Creating an Online Community

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Objectives

Share *Slides as Virtual Background*
Objectives

1. Identify guidelines and expectations for community building in online environment.
2. Develop plans / strategies for creating a learning community
3. Determine available and appropriate tools for creating an online community
What is Community?

A feeling of *fellowship with others*, as a result of *sharing common attitudes, interests, and goals*.

*Source: [https://www.lexico.com/en/definition/community](https://www.lexico.com/en/definition/community)*
Why Building a Community?

A positive *relationship* exists between students’ *sense of community* and their *learning success* in online courses.

---The Role of Community in Online Learning Success (Sadera et al., 2009)---

85% of college students said they are experiencing *increased stress* and *anxiety* due to the coronavirus *pandemic* and *uncertainty about continuing their education*.

*Source: TimelyMD*

Theory, Model, and Approach

• **Community of Practice** – (Wenger, 1998)
  - **Characteristics:** Domain, Community, and Practices

• **Community of Inquiry (CoI) Framework** – (Garrison, Anderson, & Archer, 2000)
  - **CoI Elements:** Social, Teaching, and Cognitive presences

• **Computer-Supported Collaborative Learning (CSCL)** – (Stahl, Koschmann, & Suthers, 2006)
  - *Learning takes place via social interaction using a computer or through the Internet*
What Can We Do?

Guidelines for Building an Online Learning Environment

1. Prepare for Community Building [*Instructor Presence*]

2. Establish Community Rules [*Teaching Presence*]

3. Create a Sense of Connection beyond the Community (course) [*Social Presence*]
1. Prepare for Community Building [Instructor Presence]

1.1. Model the *Citizenship* in Community

Rec. #1: Create a welcoming and cheerful message

- Record a welcome video ([Zoom Recording](#) or [Canvas Announcements](#))
- Write a welcome letter ([Canvas Announcements](#) | [Canvas Inbox](#))
- Create a discussion forum and post it there first ([Canvas Discussions](#) | [VoiceThread](#))

Rec. #2: Display your photo and bio

- Update Canvas Profile ([Canvas Profile](#))
- Create the About the Instructor page in Canvas ([Canvas Pages](#))
- Provide a link to professional profile ([PSU Research Database](#) | [LinkedIn](#))
1. Prepare for Community Building [Instructor Presence]

1.1. Model the Citizenship in Community

Rec. #1: Create a welcoming and cheerful message

Rec. #2: Display your photo and bio

Example of things to include in the welcome message

- **Introduce yourself!** (Greeting) Let students get an idea of who you are
- Give students your contact information including when and how to contact you
- List your office hours. Are you holding virtual office hours as well? Post those here
- A brief overview of the course objectives and student learning outcomes for the course
- **Course access!** Include information about how to get started, including link and instructions on how to log into Canvas.

1. Prepare for Community Building [Instructor Presence]

1.1. Model the **Citizenship** in Community

Rec. #1: Create a **welcoming** and **cheerful** message

Rec. #2: Display your **photo** and **bio**
1. Prepare for Community Building

1.1. Model the *Citizenship* in Community
   - Rec. #1: Create a *welcoming* and *cheerful* message
   - Rec. #2: Display your *photo* and *bio*

1.2. *Maintain the presence* in community
   - Rec. #1: Communicate with students *regularly*
   - Rec. #2: Provide *timely* and frequent *feedback*
1. Prepare for Community Building [Instructor Presence]

1.1. Model the Citizenship in Community

Rec. #1: Create a welcoming and cheerful message

Rec. #2: Display your photo and bio
1. Prepare for Community Building \textit{[Instructor Presence]}

1.1. Model the \textbf{Citizenship} in Community

Rec. \#1: Create a \textit{welcoming} and \textit{cheerful} message

Rec. \#2: Display your \textit{photo} and \textit{bio}
1. Prepare for Community Building

1.1. Model the **Citizenship** in Community

Rec. #1: Create a **welcoming** and **cheerful** message

Rec. #2: Display your **photo** and **bio**
1. Prepare for Community Building [Instructor Presence]

1.2. *Maintain the presence* in community

Rec. #1: Communicate with students *regularly*

- Post *weekly* “intro” and “wrap-up” announcements ([Canvas Announcements](#))
- Schedule weekly (bi-weekly) *virtual office hour* ([Zoom Schedule a Meeting](#))

Rec. #2: Provide *timely* and frequent *feedback*

- Provide *personal feedback* ([Canvas SpeedGrader](#) | [Canvas Video Comments](#))
- Respond to students *timely* ([Canvas Inbox](#))
- Participate or intervene *(routinely)* in course discussions ([Canvas Discussion Subscription](#))
1. Prepare for Community Building [Instructor Presence]

1.2. Maintain the presence in community

Rec. #1: Communicate with students regularly
Rec. #2: Provide timely and frequent feedback

Options

- Delay posting
- Post At
- Allow users to comment
- Users must post before seeing replies

Office Hour (Optional, Every Friday, 3-4PM)

Every Friday between 3-4 PM, I will be hosting an office hour on Zoom. You are strongly encouraged to attend. You will have opportunities to ask questions or clarify your thoughts. The sessions will be held synchronously and may NOT be recorded.

Recording of the office hour sessions is at instructors' discretion. Students will be notified if the sessions are recorded and the recordings are available.

To attend, use Zoom Link below during the scheduled time.

Live Session Zoom Meeting

OR

Copy & paste URL: [Link]

Password: [Password]

Office Hour Schedule

1. Friday, August 28, 2020
2. Friday, September 4, 2020
3. Friday, September 11, 2020
4. Friday, September 18, 2020
5. Friday, September 25, 2020
6. Friday, October 2, 2020
7. Friday, October 9, 2020
8. Friday, October 16, 2020
9. Friday, October 23, 2020
10. Friday, October 30, 2020
11. Friday, November 6, 2020
12. Friday, November 13, 2020
13. Friday, November 20, 2020
14. Thanksgiving Break, No Office Hour
15. Friday, December 4, 2020
1. Prepare for Community Building

[Instructor Presence]

1.2. **Maintain the presence** in community

Rec. #1: Communicate with students regularly

Rec. #2: Provide **timely** and frequent **feedback**
1. Prepare for Community Building [Instructor Presence]

1.1. Model the **Citizenship** in Community
Rec. #1: Create a *welcoming* and *cheerful message*
Rec. #2: Display your *photo and bio*

1.2. **Maintain the presence** in community
Rec. #1: Communicate with students *regularly*
Rec. #2: Provide *timely* and frequent *feedback*
2. Establish Community Rules [Teaching Presence]

2.1. Set the *expectation of communication*

Rec. #1: Provide clear guidelines for communication
Rec. #2: Establish *expectation of attendance*

2.2. Set the *expectation of assessment*

Rec. #1: Develop well-defined *grading criteria*
Rec. #2: Provide clear *instructions for learning activities*

2.3. Embrace *Collaborative Learning* or Partnership

Rec. #1: Provide opportunities for *group work*
Rec. #2: Let everyone *play a role*
2. Establish Community Rules [*Teaching Presence*]

2.1. Set the *expectation of communication*

**Rec. #1:** Provide clear *guidelines for communication*
- Create Communication etiquette / netiquette ([Netiquette](#))
- Let students know about the *turnaround time*

**Rec. #2:** Establish *expectation of attendance*
- Make it clear *when and where* to be in *virtual meeting*
- Discuss *webcam use*
2. Establish Community Rules [Teaching Presence]

2.1. Set the *expectation of communication*

**Rec. #1**: Provide clear **guidelines for communication**
- Create Communication etiquette / netiquette ([Netiquette](#))
- Let students know about the *turnaround time*

**Rec. #2**: Establish **expectation of attendance**
- Make it clear *when and where* to be in *virtual meeting*
- Discuss *webcam use*

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*This course may require you to have a webcam for class sessions and assessments. Classes and assessments may be conducted using Zoom or other technology selected by your instructor which may use your computer’s webcam or other technologies to communicate, monitor, and/or record classes, class activities, and assessments. Assessments may also be conducted using proctoring software, which may listen to you, monitor your computer screen, view you and your surroundings, and record (including visual and audio recordings) all activity during the proctoring process. Please contact your instructor if you are unable to comply or have any questions or concerns.*
2. Establish Community Rules [Teaching Presence]

2.1. Set the **expectation of communication**

**Rec. #1**: Provide clear **guidelines for communication**
**Rec. #2**: Establish **expectation of attendance**

**Example of Netiquette**

Response Time

The instructor will attempt to respond to each e-mail within 24 to 48 hours.

Much like other ethical areas of discussion, the best netiquette principle is the Golden Rule (or to treat others like you want to be treated). More specifically, however:

- Do not forward junk email (generally called "spam") or hoaxes (always check them out before sending them to your whole address book!)
- Do not send or post "flames," which are rude or insulting messages.
- Always try to keep messages short and to the point.
- Spell check your messages and documents.
- Follow traditional writing format. Do not use all lower or upper case letters and ellipses (it makes messages hard to scan quickly).
- Remember that sarcasm may be misinterpreted in writing.
- Do not say anything in an email that you would not say to someone's face.
- Always double check your Internet sources. Many times information may be there for test purposes, educational purposes, or for no good purpose at all.
- Use emoticons to express emotion that you would normally convey through gestures.
2. Establish Community Rules \textit{[Teaching Presence]}

2.1. Set the \textit{expectation of communication}

Rec. #1: Provide clear \textit{guidelines for communication}

Rec. #2: Establish \textit{expectation of attendance}

Lesson Materials and Lecture

1. Lesson Materials
   Required
   \begin{itemize}
   \item \underline{PPT}
   \end{itemize}

2. Synchronous Live Lecture
   \begin{itemize}
   \item Date: \\
   \item Time: \\
   \item Location: \url{https://pshealth.zoom.us/j/_________}
   \end{itemize}
2. Establish Community Rules \[Teaching Presence\]

2.2. Set the *expectation of assessment*

Rec. #1: Develop well-defined *grading criteria*
- Use *rubrics* for assessment ([Canvas Rubric] | [Examples])
- Provide clear *grading policy*

Rec. #2: Provide clear *instructions for learning activities*
- Describe *requirements for discussions*
- Specify *required tasks for assignments*
2. Establish Community Rules [Teaching Presence]

2.2. Set the **expectation of assessment**

Rec. #1: Develop well-defined **grading criteria**

Rec. #2: Provide clear **instructions for learning activities**

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**Lesson 1 Assignment Rubric**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Rating</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1: Descriptive</td>
<td>10 pts</td>
<td>20 pts</td>
</tr>
<tr>
<td>Expectations from the course</td>
<td>10 pts</td>
<td>20 pts</td>
</tr>
<tr>
<td>Description of students</td>
<td>10 pts</td>
<td>20 pts</td>
</tr>
<tr>
<td>Description of students' performance</td>
<td>10 pts</td>
<td>20 pts</td>
</tr>
<tr>
<td>Total</td>
<td>10 pts</td>
<td>100 pts</td>
</tr>
</tbody>
</table>

**Notes about evaluation**

1. All assignments will be evaluated on quality, presentation, and promptness. For late assignment submissions please read our **Missing Quiz / Assignment / Exam Submission Policy**.
2. All assignment submissions must be typed and submitted electronically via the course’s Assignments, Discussions, and/or Quizzes in Canvas.
3. Evaluation of the assignments will be guided by assessment rubrics available on the Canvas course site.

Assignments are due by 11:59 p.m. Eastern Time (ET) on Sunday unless otherwise specified. The exact due date of each assignment is noted below in the weekly schedule.

**Missing Quiz / Assignment / Exam Submission Policy**

- **Sufficient time (typically a full week)** is given for each task assignment. In general, your assignment submission should not be late. It is recommended that you submit your assignment at least one hour before the deadline. Please do not wait until the last minute to submit your assignment or to do your quiz.
- **There will be a 48-hour Grace Period with penalty available for assignment submissions (for up to 3 times, please see next item for details).** Grace period is NOT available for quizzes. If you missed the due date (for quizzes) or the 48-hour grace period (for assignments), the submission box in Canvas will be closed.
- Each student has three (3) times to submit his/her late (past due date) assignment with penalty. If an assignment is 0.01-24 hours late, a 30% deduction will be made on the total points earned; if an assignment is 24.01 - 48 hours late, a 60% deduction will be made on the total points earned. **No assignment submission will be accepted after 48 hours past the due date.**
- Under some special circumstances, for example family emergency, etc., late submission of assignments can be accepted **without penalty**, given that (1) the instructor is notified ASAP after missing the deadline, and (2) proper documentation must be provided. **No assignment submission will be accepted after 48 hours past the due date.**
- Missed quizzes cannot be made up.
- Exam submission past the due date will not be accepted.
2. Establish Community Rules

2.2. Set the **expectation of assessment**

Rec. #1: Develop well-defined grading criteria
Rec. #2: Provide clear instructions for learning activities
2. Establish Community Rules \textit{[Teaching Presence]}

2.2. Set the \textbf{expectation of assessment}

Rec. #1: Develop well-defined \textit{grading criteria}

Rec. #2: Provide clear \textit{instructions for learning activities}

A Guide to Giving Clear Instructions to Students (That They Will Actually Follow)

- Use \textbf{clear} and \textbf{precise} language
- \textbf{Repeat} your directions
- Explain the \textbf{purpose} of the task
- Make sure your \textbf{students} understand
- Use an appropriate \textbf{tone}
- Describe the \textbf{specifics}
- Provide \textbf{examples}
- Break tasks into \textbf{manageable chunks}

2. Establish Community Rules [Teaching Presence]

2.2. Set the **expectation of assessment**

Rec. #1: Develop well-defined **grading criteria**

Rec. #2: Provide clear **instructions for learning activities**

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**Task 4.2. Applied Learning**

**General Instructions**

Please do your own work and upload your assignment as a single file (preferably, a Microsoft Word (.DOC, .DOCX), RTF, or .PDF document); write your name on the first page of your assignment (or include it as a header or footer), number your responses to the questions according to the homework assignment and provide the responses in order of the assignment, provide written responses for all questions in complete sentences. If SAS is used, it is not enough to provide only the SAS output. Please use selected SAS output with your own descriptions / interpretations / comments, to write your assignment as a "mini report". And, submit your assignment only once to the submission box.

**Directions**

**Question 1 (8 points)**

Using the **abx_dif.dat** dataset as the one you used for **Task 3.2**:

1. Test the null hypothesis that the average change in bilirubin level, from baseline to post-treatment, is the same in the placebo and treatment groups using a two-sample t-test. Summarize your decision about the null hypothesis and provide a statistical justification for your answer.

2. What is the magnitude of the average difference between the groups in the change in bilirubin level from baseline to post-treatment? Provide an estimate and 95% confidence interval for the estimate.

**Question 2 (6 points)**

Compare and contrast the results of questions 1 above and the question 2 part 1 from task assignment 3.2. Both analyses can be considered tests of whether the drug has an effect on bilirubin levels.

1. How are they different?
2. Which one do you feel is most appropriate, statistically, and why?
3. Which one do you feel is most clinically relevant and why?
2. Establish Community Rules *Teaching Presence*

2.3. Embrace *Collaborative Learning* or Partnership

Rec. #1: Provide opportunities for group work
- Use **virtual breakout rooms** in Zoom ([Breakout Rooms](https://zoom.us/breakout-rooms))
- Provide **collaborative spaces** for projects ([Canvas Group](https://canvas.lmu.edu/) | [Box](https://mybox.lmu.edu/) | [One Drive](https://onedrive.lmu.edu/) | [Google Drive](https://drive.google.com/))

Rec. #2: Let everyone **play a role**
- Incorporate online **peer review** ([Canvas Peer Review](https://canvas.lmu.edu/peerreview) | [Google Docs](https://docs.google.com/))
- Create **role play scenarios** ([Role Play](https://www.roleplay.com/) | [VoiceThread](https://voicethread.com/) | [VoiceThread Role Play](https://voicethread.com/role-play.html))
2. Establish Community Rules [Teaching Presence]

2.3. Embrace **Collaborative Learning** or Partnership

Rec. #1: Provide opportunities for group work
Rec. #2: Let everyone play a role
2. Establish Community Rules *Teaching Presence*

2.3. Embrace *Collaborative Learning* or Partnership

Rec. #1: Provide opportunities for *group work*

Rec. #2: Let everyone *play a role*

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**Zoom Breakout Rooms Test**

**Breakout Room Question:**

Think about one of your group projects in a face-to-face class, how would you assign that group project in an online learning? What tool(s) would you use?
2. Establish Community Rules \textit{[Teaching Presence]}

2.3. Embrace \textit{Collaborative Learning} or Partnership

Rec. #1: Provide opportunities for \textit{group work}

Rec. #2: Let everyone \textit{play a role}

\#P2: Peer Review of Scholarly Paper Part III Peer Reviews

Student peer reviews will be considered complete when students have commented at least once on the page and filled out the rubric form for the assignment.

- BI
  - Lai
  - Pa
  - Give Timothy Blose another submission to assess +

- GI
  - Mo
  - Pal
  - Give Patrick Glenser another submission to assess +

- La
  - Gi
  - Mo
  - Give Luci Labiola-Cuffe another submission to assess +
2. Establish Community Rules [Teaching Presence]

2.3. Embrace **Collaborative Learning** or Partnership

Rec. #1: Provide opportunities for **group work**

Rec. #2: Let everyone **play a role**

Canvas Peer Review

VoiceThread at PSU

https://voicethread.psu.edu/
2. Establish Community Rules [Teaching Presence]

2.1. Set the **expectation of communication**
- Rec. #1: Provide clear **guidelines for communication**
- Rec. #2: Establish **expectation of attendance**

2.2. Set the **expectation of assessment**
- Rec. #1: Develop well-defined **grading criteria**
- Rec. #2: Provide clear **instructions for learning activities**

2.3. Embrace **Collaborative Learning** or Partnership
- Rec. #1: Provide opportunities for **group work**
- Rec. #2: Let everyone **play a role**
3. Create a Sense of Connection [Social Presence]

3.1. Promote *dialogue* and *discourse*

Rec. #1: Encourage informal conversations
Rec. #2: Virtualize in-person class interactions

3.2. Keep the *community element*

Rec. #1: Incorporate *important news*
Rec. #2: Provide opportunities for *community involvement*
3. Create a Sense of Connection \textit{[Social Presence]}

3.1. Promote \textit{dialogue} and \textit{discourse}

Rec. \#1: Encourage informal conversations

- Share \textit{personal news}
- Provide spaces for informal interactions (\textit{Canvas Discussions} | \textit{Zoom Schedule a Meeting} | \textit{Yammer})

Rec. \#2: \textbf{Virtualize in-person} class interactions

- Seek \textit{students’ feedback} (\textit{Canvas Quiz} | \textit{Zoom Nonverbal Feedback})
- Use \textit{humor} and conversational tone
- Provide opportunities for \textit{self-reflection}
3. Create a Sense of Connection [*Social Presence*]

3.1. Promote *dialogue* and *discourse*

Rec. #1: Encourage *informal conversations*

Rec. #2: *Virtualize in-person* class interactions
3. Create a Sense of Connection [Social Presence]

3.1. Promote *dialogue* and *discourse*

Rec. #1: Encourage informal conversations

Rec. #2: Virtualize in-person class interactions

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**Why Humor?**

- Increases in learning, self-motivation, class attendance, and test performance
  
  

- Using humor to make connections with online students resulted in higher success rates and levels of engagement.
  
3. Create a Sense of Connection [*Social Presence*]

### 3.2. Keep the *community element*

**Rec. #1: Incorporate **Important news**

- Post announcements about *events happening on campus* (PSU News | PSHealth News | Canvas Announcements)
- Provide opportunities to **apply learning**

**Rec. #2: Provide opportunities for **community involvement**

- Encourage them to **take part in campus organizations** (PSU Org Central)
- Assign **attendance at webinars** and live-streaming events for course credit (PSU News | PSHealth News)
Q&A