Engaging Students in Asynchronous and Synchronous Online College & Career Success (CCS) Courses

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www.scholarlyteaching.org
Chat: Introductions
What is your name and preferred pronouns?
Have you taught CCS before and if so, for how long?
Learning Outcomes

By the end of this session, participants will be able to:

- Discuss the value of the College & Career Success course.
- Describe at least 3 synchronous and asynchronous teaching strategies that have been shown to increase engagement and learning.
- Incorporate student-endorsed and evidence-based online teaching strategies into their course design and implementation.
The Value of College and Career Success Courses

Christine Harrington
FYE Course INCREASES Student Success

- Retention (Karp et al., 2015)
- Increased Sense of Belonging (Jaijairam, 2016)
- Academic Achievement (Keup & Barefoot, 2005)
- Graduation (Leeger, 2012) across all ability levels (Miller & Lesik, 2015)
Are Students Engaged in Career Exploration?

Not much, they take a “serial” approach to academics and careers, placing greater importance on assignments and current work.

Greenbank and Hepworth (2008)
Where Do Students Get Career Information?

- Informally from friends and family
- Faculty rather than career counselor

(Greenbank & Hepworth, 2008)
One Solution: The FYE Course

“Student success courses are an important element of the guided pathways model, as they represent a cost-effective method of providing students assistance in goal formation and program planning”

(Bailey, Smith Jaggars, & Jenkins, 2015, p. 69).
Current FYE Practices
Young & Hopp (2014); Young & Skidmore (2017); Allamudin & Bender (2018)

- Career is one of the least emphasized topics in FYS
  - 29.3% of two-year colleges
  - 13.1% of four-year colleges

- Academic planning or major exploration
  - 21.2% identified this as an objective

- Career workshops vs. courses
  - 73.6% offer career workshop
  - 35.2% offer career success course
Benefits of Career Exploration in the First-Year Seminar Course

- Full term for students to engage in self-assessment, research careers, and engage in networking
- Increase exposure to options and learn from peers
- Develop essential information literacy, critical thinking, and communication skills
- Makes career exploration a priority!
- All students can develop a comprehensive academic, career, and financial plan.
Is Career Information Enough?

“Providing career and academic program information is necessary but not sufficient for helping students find a program that is a good fit.” (Jenkins et al., 2021, p. 5)
What about Networking?

85% of jobs are filled by networking

(Adler, 2016)

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Race and Networking
(Pedulla & Pager, 2019)

Network Access

• Fewer Job Leads

Network Return

• Less likely to lead to job offer
• Less likely to know someone and act on their behalf
Defining Networking

What You Know

Who You Know

Who Knows You

Mutually Beneficial Relationships

(Addams, Woodbury, and Addams, 2010)

Harrington (2019)
Start Early: Relationships and Skills Take Time to Develop
Violorio (2011)
Chat
How do you (or could you) help students develop networking skills and strengthen or expand their network?
Educational Planning

• “Ensure that every student is helped to develop an individualized educational plan.”
  • (Jenkins et al., 2021, p. 7)

• Goal setting and planning is a frequent goal of FYE classes (70.9%)
  • (Young, 2019)
Diversity
Diversity, global learning, or experiences with difference, a HIP practice associated with 67.9% of First-Year Seminars (Young, 2019)

General Education Diversity Outcome

• Cultural Self-Awareness: Course promotes awareness of one’s own cultural identities, assumptions, perspectives, biases, and/or behaviors that may affect one’s world view.

• Impact of Diversity: Course provides an awareness of how and why systemic discrimination, prejudice, and stereotyping faced by marginalized and/or oppressed groups affects all members of a society.
Engaging Online Learners

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Poll Question
What modalities have you taught before?
Online Asynchronous
Online Synchronous
Both Online Asynchronous and Synchronous
Neither Asynchronous or Synchronous
Online FYE Courses are Common

70% of community colleges who completed a national FYE survey indicated offering fully online FYE courses

(Allamudin & Bender, 2018)
Some Community College Students Prefer Online Courses

Spring 22 New Students-Modality Preferences for Future Courses*

<table>
<thead>
<tr>
<th>Modality Preference</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>25% of my classes in-person and 75% online</td>
<td>3%</td>
</tr>
<tr>
<td>50% of my classes in-person and 50% online</td>
<td>10%</td>
</tr>
<tr>
<td>75% of my classes in-person and 25% online</td>
<td>24%</td>
</tr>
<tr>
<td>All of my classes in-person</td>
<td>37%</td>
</tr>
<tr>
<td>All of my classes online</td>
<td>22%</td>
</tr>
<tr>
<td>I do not have a preference</td>
<td>3%</td>
</tr>
<tr>
<td>I do not plan to enroll in classes</td>
<td>1%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

| All or Most In-person                                        | 62%        |
| All or Most Online                                           | 24%        |

*Results of March 2022 CT State Course Modality Preference Survey

All or Most In-person 62%
All or Most Online 24%
Creating a Community of Inquiry
Garrison et al. (2000)

Teaching Presence
Social Presence
Cognitive Presence
Getting to Know Your Students
Power of Relationships

Motivation
• Wilson et al. (2010)

Confidence
• Delfino (2019)

Learning
• Demir et al. (2018)
Getting to Know You
Pecha Kucha
Shadiquah Hordge
Icebreakers: Focusing on Similarities

Gehlbach et al. (2016)

Groups

315 High school Students; 25 Teachers

5 Similarities with Teachers

5 Similarities with Students at Another School
Icebreakers: Focusing on Similarities

Gehlbach et al. (2016)

Student-Teacher Similarity Group:

- Better Relationships with Teachers
- Higher Course Grades
- Closed Equity Gap by 60%; Grade differences between Black and Latinx students and White and Asian students went from .6 to .2
Getting to Know Students Outside of Class
Persistence Project: The 15-minute Meeting
Oakton Community College, Chicago  Supiano (2020)

Overall Program

Black Students

Fall 2017 to Fall 2018

<table>
<thead>
<tr>
<th>Persistance Rate</th>
<th>Overall</th>
<th>Project Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>51.4</td>
<td>65.7</td>
</tr>
<tr>
<td>Black Students</td>
<td>42.2</td>
<td>60.7</td>
</tr>
</tbody>
</table>
Assign
1. Facilitator who will ensure all voices are heard
2. Time-Keeper who will remind the group at the half-way mark and when there are only a few minutes left
3. Note-taker who will put at least one of the strategies in the chat when we return

Breakout Room Discussion
How do you (or could you) get to know your students in online classes?
Chat
Note-takers please share at least one strategy discussed in your group
Engaging Online Students in Group Work
Value of Group Work

Builds Skills Employers Want

- Teamwork
- Communication

Improves Student Success

- Increases Persistence
- Improves Achievement

Koc (2011); Costigan & Donahue (2009); Springer et al. (1999)
Poll Question
How do you assign groups?
I let the students choose
I assign groups randomly
I assign groups based on my knowledge of students
I use all these approaches
Why Assign Groups?

Self-selection has NEGATIVE impact on students of color and students performing lower.

Heterogeneous groups leads to better individual and group outcomes.

Hinds et al. 2000; McClelland, 2012; Shimazoe & Aldrich, 2010
Preparing Students for Group Work

- Develop Background Knowledge and Skills First
- Clearly Articulate Purpose and Expectations
Building Background Knowledge

**Teach Content**
- Knowing full content led to better performance

**Individual Assignment**
- Working independently before working together resulted in better performance

Sarfo and Ellen, 2011
Synchronous Group Work

Brief Breakout Room Activities such as Turn and Talk

Group Project Work During Class
Brief Group Work Opportunities During Online Classes

- Summarize what you have learned
- Identify an example
- Share and compare notes
- Co-create notes
- Write down a question
Breakout Room Tips

• Communicate deliverables
• Share that you will be “popping” in to check on status and provide support
  • Avoid “How’s it going?” questions
  • Instead ask “What did you produce thus far?” questions
• Inform students how they can ask for help
• Determine if and how you will ask students to share group work with the class
  • Poll questions, chat, Google document, verbal responses
Asynchronous Group Work

Benefits

- More In-Depth Exploration of Concepts
- More Critical Reflection
- Access to Resources
- Everyone Participates-Hear All Voices
Conversation Expectations

Preparation
• What do students need to do before participating?

Conversation
• How and how often are students expected to contribute?
• What are the due dates for contributions?
Question Prompt Considerations
Aloni & Harrington (2018)

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does this question directly relate to course learning outcomes? If so, which ones?</td>
<td></td>
</tr>
<tr>
<td>What is expected of students for this discussion? Have initial and follow-up expectations been explained?</td>
<td></td>
</tr>
<tr>
<td>What level of Bloom’s taxonomy does this question address?</td>
<td></td>
</tr>
<tr>
<td>How likely is it for this question to promote critical thinking skills?</td>
<td></td>
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<tr>
<td>Do students have the background knowledge needed to answer this question?</td>
<td></td>
</tr>
<tr>
<td>Will students need to explore the text and/or outside resources to answer the question?</td>
<td></td>
</tr>
<tr>
<td>Will this question invite or even require the sharing of different perspectives?</td>
<td></td>
</tr>
<tr>
<td>Is there room for further contribution if the first student responds thoroughly to the question?</td>
<td></td>
</tr>
</tbody>
</table>
Consider Socratic Questions for Follow-Up Contributions

Based on work of Paul (1990) and Strang (2011)

<table>
<thead>
<tr>
<th>Learning Purpose</th>
<th>Socratic Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarifying Explanations</td>
<td>What do you mean by....? Provide an additional example of.... How does this compare and/or contrast to....? What are the potential advantages and disadvantages of....?</td>
</tr>
<tr>
<td>Questioning Assumptions</td>
<td>What other explanations might account for this? What are the assumptions behind this statement?</td>
</tr>
<tr>
<td>Exploring Additional Evidence</td>
<td>How can we find out more about this topic? How does this connect to the concepts we've discussed previously? What additional evidence can you find to support or refute this idea?</td>
</tr>
<tr>
<td>Multiple Perspectives</td>
<td>What would someone who disagrees say? What are the cultural implications?</td>
</tr>
<tr>
<td>Real World Implications</td>
<td>What are potential consequences or implications of this? Provide a real world example of....</td>
</tr>
<tr>
<td>Self-Reflective Processes</td>
<td>Why should this issue matter? What is the importance of learning about this issue? What other questions do you now want to explore?</td>
</tr>
</tbody>
</table>

Part I: Respond to Initial Prompt

Part II: Ask at least 2 Socratic Questions

Part III: Respond to at least 2 Socratic Questions posed to you or classmates
Assign
1. Facilitator who will ensure all voices are heard
2. Time-Keeper who will remind the group at the half-way mark and when there are only a few minutes left
3. Note-taker who will type the revised or alternative question prompt in the Google document during breakout session

Breakout Room Discussion
Evaluate this Question
Prompt:
What careers are you interested in exploring?
Assigning Student Roles Can Improve Quality

- Conversation Starter
- Time-keeper
- Devil’s Advocate
- Note-taker
- Conversation Wrapper
Role of Instructor

• How will you support students?

• How often will you contribute and in what way?
Poll Question
What level of involvement should the professor have in online conversations?

- Very little as it might reduce participation
- Some involvement so students know you are present
- High involvement so everyone feels acknowledged
Early Involvement

- Importance of Strong Initial Posts
- Formative Feedback to Class
- Positively Reinforce On-Target Posts
Avoid Too Much Involvement
Thompson (2006)

May diminish student activity and involvement
Novice vs. Experienced Instructors
Morris et al. (2005)

- Novice
  - Instructor Posts: 19
  - Student Posts: 869

- Experienced
  - Instructor Posts: 193
  - Student Posts: 1176
Instructor Time in Class Matters
Cranney et al., 2011, p. 345

Recommendation:

6.25 hours per week minimum

Figure 1. Amount of instructor time spent in online course in relation to students’ overall discussion grade
Instructor Involvement

Cranney et al., 2011; Morris et al., 2005

A moderate level of involvement works best

Early involvement to provide formative feedback and reinforce on-target contributions

Time spent in class matters more than number of responses
Adding video to the online conversations increased student perception of social presence.
But Text is Important too...
Fernandez et al. (2014)
Teaching via Conversations....

- Introductory Videos
- Reinforcing On-Target Responses
- Correcting Inaccurate Content
- Expert Contributions: Making Connections
- Summary Posts and Videos
Assign
1. Facilitator who will ensure all voices are heard
2. Time-Keeper who will remind the group at the half-way mark and when there are only a few minutes left
3. Note-taker who will share at least 2 tips or success stories in the chat when we return to the large group

Breakout Room Discussion
Share success stories and lessons learned from prior synchronous and asynchronous group work
Chat
Note-takers please share at least 2 tips or success strategies discussed in your group
Creating Dynamic Online Lectures

- Activate prior knowledge
- Emphasize important points
- Use effective slides
- Share examples
- Encourage reflection
Chat: Key Take-Aways
What is one of the take-aways from today’s session?
Questions?

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