

# GRST 610 Success in Online Learning

Fall 2020

This syllabus will provide you with lots of information to help you be successful this term.

## When & where we meet:

CRN 18023

Time: F 14:30-15:30

Location: 156 Straub (STB)

CRN 18019

Time: F 16:00-17:00

Location: 156 Straub (STB)

CRN 18210

Time: F 14:30-15:30

Location: Remote/Zoom

CRN 18209

Time: F 16:00-17:00

Location: Remote/Zoom

Welcome to the University of Oregon! This course is designed you to learn strategies to improve academic success in online courses. Together we will explore cognitive science literature on how people learn and apply the principles to your courses and study strategies. You will put the principles into practice by developing tools for staying engaged in courses, communicating with instructors and fellow students, creating time management and study plans to manage online learning logistics, and employing effective tools for note-taking, active reading, and studying for exams.

## Your Teaching Team

*We are here to support you! We know that 2020 has created unexpected situations and circumstances for everyone. We have designed a course that we hope you will enjoy attending and will provide you with concrete strategies to improve online learning experiences. We have built flexibility into the syllabus, AND please contact us with any concerns or challenges that you experience. Our goal is to make this course work for you*

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Additional Canvas Support: Jennifer Rice, please call me "Jennifer"  
(she/her)  
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## What are Student Hours?

We are here to help guide your learning and help you succeed during the course. We are available during student office hours to answer questions about this course or provide additional resources.

We invite you to come visit on zoom, so we can meet you and learn more about your interests in the course. Student office Hours are a great way to make connections with faculty and graduate students which may be

helpful when you need future letters of recommendation or academic advice.

**Date & Time** Beth Tuesday 10-11 am

**Date & Time** Elly Wednesday 2-3pm

**Date & Time** Dr Parz Tuesday 12-1pm

## Course Goals

In this course students will...

1. Improve student success in online and remote learning environments.
2. Understand learning principles applicable to the unique challenges of online learning.
3. Develop behaviors and attitudes conducive to academic success in online environments.
4. Learn study strategies to support time management, critical reading, studying for exams, reducing procrastination, and notetaking applicable in online and in person learning environments.

## Course Learning Outcomes

By the end of the course students will be able to:

1. Set academic goals for the term and identify achievable benchmarks.
2. Apply cognitive science principles of learning to their online academic studies.
3. Develop a time management plan to maintain a regular study schedule to support online learning logistics, reduce procrastination, and increase motivation.
4. Evaluate learning strategies well-suited to studying and preparing for exams.
5. Develop notetaking strategies for online learning.

**Mindset:** research shows that students with a growth mindset “I can do this!” are more likely to reach their academic goals. You’ll watch a video about growth mindset for week 2. A person with a growth mindset believes they can learn (even when it’s difficult) and that the key to learning to learning is putting in effort. We will do our best to encourage a growth mindset in this course, and we hope you’ll do the same.

### What supplies will you need?

Canvas Access for readings and assignments. Login at [canvas.uoregon.edu](https://canvas.uoregon.edu)

Canvas support for all students is available at the following website:

<https://service.uoregon.edu/TDClient/2030/Portal/KB/ArticleDet?ID=86662>

Clean masks for each class session.

Laptop or cell phone, paper, and pen during class for interactive activities.

## How will you be graded?

This is a one-credit, pass/no pass course. To pass this class you must fully complete and meet expectations for at least 70% of the weekly assignments on Canvas (reflections, postings), attend the week 10 reflection session, complete and submit the final summative assessment, and attend at least 7 class sessions.

## What will you do outside of class each week?

Each week on Canvas, you will complete pre-work and post-work for each class session. At the end of the term, you'll combine all of these ideas into a finals study plan and reflection. Instructions for this will be posted separately.

**Purpose:** The purpose of the pre-work and post-work is for you to practice the skills and knowledge for online learning. You will have the opportunity to read and watch videos about online learning strategies and then put these into action for your other content courses. Everything we explore in this course is applicable to different university courses.

**Skills Practiced:** Each week you will practice skills related to the weekly topic. Some of these topics build on each other and you'll have an opportunity to also practice metacognitive reflection throughout the term.

**Knowledge Gained:** Throughout the term you will gain knowledge about your preferred ways you work and study, uncover some habits, and learn about some new opportunities to improve your study strategies for online courses. You will also gain knowledge from the research literature about how students learn.

### What to do:

1. Look at the weekly assignments found on Canvas.
2. Make a plan to complete the pre-work before your weekly class (see calendar on Canvas).
3. Make a plan to complete the post-work each week (see calendar on Canvas).
4. Many of the activities will be posted in public forums where you can see comments or ideas from your fellow classmates. Take time to read, comment, and celebrate your classmates hard work.

### Criteria for Evaluation:

1. You will be graded on completion of each part of each activity.

## How you'll know you're learning.

We'll spend time in class discussing online learning strategies and then you will have the opportunity to read more outside of class, engage in reflection, and put the ideas directly into practice in your other courses.

**Formative Assessments** (Designed to measure your learning as we progress through the term)

**Attendance & Participation** Your presence and participation are necessary to make this course successful for you and for the class community. Personal circumstances may prevent you from attending a class meeting, but keep in mind that each class meeting represents a big portion of the overall course. If you have difficulties getting to class, whatever the reason, ***please let your instructor know as soon as reasonably possible (preferably before class)***. We are happy to guide you to gaining any missed work and information on Canvas.

**Class Participation** is more than sitting as a warm body in class. Please come to class prepared to participate in self-reflection, group work, and class discussions. Participation includes respect for your learning community by being on time, turning off cell phones, and paying attention during class.

### **Inclusivity**

Open inquiry, freedom of expression, and respect for difference are fundamental to a comprehensive and dynamic education. We are committed to upholding these ideals by encouraging the exploration, engagement, and expression of divergent perspectives and diverse identities.

**Pre-work** will include readings and videos about learning strategies will be posted online in Canvas before each class session, and class activities will be based on readings. Before class, you will write a **short reflection** to prepare for in-class activities and discussion. These are due on before class each week. See the Canvas calendar.

**Activities** throughout the classtime you will engage in a variety of class activities which will double as formative assessments to evaluate your understanding and application of the material from the readings and discussions.

**Post-work** reflection and homework are designed to give you practice with the theories and skills we'll discuss in class. These are due after class each week. See the Canvas calendar.

**Summative Assessments** (A final comprehensive measure of your learning)

**Your Finals Plan and reflection** is designed to provide you with an opportunity to practice creating a plan to prepare for finals week. You will also participate in a group reflection to discuss your experiences this term.

## What should I expect if I attend face-to-face in-person class?

The University of Oregon (UO), in accordance with guidance from the Centers for Disease Control, Oregon Health Authority, and Lane County Public Health requires faculty, staff, students, visitors, and vendors across all UO locations to use face coverings, which include masks (note: masks with exhaust valves are discouraged), cloth face coverings, or face shields, when in UO owned, leased, or controlled buildings. This includes classrooms.

**Please correctly wear a suitable face covering during class.** Students who are unable to wear face coverings can work with the Accessible Education Center to find a reasonable accommodation. Students refusing to wear a face covering will be asked to leave the class.

**Students should maintain 6 ft. distance from others at all times.** Classrooms tables and seats have been marked to accommodate this distance. Please do not move any furniture in the classroom or sit in areas that have been blocked off or otherwise marked as unavailable.

Students should obtain wipes available outside of classrooms before they enter class and use them to **wipe down the table and seat they will use.**

## A few things to help you succeed in this course

1. Bring a growth mindset and willingness to try and learn with you to online and in person activities.
2. Attend class every week either remote or in-person depending on your registration.
3. Complete the readings and daily reading reflections before class.
4. Participate and engage in every class activity both online and in person.
5. Interact professionally with your classmates both online.
6. Expect and respect a diversity of views and experiences.
7. When questions arise, send your instructor an email or visit student hours.
8. Keep track of all your assignments with the course calendar and transfer everything to your personal calendar throughout the term so there are no surprises.
9. Apply what you are learning in this course to your content, credit courses.

### Campus resources to support your learning

**Tutoring and Academic Engagement Center** Drop-in math and writing support in addition to tutoring, study skills support, and Class Encore. Located in the 4<sup>th</sup> Floor Knight Library (541) 346-3226, [engage@uoregon.edu](mailto:engage@uoregon.edu)

**Center for Multicultural Academic Excellence (CMAE)** mission is to promote student retention and persistence for historically underrepresented and underserved populations. We develop and implement programs and services that support retention, academic excellence, and success at the UO and beyond. We reaffirm our commitment to all students, including undocumented and tuition equity students. Located on the 1<sup>st</sup> Floor of Oregon Hall (541) 346-3479, [cmae@uoregon.edu](mailto:cmae@uoregon.edu)

## Campus Life

Life at college can be very complicated. Students often feel overwhelmed or stressed, experience anxiety or depression, struggle with relationships, or just need help navigating challenges in their life. If you're facing such challenges, you don't need to handle them on your own—there's help and support on campus.

Please let us know if you need additional support. Please know that we care about you as people and your learning and will do all we can to support you. Getting help is a courageous thing to do—for yourself and those you care about.

**Counseling Center** University Counseling Services (UCS) has a team of dedicated staff members to support you with your concerns, many of whom can provide identity-based support. All clinical services are free and confidential. Find out more at [counseling.uoregon.edu](https://counseling.uoregon.edu) or by calling 541-346-3227 (anytime UCS is closed, the After-Hours Support and Crisis Line is available by calling this same number).

**University Health Services** help students cope with difficult emotions and life stressors. If you need general resources on coping with stress or want to talk with another student who has been in the same place as you, visit the Duck Nest (located in the EMU on the ground floor) and get help from one of the specially trained Peer Wellness Advocates. Find out more at [health.uoregon.edu/ducknest](https://health.uoregon.edu/ducknest).

## Accessible Education Center

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. Disabilities are not a reflection of who you are, but of how your brain works. Maybe eventually we won't call them "disabilities" anymore. You are also encouraged to contact the Accessible Education Center at 541-346-1155 or [uoac@uoregon.edu](mailto:uoac@uoregon.edu)

## Duty to Report

The instructors of this course, are Designated Reporters. We will direct students who disclose sexual harassment or sexual violence to resources that can help and have the responsibility to report the information shared with them to the university administration. We are required to report all other forms of prohibited discrimination or harassment to the university administration.

For information about my reporting obligations as an employee, please see [Employee Reporting Obligations](#) on the Office of Investigations and Civil Rights Compliance (OICRC) website. Students experiencing any form of prohibited discrimination or harassment, including sex or gender-based violence, may seek information and resources at [safe.uoregon.edu](https://safe.uoregon.edu), [respect.uoregon.edu](https://respect.uoregon.edu), or [investigations.uoregon.edu](https://investigations.uoregon.edu) or contact the non-confidential Title IX office/Office of Civil Rights Compliance (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help. I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect](#)."

**How can I get help with technology?**

On Canvas, you'll find resources for using Canvas technology and Internet access.

**Academic Integrity**

As a campus community, we work to make sure that students complete their own work and give credit to others for their intellectual ideas. The University Student Conduct Code defines academic misconduct, which includes unauthorized help on assignments and examinations and the use of sources without acknowledgment. Academic misconduct is prohibited at UO. We will report misconduct to the Office of Student Conduct and Community Standards—consequences can include failure of this course. We will ask you to certify that you submit your work.

As the university community adjusts to teaching and learning remotely in the context of the COVID-19 pandemic, course requirements, deadlines, and grading requirements may change. We will be mindful of many impacts the unfolding events may have on students and faculty. Flexibility is already built into the grading. However, during this unusual time, we encourage you to talk with your instructor about what you are experiencing so we can work together to help you succeed in this course.

## Course Schedule

Week Date	Topic & Learning Objectives * Students will be able to...	Reading and Assignments Due (tentative)
1 10/2	<p><b>How can you set goals to support your online learning?</b></p> <ul style="list-style-type: none"> <li>*Identify schedule and resources for the term.</li> <li>*Identify where to find information for the course.</li> <li>*Set academic goals for the term and identify achievable benchmarks.</li> <li>*Identify qualities required to be a successful college student.</li> <li>*Write academic goals for the term.</li> </ul>	<p><b>Before Class</b></p> <ol style="list-style-type: none"> <li>1. Read Week 1 Welcome materials</li> <li>2. Read 10 Questions about your class.</li> <li>3. Watch University of Arizona Video on Growth Mindset</li> <li>4. Answer questions on Canvas.</li> </ol> <p><b>After class complete post-work on Canvas</b></p>
2 10/9	<p><b>What are strategies for time management and scheduling?</b></p> <ul style="list-style-type: none"> <li>*Apply time management approaches to schedule sufficient time for academic, wellness, and social activities.</li> <li>*Estimate hours required to adequately study for courses and create appropriate schedule.</li> </ul>	<p><b>Before Class</b></p> <ol style="list-style-type: none"> <li>1. Watch UCLA video on time management:</li> <li>2. Read Oregon State University Better Schedules page</li> <li>3. Read about features of different types of courses</li> <li>4. Answer questions on Canvas.</li> </ol> <p><b>After class complete post-work on Canvas</b></p>
3 10/16	<p><b>How do people learn? Or What does cognitive science tell us about learning?</b></p> <ul style="list-style-type: none"> <li>*Apply cognitive science principles of learning to online academic studies.</li> <li>*Analyze and apply learning principles that including the testing effect, interleaving, and struggle to learning in online courses.</li> </ul>	<p><b>Before Class</b></p> <ol style="list-style-type: none"> <li>1. Watch Study Cycle Video</li> <li>2. Watch summary from Make It Stick</li> <li>3. Answer questions on Canvas.</li> </ol> <p><b>After class complete post-work on Canvas</b></p>
4 10/23	<p><b>How can you take notes for your online and remote classes?</b></p> <ul style="list-style-type: none"> <li>*Develop and apply note-taking strategies suitable for online learning environments.</li> </ul>	<p><b>Before Class</b></p> <ol style="list-style-type: none"> <li>1. Read note-taking strategies handout</li> <li>2. Read Capture the Details: Notetaking Strategies for Online Learners</li> <li>3. Answer questions on Canvas.</li> </ol> <p><b>After class complete post-work on Canvas</b></p>
5 10/30	<p><b>How can you prepare for tests?</b></p> <ul style="list-style-type: none"> <li>*Apply test preparation strategies based on cognitive science learning principles to improve learning leading to improved exam outcomes.</li> </ul>	<p><b>Before Class</b></p> <ol style="list-style-type: none"> <li>1. Read Effective Test Prep from Oregon State University</li> <li>2. Read Study Smarter from Jose Bowen</li> <li>3. Answer questions on Canvas.</li> </ol> <p><b>After class complete post-work on Canvas</b></p>

Week Date	Topic & Learning Objectives * Students will be able to...	Reading and Assignments Due
6 11/6	<p><b>Research effectively and efficiently</b> Guest Annie Zeidman-Karpinski * Compare the content and features of subject specific databases, especially Web of Science and Google Scholar, and LibrarySearch, to use the most appropriate databases. * Use advanced search techniques to discover other sources and determine important authors/labs in a topic/field and change your strategy as needed. * Install and set up VPN to be able to get to UO licensed resources from anywhere. * Fill out the appropriate electronic form to request an Interlibrary Loan copy of an article if the UO Libraries doesn't have it.</p>	<p><b>Before Class</b></p> <ol style="list-style-type: none"> <li>1. Watch University of Oregon Library Research Tutorials</li> <li>2. Answer questions on Canvas.</li> </ol> <p><b>After class complete post-work on Canvas</b></p>
7 11/13	<p><b>How can you reduce procrastination and increase motivation?</b> * Identify tools to reduce procrastination and improve learning efficiency. * Analyze motivation strategies</p>	<p><b>Before Class</b></p> <ol style="list-style-type: none"> <li>1. Read Surowiecki, J. (2010) <i>Later: What does procrastination tell us about ourselves. The New Yorker</i></li> <li>2. Watch Ellen DeGeneres on Procrastination</li> </ol> <p><b>After class complete post-work on</b></p>
8 11/20	<p><b>What strategies can help you take tests and reduce anxiety?</b> * Develop test-taking strategies applicable to taking online exams. * Identify mechanisms to reduce test anxiety.</p>	<p><b>Before Class</b></p> <ol style="list-style-type: none"> <li>1. Read Managing Text Anxiety</li> <li>2. Answer questions on Canvas.</li> </ol> <p><b>After class complete post-work on Canvas</b></p>
9 11/27	<p><b>No Class</b> <b>Thanksgiving Break</b></p>	
10 11/30	<p><b>Final Project</b> * The final project for this course is designed to provide you with an opportunity to reflect on what you've learned this term, plan for finals week, and plan learning strategies you'd like to use in future terms.</p>	<p><b>Before Class</b></p> <ol style="list-style-type: none"> <li>1. Prepare for Final Reflection</li> </ol> <p><b>After class complete post-work on Canvas</b></p>

## How will I complete the finals plan and reflection?

**Purpose:** The final project for this course is designed to provide you with an opportunity to reflect on what you've learned this term, plan for finals week, and plan learning strategies you'd like to use in future terms.

**Skills Practiced:** You will practice putting the concepts you've learned this term into practice by designing a comprehensive study plan for finals week.

**Knowledge Gained:** In writing your reflection, you will have time to practice metacognition and recognize the growth you've had this term as a student.

### What to do:

1. Before class identify three strategies we've practiced this term and think about how they've been beneficial to your learning. Be prepared to answer the question "What's one strategy that changed your life as a student this term? Why?"
2. To turn in on Canvas, make a study plan for finals week that includes a time map and schedule for all of the activities and due dates for all of your courses. Your time map should be comprehensive and include study time, wellness activities, sleep, and due dates.
3. During the last class session, you will have a reflection conversation with a small group of students about the strategies that helped you most this term. During class you will write some key ideas from the your small group conversation to share with the full class.
4. Provide copy (photo or copy and paste into document) of example study materials for one of your courses. (e.g. comprehensive study sheet)

### Criteria for Evaluation:

1. You will be graded on completion of each part of each activity.