"TOP 5" FEATURES OF SUPERIOR ONLINE COMMUNICATION COURSES
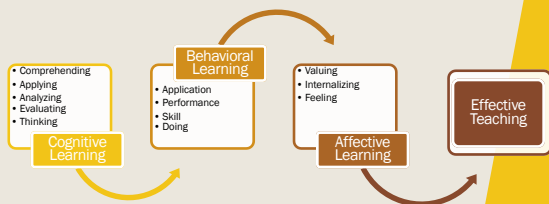
ENGAGING AFFECTIVE PEDAGOGY

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Superior Online Classes Utilize an Affective Pedagogy by:

– *Creating Harmony in Design*
– *Embracing the Medium*
– *Creating Interactive Experiences*
– *Providing a Sense of Presence*
– *Establishing a Rhythm*

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Learning Domains

- Comprehending
- Applying
- Analyzing
- Evaluating
- Thinking

Cognitive Learning

Behavioral Learning

- Application
- Performance
- Skill
- Doing

- Valuing
- Internalizing
- Feeling

Affective Learning

Effective Teaching

Learning Domains: Dewey (1938); Bloom (1956), Krathwohl, Bloom, and Masia (1964); and Harrow (1972)
Learning in Online Environments: Sellnow-Richmond, Strawser, and Sellnow (2019); Yeh (2010)

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Gaps in Affective Learning

Only **29%** of students surveyed found it appealing to take only online classes in the Fall.

Based on a survey by Patch (May 20, 2020). Student voices – The path to Fall 2020. *Niche.*
Research on affective pedagogy: Sellnow-Richmond, Strawser, and Sellnow (2019); Ward, D. (2019). Dixon, et al. (2017)

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Affective Pedagogy

According to Ward (2019), "we should focus on designing courses and pedagogies that scaffold the bodily, affective and interactive dynamics constitutive of understanding" (p. 429).
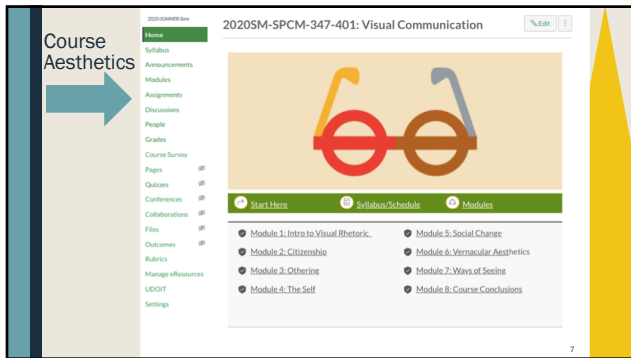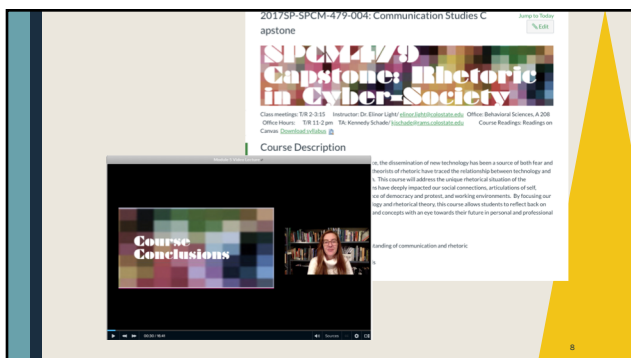
Affective Rhetoric

- Engages effective aesthetics
- Creates interactive experiences
- Incorporates movement of the body

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1. CREATE HARMONY IN DESIGN

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Course Aesthetics

2020 SUMMER Sem

Home
Syllabus
Announcements
Modules
Assignments
Discussions
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Grades
Course Survey
Pages
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Conferences
Collaborations
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Outcomes
Rubrics
Manage eResources
UDOIT
Settings

2020SM-SPCM-347-401: Visual Communication   Edit

Start Here   Syllabus/Schedule   Modules

Module 1: Intro to Visual Rhetoric   Module 5: Social Change
Module 2: Citizenship   Module 6: Vernacular Aesthetics
Module 3: Othering   Module 7: Ways of Seeing
Module 4: The Self   Module 8: Course Conclusions

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2017SP-SPCM-479-004: Communication Studies C apstone   Jump to Today   Edit

SPCM 479
Capstone: Rhetoric in Cyber-Society

Class meetings: T/R 2-3:15   Instructor: Dr. Elinor Light / elinor.light@colostate.edu   Office: Behavioral Sciences, A 208
Office Hours: T/R 11-2 pm   TA: Kennedy Schade/kjschade@rams.colostate.edu   Course Readings: Readings on
Canvas: Download syllabus

Course Description

e, the dissemination of new technology has been a source of both fear and
theorists of rhetoric have traced the relationship between technology and
s. This course will address the unique rhetorical situation of the
s have deeply impacted our social connections, articulations of self,
ce of democracy and protest, and working environments. By focusing our
logy and rhetorical theory, this course allows students to reflect back on
and concepts with an eye towards their future in personal and professional

tanding of communication and rhetoric

Course Conclusions

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Aesthetics Constitute Immediacy

Announcements
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RamTutor: 24/7 On-
line Tutoring
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HISTORY AND THEORY OF RHETORIC

SPCM 201, CSU
T/R 8:9:15 am
Clark A 104

DR.ELINOR LIGHT, Instructor / Elinor.light@colostate.edu Office Hours: T/R 12:30-1:30, BSB A208, pod B
HENRY MILLER, Graduate Teaching Assistant / Henry.Miller@colostate.edu Office Hours: T/R 1:50-3:20pm, BSB A208
LAUREN SEITZ, Graduate Teaching Assistant / Lauren.Seitz@colostate.edu Office Hours: T 2-3pm/R 9:30-11:30am, BSB
A208

Course Description: This course
rhetoric. We will move beyond t
the ways that rhetoric forms the
knowledge and even understand
Greece and Rome, move into the
modernity and postmodernity.

Online Organization: This cours
following:

1. A lecture video
2. Copy of PowerPoint slides
3. Readings (if not included in y
4. A discussion
5. Some weeks will include: ass

POSTMODERN RHETORS

SPCM201 CSU DR. LIGHT

Online Immediacy and Aesthetics: Dixon, et al. (2017).

Structural Consistency

Week 10: Visualizing Social Change (April 3-April 10)

Week 10: Overview — This tells them what to expect for the week ahead

Week 10 Lecture

Reading: Harold

Reading: Howley

Assignments

Week 10 Discussion — Weekly discussion
Apr 3 | 10 pts

Contemporary Image Analysis Essay Consultation — Students meet with me synchronously
Apr 10 | 20 pts

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2. EMBRACE THE MEDIUM

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Expectations

Me: This show is boring.

Professor: Again, this is a Zoom Lecture

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Made with https://elaceit.net/

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Reinvent your Lecture

Made with Filmmaker Pro iPhone app

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Consider a Podcast format

- Develop an audio intro
- Create content that can be understood without visual aids

Advice on creating audio-only content:
https://www.thepodcasthost.com/presenting-your-podcast/podcast-intro-and-outro-tips/

STOCKPHOTO.COM/SVITLANA HRUTS

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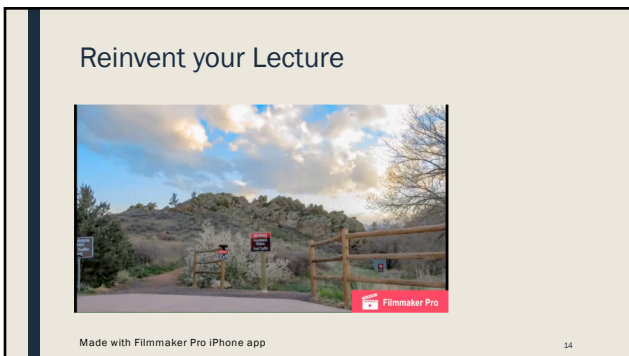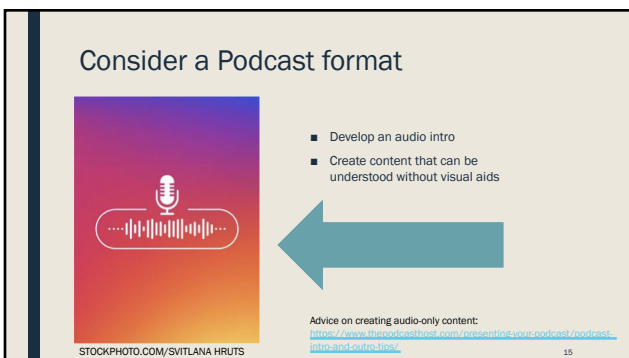
3. CREATE INTERACTIVE EXPERIENCES

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This is a graded discussion: 10 points possible due Apr 10

Since this is a group discussion, each group has its own conversation for this topic. Here are the ones you have access to:

- Module 3 Group 1
- Module 3 Group 2
- Module 3 Group 3

Small groups to increase personal connections

Module 3 Discussion Mar 14 at 9:37am
Ella Light

For this first week's discussion, we will be discussing this week's readings. Please make sure to watch the lecture video BEFORE participating. This week's question prompt: **Please watch the following video of Sabrina Benaim discussing mental health. Then, respond answer the following: Choose TWO of the rhetors from the Renaissance (Aztec orators, Erasmus, Fell, de la Cruz, or Bacon). Using your understanding of each of their theories, make an argument about what both of them might say about this rhetor. Include their definitions of rhetoric and why it matters to this rhetor.**

1. Respond to the question prompt in 1 paragraph that includes a quote from the reading and correct MLA citation.

2. Participate in the discussion on more than one day.

3. Respond to at least 2 of your peer's comments.

Specific expectations for contributions

Sabrina Benaim - "Explaining My Depression to My Mother" @

Connect course content to everyday life

Search entries or author   Unread

Reply

Peer Interaction

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Interact with Lectures

INTRODUCTION TO MODULE 4

00:12 / 26:05   Sources

Question 1   0 pts

Fenske's essay argues that the body is performative of cultural scripts and therefore has no resistive potential.

○ True
○ False

Question 2   0 pts

Dickinson's essay argues that Starbucks is a response to the conditions of postmodernity. Which of the following is NOT a characteristic of postmodernity?

○ A questioning of Truth

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Interact with Lectures

Interaction with Everyday Life

Horsetooth Rock, Fort Collins, Co

4. PROVIDE A SENSE OF PRESENCE

Presence

Face-to-face standards are not enough

- I respond to emails from students within 2-4 hours, M-F, 8-5 pm
- I do not make assignments due on weekends

Instructor Presence/Immediacy: Sun, A., & Chen, X. (2016), Selnow-Richmond, Strawser and Sellnow (2019; Dixon, et al (2017).

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Other Tips

- Maintain personalized presence in discussions (I respond to EVERY student in EVERY discussion).
- Submit audio feedback on assignments
- Create assignments that award some percentage of points for synchronous communication
- Use targeted emails on assignments, based on grades.

1. While learning more about the four elements of selfies (self, machine, network, and space) by Hess is eye opening. The world is connected to their phone and Hess describes how a person's selfie explains themselves. The selfie that I chose would be considered space according to Hess. Hess states, "taking a selfie is a form of place expression, meaning that selfies are about placement of ones self in a place at a time (Hess 8). The reason why I took this photo was to capture the background of where I was at. I wanted people to see the space I was in and that was close to the field at a Broncos NFL game.

2. Images help me articulate who I am as a person by the way I look at the image. Hess explains that "as much as selfies illustrate an expression of self, they are also characterized by space and place" (Hess 8). In this selfie I am smiling and seen as happy. The reason for this is because I am in my element of being at a sporting event and enjoying my time because I also play sports. This selfie shows that I am in a place that makes me happy.

IMG_4749.JPG

Ellie Light
9:07pm

Great points here and connections to the Hess reading. Good focus on place. Thanks for sharing!
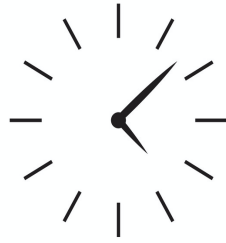
Reply

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5. ESTABLISH A RHYTHM

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Modules are about Timing

How often do you want students interacting in a class?

➡ Aim for weekly or bi-weekly modules, rather than thematic modules

➡ Modules should be stable through the week

➡ Minimize number of assignments

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Next Steps

- Take short courses on the mechanics and architecture of the spaces you teach
- Engage peers to review your classes
- Think about how you are inspired in mediated settings

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Superior Online Courses

Affective Pedagogy

- Create Harmony in Design
- Embrace the Medium
- Create Interactive Experiences
- Provide a Sense of Presence
- Establish a Rhythm

Affective Learning

- Valuing content
- Internalizing critical thinking
- Feeling inspired about the course

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References

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Yeh, Y.C., (2010). Analyzing Online Behaviors, Roles and Learning Communities via Online Discussions. *Educational Technology and Society, 13(1): 140-151.*

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Technology Used

- Intro Video: Placeit.net
- Video Montage for lecture: phone application, Filmmaker Pro
- Learning Platform: Canvas
- Screen sharing platform: Echo360

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