This worked for me: Stories from the remote classroom

Editor's note: Dr. Ezekiel Olagoke, associate professor of sociology and member of the Department of Criminal Justice and Social Sciences, wrote about what worked for him in the transition from the in-person to the remote classroom. He addressed something practical for others, pointed out a useful resource and offered some advice.

1) Communication both by email and announcement on Canvas

I posted my lectures under Announcement days in advance so students can download and follow along. Lectures are modified to be short and succinct. I normally start with 3-4 preliminary questions on the topic. Students use the chat section of Canvas to respond. It is amazing to see the participation of usually monkish/quiet students. I use the iPad to write comments which are visible on their screens: in essence, they do not miss the classroom use of blackboard, they hear and see my comments and clarifications on their screen.

2) Use of quizzes section on Canvas

I had THREE quizzes and the final exams online. There were

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William Stough had an organized, effective structure of theory and application for his in-person classes. He transferred that to remote teaching, using Canvas as the base of operations, with the following features: voice-over lecture slides, moderated discussion board, textbook quiz, demonstration and exam. Stough discovered that he had an unexpected missing piece. He said he gave completed solutions to their finance problems, but his students wanted to see him demonstrate his process.

"I learned a lot about what didn't work," he said.

Stough, assistant professor of business administration, is teaching this fall for the MBA program as well as at the undergraduate level.

Stough said textbook publisher Pearson gave the transition a level of familiarity, and students were already acquainted with using the Pearson quizzes online.

He said he learned from the students' feedback that they wanted more practice. He reasoned that they did not get to watch him work out a problem as they usually did face to

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Jill Moyer Sunday plans to use a Bitmoji image in a variety of environments as a visual representation of herself to help project her personality in the Canvas remote learning space, something she said was a bit of a challenge outside the face-to-face classroom. Jumpstarting the fall semester, Sunday used a Bitmoji template and Apple's iMovie to create a movie trailer to introduce herself to her students.

"It is hard to get across some of the quirky parts of me and them," she said.

Sunday found resources on Facebook that were ready to customize, including a coffee shop scene with wall space to post books or links that she said can be placed in a particular Canvas module to reinforce the content of that module. She said the scenes can be changed and placed in different modules to support different lessons.

Facebook's "Bitmoji Craze for Educators" group is private and requires a request to join at this link: https://bit.ly/2EhkCSg. A Google search also reveals a number of related resources including this one: "How to Create a Virtual Bitmoji Classroom

Click here for the full story: https://bit.ly/3jFvTfa

photos source: waynesburg.edu

The Distance Learning Team is conducting a series of Brunch and Learn sessions to help faculty build Canvas skills. The sessions are held once a week, tailored to levels of comfort with Canvas and are recorded. For an invitation to the MS Teams live conference, **contact Evonne Baldauff** (ebaldauf@waynesburg.edu).

ICYMI

Recorded training:

1) https://bit.ly/2Zwuik4	3) https://bit.ly/2ChbnAJ	4 b) https://bit.ly/3hA4fyA
2) https://bit.ly/2B2mux1	4 a) https://bit.ly/3f5LPUR	5) https://bit.ly/2WYSXvZ

Instructional Designers Kathleen Coleman and James Rieker are available for more information. See their bios and contact addresses along with further details about the online learning efforts at the Waynesburg University website. Follow this link: https://www.waynesburg.edu/distance-learning.