

# Before the learning is the delivery

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# Content Delivery

When one talks about best teaching practices for content delivery the discussion focuses mainly on innovative pedagogical methods.

# For example:

## Best Practices for Delivering Content Online

- Organize your lectures logically.
- Make your content engaging.
- Deliver your content consistently.
- Be concise.
- Stay focused.
- Be brief.
- Present your content visually whenever possible.

<https://citl.illinois.edu/citl-101/online-strategy-development/develop-or-revise-an-online-course/online-course-in-a-box/building-your-course/delivering-content-online>

# For example:

## Excellence and Innovation in Online Teaching Award Requirements

- **Imaginative Approach:** The nominee has implemented a creative approach to one or more emerging instructional challenges.
- **Quality of Course Materials and Instructional Strategies:** The nominee has created well-designed course materials and utilized appropriate instructional strategies.
- **Learner Satisfaction:** The nominee has demonstrated rapport with learners as well as other course participants.
- **Effective Learning Outcomes:** The nominee has demonstrated effectiveness in achieving desired learning outcomes in the online course.

<https://onlinelearningconsortium.org/about/olc-awards/excellence-online-teaching/>

# Content Delivery

I want to focus on how to get the content to the students so they use the content. They say, “**REPETITION IS THE KEY TO LEARNING.**” it is also the key to delivery.

# Content Delivery

Before the learning is the Delivery

- This presentation focuses on delivering
  - Course information
  - Course content
    - Accessing content
    - Repeating content
- Tests
- Instructor help



- Specifically this model was used for a freshman business mathematics course

# Course information

I use Blackboard weekly organizer, Doc C. weekly mini intro videos and Blackboard announcements/emails

# Course information



<https://www.parents.com/pregnancy/giving-birth/dont-focus-on-your-due-date/>





# Course information: Blackboard

- In weekly folders I provide:
  - A weekly summary of what we will be doing
  - Due dates
  - Estimates of how long each assignment will take
  - Test information

## Week 1 Organizer

### Topics

This week we will cover **Unit 1: Intro, 1.6, 2.1**

This week will begin with an orientation which you can find below. Your first homework, HW1 teaches you how to use the MLP software. Most students get a 100% on it. Next we will review solving first order linear equations and absolute values for HW2. Then we will work on graphing, including finding the x- and y-intercepts, using the TI-84 calculator to graph for HW 3. Finding the intercepts and being able to graph them will help you in your next exam (2) as well. Please be sure to watch the TI-84 graphing video <https://csuohio.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=8c5123b6-2436-4c13-914e-aaaa0105c238> to help you with this and be sure you are comfortable with the TI-84 for graphing and finding zeros, mins and maxs. Before watching the video, please print this handout for you to take notes. It provides the problems done in the video.  [Week 1 Handout.docx](#)  Afterwards, we move on to HW 3 on graphing. Again, please be sure you are comfortable with the TI-84 for graphing and finding zeros, mins and maxs. HW 4 covers the equations of a line. We will review how to find the slope and y-intercept. Also how to find the slope-intercept form of a line ( $y=mx+b$ ) by using the point-slope for ( $y-y_1=m(x-x_1)$ ).

# Course information: Blackboard

## Activities

1. Introduce yourself to the class in the Discussion Board by January 24th at 11:59 PM
2. Review the Additional Resources on Using myLabsPlus and the T184 Weblinks
3. View the Blackboard and MLP videos
4. Read through the Week 1 Guided Notes: Sections 1.6, 2.1
5. Complete Homework 1 (Introduction to MTH 148) in myLabsPlus by January 24th at 11:59 PM
6. Complete Homework 2 (1.6) in myLabsPlus by January 24th at 11:59 PM
7. Complete Homework 3 (2.1) in myLabsPlus by January 31st at 11:59 PM

## Weekly Assignment Time Estimates

Listed below are the average amounts of time that successful students have committed to each assignment. Please note this includes the time an average student took to complete the assignment, not the time it took to watch the videos and review the guided notes. It is recommended that you adhere to these times if you wish to achieve good results in this class:

HW 1 Orientation	45 minutes
HW 2 (1.6)	2.5 hours
Discussion Board	30 minutes
HW 3 (2.1)	2 hours

# Course information: Weekly mini intro videos

- In weekly mini intro videos I provide:
  - Weekly summaries of what we will be doing
  - Due dates
  - Reminders of the resources
  - More general time estimates
  - Test information
- They range from 2 minutes to 10 minutes in length



# Course information: Weekly mini intro videos



Search this recording

Spring 2021 MTH 148 Week 13 Mini Intro Video

Sandra Chincholkar

**Details**

Captions

Discussion

Notes

Bookmarks

Week	Dates	Topics	Assignments/Quizzes/E	All Due Dates at 1:59 pm
14b	Apr-19-Apr-25a	5.1-Simple-Interest-and-Discount 5.2-Compound-Interest	HW-25-[5.1]a HW-26-[5.2]a	NOT-Use-Course-Materials Sun-Apr-25a Sun-Apr-25a
15a	Apr-26-May-2a	3.3-Annuities, Future Value, and Sinking Fund 5.4-Annuities, Present Value, and Amortizations	HW-27-[5.3]a HW-28-[5.4]a	Sun-May-2a Sun-May-2a
16a	May-3-May-9a	Unit-5-Review-[5.1-5.4]a Final-Exam-2	Unit-5-Review-[5.1-5.4]a Final-Exam	Wed-May-5a *Zoom: Thu-May-6 <sup>th</sup> at 9am and 6pm *Proctor-U-Open: Thu-May-6 <sup>th</sup> at 9am-Fri-May-7 <sup>th</sup> at 11:59pm

# Course information: Announcements

- In announcements I provide:
- Due dates
- Reminder of the resources
- More general time estimates
- Test information

## Exam 4 Information - Please Read

Posted on: Thursday, April 15, 2021 5:37:36 AM EDT

Dear Students

Exam 4 opens today Thursday 4/15/21 at 6pm and closes Saturday 4/17/21 at 11:59pm if you are using Proctor U. If you are using zoom, there are two sessions one today 4/15/21 at 6pm and one tomorrow 4/16/21 at 10am. **PLEASE NOTE IT IS AT 10AM NOT THE USUAL 9AM.**

Below you will find the answers to many of the commonly asked questions:

- For the exam using Proctor U Auto. I wait for the Proctor U assessment of your exam before posting the final grade in blackboard. I contact you if there is a concern of cheating.
- For exams on Zoom. Please have your ID ready, it will be checked and then you will be given a password to take the exam.
- Not having your camera or not being in camera frame is grounds for a ZERO on the exam.
- The exam is 50 minutes.
- The exam is closed notes and book and cell phone and Internet beyond the exam.
- The exam has 8 questions
- **6 QUESTIONS ARE WORTH 10 POINT EACH AND 2 QUESTIONS ARE WORTH 20 POINTS EACH. I HAVE BEEN TOLD THEY MIGHT NOT BE IN ORDER FOR THIS EXAM SO PLEASE CHECK THE POINT VALUES OF THE QUESTIONS TO DECIDE YOUR TIME ALLOCATIONS.**
- The best places to study for the exam are the exam review packet (found in blackboard course content week 8), the Unit Review found on MLP and the HW found in MLP.
- You access the exam in MLP under assignments. You will be prompted to go through the Proctor U Auto routine as described in the videos or for a password if you are using zoom.

# Accessing the content

I provide multiple access point for course materials using both blackboard and (MyLabsPlus) MLP a Pearson product.

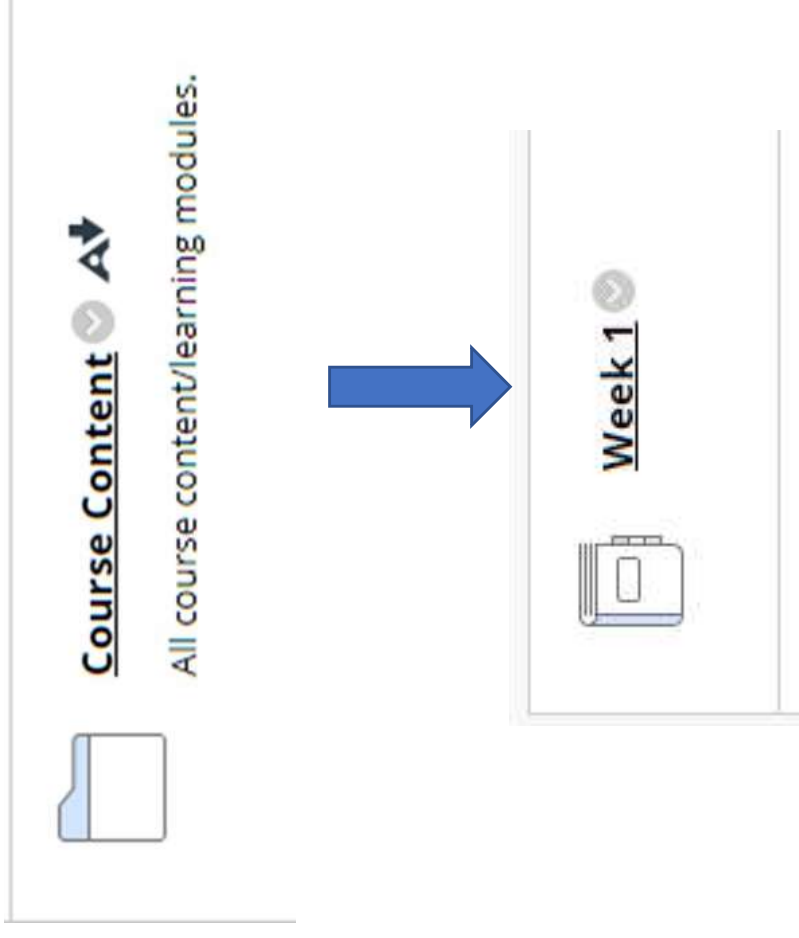


# Accessing the content



# Accessing the content: Blackboard

- Followed e-Learning's best practices for blackboard set up
- Used the CSU Course Template and customized as needed
- Course content is its own folder
- Within course content is weekly content folders







# Accessing the content: Blackboard

**Week 1 Organizer** 

## Topics

This week we will cover **Unit 1: Intro, 1.6, 2.1**

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comfortable with the TI-84 for graphing and finding zeros, mins and maxs. Before watching the video, please print this handout for you to take notes. It provides the problems done in the video.  [Week 1 Handout.docx](#)  Afterwards, we move on to HW 3 on graphing. Again, please be sure you are comfortable with the TI-84 for graphing and finding zeros, mins and maxs. HW 4 covers the equations of a line. We will review how to find the slope and y-intercept. Also how to find the slope-intercept form of a line ( $y=mx+b$ ) by using the point-slope for ( $y-y_1=m(x-x_1)$ ).

**Unit 1 Guided Notes** 

Attached Files:  MTH148 UNIT 1 GUIDED NOTES.pdf  (1.619 MB)

This contains all of the Unit 1 Guided Notes: Sections 1.6, 2.1-2.2, 3.1-3.3



# Accessing the content: Pearson's MLP

- MTH 148 is a coordinated course so the HW and Exams are the same through-out all sections
- Therefore I only have control over my personal content materials in the course
- I embed my personal content materials into the MLP HW
- I make viewing the homework problems conditional on viewing the embedded materials
- “Lecture videos” are provided by the coordinator and are part of the Pearson product

# Accessing the content: Pearson's MLP

Name: Homework 2 (1.6)

Due: 01/24/21 11:59pm

Current Score: 0% (0 points out of 18)

Attempts: Unlimited per question

View the media files and questions listed below in the order listed. Questions that are not clickable will become available when you have viewed the required media.

Media: 2	Scored Media: 0	Questions: 16	Correct: 0	Partial Credit: 0	Incorrect: 0
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Unit 1 Guided Notes (1) (0/1) 

**Lecture Video:** First-Degree Equations (18:09) (0/1) 

Question 1 (0/1)

Question 2 (0/1)

Question 3 (0/1)

# Accessing the content: Pearson's MLP

Name: Homework 3 (2.1)

Due: 01/31/21 11:59pm

Current Score: 0% (0 points out of 23)

Attempts: Unlimited per question

View the media files and questions listed below in the order listed. Questions that are not clickable will become available when you have viewed the required media.

Media: 2	Scored Media: 0	Questions: 21	Correct: 0	Partial Credit: 0	Incorrect: 0
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**Lecture Video:** [Graphs \(24:00\) \(0/1\)](#)

[Finding MIN, MAX and ZEROS Using the TI 84 \(0/1\)](#)

[Question 1 \(0/1\)](#)

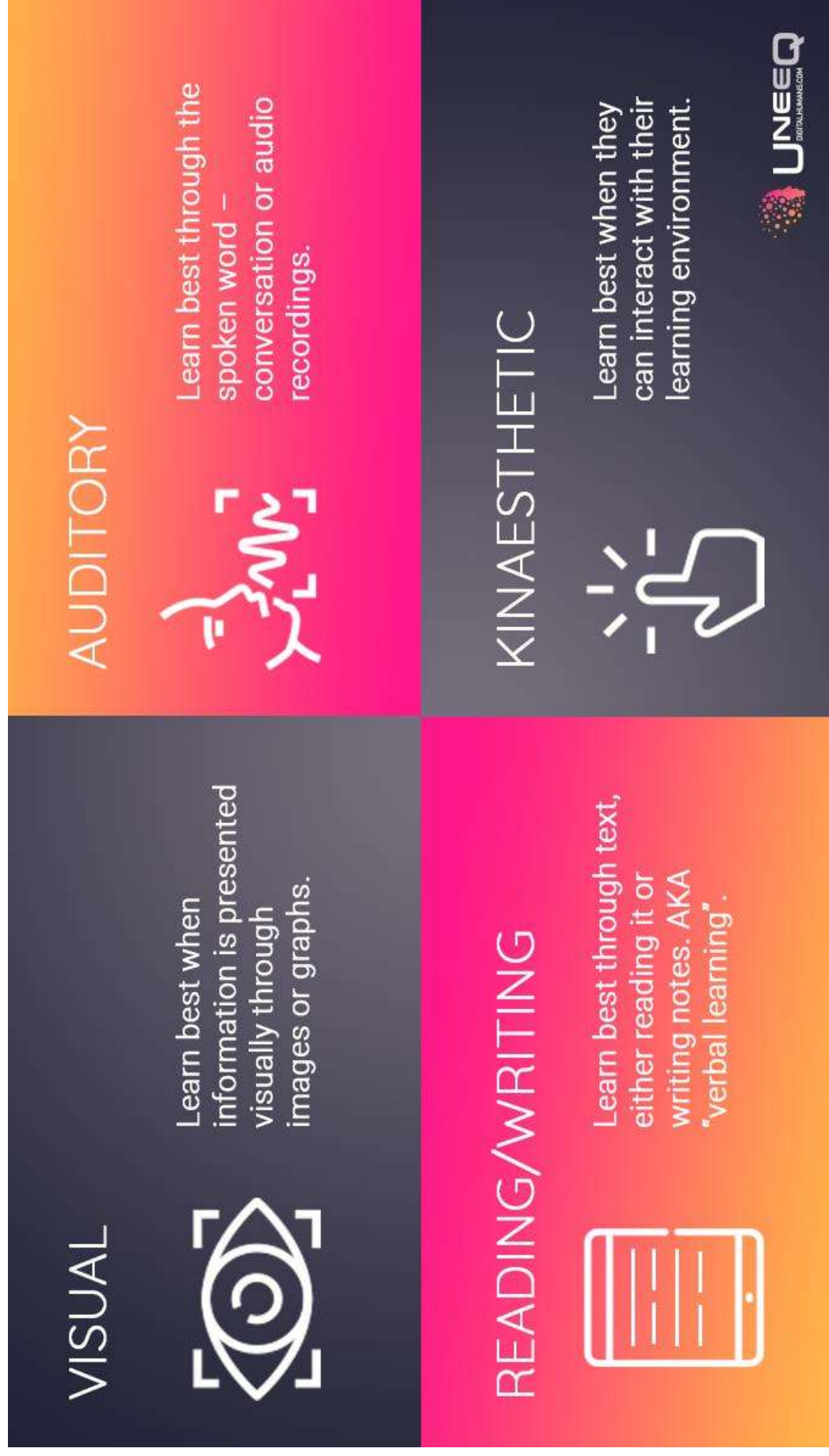
[Question 2 \(0/1\)](#)

[Question 3 \(0/1\)](#)

# Repeating Course Content

I repeat course content using different materials such as guided notes and Doc C. video lectures.

# Repeating course content





# Repeating course content: Guided notes

- Guided notes are what you would see in a traditional face-to-face course.
- I have adapted the concept for an asynchronous course so instead of a student “filling” them out in class, I “fill” them out with written commentary.
- Every step is laid out and all details (ex: rounding rules) are covered.

# Duplicating course content: Guided notes

Doc C.

MTH 148 Mathematics for Business Majors I

UNIT 2

Solving a Matrix Using Your TI 84:

APP



PlySmlt2



ENTER



\*\*\*Yours might not be 4

SIMULT EQN SOLVER



Chose  
Number of EQNS  
Number of Unknowns  
Decimals or Fractions

Don't forget to push  
ENTER after your choice

Then NEXT





# Duplicating course content: Guided notes

Example:

Enter #EQN  
& UNKNOWN



$$\left[ \begin{array}{ccc|c} 5 & 3 & 4 & 19 \\ 3 & -1 & 1 & -4 \end{array} \right]$$

Enter the matrix



Here is the answer.



The answer is:

$$\left( \frac{1-z}{2}, -\frac{11-z}{2}, z \right)$$

For a video on how to use  
PLYSLT2


Please go to week 5 course  
content summary and  
click the web link.

# Repeating course content: Doc C. videos

- Even though “Lecture videos” are provided by the coordinator and are part of the Pearson product and required to watch before the homework problems open, students prefer lectures from their professor
- Doc C. videos are what you would see in a traditional face-to-face course
- Every step is laid out and all details (ex: rounding rules) are covered.
- Videos go over 1-2 problems and are kept to 20 minutes
- I make videos on request as well as the ones previously built
- These videos allow students to “feel” my regular presence and “see” me in an asynchronous course

# Repeating course content: Doc C. videos

CLEVELAND STATE UNIVERSITY | Powered by Panopto | POLYSMELT 2



Search this recording

- Details**
- Captions
- Discussion
- Notes
- Bookmarks

Presented by Sandra Chincholkar

admin

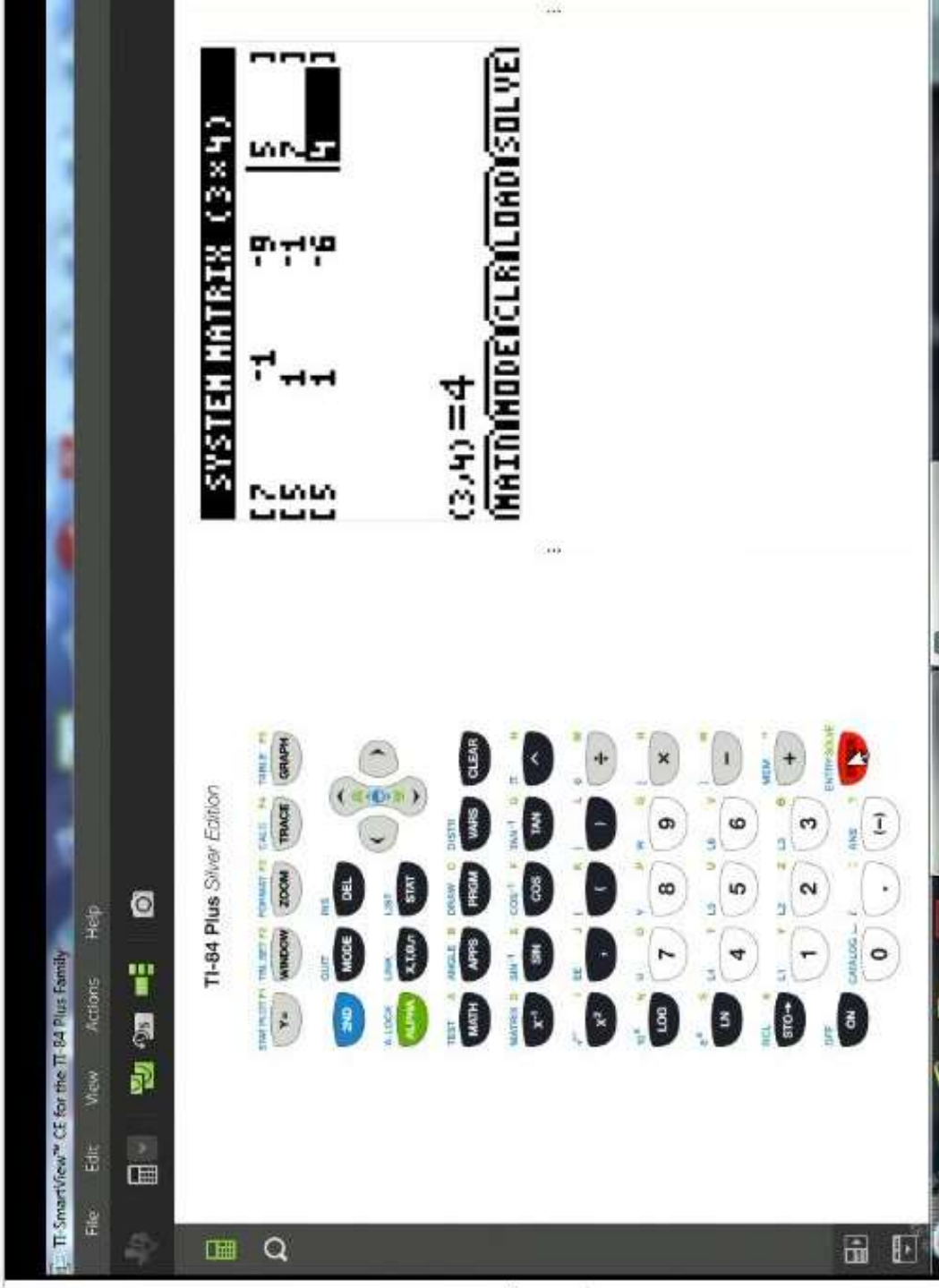
Ti-84 Plus Silver Edition

SYSTEM MATRIX (3x4)

$$\begin{bmatrix} 7 & -1 & -9 & 3 \\ 5 & 1 & -1 & 5 \\ 5 & 1 & -6 & 4 \end{bmatrix}$$

(3,4) = 4

MAIN MODE CLR LOAD SOLVE



# Tests

I make tests secure yet accessible with different testing options. I use Zoom and Proctor U Auto.

# Tests



<https://www.petersons.com/blog/why-you-should-take-practice-tests-before-an-exam/>

# Tests: Zoom

- Zoom is the affordable option since it is free
- I offer a testing session at 9am and a second at 6pm
  - This allows my parents of school age children and first shift workers to have options
- The zoom test requires a password, given only after identity verification, and a testing environment check
- The zoom test is only open during the testing time

# Tests: Zoom

**Name** Exam1 (1.6, 2.1-2.3, 3.1-3.3) ZOOM SP21

**Book** Lial/Hungerford/Holcomb/Mullins: Mathematics with Applications, 12e

[▶ Review Individual Student](#)

## Availability Options

**Available**

Time zone: (UTC-05:00) Eastern Time (US & Canada) [Change...](#)

**Due**

## Access Controls

### Automated Proctoring

Require ProctorU Record+

(Warning: Tests or quizzes requiring ProctorU Record+ must be taken on desktop or laptop computers using the Chrome browser.)

Sensitivity Settings: High [Customize ProctorU Settings](#)

### Password

Required password

# Tests: Proctor U

- Proctor U through Pearson cost \$6 per exam
- The exam is open from Thursday at 9am to Friday at 11:59pm
  - This allows people who want flexibility to pick their testing time
- Proctor U allows the student in only after an identity verification and an testing environment check
- Once the identity verification and testing environment check are done the student still has the full 50 minutes to test
- A report is provided on “suspicious behavior” with a recommendation



# Tests: Proctor U

**Name** Exam1 (1.6, 2.1-2.3, 3.1-3.3) PROCTOR U SP21

**Book** Lial/Hungerford/Holcomb/Mullins: Mathematics with Applications, 12e

[▶ Review Individual Student](#)

## Availability Options

<b>Available</b>	<input type="text" value="02/11/2021"/>		<input type="text" value="9:00 AM"/>		Current course time: 5:03am
<b>Due</b>	<input type="text" value="02/12/2021"/>		<input type="text" value="11:59 PM"/>		Time zone: (UTC-05:00) Eastern Time (US & Canada) Change...

## Access Controls

### Automated Proctoring

Require ProctorU Record+

(Warning: Tests or quizzes requiring ProctorU Record+ must be taken on desktop or laptop computers using the Chrome browser.)

Sensitivity Settings: High [Customize ProctorU Settings](#)

# Tests: Proctor U

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## Incident Type(s)

- Academic Integrity

## Details

A review of the video and screen recording was conducted. During the session, it was observed that the Test taker was out of proper camera angle so that half of their face could be seen. This can be seen at 02:02, 02:22, and 03:31 of the video recording.

Based on the proctor's observations and ProctorU's experience with cases of a similar nature, there is a possibility that the academic integrity of this exam has been breached.

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## Incident Type(s)

- Academic Integrity

## Details

A review of the video and screen recording was conducted. During the session, it was observed that the taker was communicating with another individual in the area. Exam content WAS NOT discussed. This can be heard at 02:14 of the video recording. Test taker was out of proper camera angle so that half of their face could be seen. This can be seen at 02:23-02:57 of the video recording.

Based on the proctor's observations and ProctorU's experience with cases of a similar nature, there is a possibility that the academic integrity of this exam has been breached.

# Instructor help

I offer multiple way of contact/help, through email, Pearson email, Blackboard email, Zoom office hours, and my cell phone for calls/texts.

# Instructor help



<https://www.questel.com/contact/>

# Instructor help

- Students can email through their traditional email, Pearson, and Blackboard
- Students can come to my office hours or make an appointment
- Students can call or text my personal cell
  - **I find that texting is the most common way students reach out to me...**



# Content Delivery Before the learning is the Delivery

- I constantly check “what is working”



## Test Survey

The purpose of this survey is to learn what worked and what did not work for you in this asynchronous course. I am focusing on my delivery, guided notes/Doc. C videos, availability and communication because I cannot change the pacing, homeworks or exams due to this being a coordinated course.

As an incentive, if you participate in this survey, an additional homework will be dropped. Therefore, instead of your lowest 5, your lowest 6 will be dropped from your homework average.

This is an anonymous survey and I will receive the results after the semester ends. I will use these results to improve my course because creating the most available/approachable course for you is very important to me. I appreciate your willingness to help with this project.

## QUESTION 1

Do you typically access course materials (weekly summaries, guided notes, Doc C. lecture videos) in:

- a. Blackboard
- b. MLP
- c. Both/Either
- d. I did not access the materials.

# Content Delivery

## Before the learning is the Delivery

- Is it worth it?

SEMESTER	INSTRUCTOR MEAN	DEPARTMENT COMPARISON MEAN	COLLEGE COMPARISON MEAN	% RESPONDING “EXCELLENT” OR “ABOVE AVERAGE”
SPRING 2017 (1 <sup>ST</sup> SEMESTER)	4.0	4.23	4.19	67%
FALL 2019 (PRE-COVID 19)	4.86	3.99	4.14	100%
FALL 2020 (DURING COVID-19)	4.57	4.07	4.22	85.72%



# Content Delivery

## Before the learning is the Delivery

- Is it worth it?
- Fall 2020
  - all comments

### Comments about your instructor:

#### Students

Dr. Chincholkar is very knowledgeable in mathematics and makes the course enjoyable and easy to grasp. Dr. Chincholkar is very prepared and expectations are straightforward.

One of the best instructors I had and we don't even have a meet in class. She was always very helpful, very quick to respond, very understanding and kept things simple. Everything was on 1 system and the work was very easy to follow along with and understand what I needed to do and when I needed to do it buy.,

Very nice, reached out when I was struggling to see if there was anything they could do to help

Doc C takes the time to actually introduce each week in videos. Something that she introduced this week. She also takes the time to warn/remind her students when assignments are due or when exams are coming up. I was apprehensive about taking this course after 6 years of not taking any college courses but she makes this course very non-threatening.

### Comments about your instructor Continued...

#### Students

Dr. Chincholkar was always available for help through multiple means of communication. Dr. Chincholkar actively encouraged student participation through the forums, Zoom meetings, email, and phone calls. Dr. Chincholkar played an active role in helping students to succeed in the course.

Doc C reaches out to students to foster confidence and lets them know to come to her should they have any issues.

### Comments about your instructor Continued...

#### Students

Feedback regarding progress was excellent, by far the best in a college course I've taken thus far. I think very highly of Dr. Chincholkar

She makes times for students outside of office hours if necessary and is very easy to reach

Doc C is one of the best professors I have ever had. She wants her students to succeed in the classroom and in life. She is willing to help you any way possible.



# Content Delivery

Before the learning is the delivery

- This presentation focused on delivering
  - Course information
  - Course content
    - Accessing content
    - Repeating content
- Tests
- Instructor help



# Content Delivery

Before the learning is the delivery

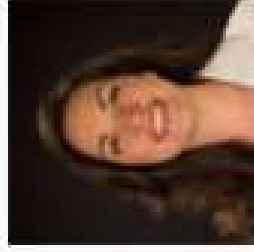
- Students learning asynchronously are at a distinct disadvantage because they feel/think that they have to “teach themselves”

- A delivery minded course enables them to learn from us because no matter what path they take they get to us and our content



# Special Thanks

- Center for e-Learning
  - They are willing to answer your questions day/night
  - They will train you on how to build a successful online course
  - They will also help you build it and maintain it
- Sarah Rutland of e-Learning
  - She has helped me every step of the way to build this course



**Sarah Rutland**

*Sr. Instructional Designer/Manager of Quality Assurance*

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