

Professor Corner

December 2020 Faculty Highlight: Michael Hubbel, Associate Professor of Practice

Department: Risk, Insurance and Healthcare Management



Michael Hubbel – Online Engagement Tools

Michael has been designing online self-paced seminars and courses since 2003 and teaching online courses for the Fox School of Business since 2010.

Mike's Tools for Online Engagement

- Assign completion of a **Biographical Information Survey** prior to live sessions and download a quick reference list of interests and experience to call on appropriate students during sessions.
- Use **polls** throughout live sessions to check knowledge, and survey opinions to stimulate further discussion (and to keep students engaged).
- Use **pre-assigned breakout group discussions** of case studies or current issue articles in each live session, with a member of each pre-assigned group submitting their group notes in Canvas for instructor review and comment on a group basis (set Zoom to require pre-registration with TUaccessnet email addresses).
- Log into live sessions early to **chat with students as they log in.**

Canvas Setup

- Record a welcome video in Zoom and post link in Canvas.
- Use rubrics to communicate the basis for grades and for actual grading. Rubrics cut down on the number of students asking, “what are you looking for in this assignment?”
- Set group settings for grading group assignments in advance.
- Add link to World Clock Meeting Planner to accommodate students in different time zones
(<https://www.timeanddate.com/worldclock/meeting.html>).
- Add tips for effective participation in a group project. Try to prevent conflicts. Intervene when necessary and refer to the tips provided in advance.
- Hold members of groups accountable with a peer evaluation that counts.
- Assign current topic readings – current topic articles that align with course topics, to add relevancy and legitimacy to support the topics covered. I think the students take greater interest in the subject when they can see how the material applies in practice.
- Use Quizzes to assess mastery of material, to force students to keep up with material and to give students frequent feedback – short, low point value; in MBA classes: not proctored; in undergrad classes: students must be on webcam, student mics on, student computer speakers turned down to avoid background noise for them and I scan the Gallery View.
- Proctor Exams – Proctorio has worked for me; using multiple security settings (photo id; video, audio and screen recording; only one screen, no new tabs, close open tabs, disable printing and clipboard, block downloads, clear cache, disable right click; allow reentry in 15 seconds with an agent; allow in-quiz basic calculator (no other devices allowed). The students seem to respect the proctoring program; exam scores have not varied from scores in face-to-face exams.
- Use a simulation exercise/project if possible. I assign teams to run a company in competition with other teams; student teams make strategic decisions each week, financial statements of results are posted each week, teams must

analyze the results and adjust strategy, teams submit a written report addressing questions about the simulation at the end (and the winning team members receive “simulation champion” certificates “suitable for framing” as they say); simulation project grades are based on their analysis papers, not on the simulation ranking; pre-assigned breakouts in Zoom are also helpful for the weekly meeting – that allows the instructor to join groups to answer questions. Students become very engaged, and the simulation greatly strengthens concepts taught in the class.

- In the traditional online courses, pre-record lectures to allow focus on discussion and questions in the live sessions. Students become more engaged in the live discussions, asking or answering questions, making comments, and giving opinions.

Prior to Zoom Sessions

- Use a Biographical Information Survey (Qualtrics or Google Form) – asking for names, pronunciations, position or field of study, professional experience or internships, for undergrads: relevant coursework completed; career interests; plan ahead to call on specific students by name when their areas of interest or experience aligns with topics being discussed during the live sessions.
- Load PowerPoint slides with illustrations of concepts; avoid text-heavy slides.
- Pre-load separate polls for participation credit, to pop-up at different intervals throughout the session, to keep students engaged and to track participation.
- Open websites or short video clips that may be explored or played during the live sessions, breaking up the delivery of live sessions.

During Zoom Sessions

- Login Early to casually chat...students respond. It feels more human.
- Use pre-assigned breakouts and submission of notes on a group basis in Canvas, for participation credit – **Students like recurring pre-assigned breakouts – they get to know other students in the class.**
- Maintain eye contact with webcam; students will feel that you are talking to them, rather than someone off to the side.

- Connect second monitor to see the Gallery View along with slides when used; I can pick up visual cues that help me detect interest or lack of interest, and a student that wants to ask a question.
- If sharing a short video clip, remember to click to share computer sound.

After Zoom Sessions

- Download attendance report if used for participation credit or extra credit (currently attendance must be recorded for contact tracing, but may not be used towards a grade).
- Download polls report for participation credit.

Thank you to Carly and the Instructional Design Staff.

- Michael Hubbel