



Online Learning for On-ground Students

A student look of the transition online

THE CHICAGO SCHOOL OF PROFESSIONAL PSYCHOLOGY
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REPRESENTATIVE



Introduction

We, The Chicago School's Business Psychology students, appreciate the steps that The Chicago School has taken to keep us and our professors safe. Students come to Chicago from all over the world and thrive in the collaborative and supportive environment The Chicago School is known for.

The events of the COVID-19 pandemic have disrupted life as we know it. Students and professors have been forced to transition to remote work for the safety of our peers. Unfortunately, online classes are not ideal for everyone. Many of us feel as if we are not getting the education we are paying for due to disorganized classes and poor student/professor engagement.

Fortunately, an abrupt change presents us with an opportunity of changing for the better. The pages below compile data and suggestions collected from numerous students in the Business Psychology program at The Chicago School. Followed by an overview of a few services that can make classes more engaging that are free or almost free of charge. Attached is a petition signed by students who agree with this proposal.



Student Engagement

Interrupting at the “right” time:

Facilitating discussions via Zoom leaves many students unsure of when to speak up. There are a lot of “Wait, no, you go first”s due to internet lags, mics being off, and more. In class, this is not as common.

Proposed Solution:

When a student raises their hand, a professor can call on each student to make sure each student is comfortable enough and have their voice heard.

Discussion Posts:

Discussion posts have the potential to be powerful learning experiences. Unfortunately, many students’ discussion boards consist of answering mundane questions that do not invoke critical thinking but a sense of trying to “check-off” a box instead.

Proposed Solution:

Discussion boards can be used to have students post a question they have about the material a week before class, and the class will go over the question in class.

Small-Group Discussions:

Discussion-based learning is one of the core values The Chicago School is known for. Learning from our peers’ experiences is another powerful technique. Unfortunately, small group discussions online are not used as much as in-person classes.

Proposed Solution:

Professors can use “breakout rooms” on Zoom to facilitate a more meaningful discussion within students. Professors can visit each breakout room individually.. This is included with the Zoom membership.

Long Classes:

Sitting in front of a screen for over two hours can be overwhelming. Especially because classes typically happen in the evening and most of us work, many of us feel screen fatigue. In turn, this reduces student engagement.

Proposed Solution:

Require one 5-10 minute break for every one hour of class. This will give students a chance to take a bathroom break or grab some food before returning to class.



Class Organization

Canvas:

Professors organize their Canvas Modules in different ways. This causes confusion when we are trying to find materials.

Proposed Solution:

Provide a template for professors outlining which material is to be put on which tab: specifically how modules are set up.

Professor Preparedness:

Some professors have not come to class prepared. For example, a professor did not set up their Canvas correctly which restricted a lot of student access such as downloading readings for the week or submitting assignments. As a result, feedback in a timely manner was not given which consequently hindered our learning experience as we were not sure if we are successfully understanding the material.



Helpful Services

Zoom: “Breakout rooms allow you to split your Zoom meeting up to 50 separate sessions. The meeting host can choose to split the participants of the meeting into these separate sessions automatically or manually, and can switch between sessions at any time.” - Zoom

Kahoot: “Kahoot! is a game-based learning platform, used as educational technology in schools and other educational institutions. Its learning games, "Kahoots", are user-generated multiple-choice quizzes that can be accessed via a web browser or the Kahoot app.” - Kahoot

Factile: “Create an online Jeopardy-style quiz game board in minutes. It's free, easy and loads of fun! Now with Buzzer Mode - for in the classroom and remote learning.” - Factile

Mural.co: “MURAL is a visual collaboration workspace for modern teams. Based in the cloud, MURAL provides shared, digital whiteboards where teams visually explore complex challenges, facilitate design thinking methods, and organize Agile processes across any device.” - Mural



Conclusions

We understand new technologies are on the way for Fall 2020. However, professors are not using the current resources they have to the best of their ability, thus hindering our learning experience. Consequently, the tuition increase does not seem fair. It is suggested professors attend training to understand the resources The Chicago School provides them and know how to implement these resources into their curriculum. To ensure training is

being actualized, The Chicago School should hold professors accountable who do not deliver.

Though nothing can replace the in-person engagement we need, there is a magnitude of options to make our online education as rich. Thank you for understanding our concerns and hearing our suggestions as we start the Fall 2020 semester. If you have any questions or concerns, please contact Tanya Bhatia by email at tbatia@ego.thechicagoschool.edu