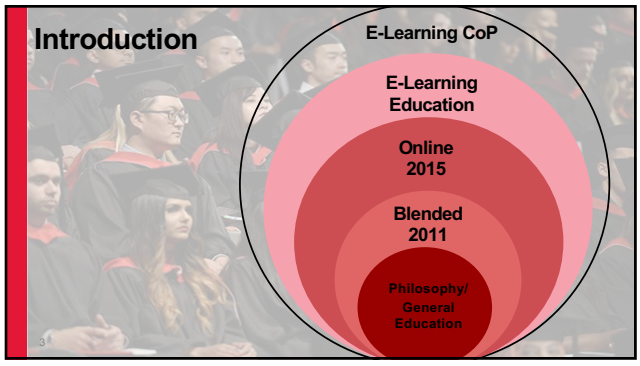
YORK
UNIVERSITÉ
UNIVERSITY
Communication, Compassion, and Community in eClass
Linda Carozza
Department of Philosophy

1

YORK
UNIVERSITÉ
UNIVERSITY
In this webinar Dr. Carozza discusses i) the importance of embedding multiple communication mechanisms within a course learning management system (e.g. eClass), and ii) creating assignments that students can complete. Such features, practiced from the beginning of the course, can aid in i) the success of students in online courses, and also ii) cut down on the administrative tasks of the teaching team.
2

2


Introduction
E-Learning CoP
E-Learning Education
Online 2015
Blended 2011
Philosophy/ General Education
3

3

MODR 1770

- First iteration: SU 2015 (50 students)
- Fifth iteration: SU 2020 (150 students)
- Accelerated format (6 credits in SU term)
- Diverse student population

- The 5th iteration of this course was the the most successful

4

4

Success defined:

- Objective:
  - Class GPA is highest in 2020
  - Drop out rate is lowest in 2020
  - Lowest percentage of E and F grades in 2020
  - More synchronous attendance to optional meetings (webinars and virtual office hours)
- Subjective:
  - Synchronous presence and engagement
  - Gratitude emails
  - TA feedback

5

5

Communication is KEY

- Instructor video intro
- Virtual boards for student input
- Regular course announcements
- Optional synchronous sessions
- Answers to Q & A forum within 24 hours or less
- Responding to participation forum posts that students make = INSTRUCTOR PRESENCE

6

6

Embedding Compassion

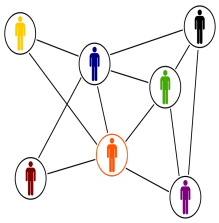
- Deadline related
- Several deadlines per major assignment
- No notes/proof
- Different Turnitin links
- Class-size dependent

7

7

C O M M U N I T Y

- A combination of embedded practices that spark a community dynamic
- Engagement, instructor presence, student presence

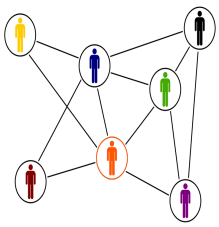


8

8

Sources to exploring digital pedagogy

- Orcutt, J.M. & Dringus, L.P. (2017). Beyond being there: Practices that establish presence, engage students and influence intellectual curiosity in a structured online learning environment. *Online Learning 21*(3), 15-35. doi: 10.24059/olj.v%vi%i.1231
- Singleton, K., Evmenova, A., Kinas Jerome, M., & Clark, K. (2019). Integrating UDL strategies into the online course development process: Instructional designers' perspectives. *Online Learning, 23*(1), 206-235. doi:10.24059/olj.v23i1.1407



9

9

10