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Spring 2020

Faculty COVID-19 Reflection 10

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A. Workload: My workload increased a bit when we transitioned to completely online courses to prevent the spread of the COVID-19 virus. I found that I needed more written practice exercises created across smaller sequenced topics to detect when the students were prepared to progress in the sequence of lessons. Previously, I would do this work with question and answer sessions aloud inside the classroom monitoring for correct responses, participation, fluent student responding, volume, and any errors needing to be corrected.

B. Communication: I found that I needed to write more emails to check on how my students were doing. I did not have any visuals to indicate they may not feel well, or they were tired, or they seemed upset, or any differences in their voice pitch, volume, or cadence of speech to help me better respond to question them on how they were doing or if anything might be bothering them or stressing them.

Goodness! I did not realize how many visual and auditory cues I pay attention to inside the classroom setting to help me better respond to my students. I missed this, and I felt inadequate in detecting if they might be experiencing difficulties. I did not want the students feeling like I was being intrusive with too many emails, but I did want the students to feel comfortable in a textual format to express how things were going with them. I need to incorporate more journaling using quick-writes prompts and some pictorial "how do you feel today" checks inside each of the assignments.

C. Adjusting to online teaching: I felt comfortable across the variety of assignments we complete inside Canvas and across the external links I incorporate inside the Canvas assignments. A large part of our class is learning how to navigate and effectively use the Learning Management System JSU has available for students. I run a relatively paper-free classroom and purposefully plan a variety of digital assignments for the students across our classroom topics.

D. Learning new technologies: I love technology, and I am super-pumped when I find new ways to improve how I design my instruction that meets my students needs where they are inside a range of ability on specific tasks. I think about different formats of presentations across teaching technologies all the time. I try to figure out which format is the most effective in engaging the student and providing the most immediate performance feedback in relation to programming the instruction. Lately, I have been thinking about how to use the new Google Forms options available to digitize timed practices in class. They autoscore and this will save an immense amount of time. I am also working across developing a variety of quantified levels of materials that I may use to differentiate more precisely inside the classroom.

E. Suggestions for faculty training to support adjusting to online teaching practices that persist long-term: The barrier I experience to completely online teaching practices is I cannot see real-time pacing of the students across the computer screen materials nor their posture, gestures, or sighs as they work through the assigned materials. I use these cues as indicators that I need to go help a student. I would like to learn about other digital indicators that work in real-time that will help me detect help is needed

rather than waiting until an assignment is completed to learn the student needed help. Is there such a thing that provides moment-by-moment immediate real-time performance feedback?

F. My personal experience teaching in an online format and supports that I need to help me include:
1) I need help creating layered graphic images that I may use to vary features for student responses on digital worksheets. An example of this is creating a clock face where I can change the location of the hour hand between the hours. Many of the clock face images I can embed do not vary the location of the hour hand in relation to the minute hand as real clocks do. When it is 2:45, the hour hand should be located closer to the three.
2) I also need help creating actions inside my presentation that include a movement of an image to increase interest or to illustrate a concept.
3) Additionally, I need help creating simple interaction opportunities inside a lesson to allow a student to conduct an experiment/ correlation/ manipulation such as:
- press the arrow key to present food to the pigeon following a specific behavior to shape the behavior. The behavior would need to change in direct relation to the presentation of the reinforcer (food).
- highlighting pieces of texts and seeing where the highlighted texts are organized/ categorized such as into the story structure elements, or a specific location on a textual graphic organizer
- timed practice exercises where a highlight can be done inside a passage to locate nouns in context with a score automatically presented following the end of the timed interval that also highlights any nouns inside the text that were missed or any errors on marking other parts of speech that were not functioning as nouns