



This Week on the Ohlone eCampus

Week of November 2, 2020

Focus Topic: Group Work

Humans are social animals, so it isn't too hard to accept that learning is a social process. Establishing a sense of community in your online class can lead to greater student success. Encouraging student-to-student interaction in your course is essential in developing that sense of belonging and community.

This [@ONE slide show](#) will provide you with numerous ideas for encouraging meaningful interactions in your course. One of our favorite resources from @ONE (Online Network of Educators) are the Byte-sized Canvas tutorials. This one by Helen Graves, explains [Why Group Assignments are Worth Your Attention](#).

Are you on board with group projects but have trouble getting students excited about working with peers? This article provides suggestions for best practices in [Designing Effective Team Projects in Online Courses](#).

Professional Development

Faculty can benefit from group work as well. The California Virtual Campus (CVC) has created Communities of Practice in Math, Science Labs, and Oral Communication where you can share ideas with your peers at other colleges. If you are interested, email support@cvc.edu and they will add you to the Canvas course with lots of friendly colleagues!

Upcoming professional development courses:

As we look toward another fully online semester, the eCampus is here to provide the support and guidance you need to help students succeed in what is rapidly becoming the "new normal" for education. In addition to the courses Mary is offering, CVC/@ONE provide an extensive list of course offerings. Choose from topics such as [Equity and Culturally Responsive Online Teaching](#), [Creating Accessible Course Content](#), [Introduction to Course Design](#), [Humanizing Online Teaching & Learning](#), and [Assessment in Digital Learning](#). You can use your [Professional Development funds](#) to pay for these courses. Your students will thank you!

Tech Tips

You may have noticed "Class Notebook" appear in your Canvas course navigation earlier this semester. As a Microsoft Office 365 (MS O365) campus, Ohlone employees and students have free access to OneNote Class Notebooks. Think back to the 3-ring notebook system of yore that included your notes,

pockets for syllabus and worksheets. Class Notebook is similar, but you only have one handout. The class notebook link and the notebook is always sitting where you need it – in your course via the Class Notebook link! Instead of uploading the worksheet into a module within Canvas for students to download and fill out, add them to your Notebook and students can access the document from there. Easy peasy.

eCampus Inspirations – Continue to Learn With Us



When we think about assessing our students to see what they have learned, do we include a focus on **learning** or on **assessment**? A properly designed assessment can be a part of the learning process as well as an appraisal of the quality of learning that the student has achieved. The ultimate goal is to determine whether the achieved learning outcomes align with the desired learning outcomes all the while improving student learning. The INSPIRATION workshop this week will provide you with some various strategies of assessment and an opportunity to engage in what promises to be a robust discussion of the topic with your peers. Can't make the session but want a little more information? Read this article from the K. Patricia Cross Academy on [Learning Assessment in Online Courses](#).

INSPIRATIONS – Rethinking Assessment

| Day | Date | Time | Facilitator | Zoom Link |
|-----------|------|-----------------|-------------|------------------------------|
| Wednesday | 11/4 | 12:00 – 1:00 pm | eCampus | Meeting Link |

General Office Hours

The eCampus [Virtual Office](#) is open again. We're here for you on **Tuesdays and Wednesdays from 3:30 – 5:00 pm** through November 24. If that time doesn't work for you and your schedule, [schedule](#) one-on-one support with someone from the eCampus. Your success is our top priority!

Minimum Qualifications Training (MQT) – November 9, 10, and 12

The last MQT session before spring 2021 Learning College Week is scheduled for **November 9, 10, & 12** from **6:30 – 8:30 pm**. Any instructor scheduled to teach fully online and/or hybrid must complete this 6-hour training. Talk with your Dean if you are unsure of the action to take. [REGISTER HERE](#).

Equity Corner

Our commitment to diversity and equity extends to everything we do. [The Peralta Equity Rubric](#) was developed to support online course equity. The rubric covers criteria such as the students' access to technology and various types of academic and non-academic support; addressing common forms of bias (e.g. implicit bias, image and representation bias, interaction bias); and following universal design for learning principles among other critical approaches.

The Peralta Equity Rubric includes eight separate areas where disparities and challenges can be addressed in online and hybrid courses to reduce or eliminate equity gaps. Over the next few weeks, the eCampus Weekly Update will explore each section. We invite you to take a look at your courses to see how they align.

E1 is Technology.

| | Incomplete | Aligned | Additional Exemplary Elements |
|-----------------------|--|---|---|
| E1: Technology | Course structure & activities do not yet mitigate digital divide & technology access issues. | Course structure & activities mitigate digital divide & technology access issues (a) by clarifying how required technologies support learning, and (b) by providing alternative pathways to complete course activities if students face barriers. | Technologies are used in ways that amplify student voices and foster an inclusive course community. |

Take a look at your course and see if you can identify where it falls. If your course is in alignment with this section, great! What can you do to move to exemplary? If it is not in alignment, what can be done to mitigate the digital divide and technology access issues?

Notes from Mary

A bit more on assessment. Have you considered that assessment is a tool to inform your instruction? In the world of instructional design this concept is referred to as backwards design. As you review student midterms, what information do you carry forward and put into action with regard to your instruction? Is there a concept that always stumps students? Why is that, and what can you add to your next lesson? next unit? next course? A designer tip – create an unpublished Canvas page in your course for notes on what is working and what you want to improve the next iteration of the course. I used to think I'd remember what changes I wanted to make, or I'd find my scribbled notes when I needed them – not the case. What was so clear in the moment loses definition with time.

NEWS FLASH –The Canvas shells for spring 2021 will be created in the upcoming week! (The process takes time but we know you want to begin creating.) We'll send out an announcement when they are ready.

Getting started

Begin your course design with your assessment. Map each assessment in its entirety back to the course student learning outcomes. Adjust the assessments accordingly – after being inspired in this week's sessions. Reduce the assessment to the necessary items, activities, and projects that measure student progress to SLOs. Less can be more in this case. Ask yourself what you need to see to know that students have achieved the outcomes. Then design the assessment accordingly. Take care not to add criteria that measure important but unrelated concepts.

Mary