



## This Week on the Ohlone eCampus

Week of September 21, 2020

Professional Development: **Assessment in Digital Learning** begins 9/21

And we're off again with the launch of California Virtual Campus – Online Education Initiative (CVC-OEI) adopted Assessment in Digital Learning.

### Course Description

We'll take an in-depth look at the assessment loop process and apply the process to a unit in one of your courses. We'll examine unit objectives from both student and instructor perspective, design assessments to align with objectives, explore authentic summative assessments, and develop formative assessments that provide rich and meaningful feedback for students. And we'll do all this within Canvas.

### Course Details

- The course will open Monday September 21 and run through October 10.
- There are deadlines to keep you moving through the material and to support the effective use of discussion forums and peer review.
- Participants can expect to spend *12 hours* each week engaged in readings, multimedia presentations, discussions, reflection, and application.
- **To register**, complete the [O365 registration form](#) by Friday, September 18 using your ohlone.edu email account.
- Contact Mary Wilhelm-Chapin with questions: [mwilhelmchapin@ohlone.edu](mailto:mwilhelmchapin@ohlone.edu).

### Upcoming professional development courses:

- *Creating Accessible Course Content* - October 11.
- *Humanizing Online Teaching and Learning* - November 2
- *Ohlone Online Teaching Capstone* - November 30

### REC Through Engaging and Inspiring Asynchronous Discussion Boards

Providing a safe environment where students feel empowered to state their opinions and challenge the perceptions and ideas of their peers is a big part of encouraging dialogue. But finding just the right prompt is equally important. It is also important to realize that our students may express themselves more successfully in a medium other than text. [This article](#) provides some considerations and tips for making the discussion board more meaningful and engaging. Along those lines, VoiceThread provides students an opportunity to express themselves verbally, through sign language, through video and

through a variety of other ways while engaging with course content and one another. Don't know what VoiceThread is? Continue reading.

## eCampus Inspirations – Continue to Learn With Us



This week, the VoiceThread Team will join us for a live presentation at noon on Wednesday. This presentation will be recorded, captioned, and shown on Friday at noon.

### INSPIRATIONS – VoiceThread Training

Day	Date	Time	Facilitator	Zoom Link
Wednesday	9/23	12:00 – 1:00 pm	VT Team	<a href="#">Register in Advance</a>
Friday	9/25	12:00 – 1:00 pm	eCampus	<a href="#">Meeting Link</a>

## General Office Hours – eCampus Support

We invite you to schedule one-on-one support with someone from the eCampus team if you need help or have a question. To do this, please [submit](#) an IT ticket and be sure to include the following information: a few days/times you are available, and specific tasks/questions you would like assistance with. Based on this information, we'll assign someone from the eCampus team to work with you. If there is a particular person you like working with, no problem – include the person's name in your ticket. Your success is our primary concern!

### Zoom Practice Session – Breakout Rooms and Polls

Day	Date	Time	Facilitator	Zoom Link
Friday	9/25	1:30 – 2:30 pm	Robin	<a href="#">Meeting Link</a>

### Notes from Mary

In Lieberman's article on discussion forums, Speer refers to faculty steering a discussion, much like faculty would be doing in front of a physical classroom. Brookfield and Preskill (as cited in Nilson, 2016) suggest 7 types of instructor responses to keep the conversation alive:

1. Request more evidence from students to support a stated point of view. (Be careful not to question the point of view – ask for data, source, etc.)
2. Ask clarifying questions to better understand ideas shared. (Can you provide an example, walk me through the steps?)
3. Try cause and effect questions to encourage hypothesis formation. (if X occurs, then what happens to Y?)
4. Ask *What-if* questions to explore out-of-the box thinking on a topic. (Let's suppose...)
5. Welcome all responses by using truly open questions – no preferred or pre-determined answer.
6. Relate student responses to one another - and watch your students follow your example.
7. Provide summary and synthesis questions to guide wrap-up of the discussion. (What's your take away from this discussion? What's not clear after this discussion?)

Source: Nilson, L. B. (2016). *Teaching at its best: A research-based resource for college instructors*. pp. 162-166. (4<sup>th</sup> edition). Jossey-Bass.

eCampus will be hosting a **Discussion Forum Show and Tell** for faculty to share their forum successes and challenges. Join us **Thursday, October 1 from 4:15 p.m. – 5:00 p.m via [Zoom](#)**. Attendees will be entered into the prize drawing! Available prizes: eCampus will convert a paper quiz to Canvas quiz, caption a short video, retrofit pdf or ppt for accessibility, create a set of course banners.