

Aggie Faculty Success

HOWDY

This July Faculty Newsletter aims to alleviate the stress of finding and sifting through an overwhelming amount of virtual instruction materials by highlighting some of the most tried and tested practices of online teaching and learning for your consideration. We adapted rapidly in the Spring to a virtual environment but now must prepare for a new normal providing quality instruction in person and in an online setting.



BEST PRACTICES

Strategies to Effectively Engage Students in Online Learning: A Discussion of Best Practices

We are sharing the recording discussion points from Dr. Amber Dailey-Hebert, Director of the Faculty Center for Innovation & Professor of Adult Education at Park University. She shared her perspective from teaching online undergraduate and graduate courses for twenty years and serving as an online course developer, mentor, and content author. We've summarized the main points from her discussion in bullets below and hyperlinked the recording of that session above to provide more context.



Establish Yourself as an Online Instructor

Portray who you are as expert and then as a person (family, hobbies, personality)

Create Connection before Content

Post a weekly question that has nothing to do with the course to develop connections between you and students

Chunk Content into Digestible Quantities to Motivate Reluctant Students

Hyperlink additional materials in the online environment and use synchronous time together to check for understanding using quizzes, live polling, or Q&A then dive deeper into material through group activities, reflection, or class discussion

Implement Dependable Course Communication & Announcements

Use Chat function in Zoom (every TAMU user is listed, so students can find you and send you a message) to hold Office Hours, chat with students, answer questions, and elucidate barriers to class

Utilize Group Work to Facilitate Connections between Students & the Curriculum

Keep randomized teams to 6 students or less, provide explicit structure, and encourage informal connection amongst team members.

Structure Assignments & Provide Feedback

Create online assignments that are versatile with unlimited access and utilize class time to practice difficult concepts, discuss rubrics and provide formative feedback

Embrace the Positives of Online Education

Invite worldwide experts to your class virtually to share their experiences and provide a unique educational opportunity



Submit your ideas for future content: success@tamug.edu

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12 Things We Heard From Students

TAMU's Office of Academic Innovation polled students after the switch to online instruction in Spring and synthesized feedback from students



LEARNING TIME

"We are spending as much time learning online as you are probably spending teaching online."
Pro Tip: Create efficiencies for you and your students by sequencing your course content so that you establish familiarity through repetition and rhythm.



REAL-TIME ENGAGEMENT

"We would appreciate more real-time engagement opportunities with our professors."
Pro Tip: Consider holding online office hours using ZOOM.



ZOOM LINKS

"We cannot always find the Zoom link to recurring class meetings."
Pro Tip: Post the recurring link as an Announcement in eCampus and/or use the Zoom tool in eCampus.



GROUP MEMBERS

"Sometimes our group members don't pull their weight."
Pro Tip: Provide more structure/guidance ahead of time on what group participation should entail and include accountability steps as part of the project requirements.



STANDARDIZED TESTS

"We would appreciate a more standardized exam experience."
Pro Tip: Select one method for administering exams, communicate this to students at the start of the semester, and try not to change exam delivery methods so that students know what to expect ahead of time.



INTERNET CONNECTION

"Sometimes our internet connection is weak at home because of others sharing the connection."
Pro Tip: Consider alternatives to video-rich content and/or provide variations to content so that video streaming is not essential to content access.



MOBILE

"More often than not we are participating in our online classes from our mobile device."
Pro Tip: Minimize text on slides by removing unnecessary words and breaking down long sentences.



ISOLATION

"We can feel isolated during our online classes."
Pro Tip: Start synchronous Zoom class sessions with an icebreaker that focuses on something positive.



BREAKOUT ROOMS

"Breakout Rooms allow us to get to know our peers in ways we did not before."
Pro Tip: Create opportunities for Breakout Rooms either informally to build online community or as part of group project requirements.



COMMUNICATION

"We cannot always find out communication from our professors."
Pro Tip: Use the Announcements tool in eCampus over email so that there is an archive established



BETTER TOGETHER

"We are all in this together!"
Pro Tip: Students are a great resource to help with technology during synchronous Zoom class sessions.



THANK YOU

"We really do appreciate all that you are doing!"
- Student Body

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Faculty Spotlight



Dr. Carol Bunch Davis

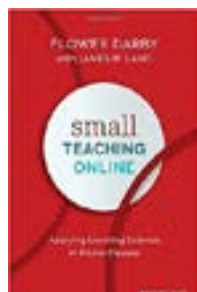
Carol is an Associate Professor and the Assistant Department Head in the Department of Liberal Studies, Chair of the CLIDE Program, and most recently honored as an ADVANCE Administrative Fellow. Congratulations on the appointment as an ADVANCE Administrative Fellow, a unit within the Office of the Dean of Faculties, which offers programs designed to advance faculty diversity, inclusion and success. She is involved in many leadership and committee roles, advancing diversity and inclusion, and mentoring students and faculty on campus.

Take a look at some of the works of which Dr. Bunch-Davis is a leader:

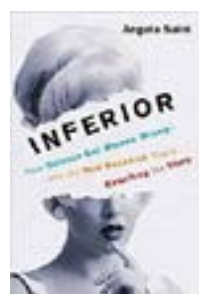
- [Juneteenth Holiday Holds Special Meaning in Galveston](#)
- New [CLIDE Committee Website](#)
- Common Reader: Inferior: How Science Got Women Wrong-and the New Research That's Rewriting the Story

Nominate a colleague to highlight for future publications: success@tamug.edu

Reading Recommendations



Small Teaching Online: Applying Learning Science in Online Classes
By Flower Darby



Inferior: How Science Got Women Wrong-and the New Research That's Rewriting the Story
By Angela Saini

2020 COMMON READER



33 Simple Strategies for Faculty: A Week-By-Week Resource for Teaching First-Year & First-Generation Students
By Lisa M. Nunn

Support & Upcoming Events

Links to discover & learn

- [Quality Matters \(Instructions\)](#)
- [Keep Teaching Galveston](#)
- [Flipped Online Classroom for flexibility](#)
- [EDUCAUSE Learning Initiative \(ELI\)](#)
- [TAMU Center for Teaching Excellence \(CTE\) Workshops](#)
- [eCampus navigation](#)
- [Online TAMUG Training Resources](#)
- [Linked In Learning](#)
- [Hullabaloo U Instructor Repository](#)

Important Events

- [Howdy Week\(s\) & SALT Camp](#)
- [GAT Institute through OGAPS & CTE](#)
- [CLIDE Events](#)
- [Syllabi due by August 18th](#)
- **Faculty Forum on August 18th**

Tradition

Aggies often flash a thumbs up and say **“Gig ’em!”**

The term was popularized by P.L. “Pinkie” Downs, Class of 1906, when Downs asked “What are we going to do to those Horned Frogs?” Borrowing gig from the hunting tool, he said: “Gig ’em, Aggies!” making a fist with his thumb extended straight up. Today, the phrase and thumbs-up gesture are a universal sign of approval for Aggies and identify an Aggie or an Aggie fan. Usually done with the right hand, the Gig ’em sign also showcases the Aggie Ring, which is traditionally worn on that hand. But even more than that, Gig ’em signals optimism, determination, loyalty, and the Aggie Spirit.

