



# Online Education

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# Online Students and Courses - FY 2017

**10,700**

**unique students** (GR and UG) students **enrolled in** one or more **online and/or hybrid** courses in FY 2017.

**59%**

of our matriculated **students enrolled in online and/or hybrid** courses at some point during FY 2017.



# Improving Your Classroom and Online Teaching Skills

## Objectives:

- To discuss and summarize strategies for making teaching more relevant and engaging with technology
- To become more aware of some pitfalls in online learning design
- To select student-centered, interactive online learning approaches to support student learning



1. Are you teaching **online** this semester?
2. Have you taught **online** before?
3. Are you planning to teach **online**?

1. Have you **taken online** courses?
2. Have you **taken hybrid** courses?
3. Have you **taken web-enhanced** courses?

List instructional behaviors and activities utilized  
by the best online teachers

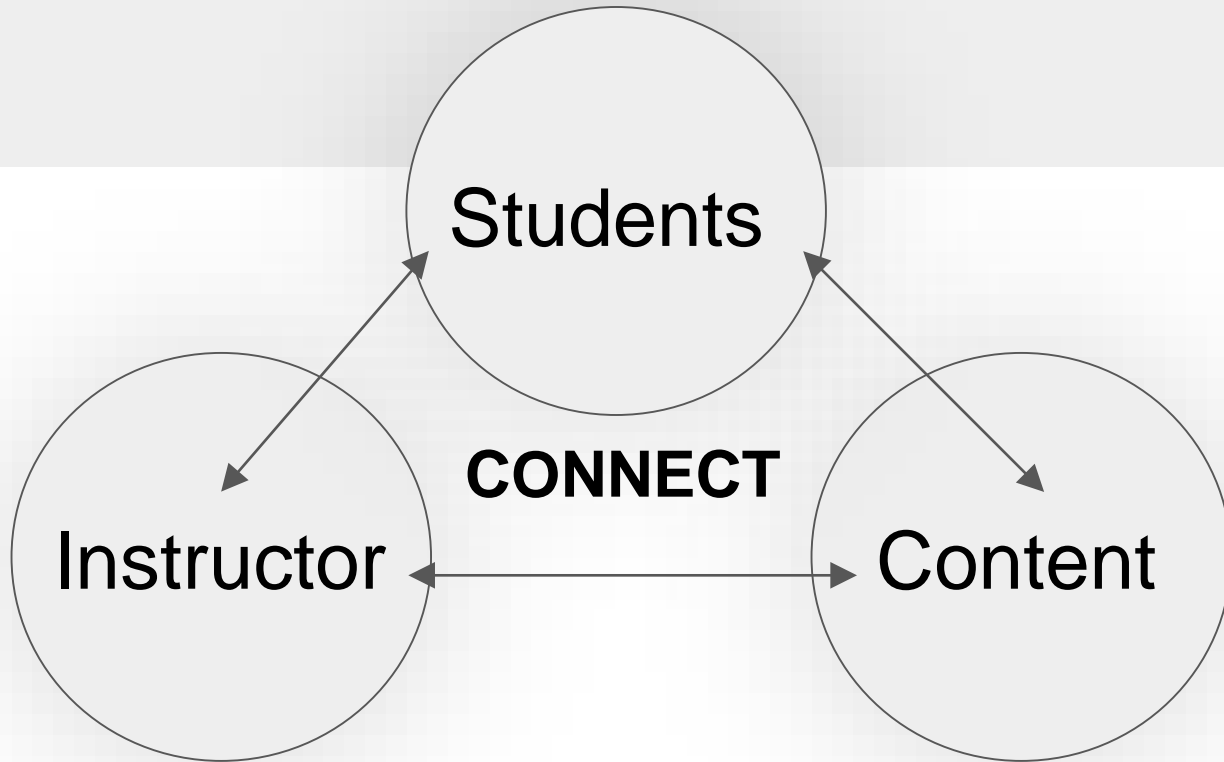
Reflecting on your experience as an online instructor (learner), what **challenges** have you had?

# Active Learning

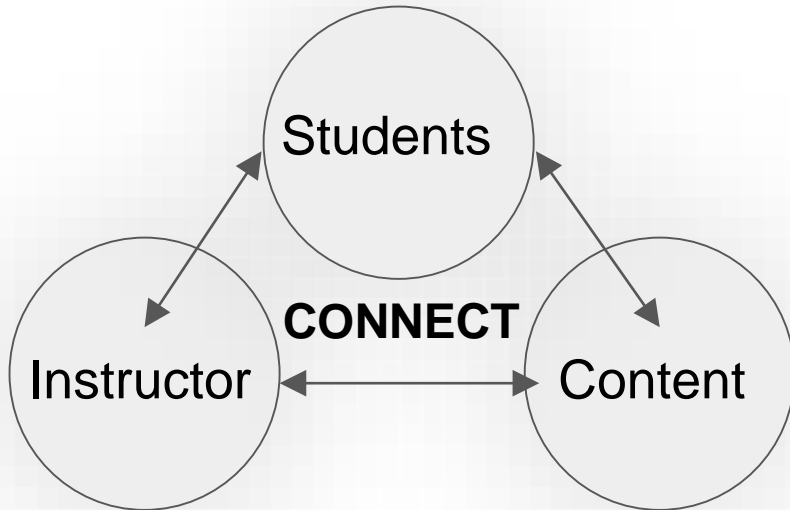
1. What does active learning mean to you?
2. What does it look like, feel like or...?
3. What kinds of things are taking place during active learning?



# What does active learning look like in a classroom?



# What does active learning look like in a **web-enhanced, hybrid, online classroom**?



- How are students **connecting** with you this week?
- How are students **connecting** with each **other** this week?
- How are students **showing** what they are **learning** this week?

- How are students **connecting with you** this week?
- How are students **connecting with each other** this week?
- How are students **showing what they are learning** this week?

# Pitfalls in Online Learning Design

- Rely too heavily on text
- Rely too heavily on only one type of activity
- No (or limited) teacher facilitation
- No (or limited) social interaction
- No (or limited) instructions for students

# Get Students Oriented

## → Provide rationales and clear directions

- ◆ Course format, structure, and schedule
- ◆ Course overview trailer
- ◆ Virtual walkthrough
- ◆ Syllabus quiz

## → Communicate high expectations early on

## → Provide “Tips for online success”

# Provide Clear Organization

Example Course - Template

Announcements

Start Here

Syllabus

Calendar

My Grades

Module 1: Jan 29 - Feb 11

Module 2: Feb 12 - 25

Module 3: Feb 26 - Mar 11

Module 4: March 12 - 25

Module 5: Mar 26-Apr 8

Module 6: April 9 - 22

Module 7: Apr 23 - May 6

Module 8: May 7 - 20


Discussions

Online Meeting

Technology Help

Course Modules

Module 3

 **Module 3 Overview and Agenda**

## MODULE 3 : OVERVIEW AND AGENDA


### Learning Objectives

By the end of this module, you will be able to...

1. Describe the types of disasters, including natural and human-made
2. Evaluate the effects of disaster on people and their communities
3. Describe the disaster management phases and explain the nurse's role in each phase
4. Discuss the current effects and threats of infectious diseases on society
5. Define surveillance and discuss the functions and elements of a surveillance system
6. Discuss the illnesses more likely to be associated with the intentional release of a biological agent
7. Describe issues and agents associated with foodborne illness and appropriate prevention measures

### Schedule of Activities

This module contains all the resources and links to activities you need to complete. Use this checklist to create your to-do list.



Step 1: Read Chapters 14 and 26 in Stanhope and Lancaster textbook.

Step 2: Watch the video lectures.

Step 3: Participate in the Voicethread discussions.

Step 4: Complete Journal #3 and #4.

# Use Multimedia Materials

- Avoid being too text heavy
- Videos (short!)
- Interactive Tools
  - ◆ [VoiceThread](#)
  - ◆ [Videonotes](#)
  - ◆ [NowComment](#)
  - ◆ [Office Mix](#)

# Provide Opportunities for Online Interaction

- Use an ice-breaker activity to create a learning community
- Create a Q&A discussion forum
- Use group projects and group work
- Create synchronous (optional) and asynchronous online sessions
- OER activities or Publisher's Homework

# Provide Opportunities for Feedback

- Announcement
- Grade and Feedback
- Quiz
- Comments on the Discussion Board, Wiki, Journal, Blog, etc.
- Video Feedback
- [Audio Feedback \(Turnitin\)](#)

Technology can be a very powerful tool when it comes to teaching. When used appropriately it can support student learning. Don't wait to engage your students in the course and use technology to facilitate their learning. Whether your course is on campus or online, feel free to use these resources and share your experiences with us and your colleagues:



**Blackboard** is a learning management platform that allows you to post course materials, create an opportunity for students to engage with you and with each other, and demonstrate that they have achieved the set learning goals. Available on mobile. More information <http://www.lehman.edu/itr/blackboard.php>



**Blackboard Collaborate Ultra** is a real-time video conferencing tool that lets you meet virtually, share applications, use a virtual whiteboard to interact, and even create breakout groups. More information <https://tinyurl.com/aboutbbcollaborate>



**VoiceThread** is a web-based interactive tool for collaboration and discussion. Create mini-lectures by recording a video from a webcam, uploading slides or other course materials and adding a narration. Students can engage in meaningful conversations using audio and video comments. Students can also create multimedia presentations or e-portfolios. Available in Blackboard. More information <https://tinyurl.com/aboutvoicethread>



**Turnitin** is a web-based application that makes it easy for you to give feedback to your students about their writing, saves you time on grading, reduces plagiarism and improves student writing. Available in Blackboard. More information <https://tinyurl.com/lehman-turnitin>



**Kanopy** (aka Netflix for education) offers over 26,000 multimedia titles, including films and documentaries from PBS, Kino Lorber, and Criterion Collection. All streaming rights have been cleared for academic use. Videos may be streamed in the classroom and anywhere on campus, or viewed off-campus using your New York Public Library (NYPL) card. More information <https://gethelp.nypl.org/customer/portal/articles/2861070>

For technical questions, please contact Steve Castellano, Blackboard Administrator and Instructional Technology Support Specialist, [Stephen.Castellano@lehman.cuny.edu](mailto:Stephen.Castellano@lehman.cuny.edu), 718-960-8658

For questions about online education, teaching online, best instructional practices, please contact Olena Zhadko, Director of Online Education, [Olena.Zhadko@lehman.cuny.edu](mailto:Olena.Zhadko@lehman.cuny.edu), 718-960-1172

## Resources:

### [Blackboard Tool Selection](#)

Take away!

What will you try out in your **next class**?

What will you try out **this semester**?