Taking the Distance Out of DE

Michael Smedshammer, Ph.D.
Instructional Design Coordinator
Latino students 30% less likely than white students to take an online class when presented with the option.

- “I’ve never met the guy. I don’t know if he is a good teacher or not.”

- “It’s very about coursework and that is that. She [the instructor] doesn’t care about what is going on in my life.”

- “If they [his teachers] don’t care about how I do, neither do I.”
Relationships Before Pedagogy
Pride and the Feminization of College
“Some guys might be, see it is stupid if they go to the tutor or something, they, they think it’s dumb, they think if they go get help from somebody, they stupid. They always want to find out on they own … so like if they get caught in the library or tutor, they [others are] like oh, that’s--he’s stupid.”
“You know, maybe, there’s a class and be like, ‘Hold on teacher, can you slow down, I didn’t get that part. Can you say it again?’ You know, just shy, because you’re thinking of that mentality, oh everybody’s going to be looking at me. I’m the dumb one in the class, and that’s why, a lot of classes, you know, I could just ask for more help and stuff like that, but don’t.”
“I usually don’t ask for help … I will seriously sit there in math lab all day and click, you know, instructions 17 times ‘til I get it. I won’t run back and ask the teacher. And that’s one of the things that affects me.”
Intrusive Instruction
Top 5 Ways to use Canvas to Improve Student Equity
5. Organization
20%

Number of online students who access the Internet primarily through their phones.
4. Create “Real World” Group Projects
3. Require Peer Review (aka tutoring)
2. Get Zoom in the Room
Course Design Rubric for the Online Education Initiative

In order for a course to be offered as a part of the Online Education Initiative (OEI), it must meet established standards relating to course design, instruction, and accessibility that are intended to promote a quality learning environment that conforms to existing regulations. Prior to the submission of a course for OEI consideration, it is helpful for the faculty member to review these guidelines and conduct a self-evaluation. The outcome of this self-evaluation is a component of the OEI Course Application process.

The Course Design Rubric for the Online Education Initiative consists of 4 components:

A. Course Design - Course Design addresses elements of instructional design. For the purpose of this program, course design includes such elements as structure of the course, learning objectives, organization of content, and instructional strategies.

B. Interaction and Collaboration - Interaction and Collaboration can take many forms. These criteria place emphasis on the type and amount of interaction and collaboration within an online environment. "Interaction" denotes communication between and among learners and instructors, synchronously or asynchronously. "Collaboration" is a subset of interaction and refers specifically to those activities in which groups are working interdependently toward a shared result. This differs from group activities that can be completed by students working independently of one another and then combining the results, much as one would when assembling a jigsaw puzzle with parts of the puzzle worked out separately and then assembled together. A learning community is defined here as the sense of belonging to a group, rather than each student perceiving himself/herself studying independently.

C. Assessment - Assessment focuses on instructional activities designed to measure progress towards learning outcomes, provide feedback to students and instructors, and/or enable grade assignment. This section addresses the quality and type of student assessments within the course.

D. Learner Support - Learner Support addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. Specifically, learner support resources address a variety of student services.

This rubric is designed to inform the work of reviewers for courses being taught in connection with the California Community College Online Education Initiative. It is informed by the National Standards for Quality Online Courses by the International Association for K-12 Online Learning (NACOL). After an initial round of course reviews, the lead review team met with faculty at the OEI Professional Development summit and discussed the strengths and weaknesses of the rubric. The lead review team then provided recommendations to the OEI Steering Committee and Executive Team for revising the rubric language and structure to enhance the review process.
1. Use the Grade Book
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<th>2 Introductions Out of 20</th>
<th>3 Orientation Quiz Out of 5</th>
<th>4 Create a Module Out of 10</th>
<th>5 Add a Content Page Out of 10</th>
<th>6 Import the Canvas Start Out of 10</th>
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I am happy to be your instructor this semester. Please watch this brief video to get started.

Record/Upload Media Comment

Record Media  Upload Media

Title: Welcome to the Course!

Click anywhere to start recording

Notify users that this content has changed

Cancel  Save & Publish  Save
Use Canvas

Get Started with Canvas:  http://bit.ly/2bdGU6C
Contact Mike:  smedshammerm@yosemite.edu
              x6490