Sample Responses to Reflection Activities

Online Faculty Training and Certification Course

These samples are provided to demonstrate the Reflection Activity responses that earn full credit. Reflections should use as much detail and incorporate examples whenever possible.

Module 1 - Sample Reflection Activity: I can see how posting photos and using introductions will help students feel more comfortable in my online class. It also gives us more personality when we share a funny story or favorite hobby with the class. I guess it’s similar to how I have students introduce themselves to each other in my on-campus Communication class. I think it does get students feeling more comfortable and less anxious about the class – both in person and online. In this training course, I think it makes a big difference and it’s kind of nice to start out with something that is creative and fun with the icebreaker. Otherwise, reading 40+ student introductions tends to get very repetitive after a while!

No Sample Available for Module 2

Module 3 - Sample Reflection Activity: I added a link to the Announcements tool for my students in the Practice Course. For my own class, I would have a link to each tool that I expect my students to use most frequently in the course: Syllabus, Messages, Discussions, Blogs, and Learning Modules. I want the syllabus to be one-click access for them, so I would also include the syllabus on the menu. I will also include a link to the My Grades tool for students so that they can access their grades without leaving my course. The simpler navigation is for my students, the better. They have enough other distractions - I want them to get into the course and find what they're looking for as soon as possible. My homepage will be uncluttered and very simple to navigate as well.

Module 4 - Sample Reflection Activity: In my online syllabus I need to explicitly state my expectations for participation in my online course. Those are currently missing. Whereas coming to class is sufficient for my on-campus students, my online students must do more than just login during the first week of class. I also need to add a late policy for my online assignments because I expect my online students will have a harder time keeping up with the assignments when they are not required to submit them to me in person. I think I will make a section of the syllabus called "Policies" to include all of these, so that they standout in importance. I will set the tone by doing a Camtasia or YouTube introduction (captioned) of myself. I’ll also ask students to post to an icebreaker forum like we did in this training course. I like the way it gets students interacting quickly. I also plan to utilize groups in my online classes, so that students are interacting in discussions with their group members and will feel more connected to the class that way.

Module 5 - Sample Reflection Activity: I love the Journal tool and think that it will be a great addition to my online English class. I would like students to begin their Reflective Essay writing at the start of the semester in their journals, and then throughout the semester, with each entry, their paper will become more and more organized. I’ve also thought about having a course blog that all students must contribute to once a month. Since the goal in my class is to get students writing, then I would have students write about any topic of their choice (a hobby, an event, a holiday, a trip, etc.) and publish it to the course blog. This would make the activities narrative and they would also prompt conversation/commenting from other students as well. By the end of the course, we’ll have a hefty collection of writing samples from a range of students. I could use a Wiki for students to collect links to helpful writing resources and/or good grammar guides. I also plan to use a chat room tool (synchronous) to work with students who need individual attention or assistance with specific concepts throughout the course. I like the idea of a CCCConfer conference phone bridge to work with multiple students at the same time.

Module 6 - Sample Reflection Activity: I will organize my content in Learning Modules, very similar to the way the content is organized here in the training course. I have document files and videos that I created (yes they are captioned) so I will not be using publisher material. I would like for students to have all the content, links, and assignments available to them from within the module so that there are minimal navigation issues in the course. Yes, I will restrict the release of content for specific
dates because I want all the students in my course to encounter the material during the same weeks as their classmates. Students will need to complete the activities in one module by a certain date, otherwise they will lose points, and they will need to move onto the next module. I also like the Review Status feature. I’d like to have them accept the Course Policies by clicking on “Mark Reviewed” prior to seeing the rest of the course materials.

**Module 7 - Sample Reflection Activity:** I have put my Nutrition Analysis assignment online. In this assignment, students must record their dietary intake for 3 days and use the publisher’s software to run multiple reports on the nutritive value of their diets. Using those reports students must write a Personal Summary. With this assignment students must record and also evaluate their personal eating habits, incorporating the nutritional information that we’ve covered in class, which is one of the student learning outcomes for my course. With the online version of this assignment, I would like to give them the option of submitting a Prezi presentation or a LiveBinder of nutrition resources customized to their dietary needs. There are several writing assignments in my class, so I’d like to give students the option to get more creative with this one. The other assignments are writing assignments, and some Nutrition Labeling activities. I’d like to create Rubrics for each assignment so that students know how they will be evaluated, and I could use a program like Jing to record the feedback while I fill out the rubric for each student.

**Module 8 - Sample Reflection Activity:** I will use weekly quizzes in my class to ensure that students keep up with the textbook readings. This will help to motivate students to stay on schedule with the course readings. The quizzes will consist of MC, T/F, matching questions, and they will be encouraged to use their textbook. All my students should ace those quizzes, and that’s why they’re only worth 20% of the final grade. Since most of my Computer Programming class is project-based, the quizzes will not be the primary method of assessment. The main assessment is having students submit weekly assignments (projects), and then a Final Project as the main methods of assessment. For students who are new to online quizzes, there will be a sample quiz available to them, and I will be sure that they know about the Blackboard On Demand Testing Tutorial as well as the sample course (newstudent/newstudent) access.

**Module 9 - Sample Reflection Activity:** I have enjoyed being in the shoes of an online student receiving grades for my assignments through this tool. Now I know how my own students will feel. I liked hearing Dave's voice in my assignment feedback in the video that he sent. I think that personalization is important in "cyberspace" classrooms. I also liked seeing how rubrics easily breakdown point values for me as a student. I do want to be sure in my own course that Grade Center column names are easy to decipher for my students because it can be frustrating to not know which columns refer to which activities. Also I will set up my Grade Center columns chronologically so that grades are displayed in the order that they are available to my students. I’m still unsure about why categories are important in the Grade Center - do I have to put my columns into categories? Are categories visible to students?

**Module 10 - Sample Reflection Activity:** I ask for student feedback at the halfway point of the semester, and again at the end of the semester. I use a GoogleDoc form so that all of the student responses are aggregated into a spreadsheet format. It’s super easy to access all that data. I find it easier than using a quiz or survey in Blackboard. The only thing is that students have to type their name into the form if you want to know who they are. Otherwise it will remain anonymous, and I want to know who’s who. I like getting their feedback mid-semester because I also have them do a self-eval at that time. I ask them what they can do to be more successful in the class. I get great honest responses from them. One time I got - "I shouldn’t wait until the last minute on my assignments." I’ll also use the questions that get posted to my Q&A forum as red flags of things that are not clear to students. Those are usually things that I can clarify better in the syllabus so that next semester students don’t have the same confusions.