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Pedagogy for Hybrid & Online College Courses

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La Guardia Community College Students
Queens, NY

Enrollment
19,989 (Fall 2014)
58% Female
42% male

Income
68.6% of HHs < $25,000

Race/Ethnicity
21% Asian
20% Black
41% Latino/a
14% White
4% Other/Unknown
Student Demographics

Born in USA 51%
Born Outside USA 49%

Region Outside of USA
North America 52%
Latin America & Caribbean 22%
Asia 19%
Europe 4%
Africa 4%

Total # Language = 111
Total # of Countries = 157
LaGuardia’s Urban Campus
Active Learning Strategies Essential for Hybrid/Online Instruction

- Inquiry-based
- Student Engagement
- Integrative Instruction
- Reflective

The Challenge Becomes, How Do We Do This?
Active Learning Defined
(Old adage)

In active learning students must:
- Listen
- Read
- Write
- Discuss
- Engage in problem solving

Our goal is to recognize that active learning can address different learning styles.
What is Inquiry Learning?

- For Dewey* inquiry is essential for learning.
- He believed that through collaboration students would assume responsibility to actively construct knowledge.
- It is this collaborative constructivist approach that is important in online learning.

At the core of inquiry learning is ... 

- Curiosity (wanting to know more about a topic of interest)
- Cognitive (prior) knowledge (what do I already know?)
- Asking questions
- Creating a new understanding (Constructing or discovering new knowledge/understanding)
- Making connections → using new knowledge
Inquiry-based Learning Based on Dewey’s Cycle of Inquiry

- Ask (Questioning)
- Investigate (Problem solving)
- Create (Synthesis)
- Discuss (Community)
- Reflect (What did I Learn?)

Bruce, Bertram C. Chip’s Journey Blog, Dec.2013
http://chipbruce.net/resources/inquiry-based-learning/the-inquiry-cycle/
Some Active Learning Strategies

- Modified Lecture consisting of short videos
- Student Generated Questions
- Discussion & Questioning
- Visual-based Instruction (recorded versus f2f)*
- Writing
- Problem Solving
- Inquiry based learning
- Computer-Based Instruction

More Learning Strategies

- Cooperative Learning
- Debates
- Role Playing, Simulations and Games
- Peer Teaching
Major Task of Educators

“Create instructional activities that involve students in doing things and thinking about what they are doing that includes reflective practice.”

# Greater Engagement of Students

## Strategies for engagement

- Use of creative assignments to keep students interested in the class in the context of real-word issues
- Student collaborations
- Continuous contact, e.g. sending emails, posts at the Blackboard site, announcements.

## Not Present in the classroom as much or not at all if online only

- Use of analogies, crossword puzzles, interesting videos and video streaming
- Example: Iowa Public Broadcasting, Searching for Buxton
- Illustrations at course BB site
Being Fully Present

- Helps students avoid being isolated
- Avoids students feeling disconnected from the class
- Encourages students to ask for help and ask questions

- Repeating instructions, review of assignments, activities, quizzes, etc.
- Sending repeated emails & frequent announcements
- Create open means of communication in other ways via facebook, instant messaging, etc.
- Provide Support
Make Course Challenging but Realistic

- Avoid making the course too easy especially if it is strictly online
- Allow students sufficient time to complete online assignments

- Common mistake is to make courses either too hard or too easy & to pile on the assignments because it is online or hybrid
The Future of Higher Education for All Students Regardless of SES

- Bridge the gap of the “Digital Divide” (computer access for all students)
- Stresses . . . .
  Digital Communication & Literacy
  Global Learning
  Integrative Learning
  Core Competencies

- “Academics can use digital tools such as YouTube, Twitter, and Facebook for academic purposes and to publicize intellectual work.”

[Academe article Jan.Feb 2014.doc]
Examples of Activities at LaGuardia that support Web-based Instruction

**ePortfolio**

- A place to collect and save coursework
- Connect educational goals with personal experience
- Track your academic growth and plan your career

https://lagcc-cuny.digication.com/portfolio/directory.digi
Use of a "Common Reading"

Last year’s Common Reading

http://www.laguardia.edu/stateofwonder/

• Interesting book applicable across disciplines and engages students in and outside the classroom

• Previous Book

http://www.lagcc.cuny.edu/fastfoodnation/default.htm
Very Popular Past Common Reading

http://www.laguardia.edu/henriettalacks/default.htm

The Immortal Life of Henrietta Lacks

Rebecca Skloot

Book: The immortal life of Henrietta Lacks
Use of Digital stories

• Provides students the opportunity to work independently and integrate material learned

• Provides students the opportunity to be creative and use technological & media sources

• Provides students the opportunity to connect their personal lives with their education.

• http://www.lagcc.cuny.edu/fastfoodnation/studentwork.htm
LaGuardia Faculty/Student Trips to Museums Also Applicable for Hybrid/Online Courses
(Photos taken at the Museum of the City of NY)
Social Science approach to problem solving activities that are inquiry based

Examples of Assignments:

1. **Gender Stratification**: activity is interdisciplinary, uses a multi-media approach, generates student-based questions, integrative, uses past experiences & reflection.

2. **World Report** study: activity is interdisciplinary, investigative in nature, requires critical thinking, uses, supports inquiry-based learning & use of reflection.

Both assignments are appropriate for all types of classes: face-to-face, online, hybrid (blended), flipped.
Breakdown of the Gender Assignment

1. Text or other Readings
2. PowerPoint slides
3. Harvard Gender Study article
4. YouTube video, gender equity
   https://www.youtube.com/watch?v=hdOcjKsUqOI

Video about Symbolic Interaction
http://www.youtube.com/watch?v=jFQIIM8IRZU
Steps to Complete the Gender Assignment

1. Write down questions you have about gender issues based on review of the material.
2. Write down what you learned about gender issues that you did not know prior to reviewing the material.
3. Describe how symbolic interactionism relates to the topic of gender and gender socialization.
4. Meet with your group & share and discuss what you learned about gender & gender stratification. As a group, select 3 or 4 questions or points of discussion to share with the class.
World Report Assignment

CIA World Report website

World Bank website

YouTube video describing how to use the CIA World Report website
http://library.byui.edu/Camtasia/CIA%20World%20Factbook/CIA%20World%20Factbook.html
Steps to complete the World Report Assignment

1. View websites and YouTube video
2. Decide on nations to contrast. I usually ask students to select one developing nation & one developed nation and contrast their characteristics with the USA
3. Create a table for all data of the 3 nations including: history of nation, population, religions, languages, infant mortality, # of children, life expectancy, years of education, literacy rate, occupations, unemployment, # living in poverty. Also, look at gender differences.
4. Write a reflection on what was discovered about the contrast of nations, including: what stood out for you, assessment of quality of life, a place you would live, etc.
Avoiding Pitfalls in Structuring Hybrid or Online Classes

- Create guidelines for students, e.g. number of credits before enrolling
- Will a specific GPA be needed?
- Will you require student-pre-enrollment assessment (student motivation & ability to take an online/hybrid class)?
- Does the course require faculty or administrative approval?
Avoiding Pitfalls, continued

- Check-in on progress & communicate regularly with students
- Provide clear deadlines
- Decide whether grading is individual or group
- Determine timeframe for assignments, grading & email replies
Think “Outside the Box”

- Use technology to connect to your students: Blogs, Wikis, Social Media, synchronous and asynchronous chats and conferencing
- Don’t just try to fit your f2f curriculum into your online or hybrid class
- Creative use of media, e.g. YouTube and virtual presentations by other professors; Ted Talks


