Student Academic Success

Faculty Tips for Supporting Students in an Online Environment
Tips for Starting the Remote Semester

Check-in and assess students’ access to resources to complete online courses

- What are your concerns about this course this semester?
- Do you have access to a personal computer at home to complete assignments?
- Do you have access to reliable Internet?

Create meaningful connections with students

- Learn students' names
- Allow students to share personal information about their academic and career aspirations with you and their peers
- Survey students to determine their interests in the topic
Tips for Starting the Remote Semester

Clearly define student learning outcomes for the course and each unit of study

- Provide students with clear learning objectives
- Review assignments and timelines
- Discuss expectations early and be consistent

Provide opportunities for students to meet with you 1:1 during virtual office hours

- Personally invite students who seem to struggle with course material, attendance, or participation to meet with you
- Hold consistent office hours, but offer some flexibility for students to meet outside of scheduled hours.
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Issue an Alert (Refer student to another department)

A Raptor Alert is a formal referral initiated through the Raptor Connect platform that identifies a potential barrier to a student’s success. At any time during the semester, faculty may Issue an Alert, here’s how:

Go to the student’s profile page by clicking the student’s name from the Students In My Classes section on the Professor Home Page

Select the reason for referral from the list of alerts. Select course (if applicable) and enter a comment with details regarding the referral.

The student’s advisor will reach out to the student and together, will develop a plan of action. Faculty are informed of progress and resolution through comments added to the case, accessible on the student’s profile. The case is monitored ensuring every alert receives a timely follow-up. This process is called the Coordinated Care Network.

If you encounter students who need resources or support, you can refer them to my office through Raptor Connect. For more information about Raptor Connect, visit:

https://success.camden.rutgers.edu/raptorconnect
Using Video to Assess Student Attention in Virtual Class Meetings

Don't Do This!

Connect students video use and eye contact time to participation points, grading, or attendance.

Remove students from class meetings if their videos are off.

 Require students to have video turned on unless absolutely necessary.

Give extra credit to students who have their videos turned on.
DO THIS!

Give Students Choices
Let students decide whether to turn on, or keep on their video. Allow them to use virtual and/or blur backgrounds.

Real Time Check Ins
Ask questions often to assess student understanding.

Use Digital Assessment Tools
Collect a variety of data to evaluate ongoing learning. Here’s a resource: https://bit.ly/formassesstech
Why does this matter?

**Privacy:** Students might be uncomfortable disclosing their living space to their peers.

**Safety:** Students (and their family members) may not want their image captured, recorded, or shared.

**Equity:** Students may have unreliable internet access, low bandwidth, devices without video capabilities, or limited access to a device.

**Personal:** Students might feel shy or anxious to be on camera.
Fostering Engagement in Asynchronous Courses

**Regular Instructor Announcements:**
Posting announcements on a predictable schedule (for instance, every Monday afternoon) is a way to provide students with important information and demonstrate that you’re present and engaged in the class.

**A space for students to ask questions:**
A “water-cooler” discussion board is a space for students to share general questions, comments, or ideas that may benefit the entire class.
Fostering Engagement in Asynchronous Courses

**Discussion Forums:**
Combining student-student and student-instructor interaction with course content, texts, and activities, discussion forums are a central element in most asynchronous courses.

**Timely Feedback:**
Plan to provide students with timely feedback on their work.
Every semester, students complain most often about NOT receiving timely feedback from professors about their performance. Feedback is helpful when it is specific, timely, and helps advance students toward a goal.

Some tools faculty can use to provide students with helpful feedback include rubrics, annotations, audio recordings, and conferencing.
Why Does This Matter?

Feedback that is both affirming and corrective is necessary for learning.

Providing students with timely and specific feedback can also help students identify (1) what they did well, (2) what they need to improve, (3) and how to make improvements.

Timely feedback also helps students manage their learning & alleviates unnecessary stress.
Fostering Engagement in Asynchronous Courses

Intentionally create opportunities to hear from your students

Give students clear instructions for contacting you directly (e-mail? the LMS messaging system?) and set an expectation for how long it will typically take for you to respond.

In a discussion forum, ask students to describe something surprising or challenging that they’ve encountered in the class.
Fostering Engagement in Asynchronous Courses

Distribute a midcourse survey to get input on what’s working for your students and if there are any adjustments you can make.

Reach out directly to students who aren’t engaging or participating in the course.
Additional Faculty Resources

Video tips for Remote Instruction

Creating Effective online Discussions (5:33 video)
https://share.vidyard.com/watch/FpgrESVy8MNy3hkhnDt6tY?

Communicating with Online Students (4:11 video)
https://share.vidyard.com/watch/ZxVEzLwx2jbbWYXuqpmUu

Consider Optional, recorded, flexibly scheduled synchronous sessions

Optional synchronous sessions, like videoconferencing or live chat office hours, provide an opportunity for students to connect with you as needed. Schedule these in a way that works for you and your students keeping in mind the difference in time zones.
If you need additional Instructional Support, visit https://idt.camden.rutgers.edu/

If you have additional questions, contact

Jason Rivera, Ph.D.
Vice Chancellor for Student Academic Success
jr1358@camden.rutgers.edu