

**Online Teaching Success**

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The online version of ***College and Career Success*** has many tools for student engagement, retention, success, ease of grading, and follow-up. Here are some suggestions for a successful teaching and learning experience using an online text.

1. **Flip Your Class**  
   **Require students to complete the online chapter before your class begins**. For example, if your class meets Mondays and Wednesdays, require completion of the weekly chapter on Sunday before 5:00 pm. In this way, students have covered the material in an interactive way online and you can focus your class time on interactive exercises and discussions. Getting your students in the habit of reading before class also helps students to be successful in more challenging courses in the future.
2. **Less Lecture and More Student Engagement**

Student engagement is a powerful tool for learning. Rather than lecture on the content of the chapter, do a quick review of key points, if needed. Note that a PowerPoint library is available for each chapter. There are too many slides for each chapter, so if you decide to use PowerPoint, just select a few slides to highlight key ideas and then reinforcement them with interactive exercises or discussion. Aim for 10-20% lecture and 80-90% student engagement.

1. **Resources for Student Engagement**

You will find numerous interactive exercises and handouts for each chapter in the Instructor Manual located at my website. Handouts are available as Word documents that can be easily customized. Use the online Instructor Manual as a catalog of possible ideas and chose those that match your teaching style and the needs of your students. You may want to save your favorite exercises and handouts in a file on your computer.

To login to the Instructor Manual, go to:

[www.collegesuccess1.com](http://www.collegesuccess1.com)

Click on the button for Instructor Manual/Tests

Click on the login link at the top of the page

Username: faculty

Password: A1students!

Scroll down to find the textbook cover of the version you are using.

1. **Expect Quality Work on the Journal Entries**

Provide a grading rubric for the journal entries and go over it during the first week. The journal entries are an important tool for interacting with the textbook. They require that students read the material, understand it, and apply it to their own lives. In addition, they provide non-threatening practice in writing needed for success in college. I never grade based on grammar, but expect five sentences or items in a list showing that students have read the content. When grading Chapter 1, it is super important to provide comments and follow up with students who are not following the grading rubric so that future chapters will be done correctly. Students live up to our expectations.

The journal entries have proven to be valuable to all levels of students including students who lack basic skills and English language learners. I have used this technique with my class of refugees and noted much improvement in self-confidence and writing by the end of the semester. Most students can complete the chapter and journal entries in about an hour, or slightly more if students lack basic skills.

1. **Increase Student Success and Retention**

**The first two weeks are important for student success and retention.** An important goal for the first two weeks is to help your students get into a pattern of successful behavior. During the first two weeks, make sure that all students have purchased the text and completed Chapter 1. The journal entries should also be completed successfully.

For those students who have not purchased the text and completed Chapter 1 by the end of the second week, I suggest dismissing students 5 minutes early and meeting with those who have not accomplished these goals. Simply ask, “How may I help you?” Some may need help with logging in, some cannot afford the text, and some are not in the habit of purchasing or reading textbooks. Remember that you have two free access codes for each section you teach. It is most efficient to have Customer Support send the access codes to your Department Chair or designee. You can use these access codes for those who have financial difficulties. If you do not use both of your free access codes, you can save them for a future semester. Of course, encourage students to apply for financial aid.

1. **Grading is Fast and Easy**

I personally use the online text with my students and especially appreciate the automated grading integrated into the course management system. I find it saves time to go to “**Grade Students by Chapter**” under “**Grade Student Work**.” When you are finished grading, click on “Upload Grades to Course” and your grades for the journal entries and the automatically graded quizzes will be uploaded to your Grade Book. There is no need to manually transfer the grades to your Grade Book. In your Grade Book, there is an option to send a message to those students who have not completed the assignment.

Note that on the journal entries there is a box, “Grading Notes Visible to Professionals Only.” For each chapter, I write a positive and a needs improvement comment such as:

Good ideas for motivating yourself to be successful. Keep up the good work!

Please read the grading criteria for the journal entries. They should be a paragraph with 5 ideas.

I copy and paste the appropriate comment in the “Comment to Student” box. I often add a brief personal statement about something I liked about each student’s work. For example, “I like your comments about being persistent in college.” In my course evaluation, students often say that my comments are what they like most about my course. I take advantage of the technology to make these comments quickly.

1. **Incentive for Completing Assignments on Time**

Over my career I have struggled with what to do about late assignments since it is my goal that all students in my course complete all the assignments. The online text is sequential and students must complete one chapter before they move on to the next one. Every chapter is important. If students do not get credit for completing a chapter late, they cannot advance or do poor quality work just to get to the next chapter.

I have found it very effective to award 10 participation points per week to students who attend and complete all their assignments. Participation points are about 10% of students’ grades. (Some faculty have been counting participation as much as 30% of the grade.) This policy has improved attendance and assignment completion rates. I accept late assignments for full credit, but participation points cannot be made up. This policy helps students to understand the importance of attending class and completing assignments on time.

1. **Customer Support**  
   One of the best features of the online text is Customer Service. Please contact them if you or your students have any questions about the technology. You may text or call Customer Support at 888-295-1520. I recommend that you put this phone number in your syllabus. Many times students call and if they don’t receive an immediate response, they don’t leave their name and phone number. Encourage them to leave a message and the call is often returned in a few minutes. You can also reach customer support at [customercare@humanesources.com](mailto:customercare@humanesources.com) I recommend that you put the Customer Support information in your syllabus and go over this information during the first week of class.
2. **Save Money**

You can save money for your students by having them purchase their text directly online instead of going through the bookstore and paying their markup for the access code. When students begin enrolling in my course, I send them an email asking them to wait until the first week of class to purchase the online text. I have the link for purchasing the text in my Canvas container.

1. **My Goal is Your Success**

I have dedicated my 40-year professional career to student and faculty success. Please contact me if I can answer any of your questions or provide the resources you need to be successful. I am always working on new material, so let me know what you would like to see in future editions. You can contact me at [marsha@marshafralick.com](mailto:marsha@marshafralick.com) . I generally reply within 24 hours.

I am also available to present on a variety of topics at your professional development sessions.

**Thanks for all you do to help your students to be successful!**