

FALL 2020: DVC

# FIRST WEEK RESOURCES FOR ONLINE INSTRUCTION




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# FIRST WEEK ONLINE GUIDE

## Monitor Your Waitlist




Do not add students to your Canvas course who are not officially registered. Instead, work with your department chair to understand best practices around waitlist management. Questions to ask: How many students are on the waitlist? What is the retention rate for the course? How many students, if any, are added past the course max? To confirm course capacity, go to the [DVC's Web SLOS](#), search by course in drop down menu, then click on "view course outline" to find the course max. Learn how to manage add authorizations and drops at [DVC Roster Information](#).

## Send Welcome Letter

Prior to the course start date (a few days to 1 week before), send a welcome letter to students outlining when the course will be published; what students will need to do to start the course successfully; what they will need to complete to confirm online attendance; relevant course policies; textbook, material and technology needs; and student support resources. See the "[Online Teaching Materials](#)" page to get started and the "[Welcome Letter Template](#)" for an editable guide. Send a similar letter to waitlisted students.



## Take Online Attendance




Require students to complete a single activity or series of activities to demonstrate attendance and drop "no show" students. Example activities include a low stakes syllabus quiz and/or "Meet and Greet" discussion board. Attendance should be based on completion not score. Make sure to specify these requirements and dates in your welcome letter and syllabus. To drop "no shows," see [How to Drop a Student: Multipurpose Roster](#).

## Send Students a Reminder

Before the initial activity is due, send a reminder email or "nudge" to students to "check-in" to Canvas and complete the activity to show attendance. You can use the "[message students who](#)" feature within the Canvas grade book to send this message to students who have not yet submitted.



## Give Students Time to Orient



Students need time to "orient" to the online environment of your classroom. Some online orientations last a full week and help students prepare for success. You may wish to import our [optional, editable orientation](#) from Commons. As part of the orientation, encourage students to get their [Canvas Training Badge](#) and [Online Success Badge](#). See page 4 & 5 for orientation sequence examples.

# DIRECT STUDENTS TO EARN THEIR BADGES!

## CANVAS TRAINING BADGE

Students gain a foundation in Canvas:

- Step 1: Understand the Canvas LMS
- Step 2: Create a Student Profile
- Step 3: Learn How to Submit Work
- Step 4: Get Ready to Check-In Online

Students can self enroll:

<https://dvc.instructure.com/enroll/GGTAGB>



## ONLINE SUCCESS BADGE

Students learn how to be successful online:

- Step 1: Self-assess & prepare for online learning
- Step 2: Hear from DVC instructors!
- Step 3: Tips & strategies for online learning
- Step 4: Know where to find support resources to succeed online

Students can self enroll:

<https://dvc.instructure.com/enroll/KACWGG>



Support Resources	
	<a href="#">Technical Support</a> View
	<a href="#">Student Support</a> View
	<a href="#">Canvas Expert Badge</a> 0 pts   View
	<a href="#">Online Success Badge</a> 0 pts   View



## CONNECT THE BADGE TO YOUR ORIENTATION!

Set up an assignment in your orientation where students' can submit "evidence" of their badge.

See sample extra credit assignments leveraging the [Canvas Expert Badge](#) and the [Online Success Badge](#). (Available for import via the [DVC Online Course Set-up in Commons](#).)

# CREATE AN ONLINE ORIENTATION THAT SETS STUDENTS UP FOR SUCCESS

## WHERE TO START

- Ensure students have the necessary technology and access to necessary course materials (a survey or "check-in" can help here). If students need any technology, have them fill out the "[DVC Technology Student Loan Form](#)". You can also direct students to the "[Technology Basics Guide for Students](#)". You can also set students up with a "[Quick Start Canvas Guide](#)".
- Remind students of any first week "must dos" as well as drop dates.
- Make your syllabus easy to find and make sure you've updated it with online policies and processes. See "[Online Teaching Materials](#)" and scroll to "Online Syllabus" for more information.
- Introduce them to the (online) you. Video works great! All instructors now have [Studio](#) integrated into Canvas to streamline video creation, captioning, and sharing.
- Create an activity to learn about students' goals, strengths, creativity, and passions inside as well as outside of the classroom.
- Create an activity (could be combined with previous) where students connect to each other.
- Connect students to course content--what will they learn this semester? See the "[DVC Fall 2020 Online Instructor Guide](#)"
- Clarify workload and feedback--what should students expect in terms of workload? What are the grading policies? How will they receive feedback from you? Are there revisions opportunities or opportunities for them to strengthen work based on feedback from you?
- Explain how you will communicate with students and clarify how students should reach out to you for support or updates on progress in the course.
- Direct students to "[ASC](#) (Academic Support Center)" for peer-to-peer support. ASC can help students navigate campus tutoring and other academic support.
- Direct students to support services such as [counseling](#), [basic needs](#), and [wellness resources](#). You can also download a series of student resource pages directly into your Canvas classroom (see pg. 6 of this guide)
- Continue to use the "[DVC Fall 2020 Online Semester Guide](#)" to help guide your semester course build

## IMPORTANT NOTES:

- Do NOT manually add students to your Canvas shell. Students will gain access to Canvas automatically within a few hours of accepting their add authorization.
- Please confirm your course schedule notes regarding required synchronous meetings as any required meetings must be previously specified in catalogue.
- Make sure any drop-deadline is clearly outlined and specified in your orientation.
- Clarify any proctoring requirements as part of the orientation.

# FIRST WEEK ORIENTATION SCENARIOS

## General Example-Synchronous

- **First Days:** Zoom orientation welcoming students to class, describing how to navigate course materials, and clarifying syllabus or other important course policies. A "get to know you" activity can be helpful in the first live-session and can loop back to a Canvas-based asynchronous activity where students may have more time/space to craft introductions. Record the orientation in case a student cannot attend live and (recommended) give an alternate means of fulfilling live orientation activity or "to do's".
- **Early to Midweek:** Create an "I am Here" or "Syllabus" check-in to determine who is attending an online class. And, create an "Introductory Activity" where you get to know students and they get to know each other. Drop "no shows"--those students who have not checked in or even accessed Canvas. Email those students prior to dropping to check-in.
- **End of Week:** Create a "Starting into Course Materials" activity where students review course content and objectives.

## General Example-Asynchronous

- **First Days:** Provide a pre-recorded video (or series of videos) welcoming students to class, describing how to navigate course materials, and clarifying syllabus or other important course policies. Introduce them to you and your passion for teaching.
- **Early to Midweek:** Provide an "I am Here" or "Syllabus" check-in to determine who is attending an online class. Drop "no shows"--those students who have not checked in or even accessed Canvas. Email those students to reach out.
- **End of Week:** Create an "Introductory Activity" where you get to know students and they get to know each other. Incorporate images, video, or voice to create a sense of community beyond textual responses. Create a "Starting into Course Materials" activity where students review course content and objectives.

## Impacted Course Example

- **First Days:** If you have an impacted course and need to establish "no shows" quickly (i.e. the first days), you can provide an "I am Here" or "Syllabus" check-in during the first days. However, make sure you remind students both in "Welcome Letter" and subsequent reminders how they should demonstrate attendance. Try to give some leeway, especially in Fall Term, as students are just getting adjusted to a new semester in a pandemic. Before you drop a student, send an email reminder checking in.
- **Early to Midweek:** Create an "Introductory Activity" where you get to know students and they get to know each other. A midweek introduction will push forward those students who still intend to continue, so you can continue to manage waitlists.
- **End of Week:** Create a "Starting into Course Materials" activity where students review course content and objectives. This can be a slightly heavier assignment where students are asked to fully understand the expectations of the class.

# MORE ORIENTATION IDEAS!

## COOL IDEAS! LAB OR FIELDWORK CLASSES!

- If the lab or fieldwork portion of the class has specific materials students will need to get, have students submit an assignment where they take a photo of those materials in their possession. This way, you can assess and support students who may have a hard time securing materials.
- Have a discussion board around the challenges and opportunities around online labs and online fieldwork. You could even ask for them to do some research and see what kinds of articles they find on this topic!

## MAKE IT MULTI-MEDIA!

- Have students take or embed pictures, create graphics, or create voice threads as part of their introduction. Let them showcase their creativity and get practice on Canvas.
- Cell phone videos are great, too! Include an alternative means of completing the activity in the event that a student does not have video. You can write "Please reach out to me individually if you need an alternative".
- Multi-media tools: [Canvas Studio](#) (inside Canvas), [Flipgrid](#) (external free tool), and [Padlet](#) (external free tool) all have multi-media components and can take your intro activity to the next level.

## MORE COMMUNITY BUILDING IDEAS!

- Create connections to each other: Build a youtube study playlist with your class. They will submit the songs, and you set up the list (and share access).
- Establish connections to school: Design a group scavenger hunt to promote online student services. What are three online services every student should know about at DVC? Send your students to explore. You can use an "online" scavenger hunt for many different topics.
- Build connections to their strengths: Show and tell. Have students embed a picture or picture of an object that reflects something they are really proud of or that reflects something that they consider a major strength that they possess.

**Need feedback on your orientation plan? Reach out and schedule a one-on-one session with a training lead or instructional technologist! Look for the one-on-one sign ups!**

# STUDENT-FACING SUPPORT RESOURCES FOR YOUR CANVAS CLASSROOM



## Student Support:

Direct your students to campus services including: Tutoring, Library Access, Academic Counseling, Mental Health & Crisis Support, Disability Support, Food Pantry, Emergency Grants, Childcare, Career Assistance, Admissions & Records, and Financial Aid. See "[DVC Support Services](#)"



## Technology Support:

Help your students connect to technology support: Laptop Request, IT help, Basic Technology Guide, Working Together Online. See "[Technology Support](#)" for guide. You can also preview the "[Technology Basics for Students](#)" google doc.



## Canvas and Zoom Guide:

A resource that links students to Canvas basics, helpline, training opportunities, and guides. See "[Canvas Guide](#)". You can also see the student-facing "[Zoom Guide](#)" to help your students onboard onto Zoom.



## Racial Justice Resources:

A guide to racial justice resources on campus including information on the racial justice task force, learning communities dedicated to the uplift of racial justice initiatives, and student clubs that directly address and create dialogues for BIPOC students. See "[Racial Justice Resources](#)"

Learn how to import these materials directly into your courses by visiting "[DVC Online Student Services Support Course Shell](#)". You will find all the guides here and instructions for downloading.

### Academic, Career, & Personal Counseling



DVC counselors provide you with academic, career, and personal counseling. To meet with an academic counselor and get help with educational planning call 925-969-2140. If you are a current and returning student at DVC, you can make an [online appointment](#). Learn more about [Counseling](#) (additional enrollment services), [Career Services](#) (to assist with career and work experience goals), and [Transfer Services](#) (to assist with the transfer process). Counseling walk-in services are available in the Student Services Center (SSC), 2nd floor, on campus.

### Disability Support Services



You may qualify for disability support services if you have ADHD, autism, chronic health conditions, learning disabilities, hearing impairments, visual impairments, psychological disabilities, mobility disabilities, or other conditions that affect your ability to participate in education. Learn how to [apply for Disability Support Services](#) (DSS) and find out more about [DSS Services](#) available to students. DSS is located in the Student Services Center (SSC), 2nd floor, on campus.

# IMPLEMENT EQUITY-MINDED PRINCIPLES

## TAKE ACTION!

- Review the "Equity Reminder" email sent out by the Student Equity and Success Committee (SES).
- Utilize the SES "Taking Action: Beginning of the Semester Virtual Practices" (PDF) to commit to equity-minded practices and have conversations specific to equity within your department during flex. [Access PDF here.](#)
- Watch the adding the [Racial Justice Task Force zoom](#) that the co-conveners recorded for All College Day, under RJTF
- Download the student-facing resource page "Racial Justice Resources" (see pg. 7)
- Review the webinar "[Employing Equity-Minded and Culturally-Affirming Teaching and Learning Practices in Virtual Learning Communities](#)" by Dr. Luke Wood and Dr. Frank Harris III
- Explore the "[Black Minds Matter](#)" webinar series from the CORA (Center for Organization Responsibility and Advancement) Learning Center.

## MAKE LEARNING ACCESSIBLE!

- Run the [Accessibility Checker on Canvas](#)
- Review the [Canvas Accessibility Tutorials](#)
- Check that your videos are captioned accurately and review how to [add and/or edit captions](#) if needed.
- Review the Closed Captioning Decision Tree XX
- Format your [Word Docs](#), [PDFs](#), and [PowerPoints](#) so they are readable by assistive technology and have proper color contrast (see links for tutorials).
- Learn about [Ally](#) and let students know they can use it to download [alternative formats](#) of some course materials.
- Share information about [Microsoft Immersive Reader in Canvas](#) with students, which will read page content to students.
- Want more information? Check out the full list of [tutorials at the Online Accessibility](#), at DVC website.



# SET UP REGULAR & EFFECTIVE CONTACT FROM THE FIRST WEEK

Regular and effective contact between instructor and student and among students in online classes significantly increases student success and humanizes the online learning experience. It is also a State and Federal requirement.

## **Title 5 regulations and in the Distance Education Guidelines for the California Community Colleges.**

Title 5:55204. Instructor Contact. In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that: Any portion of a course conducted through distance education includes regular effective contact **between instructor and students, and among students**, either synchronously or asynchronously, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.

**\*\*As a general best practice, we recommend at least 1 point of interaction between students per week (i.e. a discussion board with required peer replies would be the simplest version of this practice)**



## **LEARN MORE!**

- Check out the "[Distance Education Regulation and Forms Page](#)" to learn more
- Explore the [DVC Regular & Effective Contact Policy](#).
- Create exciting online activities that help meet regular & effective requirements! Check out the "[Sample Online Learning Activities](#)" under "Designing Your Course"

# TRAINING RESOURCES

## Flex Week

Flex Week activities are now available for registration in our new PD portal, [GROW@4CD!](#) You can find the GROW link through the insite portal. You can also check out the [PDF of the updated schedule](#).

## Explore the Website

The newly designed (student-focused) [online education website at DVC](#) has direct links to "Faculty Support" for online learning and "Faculty Guides" for Canvas.

## Get Trained

There are two fall sessions of "Becoming an Effective Online Instructor" BEOI offered [Sept. 14-Oct 11](#) and [Oct. 12-Nov. 8](#). The BEOI course will meet any training requirements for teaching online in the district. In addition, if you take the course this Spring, Summer, or Fall 2020, you will earn a \$700.00 stipend.

## Get One-on-One Training

One-on-one sessions with instructional technologists and training leads will be available during fall. Please see weekly reminders in your email inbox.

## Request Department-Specific Training

Contact our DE Coordinator, Anne Kingsley, [akingsley@dvc.edu](mailto:akingsley@dvc.edu) or our Dean of Library, Educational Technology, and Learning Support, Rick Robison, [rrobison@dvc.edu](mailto:rrobison@dvc.edu), to request department-specific training needs. This semester, we have online science specialists, a CE specialist, and accessibility support, in addition to our amazing instructional technology support team.

Thank You! We're here to help: <https://www.dvc.edu/online-education/index.html>