



IMPROVING ONLINE TEACHING EXPERIENCE

# CHSS Online Teaching Initiative Newsletter

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## Motivational Learning Welcome Video

By Dr. Theresa A. Case, Associate Professor of History, Department of History, Humanities & Languages

This spring, a team of history faculty members is piloting a set of student success strategies in core history courses. A course that I completed on motivational learning inspired one element particularly. It had team members develop a short welcome video. This video is not a tour of the BBL site or the syllabus (although such tools are useful). It is a means to connect with class members at the very get-go and bolster their motivation to learn by addressing fundamental questions that students usually ask themselves about a new course: “Can I do this? Do I want to do this? Do I belong here?” The overarching idea is for the welcome video to encourage a sense of belonging, convey that intelligence is not fixed, and establish the course’s purpose and relevance.

The point that intelligence is not fixed is important, because students should understand that, with the right approaches and with practice, they can improve their learning. Advancement comes not simply from a belief that “we can do it” but also from the concrete steps that we take to determine and adopt our most effective methods of study. Building relationships between students and professor, and among students, is critical. The video can initiate this by inviting students into a community of learning. One might underline that support is available, the confusion a student might experience upon entering a course is common, they can adjust, and the class is a constructive environment. While for some instructors, the purpose and relevance of a course seem self-evident, a brief, modest video explanation can foreground a course’s importance. Ideally, we would create opportunities for students to discover the value of the course themselves. I offer excerpts from my script as a possible illustration of the above principles:

*. . . In this class, we will take those lessons in historical thinking and we will practice the craft of history. Along the way, you will learn about crucial themes, events, and actors in the US past. You might ask, if I’m a criminal justice major, or business or natural sciences major, what good is historical thinking to me? You will explore exactly that question for yourself this week with our first exercise and at other points this term. My answer is that historical thinking will help you,*

### Motivational Learning Welcome Video

Dr. Theresa Case shares her program’s experience of creating a motivational video for UHD students. The goal of the video is to increase a sense of belonging in a virtual classroom and motivate students to do their best work.

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### Discipline-specific Resources for Online Teaching: Creative Solutions from Colleagues

The section shares teaching tips from your CHSS colleagues and provides an overview of available discipline-specific resources for online teaching created by other universities.

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*whatever your major, in college and with life in general, because doing history inevitably involves questioning, connecting, sourcing, listening to the views of others, and coming to our own conclusions based upon the credible information that we have.*

*You may find that the way we approach history in this class conflicts with your prior experience. That is OK. I can promise you that is the situation of many students. What I also can promise you is that if you study and apply the strategies and models offered in the course effectively, you can elevate your knowledge, writing, and thinking to a new level and you will look at the study of the past in a new light. . . One fantastic aspect of UHD is that we have relatively small classes, so we can and should learn from each other. I have made room in the class for that kind of exchange, mostly with class discussion and debate but also with peer review and group activities.*

*. . . If you are nervous about the synchronous format, my advice is to give yourself some time with it. The virtual class meetings may seem awkward at first, but the more we do it, the more comfortable we will get. My big advice is to stay connected to the class. Persist. If you have any trouble, let's talk in office hours or in an individual appointment. I am only a short email message away.*

## Discipline-specific Resources for Online Teaching: Creative Solutions from Colleagues

When CHSS switched to online delivery mode in March of 2020, those who typically teach face-to-face classes had to improvise and learn new technologies and strategies to deliver course content virtually. It was a monumental task of trial and error and adjusting and revising. How does one teach students to paint or perform on a stage using Blackboard and Zoom? How about teaching public deliberation, public speaking, foreign languages, or creative writing? Some disciplines simply require a considerable amount of face-to-face interaction to be taught effectively.

The CHSS professors have been creative and resilient and have found ways to address seemingly unresolvable challenges. **Floyd Newsum**, Professor of Art in the Department of Arts and Communication, set his goal to “create a virtual environment that students felt was arranged for them to be successful in.” Last year, he worked with the UHD IT and others, including his wife, who is also an academic, to make that happen. To teach art, he had to request the Aver Cam 520 Pro Conference camera, which is the best tool for demonstrating various techniques via Zoom. While teaching synchronous online classes, Dr. Newsum uses “breakout rooms for individual reviews and conferences” and provides ample feedback on student drafts.

While teaching Spanish and literature classes, **Raquel Patricia Chiquillo**, Associate Professor of Spanish in the Department of History, Humanities, and Languages, uses a variety of materials and technologies to engage students, including VoiceThread videos, YouTube videos created by experts, news sites, and TED talks. She finds useful materials for language learners posted by other universities, professional organizations, and companies such as ingles.com and colorincolorado.org. To hone her online teachings skills, she has completed two in-depth certificates: The OLC Certificate for Online Teaching (12 weeks) and the UHD Teaching Online Passport program (about 3 months). Dr. Chiquillo believes, in order to teach languages and literature effectively online, one needs to provide more written feedback to students and, for an asynchronous class, ideally organize a least several synchronous sessions throughout the semester to increase interaction and participation.

**Daniel Peña**, Assistant Professor of English in the English Department, who teaches creative writing, started teaching online before coming to UHD. He prefers asynchronous online classes, which, he believes, take “an incredible amount of bandwidth and planning to make every student feel engaged.” He has recently shared his online teaching experience in [an interview](#). Early on in his academic career, he was introduced to interactive podcasting, “which means there [were] spaces built into the audio where a student [would] then pivot to an activity: a

Qualtrics poll, a secondary reading, a writing activity, a discussion board prompt, etc.” Professor Peña would “prompt [his students] in the podcast with a question and they might message [him] with an answer to that question as soon as they hear[d] it.” Professor Peña has done such [podcasts for the CHSS Spring Read](#) and [The New York Times](#) as well. To keep connected to his students throughout the semester, he schedules two one-on-one conferences with each student. For effective online teaching, he believes, instructors should choose tools that would be “most organic to [their] pedagogy and content.” Instructors should also “take some grace” on themselves as online teaching is tough. Sometimes “rigorous doesn’t mean it is working.” Being flexible and responsive to your students’ needs is the key.

Finally, **Timothy Klein**, Associate Professor of Drama in the Department of Art and Communication and Director of O’Kane Theatre, had to make the impossible possible for his students last year. When UHD moved to online, he started teaching synchronously online and had to overcome numerous obstacles. As he states, some classes can be taught online relatively successfully, such as playwriting, but “directing or acting is next to impossible to teach” via Zoom; “acting is meant to be in a room with people interacting with each other.” There is no substitution for live interaction via virtual technologies. For teaching acting, one needs to use the space: the stage. Students are expected to complete warm-up exercises in a big open space. So Professor Klein is really looking forward to the restart of regular face-to-face instruction at UHD to the continuation of his work with students in his face-to-face classes and in the theatre.

Because of the pandemic, many colleges and universities have developed discipline-specific resources for faculty to teach effectively online and frequently have relied on crowd-sourcing efforts by participating faculty in the disciplines. Who knows better than your colleagues in the field? Below is the list of some of the relevant resources developed by other universities and organizations in the CHSS disciplines (Special thanks to Drs. Adam Ellwanger, Chuck Jackson, Salvador Salinas, and Daniel Peña for providing resources in their respective disciplines.):

Disciplines in the department of	Resources
Arts and Communication	<p><b>Communication and Journalism</b>  <a href="#">American Communication Association</a>  <a href="#">Markkula Center for Applied Ethics: Ethics Cases</a>  <a href="#">NCA: Teaching and Learning</a>  <a href="#">Society for Professional Journalists: Ethics Case Studies</a>  <a href="#">Teaching Journalism in the Digital Age</a></p> <p><b>Media and Video Production</b>  <a href="#">Production Courses Online</a></p> <p><b>Film</b>  <a href="#">Array 101</a>  <a href="#">Film Course</a>  <a href="#">Virtual Film Festival by Women Make Movies</a></p> <p><b>Music</b>  <a href="#">Christopher Bill Guide to Remote Music Education</a> (Google doc with resources and ideas)  <a href="#">Eric Whitacre's Virtual Choir</a>  <a href="#">Higher Ed Music Lessons in the Time of COVID-19</a> (Facebook group)  <a href="#">Jazz Studies Online</a>  <a href="#">Music scholarship at a distance</a>  <a href="#">Network Music Performance During COVID-19 and Beyond: A Quick Review of Available Software</a></p>

[The Virtual Tuba Quartet: Facilitating Asynchronous Musical Collaboration in a Chamber Ensemble Setting](#)

### Studio Arts and Art History

[5 Tips for Teaching Studio Art Online](#); [Tutorials in drawing, painting, 3D, printmaking, digital media, and more in this playlist](#); [How To Critique Art](#); [Teaching Art Online](#); [For Art Teachers](#); [Home Art Supplies](#)

[American Alliance of Museums](#)

[Americans for the Arts : Ethics Cases](#)

[An Article by Marcia Chambers on Artists vs. Icons, With Woods in the Middle](#)

[An Interview of Paul Tackaberry by R.J. Price on The Lawyer/Critic: When Appropriation Becomes Copyright Infringement](#) (contains a few brief examples involving actual works of art)

[Art History Teaching Resources](#)

[Art/Design/Media Subject Centre](#)

[Arts Education Resources - the Kennedy Center](#)

[Arts Ready Online Emergency Preparedness Service](#)

[Controversial Works of Art](#)

[Global Architectural History Teaching Collaborative](#)

[Google Arts & Culture Museum Views](#)

[How Do You Teach Art, Music and PE Online? In China, They're Figuring It Out](#)

[KRITA](#), a free open-source professional painting program

[MCN the Ultimate Guide to Virtual Museum Resources, E-Learning, and Online Collections](#)

[Metropolitan Museum of Art](#)

[MoMA](#)

[Museum education courses](#) - free online *Museum education* courses and MOOCs from top universities and colleges.

[National Art Education Association](#)

[Online Art & Design Studio Instruction in the Age of "Social Distancing" Facebook Group](#)

[Sketchbook App](#)

[SmartHistory](#)

[Tips for Labs and Hand's On Courses](#) - adaptable for these disciplines.

Virtual [Digital Art Summit](#) - free virtual conference event from Adobe.

[Virtual Museums & Online Collections](#)

### Theatre

[A Blog Post by William Crawly on the Ethics of Acting](#)

[Digital Theatre+ Access Resources for Remote Learning](#)

[Free Online Learning from the Rock & Roll Hall of Fame](#)

[L.A. Theatre Works Offering 25 Audio Recordings of Stage Plays for Educators](#)

[Metropolitan Opera](#)

[Open Source Resources for Performance-Related Disciplines](#) (from the Association for Theatre in Higher Education)

[Teaching Production, Studio, and Performance Courses Online](#)

[Teaching Theatre Online: A Shift in Pedagogy Amidst Coronavirus Outbreak](#)

History,  
Humanities, and  
Languages

### History

[Avalon Project at Yale University](#)

[CrashCourse History Channel on YouTube](#)

[Eight Online Tools for Creating Timelines](#)

[Fordham University](#)

[Google and Life Magazine](#)

[Historians on the Hot Seat](#)

[Oyez](#)

[Perspectives on History: Transitioning to Online Teaching, A How-To Guide](#)

[Reacting to the Past](#) (Barnard)

[Smithsonian Museum of Natural History](#); [Smithsonian Education](#); [The Smithsonian Learning Lab](#); [Smithsonian's History Explorer](#)

[AHA: Teaching Resources for Historians](#)

[Teaching Tolerance](#)

[The Content, Literacy, Inquiry, and Citizenship \(CLIC\) Project](#)

[The Library of Congress](#)

[The National Archives](#)

[The Zinn Education Project](#)

[World History For Us All](#)

### **Humanities**

["As Human as Possible"](#) (Inside Higher Ed article by Colleen Flaherty about teaching humanities courses online)

[Bringing Your Course Online](#) (resources compiled by the Modern Language Association)

[Crowd-sourced resources for online teaching, especially in a humanities context](#)

[Digital Pedagogy in the Humanities](#) (curated collection of reusable resources for teaching and research)

[Humanities and Social Sciences Online](#)

[Humanities Coronavirus Syllabus Collaboration](#)

### **Languages**

[ACTFL](#) remote language teaching resources from (the American Council on the Teaching of Foreign Languages).

[Advice for teaching languages online during COVID-19](#)

[COERLL Center for Open Educational Resources and Language Learning](#)

[Foreign Language Teaching Resources for COVID19](#)

[Modern Language Association](#)

[Pandemic Prepping in the Language Class](#) (IALLT webinar)

[Putting Our Language Courses Online](#)

[Suggested Best Practices and Resources for the Implementation of Hybrid and Online Language Courses](#) (ADFL)

[The Language Flagship](#)

[Webinars](#) to help faculty moving online from the International Association for Language Learning Technology (IALLT).

[World Languages, PBS](#)

[Yale guide for teaching language online](#)

### **Philosophy and Religion**

[Academic Integrity: Case Studies to Consider](#)

[American Academy of Religion](#)

[American Association of Philosophy Teachers Teaching Links](#)

[Bible Odyssey](#)

	<p><a href="#">Engaging the Political in Religious Studies Classrooms</a>  <a href="#">History of Philosophy</a> podcast  <a href="#">Oxford Biblical Studies Online</a>  <a href="#">Philosophize This!</a> podcast  <a href="#">Philosophy Bites</a> podcast  <a href="#">Religion and World Affairs Modules</a>  <a href="#">Religious studies resources</a> (blog post by Richard Newton)  <a href="#">Resources for Teaching Ethics Across the Curriculum</a>  <a href="#">Society of Biblical Literature Education Resources</a>  <a href="#">Teach Philosophy 101</a>  <a href="#">The Partially Examined Life</a> podcast  <a href="#">Wabash Center for Teaching and Learning in Theology and Religion</a></p>
English	<p><b>Literature</b>  <a href="#">English Subject Centre</a>  <a href="#">Global Society of Online Literacy Educators</a>  <a href="#">Literature Project</a>  <a href="#">Project Gutenberg</a></p> <p><b>Rhetoric</b>  <a href="#">RSA: Scholarly Resources</a></p> <p><b>Technical Communication</b>  <a href="#">Association of Teachers of Technical Writing</a>  <a href="#">Council for Programs in Technical and Scientific Communication</a>  <a href="#">Society for Technical Communication</a></p> <p><b>Writing</b>  <a href="#">30 Ideas for Teaching Writing</a>  <a href="#">AWP Recommendations on the Teaching of Creative Writing to Undergraduates</a>  <a href="#">CCCC Resources</a>  <a href="#">Creative Writing: Teaching Theory &amp; Pedagogy</a>  <a href="#">MLA: Surveys, Reports, and Other Documents</a>  <a href="#">NCTE</a>  <a href="#">Online Literacies Open Resource</a>  <a href="#">Personal, Accessible, Responsive, Strategic: Resources and Strategies for Online Writing Instructors</a> (ebook by Jessie Borgman and Casey McArdle)  <a href="#">Sarah Einstein-How to Structure an Online Week in a Creative Writing Workshop</a>  <a href="#">The Purdue Writing Lab</a></p>
Social Sciences	<p><b>Anthropology</b>  <a href="#">Anthropology Teaching Activities</a> (Smithsonian)  <a href="#">Experience Rich Anthropology Project</a> (field data and analyses from 12 projects plus teachers' manual)  <a href="#">Human Relations Area Files</a> (cross-cultural research tool)</p> <p><b>Psychology</b>  <a href="#">APA Online Psychology Laboratory</a></p>



[Society for the Teaching of Psychology](#); [E-Books on Advising, Teaching, Career information, Theory](#); [Excellence in Teaching blog](#); [Improving Undergraduate Research](#); [Model Teaching Criteria](#); [Peer-Reviewed Resources](#); [Professional Development](#); [Project Syllabus \(peer-reviewed syllabi and guidelines for syllabus development\)](#); [SoTL Workshop \(mentoring for research and publishing\)](#); [This is How I Teach blog](#)  
[Psychology \(PBS\)](#)  
[Psychology in Communities wiki \(for public presentation advice and talks\)](#)  
[Psychology links \(MSU\)](#)  
[Teaching of Psychology Idea eXchange](#)  
[The Psych Files](#)

#### Political Science

[Teaching Political Science](#)  
[Creating Simulations for Political Science Education](#)  
[POLY-CY Teaching Resources](#)

#### Sociology

[BCSSW YouTube channel](#)  
[Poorvu Center for Teaching and Learning](#)  
[Professors' Ideas for Making the Most of Teaching Online - The Columbia School of Social Work](#)  
[Society for the Study of Social Problems](#)  
[Sociology](#)  
[Stanford Prison Experiment](#)

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