

LE1: Preparing Students for Success

Madison, Student, The University of Southern Mississippi [00:00:05] I think every online instructor should introduce themselves and make me, allow me to know who they are and why they love to teach this course.

Lindsay Wright, PhD, Assistant Professor and Program Coordinator, Child and Family Sciences, School of Child and Family Sciences, The University of Southern Mississippi [00:00:24] I send students a welcome message when the course opens, so they get notified that the course is available and to help encourage them to go ahead and log into the course. I also, in that welcome message, include that they have an assignment due on Friday at noon. And so that way they don't even have to open the course to know, oh, I need to go on the course because I have something due in two days.

Kahdijah, Student, The University of Southern Mississippi [00:00:47] I love when my instructor sends a welcome message. It really gets me excited for the course and excited for the school year. It's kind of like if I were in a face-to-face class and an instructor came in and automatically went to the board and started teaching, like, never introducing themselves, I'd be like, yeah, we're dropping this class today. But it really just lets you, like, helps you get to know who they are, and just really makes it very personal.

Sara, Student, The University of Southern Mississippi [00:01:10] When my instructor sends me a welcome message, it really makes me excited for the first day of class. I've always been the type of student that is looking forward to that first day, so feeling that personal connection with my instructor makes it feel less like an online and more like a face-to-face, and shows me that she's excited to have me in her class as well and get those reminders about what's coming up.

Kelly Fitzsimmons Burton, PhD, Philosophy Faculty, Communication, Language, and Humanities Division, Paradise Valley Community College [00:01:37] Each time I start that class over, I make an announcement where I say, hello, class, I'm your teacher, and here's a little bit about me, and here's a video I made that you should start the whole semester with. And it's my introductory video.

Kelly Fitzsimmons Burton, PhD [00:01:50] Hi, welcome to Logic. This is Dr. Burton. It's the Saturday before school starts, and I thought I'd make a little introductory video for you. And what I'm going to do is introduce you to our Canvas page.

Kelly Fitzsimmons Burton, PhD [00:02:05] I have a beginning video where I talk about the, the layout of Canvas and I talk about the layout of the class. I actually take them through a screenshot of what the modules look like and I explain each one.

Kelly Fitzsimmons Burton, PhD [00:02:20] On the home page, I would like to show you how each class is organized. So if you notice, week one, week two, week three. So after you read the syllabus and view this video, you will go to week one and you'll click on week one and you'll see there are learning objectives listed here. This is what I want you to learn each week, what I'm focusing on, course competencies, after you go through this lesson, what you should be able to do, and then this is what you are going to do each week.

Kelly Fitzsimmons Burton, PhD [00:02:54] And I show them the discussion board. I show them where the quizzes are. So that first video is an overview of the whole semester and what I'm expecting from them.

Kelly Fitzsimmons Burton, PhD [00:03:05] Let's look at the discussion board for just a moment. I'm going to go over there. And what we're gonna do is, here's the general questions is where we can ask each other questions. And if I need to do a tutorial because something is just not clicking, I will make a little video and maybe put it in the discussion board for you. But I would like you this first week to go to course introductions and introduce yourself. I'll start it off. I'll enter my introduction there first to show you what, what to do. It's, it's easy. Just say who you are, what you want us to know about yourself, tell us something interesting. I want to know what your major is and, and how I can connect logic to your major. So we are people, we're people taking this class, and I'd like to get to know you.

Maggie, Student, Paradise Valley Community College [00:03:54] The video helping to explain the module is, is really helpful. In the very beginning, especially, when I didn't know what to expect, it was very helpful. It tells you what to expect and you kind of look, then you can look at the videos. And when I saw the videos underneath that module, that introduction that she gave, I looked to see how long the videos were. I could tell how long they would take to watch, I could kind of contemplate, well, how long will it take me to take notes on the video? You can, you can do a lot more planning that way. It's, it's really good.

Kelly Fitzsimmons Burton, PhD [00:04:38] If you have any questions, feel free to email me. I'm going to try to have a healthy work-rest life this semester. I sometimes work into the night and I'm going to try not to this semester. So if you email me, I will respond within 24 to 48 hours, but if it's at night, I may not get it. I'm going to try to stay off the computer after six p.m. But I will always check email during my office hours, so if you email me in the morning or if you even email me at night, I'll get it in the morning when I get to my office. But I am available for you and I will get back to you as soon as I, as I can, okay?

Rico, Student, Paradise Valley Community College [00:05:19] So it's very important for professors to include an instructional video on how to navigate their particular courseworks and what they're expecting from their students, because that allows students to be able to have a step-by-step based on exactly what to do from their professor. And it eases a lot of the stress associated with the coursework. And there could be a particular student who's not so technologically savvy, and it really helps that student to be able to navigate their page and to be able to know exactly what that professor wants from their students.

Tena Boehm Morgan, Adjunct Accounting Instructor, mCLCTL Division, South Mountain Community College [00:05:52] I have a lot of strategies in my introduction, or I call it my "start here" module, and the different types of techniques that I use are, I have a syllabus quiz for them to get them to read the syllabus and to, to answer questions that I think are important that they should be paying attention to in the syllabus.

Tena Boehm Morgan [00:06:14] Make sure you go through the syllabus and read it. You might want to print out the class calendar that's in there and then take the syllabus quiz. You need to do that by Wednesday of this class to stay active in it. That's your, your attendance for this week.

Lindsay Wright, PhD [00:06:29] I assign students a syllabus quiz to highlight the things that I consider to be the most important in the syllabus, things such as how to contact me, when there's a difference in an assignment due date, and then textbook information or anything else that they may need to know to be successful in the course. Students get points for taking a syllabus quiz. Typically, it's a small percentage of the grade, normally less than two percent of their overall grade. It's a small-stake assignment. It makes sure that they can go in and use Canvas and access the course and just kind of as a learning opportunity.

Sara, Student [00:07:08] So I think it's important to take a syllabus quiz because it does give me a reminder of those important dates that are coming up. It lets me know who I need to contact in case I need anything. If I need to email, what's the best way to communicate with my professor or whoever is working on the class. I also like seeing what she thinks is important.

Kahdijah, Student [00:07:27] When the instructor points out what's most important, it just helps me really zone in where I need to put my energy and what I need to focus on so that I can meet all the requirements in order to get a good grade in the class.

Lindsay Wright, PhD [00:07:41] After everyone's taken the syllabus quiz, I go through and see what questions students have missed. I do have it open so they can see both their answers and what they got wrong. But I do then also want to reach out and, just to clear up any misconceptions that students may have after reading the syllabus.

Sara, Student [00:08:00] It is helpful when she follows up with us on the syllabus quiz and things that we just might have questions about. I feel like everybody in the class generally has the same questions and we want to all pretty much know the same thing. So when she extends that olive branch and lets us know that she cares about us, it's really important to me and it helps her address any of the things that I needed more information about.