but you can just disregard for now and click "Skip this step."
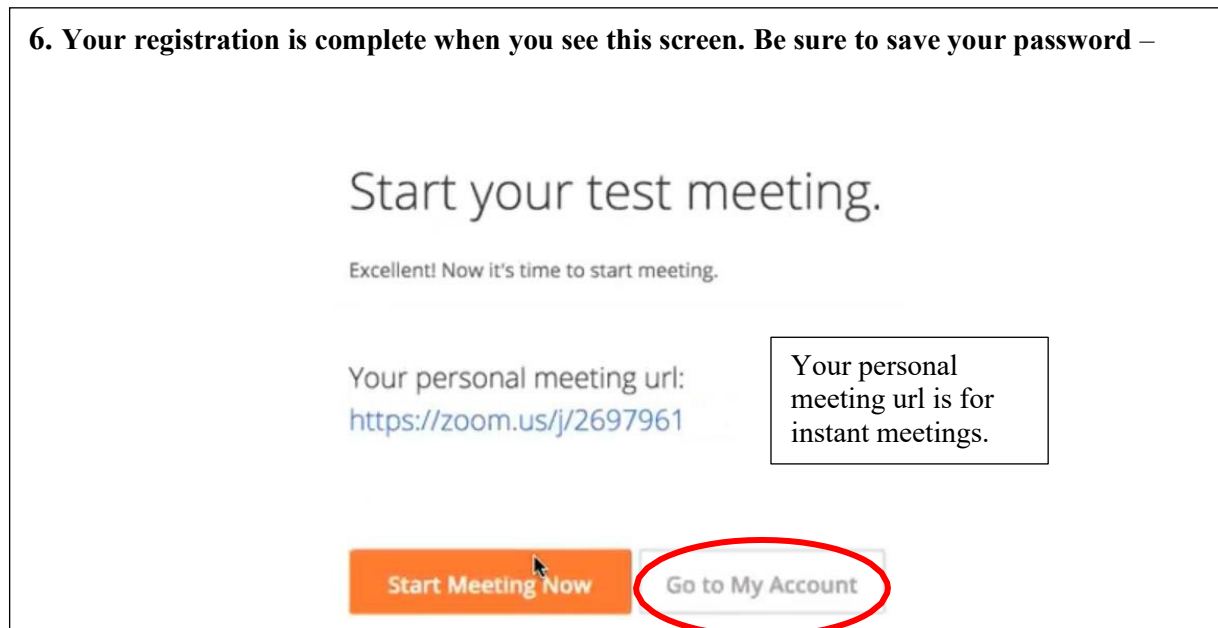
Don't Zoom Alone.

Invite your colleagues to create their own free Zoom account today! Why invite?

name@domain.com

name@domain.com

name@domain.com

Add another email

☐ I'm not a robot   reCAPTCHA
                            Privacy - Terms

Invite   Skip this step

6. Your registration is complete when you see this screen. Be sure to save your password –

Start your test meeting.

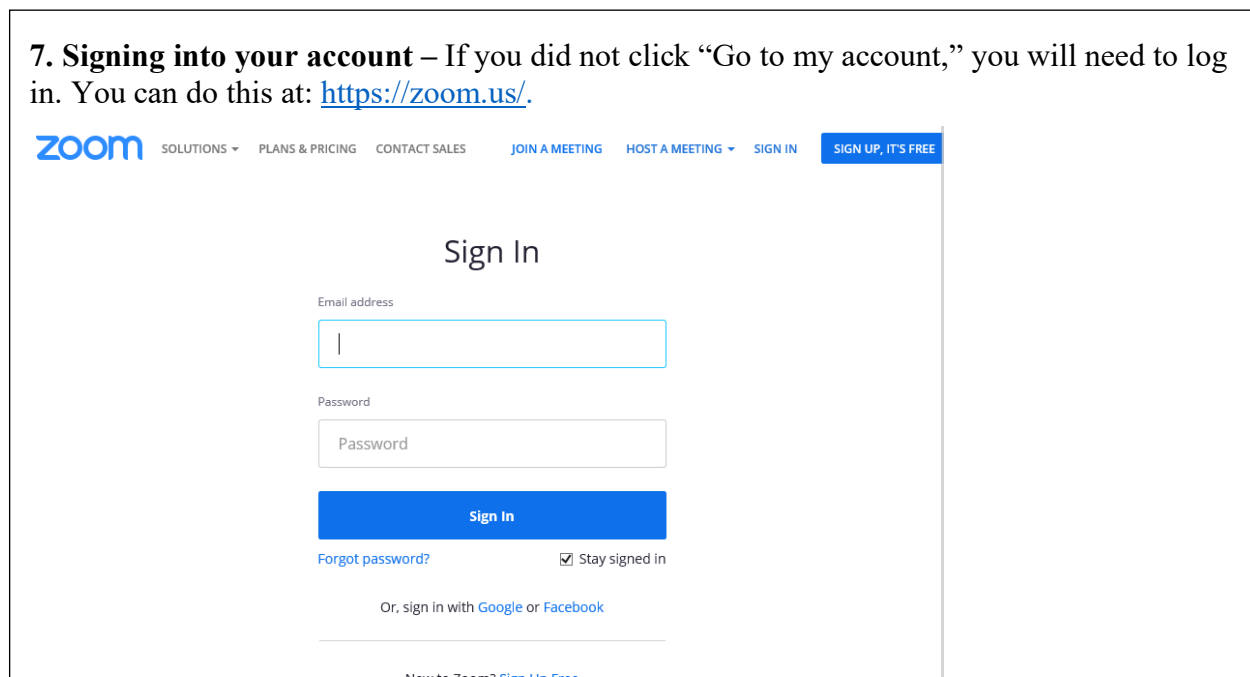Excellent! Now it's time to start meeting.

Your personal meeting url:
https://zoom.us/j/2697961

Your personal meeting url is for instant meetings.

Start Meeting Now   Go to My Account

7. Signing into your account – If you did not click "Go to my account," you will need to log in. You can do this at: https://zoom.us/.

ZOOM   SOLUTIONS ▾   PLANS & PRICING   CONTACT SALES   JOIN A MEETING   HOST A MEETING ▾   SIGN IN   SIGN UP, IT'S FREE

Sign In

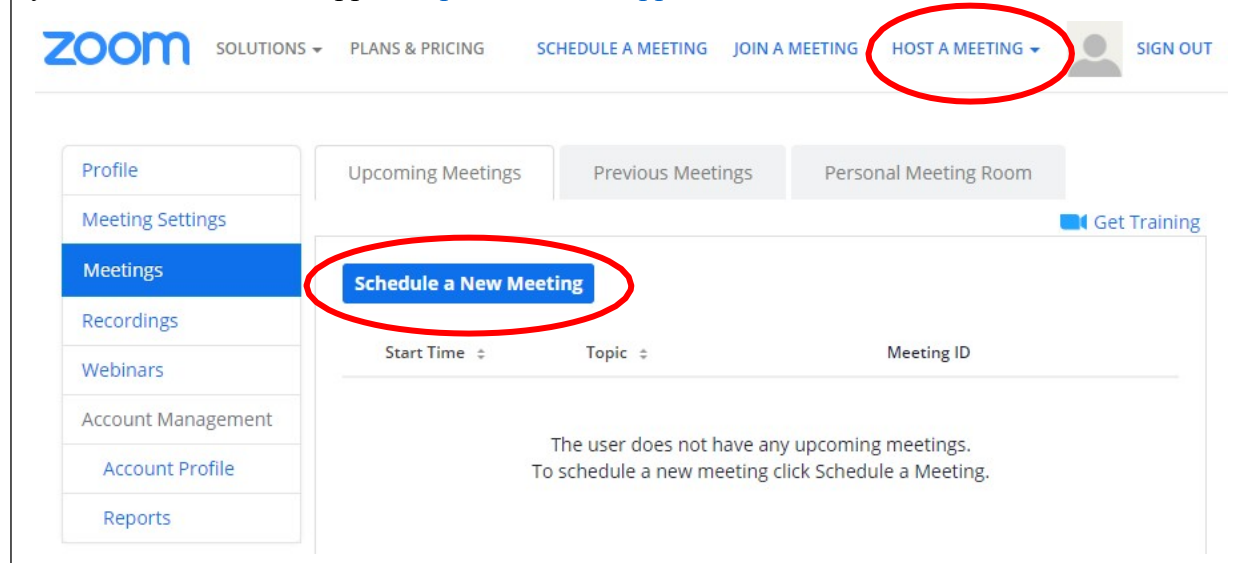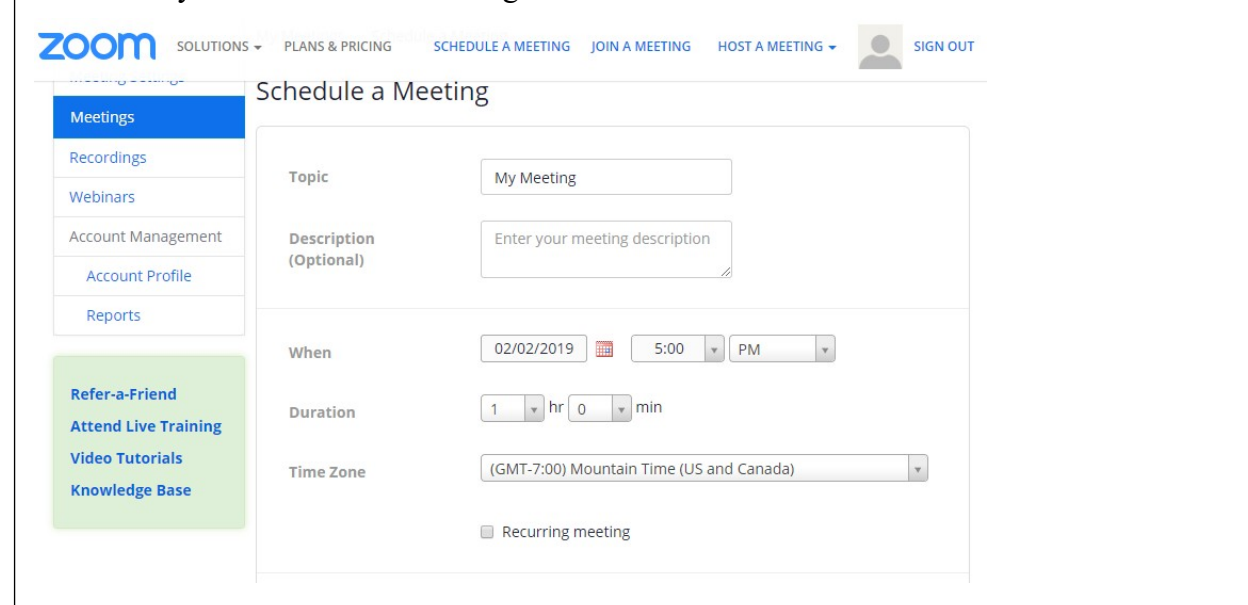Email address

Password

Password

Sign In

Forgot password?   ☑ Stay signed in

Or, sign in with Google or Facebook

8. Hosting a meeting and downloading the app – Once you have signed up and logged in, click on "Host a Meeting." The desktop app will automatically download. Alternatively, you can download the app at https://zoom.us/support/download

9. Set the dates/time for the meeting – You can schedule meetings in your account or by using the app on your desktop. Either way, simply set the date and time, then create a link and email it to the students. They click the link at the set meeting time, type in their name, and access your virtual video meeting room.

10. Hosting a meeting – Your meeting should look like this. If you would like to begin the meeting immediately, click "Start this Meeting" and the app will open the Zoom session. Otherwise, it will begin at the selected time.
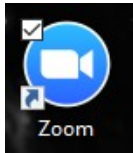
My Meetings > Manage "Class meeting"

Start this Meeting

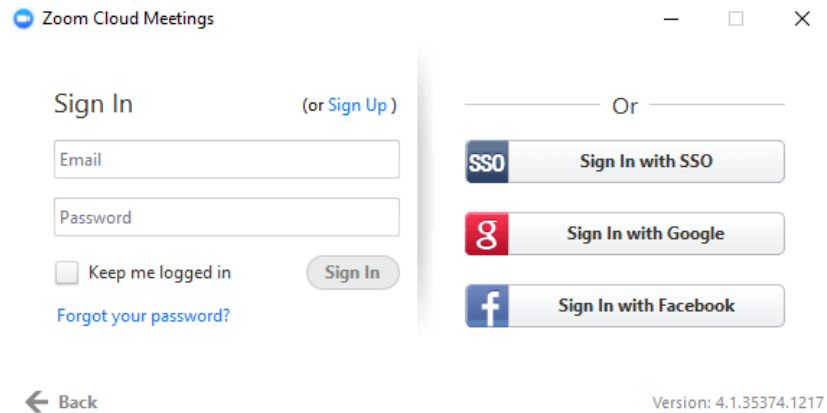|	
Topic	Class meeting
Description	HR353 test
Time	Feb 2, 2019 9:00 PM Mountain Time (US and Canada)
Add to	31 Google Calendar Outlook Calendar (.ics) Yahoo Calendar
Meeting ID	990-943-816
Invite Attendees	Join URL: https://park.zoom.us/j/99094 Copy the invitation
Video	Host On
	Participant Off
Audio	Telephone and Computer Audio
	Dial from United States
Meeting Options	× Require meeting password
	✔ Enable join before host
	✔ Mute participants upon entry
	× Use Personal Meeting ID 778-647-1900
	× Enable waiting room
	× Record the meeting automatically

Providing the students with the invitation link in an email allows them to join the meeting without needing a Zoom account or software.

Delete this Meeting   Edit this Meeting   Start this Meeting
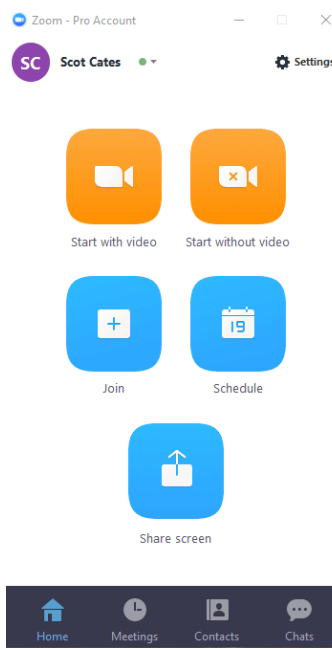
11. Launch the desktop app and begin using Zoom.

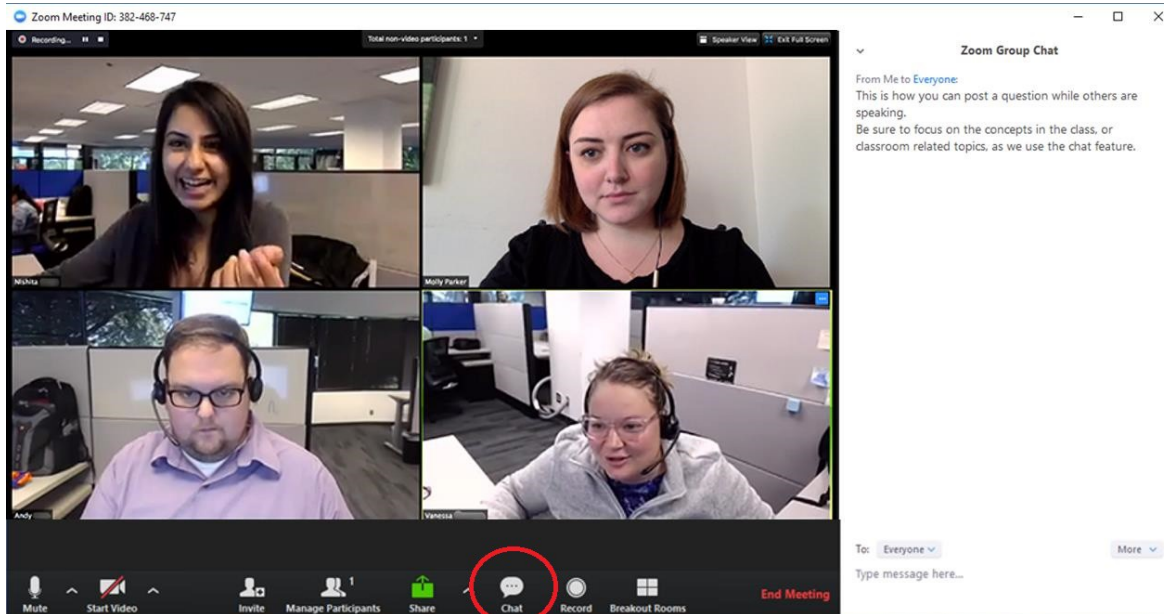Double click the ICON on the left to open Zoom from your desktop.

The screen below will pop up and prompt you sign in.

12. Starting a new meeting – Once you are logged in, you can start a new meeting, schedule, or join a meeting.

13. In the meeting – When the meeting starts, you will see a screen similar to the one below. Familiarize yourself with the Zoom communication and collaboration tools, such as screen sharing, the chat function, and breakout rooms.

14. Screen Sharing and Recording: During the meeting, you can share your screen by clicking the green "Share" button. You can choose to share your entire screen, just one application open on your screen (e.g., a PowerPoint Presentation), or the Zoom Whiteboard. If you want to share a video with sound, be sure to check "Share computer sound." You can also record the meeting or use the record function to create a video tutorial.
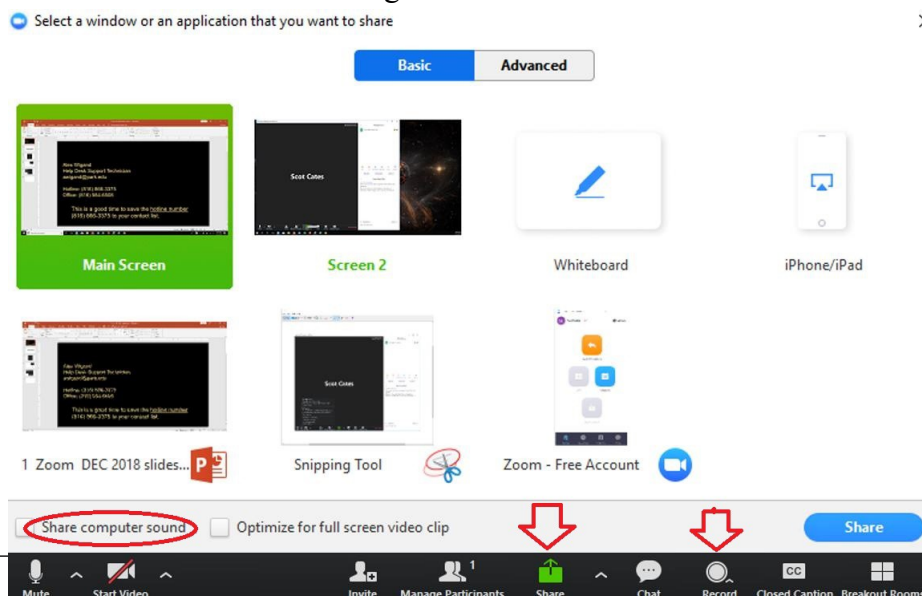
## Technology Tools for Effective Online Teaching Practices: Remind

Remind is a free web 2.0 tool designed for educators to send anonymous text messages to students. Instructors can use Remind to help students persist in their studies by sending regular reminders about assignments and due dates. Additionally, this tool can be used to help instructors support student success by sending motivational text messages.

Steps with screen shots:

1. Go to www.remind.com.
2. Sign up. (It's free.) Once signed up, log into your account.
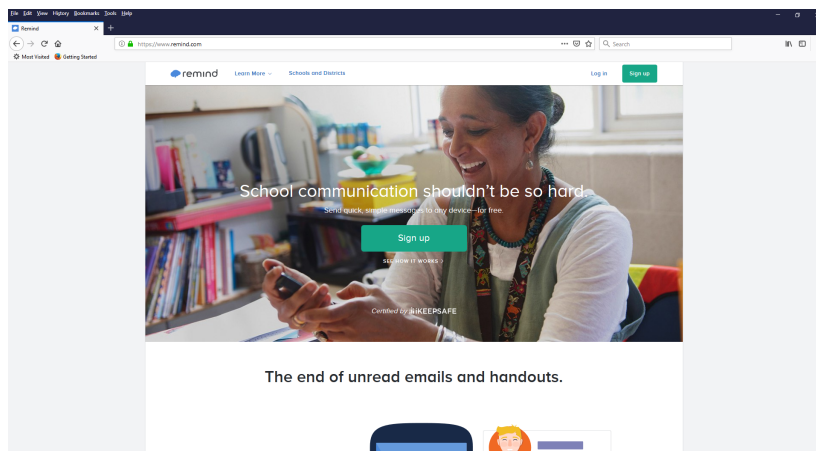
3. On the top right of the page click on "Create a class."
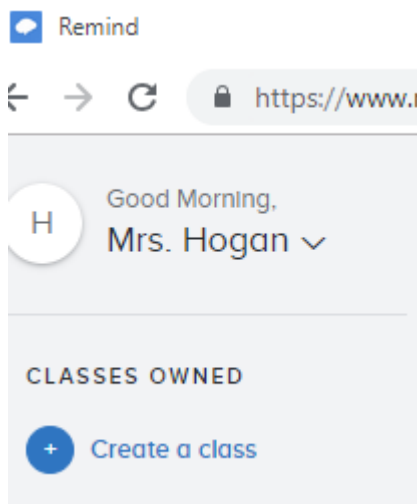
4. Name your class. You will then get a class code.

Create a class

Class name

e.g. Math 101, Soccer Team, Chess Club

Edit Icon

Class code

@

School

Grand Canyon University

✓ I will only message people 13 or older

It's okay if students are under 13. We'll ask for a parent's email
address to keep everyone in the loop.

Create

5. Click on "Send a message" to create your first message. '

ACUE
@d7e244

MESSAGES   FILES   PEOPLE
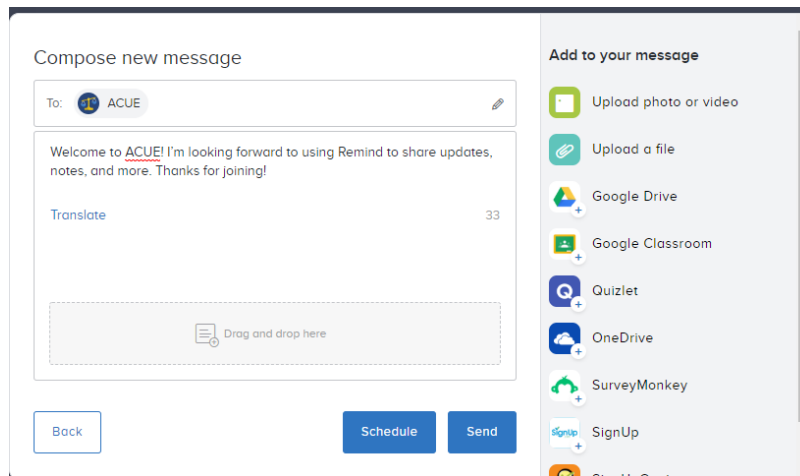
🔍 Search for people to message   ✏️

ANNOUNCEMENTS

ACUE
Send your first announcement

CONVERSATIONS

Send a message

ACUE — Association of College and University Educators

6. Compose your message and then click "Schedule" to schedule the date and time you would like your message to be sent.

7. ' Share your class code with your class so they can sign up and receive text messages! Here is an example post:

Title: Sign up for REMIND

Hi Class,

Remind is an additional communication tool that allows us to communicate outside of the online classroom. I will be sending text messages each week with tips and reminders on the weekly assignments. If you wish to receive these messages, please follow the instructions below to sign up.

- Text @d7e244 to the number 81010 and you will receive a welcome text from Remind. If you have trouble with 81010, try texting @d7e244 to (804) 269-8104.
- You can also join via this link: remind.com/join/d7e244

I hope you join me in using this fun text messaging tool!

8. Your students will receive a text message that looks like this once they are signed up:
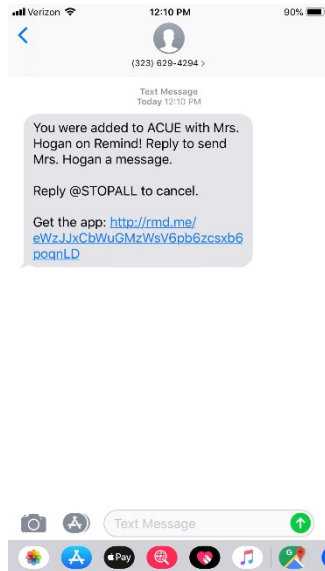
9. Start scheduling motivational messages, weekly reminders, assignment tips, and important announcements in Remind!

Send Motivational Messages

Consistently providing words of encouragement increases motivation, persistence, and completion rates (Nilson & Goodson, 2018). Motivational messages can serve various purposes: contributing to a welcoming environment, recognizing students' accomplishments and helping others to learn from them when done publicly, encouraging persistence, and providing helpful information. It is important to note that if you send too many or too few messages, they may not have the desired effect (Nilson & Goodson, 2018). Rather than sending multiple emails, announcements, or messages each week, instructors should use a variety of channels to provide consistent words of encouragement and send more substantive motivational messages every other week (Nilson & Goodson, 2018). Also, remember that praise is only beneficial to students when it specifically addresses what was done well. Below are several practices for sending motivational messages to your students throughout the course.

- **Module Introduction Message:** Send an email or post an announcement at the start of a new module to introduce the new topic, and explain how it builds on previous modules as well as how it connects to course learning outcomes. It is also motivating to provide connections to real-world uses and/or issues.

   Welcome to Module 3 of Dispute Resolution 3701. In the last module, we learned about interest-based vs. position-based negotiation strategies. We worked through several case studies and applied both negotiating techniques. We found that an interest-based approach facilitates more creative problem-solving and more satisfying outcomes for all parties. However, not all disputes are appropriate for this type of negotiation.

   For example, let's say you and your family move to a new town and are staying in a temporary and expensive rental while you look for a home to buy. You find the perfect home and put in a bid slightly above the asking price to show your interest. The seller rejects your offer saying that it's not even close to what the house is worth and does not provide a counteroffer. If this case were to go to mediation or negotiation, each party would want to argue their position based on laws, rules, common practices, and other factors which would be best addressed with a rights-based negotiating strategy.

   Let's start learning the basics of this type of negotiation strategy by reading Chapter 4 of the textbook, and then we can have a lively discussion applying what we have learned to a real-life scenario. This will allow you to have a deeper understanding of how this strategy works and where it can be tricky in a real-world context.

- **End-of-module message:** Close each module by summarizing the key concepts/skills and/or attributes learned as well as offering some positive encouragement about the effort students put into the module and how they demonstrated their learning. Repeating what was learned and how students demonstrated learning is important because the research on how people learn indicates students need multiple engagements with new concepts and ideas to be prepared enough to apply the knowledge and skills gained to new situations.

> *Dear Fellow Statisticians,*
>
> *I'm so impressed with the progress you've made in developing interview protocols! You're well on your way to conducting your first formal, in-depth interview. You've accomplished a lot in the past three modules: you developed a research question, created interview questions to help answer your research question, and designed an interview protocol with instructions for how to conduct the interview. In addition, you piloted the protocol with your partner, and you've practiced transcribing a mock interview. And finally, this week you created a spreadsheet as well as an initial set of codes to help you organize data from the transcriptions. As you'll recall, codes allow you to label and reduce the data and give you a way to systematically look across several interviews at once to identify patterns (e.g., differences and similarities).*
>
> *Because we can't anticipate everything that an interviewee will say, we need to be prepared to create additional codes. During our next module, after you and your partner conduct several interviews, we'll spend a lot of time developing new codes in order to capture and organize emerging themes. This will involve a number of steps that you've already practiced: defining the code, making sure it's conceptually distinct from other codes, and piloting the code to ensure that you and your partner are using the code reliably to label the same data. Developing codes is an iterative, nuanced, and fun (I think!) process. I'm confident that if you apply the skills you've acquired so far, each of you will rise to the challenge. I'm looking forward to kicking off Module 4 with you next week!*

- **Automated feedback in online quizzes:** For an incorrect response, include an explanation of why the answer was incorrect and address any common misconceptions. Also, direct the student to where they can find the correct information. For correct responses, use the feedback to reinforce learning by including a reminder of why a response was correct as part of a congratulatory message. For example:

Class: Sexual Health and Wellness

Based on the documentary we watched last week and the related readings, why did Fresh-eez grocery store chain decide to sell nitrosamine-free condoms? As you'll recall, nitrosamines are a class of carcinogenic chemicals that are in products like cosmetics, tobacco, fish, beer, fried foods, meats, and rubber. Most condoms contain nitrosamines, and during sex, condoms can leach nitrosamines.

a) Fresh-eez wanted to make sure the products they sold reflected their commitment to a cancer-free world since nitrosamines from condoms contribute to a large percentage of our overall exposure to nitrosamines.

   [automated feedback: Incorrect answer. Nitrosamines from condoms contribute to a small percentage of our overall exposure. Please refer back to this peer-reviewed article in last week's readings to refresh your memory.]

b) Fresh-eez wanted to make sure that the products they sold reflected their commitment to chemical-free brands.

   [Automated feedback: Correct answer! As the report we read from the World Health Organization and the United Nations Population Fund highlights, condoms can leach nitrosamines during sex. Offering a chemical-free condom option was the most compelling reason for Fresh-eez to carry the Safe & Sustainable brand condoms across their line of stores. Nicely done!]

c) Because of their commitment to an HIV-free world, Fresh-eez wanted to encourage women to buy and use condoms. They thought that sustainable branding would appeal to women more than the hyper-sexual branding that's common on condom packaging.

   [Automated feedback: Incorrect answer. It's true that a whopping 63% of women and 45% of men in the US didn't use a condom with someone they just met (see this 2010 peer-reviewed article). But this wasn't the main reason why Fresh-eez started carrying the Safe & Sustainable product line.]

d) The family that owns Fresh-eez has a long history of bringing sustainably produced products to market and was committed to disrupting the sexual-

wellness industry by embedding sustainability into their business practices. They were, after all, the company responsible for revolutionizing the steam-cleaning industry.

[Automated feedback: Incorrect answer. It's true that the Morel family was a leader in brining sustainable products to market. But as the documentary emphasized, disrupting the sexual-wellness industry was a "byproduct," or a positive unintended consequence, of their decision to carry Safe & Sustainable condoms.

- **Reminder announcements:** Students appreciate reminders or nudges about upcoming deadlines and assignments (including discussion forums, project assignments, quizzes, etc.). It is also helpful to send a link to the discussion forum, assignment or quiz and take the opportunity to add words of encouragement. For example:

  Just a friendly reminder that your annotated bibliography is due in two days. I know that writing the annotated bibliography can be a time-consuming process. I promise it will pay off when it's time to write your papers, because you will know exactly what information you have and how you want to use each resource. In addition, you will use this information to develop a detailed outline for the next assignment.
  From there, the paper practically writes itself!

- **Strategies for success:** Before a challenging assignment or test, send a motivational email that provides students with words of encouragement and strategies to tackle the challenge successfully. For example:

  Hi everyone! I know some of you are worried about the literary analysis essay due in a few weeks. I thought you might find it helpful to read this annotated example of a student's paper from last semester. I've noted the required elements and provided some additional commentary as well, so you'll better understand how to construct your essay. Don't worry; you've got this!