



VIRTUAL BSU TODAY 2020!

AUGUST 19, 2020

The **Teaching & Learning Center** is proud to present to you the **2020 BSU Today!** Featuring highlights of how we, at BSU, and our colleagues across the nation are handling these changing times.

Note: All Zooms sessions will be recorded and uploaded to the TLC website.

INTRODUCTION AND WELCOME: PROVOST ALLEN BEDFORD • 8:50–9:00AM

Keynote: Dr. Donna Pawlowski and Dr. John Perlich • 9-10am

Creating Communication Immediacy in Online Synchronous Sessions

<p>Session 1A • 10:00-10:25am</p> <p>Amanda Gartner, MA, LPCC, Student Center for Health & Counseling</p> <p><i>Emotional Wellness for College Students</i></p>	<p>Session 1B • 10:00-10:25am</p> <p>Dr. Rebecca Hoffman, Social Work</p> <p><i>Online Student Readiness and Learner Preparedness: Best Practices for Assessing & Supporting Online Student Success</i></p>
<p>Session 2A • 10:30-10:55am</p> <p>Dr. Ashik Shafi, Integrated Media</p> <p><i>Types and Appraisal of Facebook posts by CDC During the COVID-19 Outbreak</i></p>	<p>Session 2B • 10:30-10:55am</p> <p>Dr. Joann Frederickson, Business Administration</p> <p><i>Video Lectures, Zoom Sessions, & Proctored Exams: Lessons Learned from Midsemester Move to Online Teaching & Learning</i></p>
<p>Session 3A • 11:00-11:25am</p> <p>Dr. Season Ellison, Honors/Humanities/LIBED</p> <p><i>Place-as-Text: an honors pedagogy for <u>all</u> in the CV-19 world</i></p>	<p>Session 3B • 11:00-11:25am</p> <p>Dr. Mahmoud Al-Odeh, TAD</p> <p><i>Designing High Quality Courses Using D2L Brightspace Templates</i></p>
<p>Session 4A • 11:30-11:55am</p> <p>Dr. Thomas Dirth, Psychology</p> <p><i>Leveraging Universal Design for Learning (UDL) to Maximize Student Resilience in the Age of Covid-19</i></p>	<p>Session 4B • 11:30-11:55am</p> <p>Drs. Kathryn Klement & Afsoon Moatari Kazerouni, Psychology/Geology</p> <p><i>Teaching Large Classes Remotely: Strategies for Developing Skills, Increasing Accessibility, and Encouraging Connection During COVID-19</i></p>
<p>Closing session • 12-12:30pm</p> <p>Dr. Paul Kivi, Economics: <i>The Challenges of Distance Learning, as Told to Me by Students</i></p>	

BSU TODAY 2020: PRESENTATION DESCRIPTIONS

KEYNOTE: *Creating Communication Immediacy in Online Synchronous Sessions*

Dr. Donna Pawlowski, Professor of Communication Studies & Dr. John Perlich, Associate Professor of Communication Studies

Communication immediacy refers to behaviors (i.e., verbal, nonverbal, clarity, engagement) one uses to increase psychological closeness, or rapport, created with each other (Goldman, Cranmer, Sollitto, & Lancaster, 2017; Teven, 2001). While much research focuses on student-teacher immediacy strategies in the classroom, these behaviors also impact perceptions of one another in online instructional delivery modes (Dixon, Greenwell, Rogers-Stacy, Weister & Lauer, 2017), and across other contexts (individual meetings, committee meetings, etc.). To unpack the importance of communication behaviors in various settings, we will examine nonverbal and verbal communication behaviors that create immediacy and online "presence" regardless of the setting, as well as those structural elements of immediacy that can impact the online classroom.

SESSION 1A: *Emotional Wellness for College Students*

Amanda Gartner, MA, LPCC, Student Center for Health & Counseling

Exploring the emotional impact of the pandemic on college students, addressing the collective trauma, and enhancing emotional regulation.

SESSION 1B: *Online Student Readiness and Learner Preparedness: Best Practices for Assessing & Supporting Online Student Success*

Dr. Rebecca Hoffman, Social Work

Understanding and recognizing key factors indicating student readiness for online learning and applying strategies and best practices in the design and delivery of online courses for student success.

SESSION 2A: *Types and Appraisal of Facebook posts by CDC during the COVID-19 Outbreak*

Dr. Ashik Shafi, Integrated Media

The Crisis and Emergency Risk Model of communication specifies the types of messages to give during an emergency situation. This study looks at the types and evaluation of Facebook posts by Center for Disease Control (CDC) during the ongoing COVID-19 pandemic in light of the CERC model. The content, evaluation and reaction to the Facebook posts were determined through a content analysis, social media reaction analysis and an open-ended survey. The results show around 40% of the Facebook posts by CDC prescribed action, 15% asked public's response, 12% gave updates of CDC's activities and 16% addressed specifically vulnerable communities. Survey data revealed although audience highly appreciated posts prescribing actions, they were critical of the posts those updated CDC's own activities or explained scientific process behind the virus. Study points out agencies such as CDC should give specific guidance, such as how to make a face mask, instead of generic ones during similar pandemic occasions in future.

SESSION 2B: *Video Lectures, Zoom Sessions, and Proctored Exams: Lessons Learned from Midsemester Move to Online Teaching and Learning*

Dr. Joann Frederickson, Business Administration

Presentation includes experiences and lessons learned from moving three face-to-face classes to online in response to the Covid-19 pandemic, with a focus on teaching and assessment activities. Recommendations will be shared.

SESSION 3A: *Place-as-Text: An honors pedagogy for all in the CV-19 world*

Dr. Season Ellison, Honors/Humanities/LIBED

How best practices in honors education, can help **all of us** at BSU to engage students in active learning in a socially-distanced, Covid-19 world.

SESSION 3B: Designing High Quality Courses Using D2L Brightspace Templates

Dr. Mahmoud Al-Odeh, TAD

Tips and guidelines for designing high quality online courses. The presentation will include; using the D2L Daylight HTML template, inserting web pages and HTML content in a course, embedding videos into the D2L shells, and using modules for an easy course navigation. Guidelines to meet the QM rubric will be provided to help faculty design an effective course from the student perspective. This presentation might be helpful for faculty who are new to online teaching, new to the QM rubric, and those who are interested in developing OER courses. Examples of D2L shells and QM certified courses will be provided to demonstrate these topics. **This will be a hands on session. Participants are encouraged to have a course to work on available to them during the presentation, to implement design strategies that will be shared.**

SESSION 4A: Leveraging Universal Design for Learning (UDL) to Maximize Student Resilience in the Age of Covid-19

Dr. Thomas Dirth, Psychology

A review of the Universal Design for Learning framework, a learning framework that can support student success, across ability levels, by providing multiple means of representation, action and engagement in course content. This presentation will discuss why it is important to approach course design with a UDL framework in mind, how students respond to a UDL design, and it will talk through examples of course content (i.e. lectures, assignments, class discussions) that follow the UDL framework. The general thesis of this presentation is that the UDL framework is well-positioned to meet the needs of all students as many face increasing headwinds in engaging in our courses.

SESSION 4B: *Teaching Large Classes Remotely: Strategies for Developing Skills, Increasing Accessibility, and Encouraging Connection During COVID-19*

Dr. Kathryn Klement, Psychology and Dr. Afsoon Moatari Kazerouni, Geology

Strategies and techniques for teaching large classes remotely, specifically answering: 1) How can we maximize students' engagement and connection to the material, fellow students, and instructors in a remote setting? 2) What hands-on activities from face-to-face teaching can we guide our students through remotely, for developing both communication skills and observation and data analysis skills? 3) How can we encourage newer students to continue toward degree completion, when they are resistant to online learning in large sections? 4) What techniques can we use as instructors and/or convey to students to develop self-direction needed to succeed in large remote sections?

CLOSING SESSION: *The Challenges of Distance Learning as Told to Me by Students*

Dr. Paul Kivi, Assistant Professor of Economics and Environmental Studies

What challenges the abrupt online transition presented to our students and what insights can be gained on how to see student success.

Brought to you by the Bemidji State Teaching & Learning Center

If you need an accommodation for this event, contact Disability Services office at 218-755-3883. If an interpreter is needed, two-week notice is requested.

