

Online Course Development

ZoomTalk · Department of Arts & Humanities · March 12, 2020 · Richard Jochum with some help

- ▶ Emergency response
- ▶ This is not about full-fledged online course development
- ▶ Crisis and opportunity
- ▶ Online teaching takes time, training, resources, and support to develop carefully

- ▶ Part One: Emergency Response
- ▶ Part Two: Stepping Up

Self-intro (chat or audio)

- We are two days into online classes: What's your experience?

Part One

Emergency Response

Incremental Steps (Overview)

- Steps toward Online Learning (incremental)
 - Activating Canvas
 - Levering Zoom as Teaching & Advising Tool
 - Linking Zoom and Canvas
 - Expanding Canvas as a Webspace and Landing Page

Preparations ad-hoc

- Keep in mind: Everybody is confused about what comes next: students, staff, instructors. This is a time to look out for each other.
- Students: speak about their concern, the virus, public safety, special needs; international students (with travel restrictions). Information: [CDC COVID-19](#) [WHO COVID-19](#)
 - Coronavirus Course Assignment: <https://docs.google.com/document/d/1NlyNozAKQJIPoYpGjh2kgwfrKhtPn6Rm5vMdPm5dPxw/edit>
- New Workspace: Address preparedness to work online: do students have good internet access? How do they see what you prepare for them: Through Desktop or mobile? Wired or wireless? Audio/Video-access.
- What do instructors need? Can you rehearse some of the steps together? Online learning is tech-intense, needs time and resources: how can you become a resource each other as a resource for each other.

Check-list

- Establish mode of communication
- Office hours
- Connect office phone and cell (Ringcentral app)
- Make syllabus available online
- Make course readings/documents available for yourself/for students
- Learning Objectives: in online-space?
- Assessment of student learning?
- Feedback?

Two Main Ingredients

- Canvas
- Zoom

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
A Division of the Columbia University System

Learning Online at TC

Home Canvas Help Zoom Help

Learning Online @ TC

This site provides some resources to ensure that you can make the most of your online learning experiences at Teachers College, especially if you have never taken or participated in an online course before. Please take a little time to familiarize yourself with the information in advance of your online studies. Please email: service@tc.columbia.edu if you have questions.



Canvas Help

Canvas is the learning platform for all TC students. This is typically where all your assignments and activities will live, unless your instructor advises you otherwise. If you've never used Canvas before, please [look into myTC](#) and navigate to Canvas. You'll also want to ensure that you can see all of your courses ([learn more](#)).

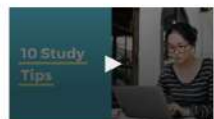




Zoom Help

Zoom will be used for you to meet with your instructor and peers at an assigned time. Your instructor will provide you with a link and other information so you can join the class session remotely. Please make sure you:

- [Download the Zoom application](#)
- Have a working laptop computer to join the session (using a mobile device may limit your ability to participate in certain group activities)
- Run a [test Zoom session](#) to ensure your settings are correct
- Join the session early to test your settings



Study Tips for Online Learning

Online learning isn't the exact same as learning in-person. We recommend you either watch this short video (2.5 mins) on study tips for online learning or look through [this infographic](#) on the tips for success in an online course.

[View Online Learning Checklist](#)

Need Help with Canvas?

Call (+1-844-906-0594) or [Live Chat](#) with support individuals.

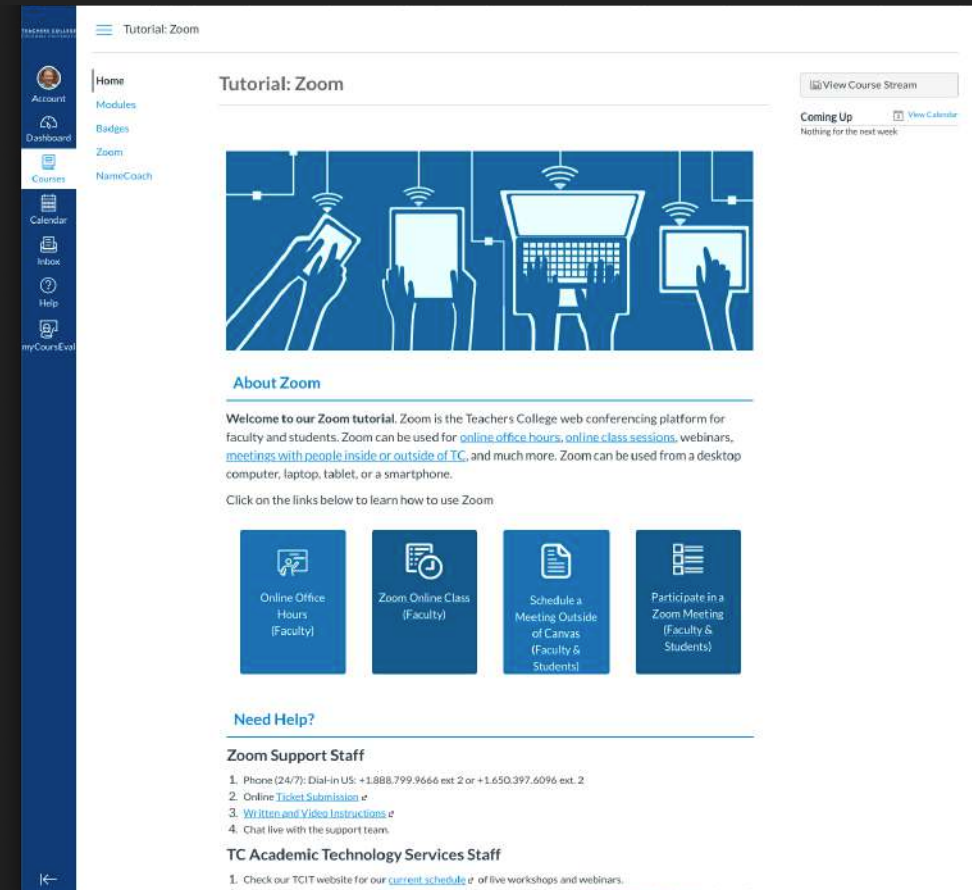
Need Help with Zoom?

For immediate assistance, call (+1-888-799-9666 ext 2). Otherwise, [submit a Zoom ticket](#).

①

Using Zoom (Resources)

○ <https://tc.instructure.com/courses/7393>



The screenshot shows the 'Tutorial: Zoom' page within the Teachers College Instructure LMS. The left sidebar contains navigation links: Account, Dashboard, Courses (highlighted), Calendar, Inbox, Help, and myCourseEval. The main content area is titled 'Tutorial: Zoom' and includes a 'View Course Stream' button. Below the title is a large blue graphic showing hands using various devices (smartphone, tablet, laptop, and another tablet) connected by lines, symbolizing connectivity. The 'About Zoom' section welcomes users and explains that Zoom is the web conferencing platform for faculty and students, used for online office hours, class sessions, webinars, and meetings. It lists the devices it can be used on: desktop computer, laptop, tablet, or smartphone. A section titled 'Click on the links below to learn how to use Zoom' features four blue buttons: 'Online Office Hours (Faculty)', 'Zoom Online Class (Faculty)', 'Schedule a Meeting Outside of Canvas (Faculty & Students)', and 'Participate in a Zoom Meeting (Faculty & Students)'. The 'Need Help?' section lists support options: 'Zoom Support Staff' (phone, online ticket submission, written and video instructions, chat) and 'TC Academic Technology Services Staff' (workshops and webinars).

Teachers College
Instructure

Tutorial: Zoom

Home
Modules
Badges
Zoom
NameCoach

View Course Stream

Coming Up
Nothing for the next week

Tutorial: Zoom



About Zoom

Welcome to our Zoom tutorial. Zoom is the Teachers College web conferencing platform for faculty and students. Zoom can be used for [online office hours](#), [online class sessions](#), webinars, [meetings with people inside or outside of TC](#), and much more. Zoom can be used from a desktop computer, laptop, tablet, or a smartphone.

Click on the links below to learn how to use Zoom

Online Office Hours (Faculty)

Zoom Online Class (Faculty)

Schedule a Meeting Outside of Canvas (Faculty & Students)

Participate in a Zoom Meeting (Faculty & Students)

Need Help?

Zoom Support Staff

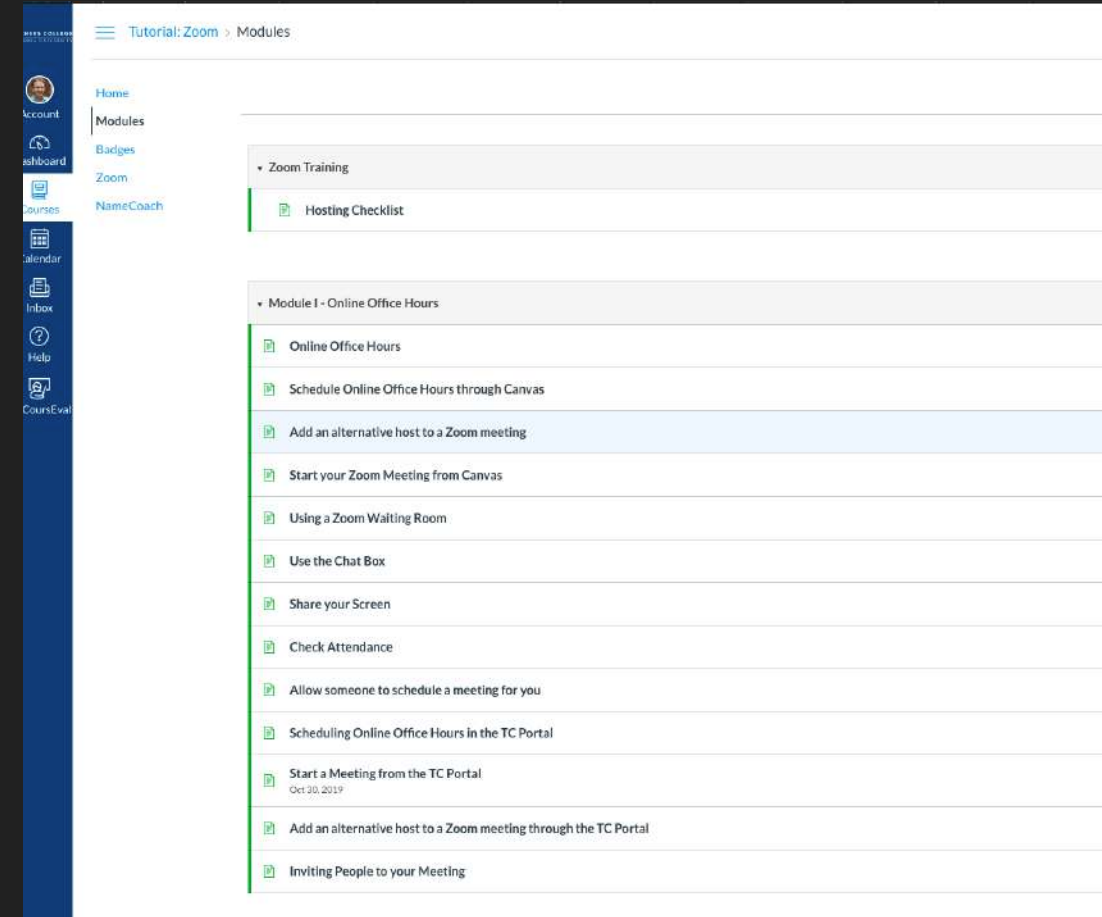
1. Phone (24/7): Dial-in US: +1.888.799.9666 ext 2 or +1.650.397.6096 ext. 2
2. Online [Ticket Submission](#) e
3. [Written and Video Instructions](#) e
4. Chat live with the support team.

TC Academic Technology Services Staff

1. Check our TCIT website for our [current schedule](#) e of live workshops and webinars.
2. If you have questions about the content in the guide, please contact the Technology Services Staff.

Using Zoom (Resources)

○ <https://tc.instructure.com/courses/7393/modules>



The screenshot displays the Canvas LMS interface for a course titled "Tutorial: Zoom". The left sidebar contains navigation links: Home, Modules, Badges, Zoom, NameCoach, Courses, Calendar, Inbox, Help, and CourseEval. The main content area shows the "Modules" section with two expandable sections: "Zoom Training" and "Module 1 - Online Office Hours". The "Zoom Training" section is expanded, showing a list of modules: "Hosting Checklist". The "Module 1 - Online Office Hours" section is also expanded, showing a list of modules: "Online Office Hours", "Schedule Online Office Hours through Canvas", "Add an alternative host to a Zoom meeting", "Start your Zoom Meeting from Canvas", "Using a Zoom Waiting Room", "Use the Chat Box", "Share your Screen", "Check Attendance", "Allow someone to schedule a meeting for you", "Scheduling Online Office Hours in the TC Portal", "Start a Meeting from the TC Portal" (dated Oct 30, 2019), "Add an alternative host to a Zoom meeting through the TC Portal", and "Inviting People to your Meeting".

Tutorial: Zoom > Modules

- Home
- Modules
- Badges
- Zoom
- NameCoach

Zoom Training

- Hosting Checklist

Module 1 - Online Office Hours

- Online Office Hours
- Schedule Online Office Hours through Canvas
- Add an alternative host to a Zoom meeting
- Start your Zoom Meeting from Canvas
- Using a Zoom Waiting Room
- Use the Chat Box
- Share your Screen
- Check Attendance
- Allow someone to schedule a meeting for you
- Scheduling Online Office Hours in the TC Portal
- Start a Meeting from the TC Portal
Oct 30, 2019
- Add an alternative host to a Zoom meeting through the TC Portal
- Inviting People to your Meeting



Account



Dashboard



Courses



Calendar



Inbox



Help



myCoursEval

[Home](#)[Modules](#)[Badges](#)[Zoom](#)[NameCoach](#)

▼ Zoom Training

[Hosting Checklist](#)

▼ Module 1 - Online Office Hours

[Online Office Hours](#) [Schedule Online Office Hours through Canvas](#) [Add an alternative host to a Zoom meeting](#) [Start your Zoom Meeting from Canvas](#) [Using a Zoom Waiting Room](#) [Use the Chat Box](#) [Share your Screen](#) [Check Attendance](#) [Allow someone to schedule a meeting for you](#) [Scheduling Online Office Hours in the TC Portal](#) [Start a Meeting from the TC Portal](#)
Oct 30, 2019 [Add an alternative host to a Zoom meeting through the TC Portal](#) [Inviting People to your Meeting](#)

▼ Module 2 - Zoom Online Class

[Zoom Online Class](#)

Good Practices (Zoom)

- Quiet setting. Good lighting.
- Join early
- Test settings
- Mute if you are not speaking to reduce ambient noise
- Consider connection glitches, camera glitches. Zoom helpline 1.888.799.9666 ext #2

Online Teaching (Formats)

- Synchronous

- Asynchronous

- And everything in between

Online Teaching

- Synchronous: class meets at fixed times and dates
- Asynchronous: recorded presentations and activities for students to complete at their own time and pace
- Blend of both. Meetings don't have to be weekly. Synchronous sessions don't have to be full lectures.

Online Teaching (Hurdles)

- Talking to oneself
- Perceived absence of an opposite
- Staring at one's own image
- Instructional tech keeps changing
- Critical: to make it interactive
- Online teaching has its own specificity but works best if we focus on student learning experiences.

Good Practices (Online Learning)

- Make it interactive through variety of assignments such as small group discussions (breakout groups), blogs, polls, student presentations; shared documents; feedback; peer review. (Canvas allows to give feedback on papers right in canvas.)

Types of Learning Activities

Introductions



Having students introduce themselves in a unique and meaningful way, or bringing in mindfulness exercises to the beginning of the class session can help set the right tone for the session!

Large group discussions



Bringing students back from breakout groups and having a large group discussion can help to connect dots and diversify the ideas that students leave the discussion with.

Student Presentations



If students are working for long periods of time in small groups, you may want to devote some time to letting students present their ideas to the larger class.

Small group discussions



Having students break out and discuss amongst small groups or pairs can help them as they construct their learning about the topics being covered in the session.

Polling



Polls serve as great checkpoints to quickly assess which directions students want to move next or whether they are understanding the materials being presented.

Collaborative Creation



The larger or smaller groups can create a document/padlet, or a collaborative artistic piece (drawing, story, scene, etc.) reflecting their learning. This can be an artifact they take away at the end of the course.

Good Practices

- Mix asynchronous and synchronous if possible. Use Conferencing tool (Zoom) and LMS (Canvas) back and forth. If you are new to online teaching, bolster asynchronous parts. It's a good way to start.
- Provide clear instructions
- Give students agency (presentations/responsibilities: peer reviewer — caveat Canvas)
- Breakout rooms
- Clarify roles/expectations/due dates
- Chat room as a means to communicate and reinforce clarity

Encouragements

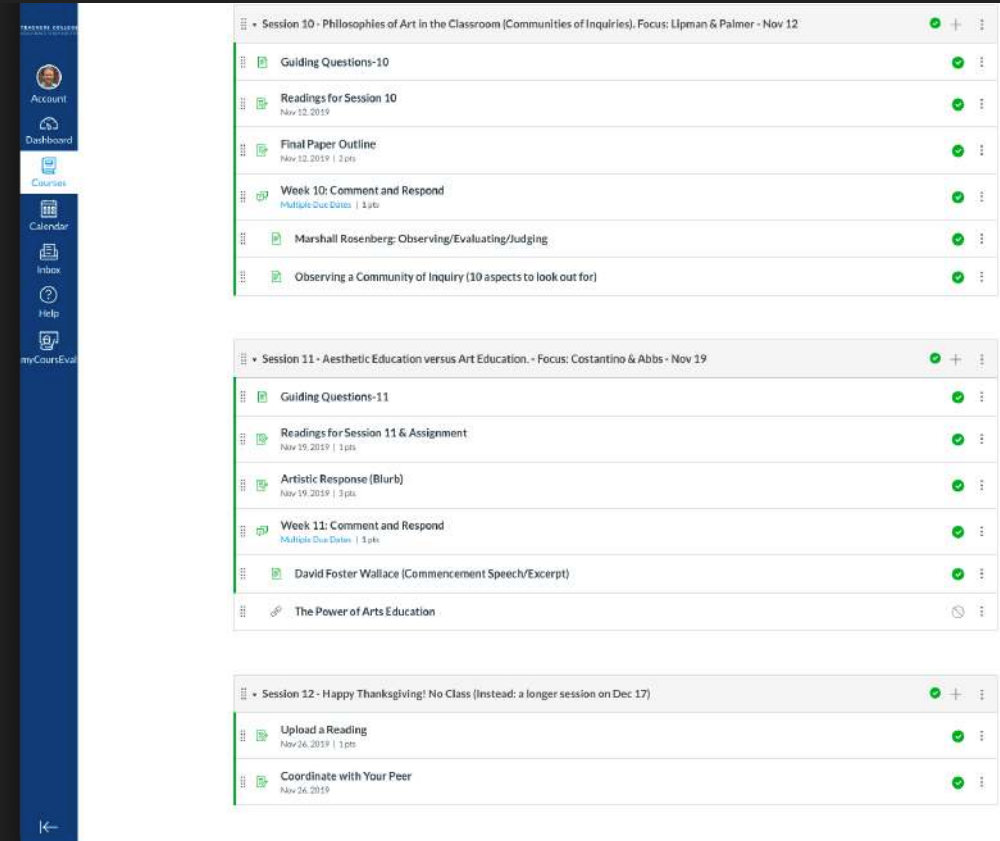
- Allow for awkwardness: teacher and students are learning together to navigate in this new space.
- (If it weren't for the virus). Consider teaching a class that meets on-site as an opportunity to prep for online.
- Clarity is key, as is structure, as is story (i.e. the learning-narrative that educators are used to creating in their classes all the time).
- Online teaching has its own specificity but it works best if you don't focus on them but on student experiences

Activating Canvas

- LMS
- Entails course information
- Syllabus information
- Learning Objectives
- Assignments
- Files
- Gradebook
- Discussions
- Et al

Example: Discussion Groups

- This is from a course I taught last semester and where I used Canvas extensively. URL: <https://tc.instructure.com/courses/9929/modules>



The screenshot displays a Canvas LMS interface for a course. On the left is a blue sidebar with navigation links: Account, Dashboard, Courses, Calendar, Inbox, Help, and myCourseEval. The main content area shows three sessions of discussion groups, each with a list of activities and their completion status.

Session 10 - Philosophies of Art in the Classroom (Communities of Inquiry). Focus: Lipman & Palmer - Nov 12

Activity	Due Date	Points	Status
Guiding Questions-10			Completed
Readings for Session 10	Nov 12, 2019		Completed
Final Paper Outline	Nov 12, 2019 1 pts		Completed
Week 10: Comment and Respond	Multiple Due Dates 1 pts		Completed
Marshall Rosenberg: Observing/Evaluating/Judging			Completed
Observing a Community of Inquiry (10 aspects to look out for)			Completed

Session 11 - Aesthetic Education versus Art Education. - Focus: Costantino & Abbs - Nov 19

Activity	Due Date	Points	Status
Guiding Questions-11			Completed
Readings for Session 11 & Assignment	Nov 19, 2019 1 pts		Completed
Artistic Response (Blurb)	Nov 19, 2019 1 pts		Completed
Week 11: Comment and Respond	Multiple Due Dates 1 pts		Completed
David Foster Wallace (Commencement Speech/Excerpt)			Completed
The Power of Arts Education			Not Started

Session 12 - Happy Thanksgiving! No Class (Instead: a longer session on Dec 17)

Activity	Due Date	Points	Status
Upload a Reading	Nov 26, 2019 1 pts		Completed
Coordinate with Your Peer	Nov 26, 2019		Completed

This is a graded discussion: 1 point possible

Show Due Dates



Week 11: Comment and Respond

Richard Jochum

Nov 19, 2019 at 10:40pm

3 16

Each student is required each week to either write up a comment on a subject matter or thought related to the course topic of each week; or write a response to these commentaries. The commentaries are reflections on the course themes, discussions, or readings and may include media files. Comments (200 words) are due by Friday 11:59 PM. Responses (200 words) are due by Sunday 11:59 PM.

Commentators Session 2, 4, 6, 8, 10, 13: Mitch, Jane, Larry, Nisha, Jesl, Buddy, Filippa, Anna, Qilin

Respondents Session 2, 4, 6, 8, 10, 13: Tianyi, Zoe, Carmen, Tamu, Gaosong, Minne, Wen, Ting, Miriam

Commentators Session 3, 5, 7, 9, 11, 14: Tianyi, Zoe, Carmen, Tamu, Gaosong, Minne, Wen, Ting, Miriam

Respondents Session 3, 5, 7, 9, 11, 14: Mitch, Jane, Larry, Nisha, Jesl, Buddy, Filippa, Anna, Qilin

Assign

Assign to

Anna Schneeberger	×		
Larry Tung	×	Nisha Nair	×
Zhou Yuan	×	Qilin Zhao	×
Jane Mcneil-Mckeag	×		
Jesl Xena Rae Cruz	×		
Mitchell Conway	×	Buddy North	×

Due

Nov 22, 2019 11:59pm

Nov 22, 2019 11:59pm

Available from

Until

Assign to

Tianyi Liu	×	Loading...	×
Gaosong Heu	×	Carmen Gomez	×
Minne Atairu	×		
Temesgen Adumer	×		
Filippa Christofalou	×	Loading...	×

Due

Nov 24, 2019 11:59pm

Sun Nov 24, 2019 11:59pm

Available from

Until

+ Add

Autumn Term 2019

Home

Syllabus

Announcements

Assignments

Discussions

Grades

People

Pages

Files

Modules

Course Reserves

Emergency Plan

Conferences

Collaborations

Outcomes

Quizzes

Settings

Published Edit

This is a graded discussion: 1 point possible

Show Due Dates



Week 10: Comment and Respond

Nov 12, 2019 at 10:46pm

17

Each student is required each week to either write up a comment on a subject matter or thought related to the course topic of each week; or write a response to these commentaries. The commentaries are reflections on the course themes, discussions, or readings and may include media files. Comments (200 words) are due by Friday at 11:59 PM. Responses (200 words) are due by Sunday at 11:59 PM.

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Commentators Session 3, 5, 7, 9, 12, 14: Tianyi, Zoe, Carmen, Tamu, Gaosong, Minne, Wen, Ting

Respondents Session 3, 5, 7, 9, 12, 14: Mitch, Jane, Larry, Nisha, Jesi, Buddy, Filippa, Anna, Qilin

Search entries or author

Unread



Subscribed

Reply



Qilin Zhao

Nov 14, 2019

The video of Bell Hooks we watched in class really speaks to my heart, and I want to talk about the video we watched in combination with the reading we read by Bell Hooks.

Critical thinking is something that could transform our life. In the reading, she said that the heartbeat of critical thinking is the longing to know – to understand how life works. In the video, she pointed out that the major difference between the students at Yale and the students in community college at Harlem is not their capability. Rather, it's the vision of life. While Yale students have a sense of entitlement and feel that they have a bright future to embrace, students at the community college mainly consider about how to survive. This inspires me to think that a life of fulfillment doesn't depend on one's talent, but on how one perceives this world and think about his or her life in relation to this world. If we simply consider education as a means for survival, we choose to lose our thinking skills and only passively accept whatever we need to overcome in life. We become machines that automatically work towards a particular purpose. Instead of human beings who are entitled to think and to create. In fact, critical thinking could transform our lives because it allows us to be able to analyze our lives sharply, to cultivate an open mind and to see things from multiple perspectives. These attitudes we gain through this process will allow us to challenge the stereotypes this society embedded on us and help us to embrace new possibilities in our lives. What's more, critical thinking is important for education because it helps to cultivate a democratic society which embrace diversity and equity. As Hooks pointed out the trend against critical thinking in our society, that "democratic education is being undermined as the

because it helps to cultivate a democratic society which embrace diversity and equity. As Hooks pointed out the trend against critical thinking in our society, that "democratic education is being undermined as the interests of big business and corporate capitalism encourage students to see education solely as a means to achieve material success. Such thinking makes acquiring information more important than gaining knowledge or learning how to think critically." (P.16) When thinking about how education could bring us by teaching students to think critically, it's not simply about individual or personal gain, but rather it is related to what kind of society we want to have, which will affect individuals on a deeper sense. How terrible the society will be, if one only judges a person by what he or she gain rather than what kind of person he or she is? Will there be room for social justice in our society, if one could only passively consume information passed down by political or commercial propaganda instead of developing his or own thoughts? How violent our world will be, if one only focuses on defend himself or herself based on limited experiences, rather than cultivate an open-mind and be open to conversation?

👤 Reply (3 likes)

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Tamu Adumer

Nov 17, 2019

I'm curious how material gain factors into Bell Hooks' conception of critical thinking. If we agree that the Yale students have more access to a sense of entitlement that changes how they operate in the world as opposed to the students from Harlem, I think we must analyze why they have that sense of entitlement. I believe part of it is the resources they have access to. Yale has a 29.4 billion dollar endowment. This is more than the GDP of several countries. With financial resources like that, I believe you have the capacity to dream big. It is sort of like Maslow's hierarchy of needs but instead of self actualization at the top it is more of a desire to change other people and systems that critical thinking affords you. I wonder if it is a two way street in which one can reach critical thinking through an environment of abundance and vice versa one can reach an environment of abundance through critical thinking. You may not need a huge amount of money to seek self actualization. But, you probably need access to a huge amount of resources like Yale has to impose your definition self-actualization onto the world.

👤 Reply

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Anna Schneeberger

Nov 15, 2019

Like Qilin, Hooks' chapters on critical thinking/conversation and a democratic education really resonated with me. Hooks' quote that education is the home base of the constant democratic revolution only made me think more about my role as an educator, especially a middle school educator. Throughout her chapters, I couldn't help but consider her words only in the college classroom. I truly believe the movement towards more critical thinking within our teaching and more discussion based around a democratic classroom can start at any age, but it would be most beneficial and impactful in the adolescent years. It's these years that our young learners are becoming aware of the larger world that surrounds them. They are becoming inspired and fueled with an ambition to help or make a difference. They're brains are also at that point of development where they can handle and productively have critical thinking sessions and lessons. Where I teach, we are constantly finding ways to include current events as well as passed events that promote discussion of current issues within our lessons and curriculum. I'm always in awe by the complete shift in demeanor and mindset our children have when these critical discussions are the base of our lesson that day. I am curious as to what age you all work

Extension of Classroom

- The comment-response discussion group served as:
 - Student-centered space
 - Without interference from teacher (no breathing down their neck)
 - Allowed students to become a community (cohort)
 - Had due-dates
 - Was Graded
 - Serves as an extension of our classroom discussions in a course that is focused on a lot of readings that needed a lot of input
 - Became a shared document



Account



Dashboard



Courses



Calendar



Inbox



Help



myCoursEval

Autumn Term 2019

View All Pages

Published

Edit



Home

Syllabus

Announcements

Assignments

Discussions

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Mini-Lesson & Slides

To-Do Date: Sep 15 at 11:59pm

Each two credit-point student is expected to choose one mini-lesson (and slide presentation). Three credit-point students are expected to choose two mini-lessons (and slide-presentations). Mini-lessons focus on a concept/idea related to the weekly course session and is of particular importance to the presenter. The mini-lesson is meant to instigate the audience to engage with the weekly course topic or an aspect of it. The mini-lessons need to be timed to 10 minutes. The goal is to exemplify and multiply pedagogical approaches to philosophical thinking. The outline for the mini-lesson needs to be shared with the instructor at least one day prior to class (through email). The slide-presentations need to be uploaded to Canvas/Files and connected to [Canvas/Pages](#).

Please make your choices and fill in your names.

Part I - Defining Traditions

Session 2 [Topic for Mini-Lesson](#): Defining Art. [Reading for Slide Presentation](#): Weitz & Dickie & Danto.

Presenter: [Carmen](#)

Session 3 [Topic for Mini-Lesson](#): Early Roots of Art and Education in Philosophy. [Reading for Slide Presentation](#): The Republic OR The Symposium by Plato

Presenter: [Jane](#) , [Buddy](#)

Session 4 [Topic for Mini-Lesson](#): Aesthetics and Truth. [Reading for Slide Presentation](#): Nietzsche OR Heidegger

Presenter: [Mitch](#) , [Tianyi](#)

Session 5 [Topic for Mini-Lesson](#): Toward A Philosophical Definition of Art. [Reading for Slide Presentation](#):

Presenter: [Tamu](#) , Gaosong [Mini-lesson Gaosong](#) . Make-up presentation: [Anna](#)

Part II - Key Issues

Session 6 [Topic for Mini-Lesson](#): Expanding the Concepts: Diversity. [Reading for Slide Presentation](#): Davies

Presenter: [Qilin](#) (1/2), [Anna](#) , [Tamu](#)

Session 7 [Topic for Mini-Lesson](#): Expanding the Discourse: Popular Culture. [Reading for Slide Presentation](#): Hyde

Presenter: Sylvia Wen Sun, Gaosong

Session 8 [Topic for Mini-Lesson](#): Expanding the Materials: Art, Media, & Technology. [Reading for Slide Presentation](#): Flusser OR McLuhan OR Weibel

Presenter: [Larry \(on McLuhan\)](#) , [Minne \(on Weibel\)](#) (Topic 1/2), [Carmen \(on Flusser\)](#)

Session 9 [Topic for Mini-Lesson](#): Expanding the Object: Art & Experience. [Reading for Slide Presentation](#): Dewey

Presenter: [Filippa \(on Dewey\)](#) , [Buddy \(on Saito\)](#)

Part III - Educational Applications

Session 10 [Topic for Mini-Lesson](#): Philosophies of Art in the Classroom. [Reading for Slide Presentation](#): Lipman

Presenter: [Ting](#) , [Jesi](#) , [Anna](#)

Session 11 [Topic for Mini-Lesson](#): Aesthetic Education versus Art Education. [Reading for Slide Presentation](#): Greene

Presenter: [Qilin](#) (2/2), Sylvia Wen Sun (2/2), [Larry](#)

Session 13 [Topic for Mini-Lesson](#): Art, Pedagogy, & Social Practice. [Reading for Slide Presentation](#): Bishop

Presenter: Nisha, Minne (Topic 2/2)

Part Two

Stepping Up

CTC Bootcamp

- My own experiences:
 - Synchronous courses with help
 - Without staff
 - In development: Bootcamp, online, in collaboration with ODL

CTC Online Workshop Series

DIGITAL & INTERACTIVE MEDIA FOR K12:

Incorporating Design and Code into Your Teaching Practice

A CTC PROFESSIONAL DEVELOPMENT PROGRAM

DATES: JUNE 6 - JULY 6, 2020

LOCATION: ONLINE

ELIGIBLE FOR 2 CEUS OR 20 CTLE HOURS (APPLICABLE ONLY TO NYS RESIDENTS)

Introduction

The ubiquity of digital media has drastically changed the way today's educators teach and share knowledge. Today's young learners are also drawn towards newly available digital, interactive ways of learning and creating. This summer, join us to explore new ways of incorporating design and code into your K12 teaching practice. No prior experience with creative technology needed. Everyone is welcome from newcomers to technology masters!

This survey style, distance-learning based curriculum will last for a total of four weeks. During this period, educators will complete four learning modules:

Documenting with Video

Animation

AR/VR

Creative Coding

Canvas as a Webpace

- Canvas is our Learning Management System (LMS). It serves as a repository for course content, assignments, readings.
- But it's also a website.
- This is particularly true for online learning.
- Canvas becomes a shared classroom.
- The design of our classroom matters: it can be more or less welcoming and engaging. Goal: to create significant learning experiences.



Digital Pedagogy

- Goal: to replicate student-centered, rich learning experience
- Critical: planning ahead
- Critical: clarity and structure
- Critical: communication
- Make sure to work with due-dates. They create boundaries in a space that otherwise lacks them; works against procrastination)
- We learn together. Online learning: conjures up ideas about online learning. For me: [lynda.com](https://www.lynda.com), perfectly styled video tutorials that are hard to replicate. Important: One step at a time.

Learner's Perspective

- What expectations do we (as instructors, as institution) have of learning experiences?
- What expectations do our students have?
- How does online learning meet the needs of an adult learner (self-motivated, goal oriented, practical)?
- In which way can we replicate learning styles online (visual, verbal, logical, kinesthetic, social)?
- If canvas is our classroom environment, how does it need to look like 1) to be welcoming, create a community, and 2) tell students the story that we need to create to guide them through this experience?

4

Plan for 3 Layers of Engagement

Learner to Content

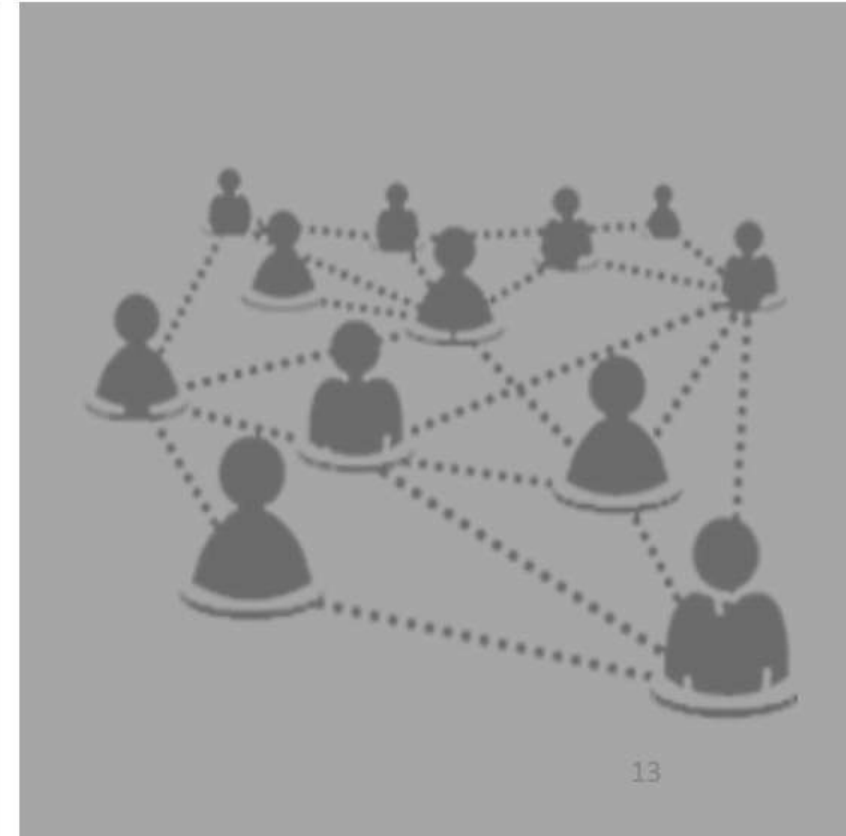


Learner to Instructor



Insights About Designing Asynchronous Learning by Veronica Thomas, Columbia Business School Executive Education

Learner to Learner



5

See the course from the learner's perspective

- 
- Is the overall destination clear?
 - What's "the hook?"
 - Are the modules sequenced logically?
 - How are the modules structured?
 - Are the instructional and learning activities clearly related to each module/unit?
 - Are there clear transitions between modules and module components (instructional and learning activities)?

6

Understand that online “content” is not the same as online “learning”



Screenshots of Canvas as Websites for Online Learning. Created by ODL



Overview

What your students eat impacts their concentration and health, as well as social justice and the natural environment. Yet teaching about food and nutrition can seem complicated. This course gives you the tools and confidence to bring this topic to life in your classroom. The course begins by exploring our personal relationships with food, healthy eating, and our memories – good and bad – of school lunch. Then, we investigate the challenges of our current food supply and why education about food and nutrition is essential for today's students, who will become tomorrow's adults facing crucial decisions about how we produce and consume food in our changing world. We review enough "nutrition 101" to help you feel comfortable teaching nutrition. Throughout this course, you engage with many activities, resources, and curricula for education about food, which can take many forms: school gardens, cooking, science, health, literacy, art, fieldtrips, cafeteria tastings, and more. This course ends with step-by-step guidance for creating your own food and nutrition education plan that will be ready to go for the new school year.



Dr. Pamela Koch
Associate Research Professor
Executive Director, Laurie M. Tisch
Center for Food, Education & Policy

Contact Me

- Phone: 212-678-3001
- Office: Russell 19
- Email: pkoch@tc.columbia.edu
- Office Hours: virtually via [Zoom](#)

You can expect a response to an email within 48 hours Mondays through Fridays.

Welcome

Welcome to Teaching Food and Nutrition for All! My name is Pam Koch, and I will be your instructor. I am excited about teaching this course and hope you are equally excited about taking it. Please start by going through the [Orientation](#) module to familiarize yourself with the course site and course expectations.



Week 1

January 6 - 12



Week 2

January 13 - 19



Week 3

January 20 - 26

Need Help?

If you have any issues with Canvas, please call the [Canvas Support Hotline](#) at +1 844-906-0594 at anytime or [LiveChat](#) with a Canvas support specialist online. You can also click on the "Help" icon in the blue global navigation bar on the left of the screen to report a problem through email and see a list of other Canvas Help resources.

For course-related questions, you can reach out to me, [Dr. Pam Koch](#), via email.

If this is your first time entering the course, please click here: [Getting Started with Canvas](#)

NAVIGATING THIS COURSE SITE: You can use the [Modules](#) link on the upper left side of the screen to access all the modules in this course. You can also use the Quick Links below to navigate through this site. To return to this Home page, use the [Home](#) link located on the top left of the screen.

[Proceed to Getting Started with Canvas ►](#)

Quick Links ►

[Home](#)

[W1](#)

[W2](#)

[W3](#)

Screenshots of Canvas as Websites for Online Learning. Created by ODL

[Home](#) [Course Schedule](#) [About Faculty](#) [About Program](#)

About this Course

	3 Synchronous Video Conferencing Sessions	Jan 27, Mar 9, May 4 @ 7pm EST
	3 Sets of Peer to Peer Coaching	Sets consist of 3 sessions each. Sessions in coach vs coachee role separate
	2 Rounds of Small Group Peer Review	Small groups will provide feedback to improve coaching

Adult Learning & Leadership

ORLD 5023

Navigate this Course



Orientation

The orientation will help you get acclimated to both the technical and academic requirements for this online course. If you are new to online learning, you should plan to devote at least an hour to going through the orientation module.



Syllabus

The syllabus outlines general information about the course, course requirements and expectations, TC policies, and provides a course schedule for preference. It is subject to change but generally has a good framework for what to expect in the course.



Modules

The modules lays out the units of instruction that make up the course in a linear way. Each module will have an overview page that explains everything you must complete in that module. Modules will note when they will open up.

Need Help?

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[Contact Canvas via Phone](#) [LiveChat with Canvas Support](#)

Screenshots of Canvas as Websites for Online Learning. Created by ODL

Canvas LMS navigation bar: HOME, Course Overview, Course Objectives, Course Structure, Course Instructors.

TEACHERS COLLEGE COLUMBIA UNIVERSITY

Make Better Decisions Together

A Ten-Step Framework for Education Leaders

Fiona Hollands
Associate Director Center for Benefit-Cost Studies of Education
Economics & Education

Anna Kushner
Research Assistant
Education Policy & Social Analysis
Economics & Education

genially education

 Orientation Understanding course expectations and get ready for your study	 Week 1 Introduction to Decision Maker and the cost-utility framework	 Solution Options Week 2 Identifying solution options and evaluation criteria
 Evidence-Gathering to Evaluate Options Week 3 Gathering evidence to support your decision	 Costs Week 4 Estimating costs and interpreting utility results	 Make a Decision Week 5 Making the decision

Need Help

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Call Canvas: 1-844-906-0594

LiveChat with Canvas Support

Screenshots of Canvas as Websites for Online Learning. Created by ODL

Welcome to Innovating Instruction: Designing STEM Practices that Work

Please listen to the welcome message from the instructor below. Then explore the other tabs.

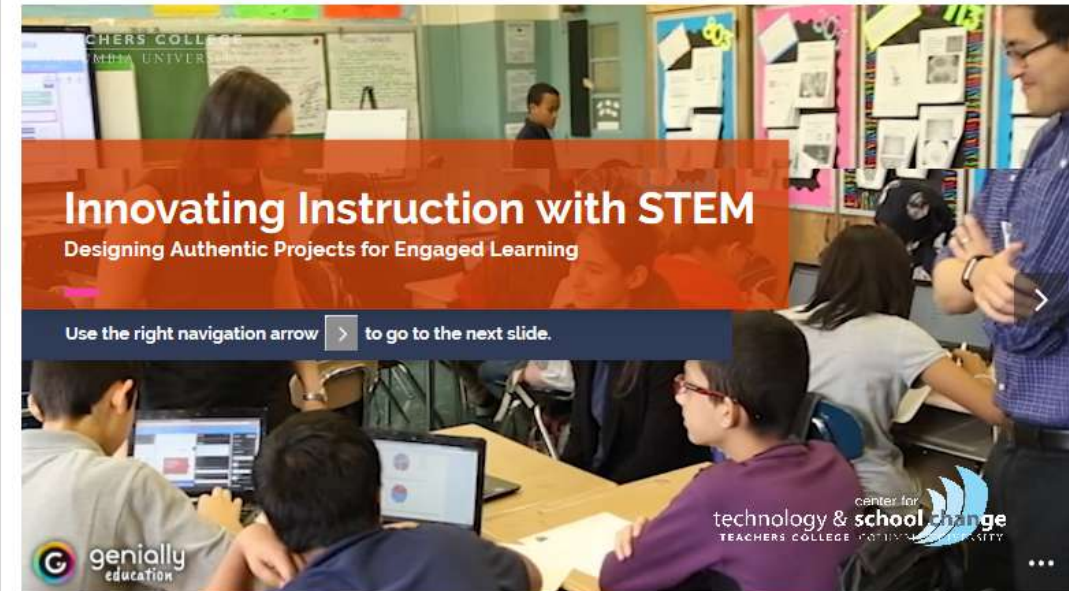
[Welcome Message](#)

[Instructor Contact](#)

[Course Overview](#)

[Course Structure](#)

[Getting Started](#)



Use the buttons below to go to each module.

Module 1

Module 2

Module 3

Module 4

If you have any issues with Canvas, please call the Canvas Support Hotline at +1 844-906-0594 or [Click here to chat live with a Canvas support specialist online](#). You can also click on the "Help" icon in the blue global navigation bar on the left of the screen to report a problem through email and see a list of other Canvas Help resources.

Screenshots of Canvas as Websites for Online Learning. Created by ODL



TEACHERS COLLEGE
COLUMBIA UNIVERSITY

Tap to Get Started

M.A. in Developmental Disabilities

Navigate this Course



Orientation

The orientation will help you get acclimated to both the technical and academic requirements for this online course. If you are new to online learning, you should plan to devote at least an hour to going through the orientation module.



Syllabus

The syllabus outlines general information about the course, course requirements and expectations, TC policies, and provides a course schedule for preference. It is subject to change but generally has a good framework for what to expect in the course.



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The modules lays out the units of instruction that make up the course in a linear way. Each module will have an overview page that explains everything you must complete in that module. Modules will note when they will open up.

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[Contact Canvas via Phone](#)

[LiveChat with Canvas Support](#)

Screenshots of Canvas as Websites for Online Learning. Created by ODL

[Program Overview](#)

[Preparing for Synchronous Online Sessions](#)

[Next Steps](#)

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COLUMBIA UNIVERSITY

BBSQ 5003
Literacy Development and Disorders:
Assessment and Intervention

Use the right navigation arrow > to go to the next slide.

Instructor: Joanna Hokenson, M.S., CCC-SLP
Email: jh3620@tc.columbia.edu
Office: Thorndike 952
Office Hours: Thursday, 3-4 pm

genially
education

Use the buttons below to go to each module.

Module 1:
Week 1
Sept 5 - Sept 11

Module 2:
Week 2
Sept 12 - Sept 19

Module 3:
Weeks 3 & 4
Sept 20 - Sept 26

Module 4:
Weeks 5 & 6
Sep 27 - Oct 10

Module 5 & Module 6:
Week 7 & 8
Oct 11 - Oct 24

Module 7:
Weeks 9
Oct 25 - Oct 31

Module 8:
Weeks 10
Nov 1 - Nov 7

Module 9:
Weeks 11 & 12
Nov 8 - Nov 21

Module 10:
Weeks 13 & 14
Nov 29 - Dec 12

Module 11:
Weeks 15
Dec 13 - Dec 19

If you have any issues with Canvas, please call the Canvas Support Hotline at +1 844-906-0594 or [Click here to chat live with a Canvas support specialist online](#). You can also click on the "Help" icon in the blue global navigation bar on the left of the screen to report a problem through email and see a list of other Canvas Help resources.

Screenshots of Canvas as Websites for Online Learning. Created by ODL

[Home](#) [About this Course](#) [About the Faculty](#) [Course Objectives](#) [Course Structure](#)

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

CCPJ 5060

Assessment in Counseling Psychology

Rashidah Bowen White, PhD
Department of Counseling and
Clinical Psychology

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education





Contact Me

Rashidah Bowen White, PhD
Office: 422E Thompson Hall
Email: rcb2128@tc.columbia.edu

You can expect a response to an email within 24-48 hours Mondays through Fridays. Please be sure to go through the course [Syllabus](#) to see course details and expectations. I also encourage you to invest a little time going through the [Orientation](#) page especially if you are new to online learning and the Canvas learning management system.

Orientation
Online

Session 1A
In-Class

Session 1B
Online

Session 2A
In-Class

Session 2B
Online

Session 3A
In-Class

Session 3B
Online

Session 4A
In-Class

Session 4B
Online

Session 5A
In-Class

Session 5B
Online

Session 6A
In-Class

Session 6B
Online

Session 7A
Online

Session 7B
Online

Session 8
In-Class

Need Help

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[Call Canvas: 1-844-906-0594](#) [LiveChat with Canvas Support](#)

Screenshots of Canvas as Websites for Online Learning. Created by ODL



THE COLLEGE OF
LIBERAL ARTS
COLUMBIA UNIVERSITY

ORIN 4040
The American College Student
Instructor: Hana Lehr

Themes of this Course:
• College Access and Choice
• College Success and Outcomes



Hana Lehr
Senior Research Associate
[Columbia College Research Center](#)
Teachers College, Columbia University

Contact Me

Email: Lehr@tc.columbia.edu

You can expect a response to an email within 48 hours Mondays through Fridays. Please also post general questions on the weekly class bulletin board.

Start Here

Please start by going through the [Syllabus](#) and [Orientation](#) to familiarize yourself with the course site and course expectations, "See" you online!



Orientation

Understanding Course Expectations and Preparing for Your Online Learning



Week 1

Introduction to Higher Education in the US



Week 2

Who Goes to College and Why Is It Unequal?



Week 3

College Access and Choice: Unequal Educational Expectations



Week 4

College Access and Choice: Role of Academic Preparation



Week 5

College Access and Choice: Choice and the Search for Information



Week 6

College Access and Choice: Tuition and Student Aid



Week 7

College Access and Choice: Admissions Decisions



Week 8

What Should Be Done to Equalize Access to Higher Education?



Week 9

Educational Attainment



Week 10

Theories of Retention and Success



Week 11

Academic Achievement and Learning



Week 12

Economic Attainment



Week 13

Social Attitude Change



Week 14

What Should Be Done to Democratize College Outcomes?



Week 15

Future of Higher Education

Need Help

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[Call Canvas: 1-844-906-0594](#)[LiveChat with Canvas Support](#)



Veronica Thomas

Follow



Save

Share

...

Teachers College Office of Digital Learning: Sample Online Courses Created in Canvas

19 items



Below are examples of how content can be organized and presented in Canvas for online courses. Your Online Project Manager will assist you with setting up your module in Canvas and can also work with you on thinking through options for presenting your materials, activities, and assessments.



Sample Course Site Home Pages



Your online course site is your like your classroom. Just as you would take care to make sure your classroom is arranged in a way conducive to learning, you should also take care in creating an online learning environment that is conducive to learning. We know that graphic design and web design are not everyone's expertise, but when you work with the Office of Digital Learning team, we will work with you to create a look and feel for your online course that will enhance the learning experience for your students. It's not just about cosmetics, it's about making your course site clear, easy to navigate, and user-friendly. Below are screenshots of home pages for various online courses. We can customize your course home page to fit your instructional goals.

Please see the [Syllabus Guide for Online Courses](#) for more details.

For more details and resources for online teaching, please see ["Getting Started with Online Course Design."](#)



Sign up to Wakelet and you can revisit Veronica Thomas's collection whenever you like

[Save this collection](#)

Wakelet is using [cookies](#) to help give you the best experience we can.

Account

Dashboard

Courses

Calendar

Inbox

Help

myCourseEval

Home

Announcements

Assignments

Grades

Syllabus

Modules

Course Reserves

Emergency Plan

People

Pages

Discussions

Files

Collaborations

Conferences

Outcomes

Quizzes

Settings

View All Pages

Published

Edit

Orientation

Navigating the Course Site

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WATCH

THIS QUICK VIDEO ON HOW TO NAVIGATE THE COURSE SITE

02:48

TEACHERS COLLEGE COLUMBIA UNIVERSITY

WATCH

THIS QUICK VIDEO ON HOW TO NAVIGATE A COURSE MODULE

02:31

12 Study Tips for Online Learning Success

1. Make sure your computer is Canvas-ready with the [Canvas Tech Check](#).

2. Familiarize yourself with the [Syllabus](#) and course site functionality with the [Canvas Tutorials](#).

3. Plan ahead and set aside specific study time (use your calendar)

4. Log in and participate every week

5. Own your learning by being proactive in engaging with the instructor and your peers

6. Have a dedicated study space

7. Take notes

8. Take short breaks (5 to 10 minutes) during your study time

9. Submit your assignments on time

10. Keep your learning goals in mind

11. Eliminate distractions during your study time

12. Reward yourself when you accomplish each study goal

What to Expect in this Course

Listed below are the types of learning resources and activities you can expect in this course. Please be sure to carefully review the [Syllabus](#) for more course specifics and expectations.

Learning Resources and Activities

Description

https://tc.instructure.com/courses/12683/pages/orientation



Account



Dashboard



Courses



Calendar



Inbox



Help



myCoursEval

[Home](#)[Announcements](#)[Assignments](#)[Grades](#)[Syllabus](#)[Modules](#)[Course Reserves](#)[Emergency Plan](#)[People](#) [Pages](#) [Discussions](#) [Files](#) [Collaborations](#) [Conferences](#) [Outcomes](#) [Quizzes](#) [Settings](#)[View Progress](#)[+ Module](#)

Course Home



Welcome to the Course!



Orientation



Orientation



Sample Module



Sample Module - College Choice



Example

○ https://tc.instructure.com/courses/12683/pages/orientation?module_item_id=239731

The screenshot shows a Canvas LMS interface for a course named 'Sample-ODL'. The page is titled 'Orientation' and is published. A left sidebar contains navigation links: Home, Announcements, Assignments, Grades, Syllabus, Modules, Course Reserves, Emergency Plan, People, Pages, Discussions, Files, Collaborations, Conferences, Outcomes, Quizzes, and Settings. The main content area features a video player with a 'WATCH' overlay and a play button. Below the video is a section titled '12 Study Tips for Online Learning Success' with a list of 12 tips. At the bottom, there is a section titled 'What to Expect in this Course' with a paragraph of text. A table at the very bottom has two columns: 'Learning Resources and Activities' and 'Description'.

Sample-ODL > Pages > Orientation

View All Pages Published Edit

Orientation

Navigating the Course Site

TEACHERS COLLEGE COLUMBIA UNIVERSITY
WATCH
THIS QUICK VIDEO ON HOW TO NAVIGATE THE COURSE SITE

TEACHERS COLLEGE COLUMBIA UNIVERSITY
WATCH
THIS QUICK VIDEO ON HOW TO NAVIGATE A COURSE MODULE

12 Study Tips for Online Learning Success

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4. Log in and participate every week
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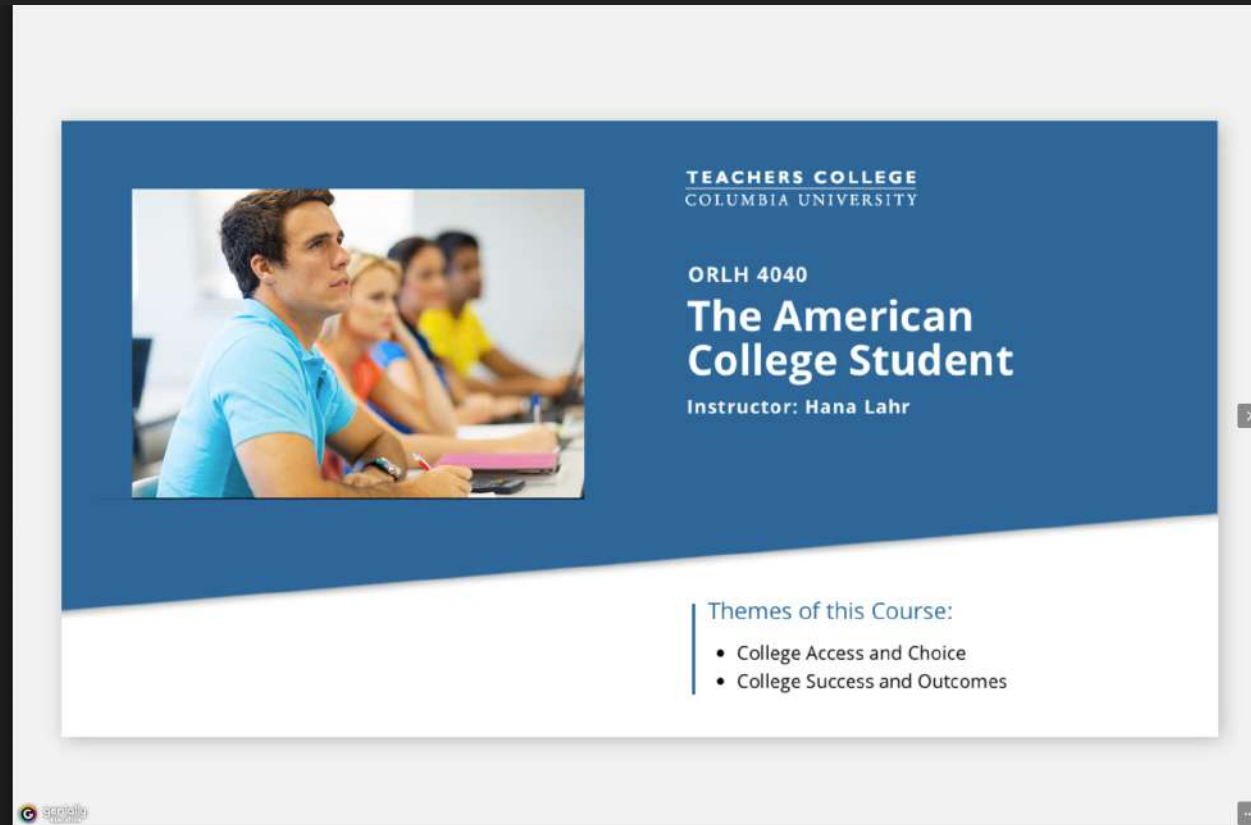
What to Expect in this Course

Listed below are the types of learning resources and activities you can expect in this course. Please be sure to carefully review the [Syllabus](#) for more course specifics and expectations.

Learning Resources and Activities	Description
-----------------------------------	-------------

Design (Background)

- Not everybody is a designer, yet
- Designing “interactive slides” has become more feasible with recent apps&software
- Such as Storyline
- Canva
- Genially (quite user-friendly)
- <https://view.genial.ly/5e14c1b5b265d70fb57db920>



Create Interactive Presentations

—
To Develop Your Online Course





Design anything. Publish anywhere.

Create an account, it's free. Canva is loved by beginners and experts, teams and individuals.



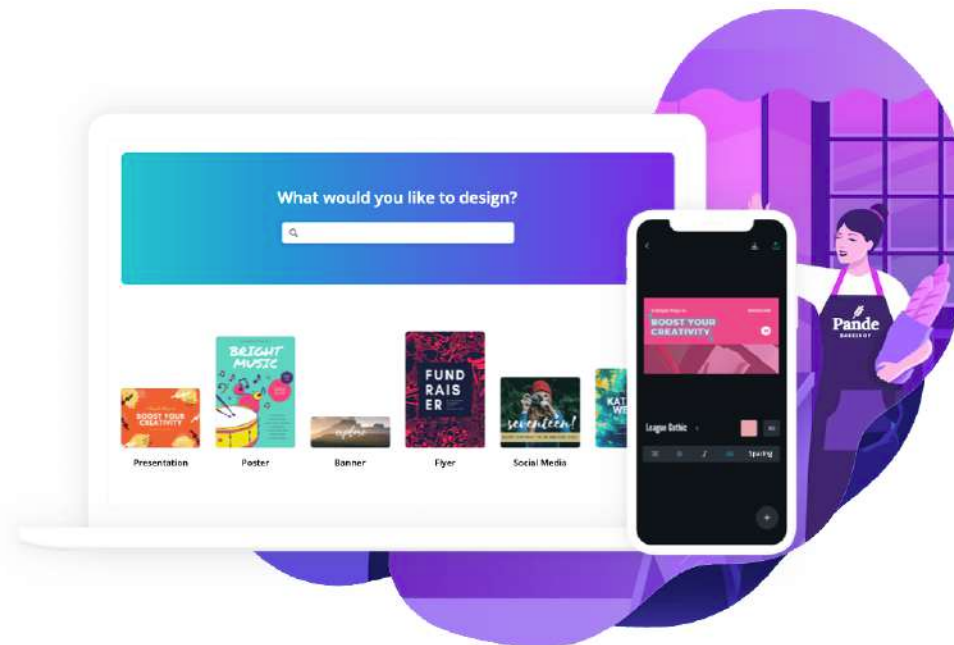
Sign up with Google



Sign up with Facebook

Sign up with email

Already signed up? [Log in](#)



My Meetings - ZoomCourse Modules: A&H5001001...Syllabus Guide for Online Cours...Structuring BasicsTeachers College Office of Digit...Home11 QuestionsID EssentialsAcademic Continuity Planning ...

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

Home · The Big Picture · Glossary · 11 Questions · Structuring Basics · ID Essentials · Discussions

Structuring Basics

There are two types of structuring in an online course--the structuring that occurs on the macro or syllabus-level and the structuring required on a micro or modular level. You will find details about syllabus organization and structure in the [Syllabus Guide](#). This page takes a look at organizing an online lesson on a modular level. Please note that it is not necessary or advisable to have every instructional component or activity listed here included in a single module. As you become more comfortable with teaching online, we will encourage you to be creative and consider other ways for organizing your instructional content beyond this basic framework.

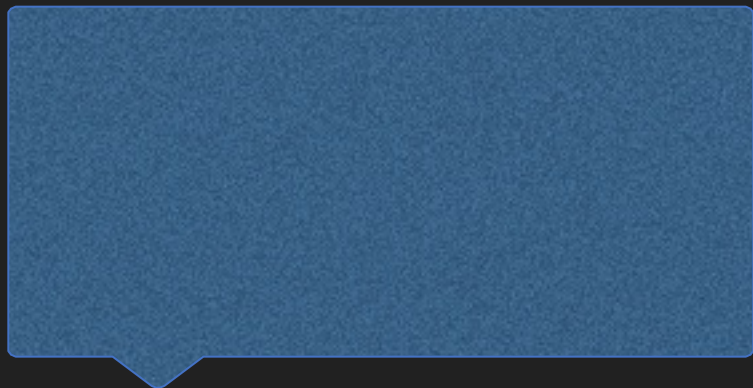
Module Title

Module Overview	Topics/Objectives
Provide a brief description of the module. What is it you want the students to learn in this module? This overview could be in text or video. It is important to use transitional language to help students connect this module with previous modules.	■ Topic/Objective 1 ■ Topic/Objective 2 ■ Topic/Objective 3



Module Launch

The module launch sets the stage for the lesson. It is also known as "the hook" and is meant to grab the students' attention. You could launch the module with an activity like a quick-write, poll, pre-test, commentary, etc. The idea is to spark the student's curiosity about the topics in the module and to get a sense of any misconceptions they



Thank You

ZhaoHong Han and Hal Abeles

Debbie Beaudry

Veronica Thomas

Amy Deiner

Our doctorate and master students who while searching for opportunities help others to develop theirs



Looking Back

- ▶ Emergency response
- ▶ Crisis as crisis and opportunity
- ▶ Online teaching takes time, training, resources, and support to develop carefully
- ▶ TC seems to make commitment toward digital learning
- ▶ Digital Learning Office (Veronica Thomas and team)
- ▶ Academic Computing (Debbie Beaudry)

TC Academic Continuity Planning

This site is a collaboration between the Office of Digital Learning and Academic Technology Services to ensure our teaching community is prepared to offer classroom-based courses online if necessary. This is meant to be a dynamic and interactive resource, and we encourage you to [post your questions](#) and to [also share your tips and insights with your TC colleagues](#).

I need help with...

[Canvas Platform](#)



Sharing files, creating assignments or discussions

Canvas is the central place to share information with your students. Learn about ways you can add resources and activities in Canvas, as well as best practices for organizing your course.

[Zoom Web Conferencing](#)



Conducting class sessions online

Zoom is TC's video conferencing tool. It can be used to host your classes online. You can meet with your students and lead discussions, break students up into groups, or even have students lead presentations.

[Pre-Recording My Lectures](#)



Recording lecturing videos or my voice over slides

If you are able to prepare your lecture materials in advance, this is certainly a viable alternative to lecturing live via Zoom. Recorded lectures can be really helpful to students because they can watch and rewind the lectures at their own pace.

[General Online Teaching Tips](#)



Teaching and facilitating effective online learning

It's not just about the technology. How do you engage with students from a distance? How do you facilitate meaningful discussions? How do you create an online learning experience that is engaging and effective?

Online Teaching Tips

On this page, you'll find tips from your TC colleagues as well as links to articles with more online teaching tips from higher education professors across the US.

Colleague-to-Colleague

Teachers College Online 2d

TC Academic Continuity: COMMUNITY INSIGHTS

Please share your tips and strategies on online teaching and learning. Click the + button to post a comment or suggestion. Use the scroll bar on the right edge of embedded Padlet to scroll through the posts. We encourage you to reply to questions if you can help. You don't need a Padlet account to participate, but you may want to create one so that your posts don't display as anonymous. Go to <https://padlet.com/> to create an account.

Teachers College Online 2d

VISUAL EXPERIMENTS ONLINE:

CTL shared this website for peer-reviewed visual experiments from top laboratories around the world.

jove

JoVE | Peer Reviewed Scientific...
JoVE publishes peer-reviewed...
jove

Teachers College Online 4d

CANVAS COACHING TIP: Transferring Host Privileges

Here's a tip from Jin Kuwata (MSTU):

"Many of Zoom's features (when people are coaching through Zoom) won't be visible to non-hosts as well as co-hosts. So it makes for describing and doing some tasks more difficult for beginners since they won't be able to see the

Teachers College Online 4d

ENSURING STUDENT INTEGRITY: Using HonorLock in Canvas

HonorLock is a remote proctoring service that is integrated in Canvas. The attached PDF provides some info on how it works. To activate HonorLock in your course, please email John Park In Academic Computing at jp3471@tc.columbia.edu.

Teachers College Online 4d

GROUP WORK ONLINE: Managing Breakout Rooms in Zoom

If you're planning on using breakout rooms in a Zoom session, this video tutorial provides some information on the mechanics of doing this. You can find this tutorial in text format [here](#).

Zoom Video Breakout Rooms

Teachers College Online 4d

ENSURING STUDENT INTEGRITY: Adjusting Quiz Settings in Canvas

It's a fact. There are students who will cheat, and offering exams online can be vulnerable to cheating attempts. These suggestions from the Canvas Community walks through the quiz settings on Canvas that may help maximize security on exams in Canvas.