

## Online LCs: Strategies and Resources

Offering LCs online offers the opportunity to provide LC benefits to students who might not otherwise be able to participate in a LC and provides community, for students who choose to learn online as well as for many of our students who, given the current situation, have no choice (see [this statement](#) released by the LC Collaborative).

Hallmarks of LC pedagogy are building community, integrative learning, and promoting equity and inclusivity. Below are some strategies for doing each in an online environment, collected, in part, from some of the sources below.

### Building Community: Consider the possibility of

- Consider the possibility of using the course shell of one course as a common LC course shell:
  - Benefits:
    - This provides a sense of coherence among the linked courses and can be used for integrative work.
    - Profs can respond to a common discussion board, wiki, etc.
  - Downside:
    - Only one gradebook.
- Consider the possibility of some synchronous opportunities but see note below under equity
- First Week: Offer an optional zoom with students and all LC faculty; if there is no common time when all students are free, consider offering two at different times to accommodate students
- Using BB's group feature to create smaller cohorts within the LC
- Finding out from students what "community" means to them and collaborate with them to create that
- Creating a shared syllabus
- Varying the [types of interactions in the classroom](#).
- Varying ways to [construct effective online discussions](#)
- Varying ways to [increase social presence in online environments](#)

### Integrative Learning

- Again, a common course shell can be useful as an integrative space through, for example:
  - Common discussion board
  - Common place to grade integrative assignments
  - Common wiki
- Use the "one minute paper" or "muddiest point," perhaps via discussion board, to stay connected to where students are at in terms of integrative thinking

### **Promoting Equity and Inclusivity: Please consider**

- Analyzing your syllabus using [this tool](#)
- Implementing [Universal Design Principles](#)
- Using [open educational resources](#) in your course
- ALL courses taken together, from the students' perspective. As we saw in Spring 20, not all students have equal access to technology -- including hardware, software, and internet.

**Hardware:** Alert students to any offerings KCC may have regarding computers or tablets.

**Software:** Alert students to the possibility of using Microsoft Office 365, provided by CUNY

#### **Internet:**

- Synchronous classes:
  - While the immediacy of synchronous sessions is an opportunity for building community (see above), consider the bandwidth needed for students to participate synchronously. [This article](#) offers a chart that can help you think about the tradeoffs between immediacy and bandwidth and help you make the best choice for your LC.
  - If you do opt for some synchronous opportunities it's probably best to
    - Make this optional
    - Follow the suggestion of [Jeff Utecht](#) and avoid delivering new content synchronously, but instead, use it as support
- **Hot spots:** All actively enrolled students have access to internet ready tablets or laptops for the semester. Students can secure a tablet, laptop, or access to a hot-spot by visiting the following website <https://inside.kingsborough.edu/> or by calling (718) 368-6674.

Optimizing students' online experience by collaborating to streamline the number of online platforms and features that students may need to successfully complete their courses.

### **First Year Seminars**

- [COVID-19 Resources for Educators - National Resource Center for The First-Year Experience and Students in Transition](#)
- See article, Teaching the First Year Seminar online: Lessons Learned, on p.7 [Greetings from the New Director of National Resource Center](#)

### **LC Resources**

**Learning Communities Association: Join! :)**

- [Resource List for Online LCs](#)
- [Virtual Learning Communities: LCA "Socials"](#)
  - **Transitioning LC/LLC Curriculum to an Online Setting**  
[Click Here to View the Conversation](#): Access Password: 5B#3\$y#3
  - **Designing Co-Curricular Programming in Virtual LCs/LLCs**  
[Click Here to View the Conversation](#): Access Password: 9p@?d3Xi
  - **Marketing, Recruitment, and Advising in LCs/LLCs via a Virtual Summer**  
[Click Here to View the Conversation](#): Access Password: 7O^b12A%

Book, chapters and other resources relevant to online LC work:

- [Five Online Tools to Help Support a Learning Community in your Course](#)
- [Democratizing digital learning: Theorizing the fully online learning community model](#)
- [Building Online Learning Communities](#)
- Chapter 3 of [High Impact Practices in Online Education is focused on LCs:](#)
- Also, Chapter 4 of [Small Teaching Online is about building community:](#)
- [Five Easy Ideas that Build Bridges to Your Online Learners](#)
- [Building a Virtual Equity-Driven Learning Community](#)

## General Online Resources

### Online Learning

- [“Planning for Resilience, not Resistance”](#), explores the idea that "online as an option is a form of educational ecodiversity.”
- *Quality Matters* is a leading quality assurance organization for online education, and their rubrics and standards are widely used for the development, evaluation, and

improvement of online and blended courses. [The QM higher ed rubric](#) has been adopted nationally and internationally, and served as a resource for the development of course review rubrics at many other institutions, including within CUNY.

- [Backward Design](#) of your syllabus as means to best meet learning goals.
- [Content and pacing your course](#)
- Flower Darby: [How to be a Better Online Teacher](#)
- [The Moment is Primed for Asynchronous Learning](#)
- [Syllabus design](#)
- [Sample course schedule](#)