



Scholarship of Excellence in Teaching Fellowship:
Addressing Challenges in Virtual Learning
Sofia Bushen, RHIA, CCS, CPLC.
Friday, January 24, 2025

Part I: Problems and Goals



Issue I : Lack of Motivation

Contributing Factors

- Absence of in-person interaction
- Limited assignments affecting accountability and motivation

Goals

- Use interactive weekly discussions
- Establish achievable goals to motivate students
- Celebrate small wins and progress
- Work with students on 1:1 basis



Issue II : Difficulty Understanding Course Content

Contributing Factors

Limited opportunities for real-time questioning

Limited interaction between students and the teachers

Goals

Identify students' learning style

Complete mindset assessment for students

Offer supplementary resources

Schedule regular check-ins for students to ask questions and share concerns.



Issue III : Lack of engagement in virtual learning

Contributing Factors

Monotonous course delivery

Distraction at home

Limited interaction with instructors and peers

Goals

Incorporating weekly blackboard discussions

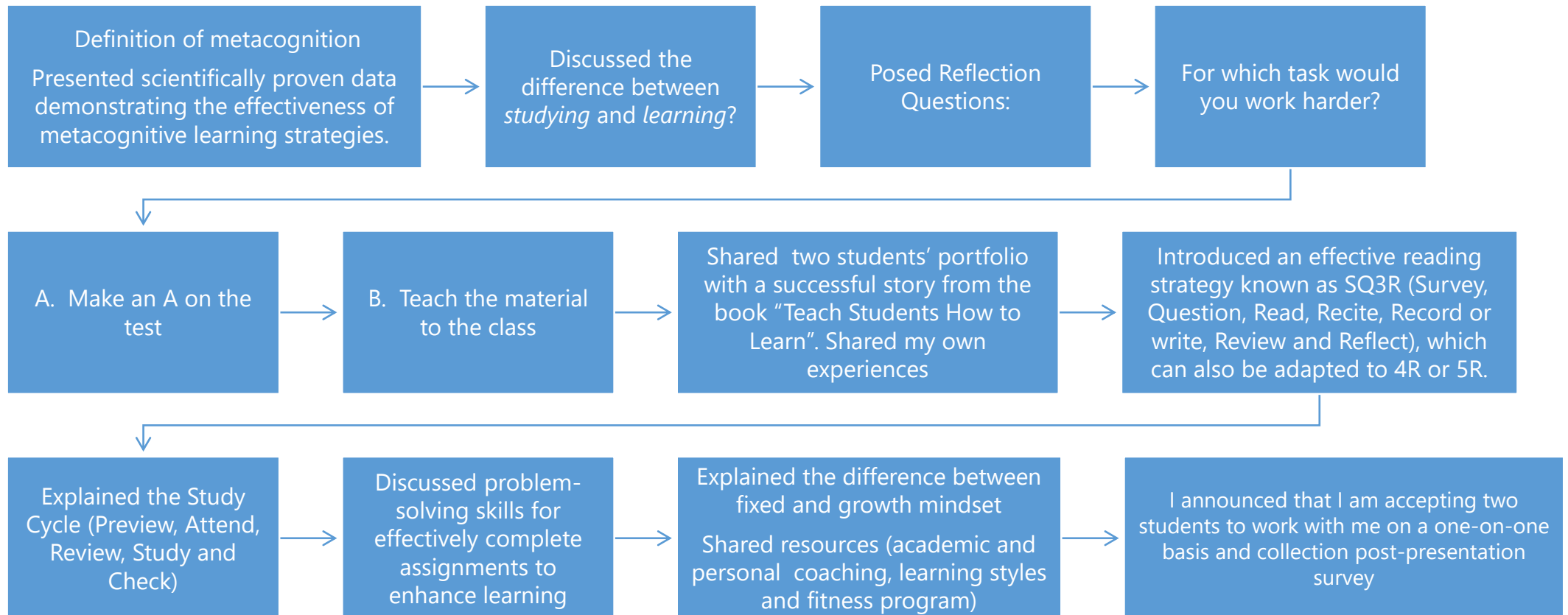
Schedule regular check-ins for students to identify distractions

A creative workspace featuring a laptop with a Windows 8 desktop. The desktop shows various application tiles including social media (Facebook, Twitter), productivity (OneDrive, Mail), and entertainment (Netflix, CW). The workspace is cluttered with art supplies: a white cup of colored pencils, a spray can with a green cap, a red cup, and several pens and pencils. In the background, there's a wire mesh basket and a notebook with a colorful drawing. The overall scene suggests a digital and analog creative environment.

Part 2: Strategies

Strategies I: Metacognitive Learning Strategies

Information Shared During Orientation



Post Learning Strategies Session Survey



Post Learning Strategies Session Survey

Forum is no longer available. Available until: Monday, September 30, 2024 11:59:00 PM EDT.

1. On a scale of 1 to 10 how different are the strategies we have talked about from the ones you have been using up to this point ? Explain

24

5

0

2. On a scale of 1 to 10 how motivated are you to start using the strategies ?

3. Write down one metacognitive strategy that you will commit to using for the next three weeks ? Please see the list below (Note*: It is highly recommended reading strategies and homework assessment are essential part of the learning strategies.)

a. Previewing

b. Preparing for active learning

c. Paraphrasing

d. Reading Actively

e. Teaching material to a real or imagined audience

f. Doing exercises at the end of each chapter without using solved examples as a guiding

Post Learning Strategies Session Survey Responses

- Overall Rating: ★★★★★
1. On a scale of 1 to 10 for difference of how the strategies we talked about tonight differ from the ones I have used up to this point, I would say about a 6. I have learned some of these strategies in the past (without knowing they were learning strategies specifically) by figuring out things that worked for me over a long period of time. I have also heard of some that I have never tried, because I doubted if they would actually work for me. It was not until now that I know some of those were part of this larger learning strategies concept and especially that I was missing a lot of key tactics I will now start to use.
 2. 10 - I am very motivated to start trying these new strategies we are learning.
 3. d. Reading Actively - I will commit to using the active reading metacognitive strategy for the next three weeks.

Post Learning Strategies Session Survey Responses

Overall Rating: ★★★★★

1. On a scale of 1 to 10 for difference of how the strategies we talked about differ from the ones I have used up to this point, I would say a 7. Some of these strategies I have used to help me in the past, but the other strategies mentioned I haven't tried before. I will definitely start trying out some new learning strategies.
2. On a scale of 1 to 10 with how motivated I am to start using the strategies, I would say a 10. I am very open to trying and learning new techniques that can benefit me.
3. One metacognitive strategy I will commit to using for the next three weeks would be reading actively.

[Reply](#)

Most Frequently used Metacognitive Strategy : Active Reading

- **Survey** (look at intro, summary, bold print, italicized words, etc.)
- **Question** (devise questions survey that you think the reading will answer)
- **Read** (one paragraph at a time)
- **Recite** (summarize in your own words)
- **Record or wRite** (annotate in margins)
- **Review** (summarize the information in your words)
- **Reflect** (other views, remaining questions)

Strategies II: Metacognitive Learning Strategies

- ❑ Posted low stake weekly interactive discussion posts
- ❑ Posted “Words of Affirmation” along with my weekly reminder to create a supportive virtual environment
- ❑ Advised students to write down one or two strategies that they will commit to using for the next 2-3 weeks.



Words of Affirmation for Fall 2024



We all need time to think and learn



It is okay to make mistakes. That is the way we learn



We can learn and do more when we are willing to risk



It is okay to ask for help. No one needs to do it all alone

For the week of 11/4/2024, you should plan for the following activities in HINM120:

1. Read Chapter 14 (Altered Hormonal and Metabolic Regulation) & Chapter 15 (Altered Ventilation and Diffusion).
2. Review the Chapter 14 and Chapter 15 Power Point lectures.
 - Begin working on the Chapter 14 and Chapter 15 assignments, discussion board questions and quizzes.
 - **The Chapter 14 and 15 assignments are due on 11/17/2024 by 11:59pm and should be submitted via the designated submission box.**
 - **The Chapter 14 and 15 quizzes are due on 11/17/2024 by 11:59pm.**

Strategies III: Portfolio Development for Student Success

Objective: Recruit and support two students in creating a successful learning portfolio.

Approach:

- Weekly 1:1 Meetings: Conducted to provide support and guidance.
- Integrated coaching & learning Strategies

Mindset & Learning Style Assessment: Analyzed to tailor approaches.

Personalized Learning Goals: Aligned with students' top three learning styles.

Strategies II: Portfolio Development for Student Success

Tools & Resources:

- Road Map to Successful Learning Spreadsheet:
 - Tabs Include:
 - Time Log: Track study hours against weekly goals.
 - Goal Tracking: Document issues, goals, strategies, progress, obstacles, and milestones.
 - Action Steps: Weekly to-do list for accountability.
 - Strategy Commitment: Students select 1-2 strategies to implement for 2-3 weeks.

"Two Things" Weekly Review: Quick two-minutes reflection at the end of each week.

“Two Things” : Weekly Discussion Post

WEEK ONE : WEDNESDAY
WATCH PARTY CHAPTER
12

*Forum is no longer available.
Available until: Tuesday, April 9,
2024 11:59:00 PM EDT.*

In week 1 we are learning about the Respiratory System. I found excellent videos that help you better understand the anatomy and physiology of the respiratory system. Happy Watching. After viewing the below video;

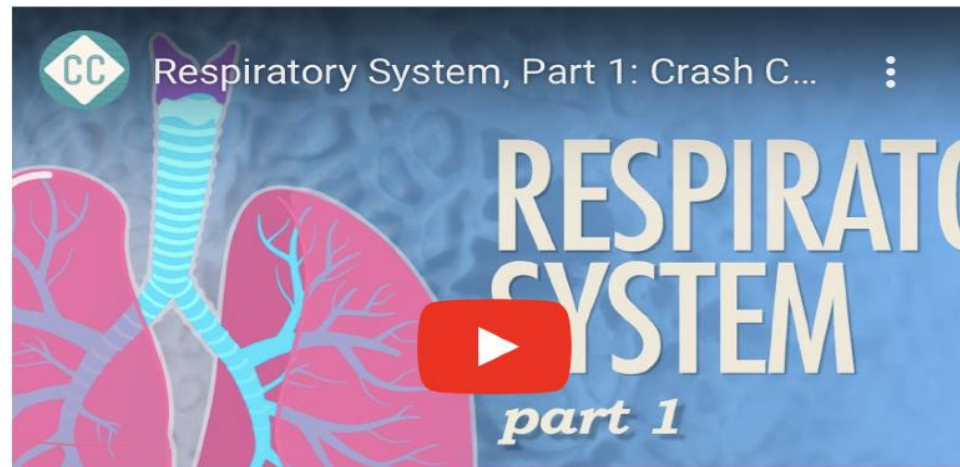
47



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- **List three specific things you learned from these videos (maximum 2 paragraphs). 2pts**
- **How would you be able to apply what you have learned from the videos to your major ?**
- **After watching the videos list one or two things you did not know about Respiratory System that you know now**
- **Respond to one of your classmates' post.**

Please click on "CC" for closed captions.



Strategy Samples: Real Life Scenario Low Stake Weekly Discussion



Sonia Busnen

Week 9-Discussion Board Question

You are a provider at Dove Hospital caring for a new patient, Mrs. Smith, a 68-year-old woman who presents with a weight loss of 10 pounds over the past two months, fatigue, and a decreased appetite. Mrs. Smith has a medical history that includes hypertension and type 2 diabetes. Based on your physical assessment and review of her medical history, you suspect she may be experiencing altered nutrition.

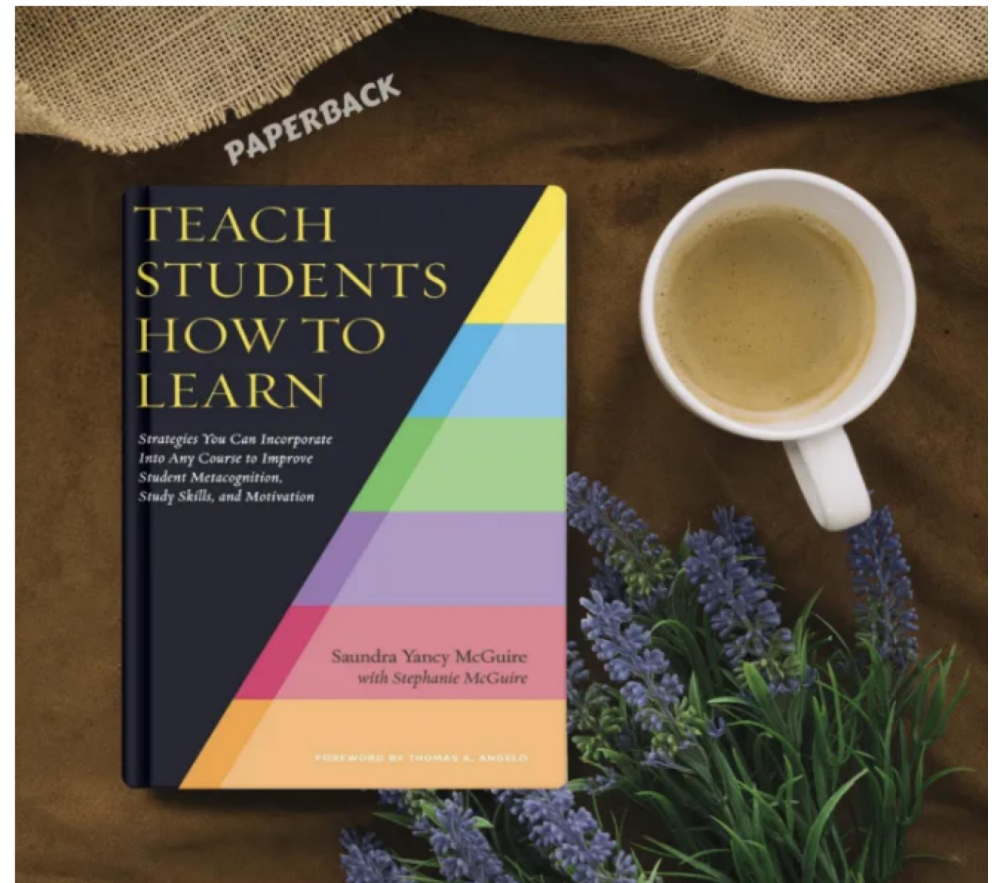
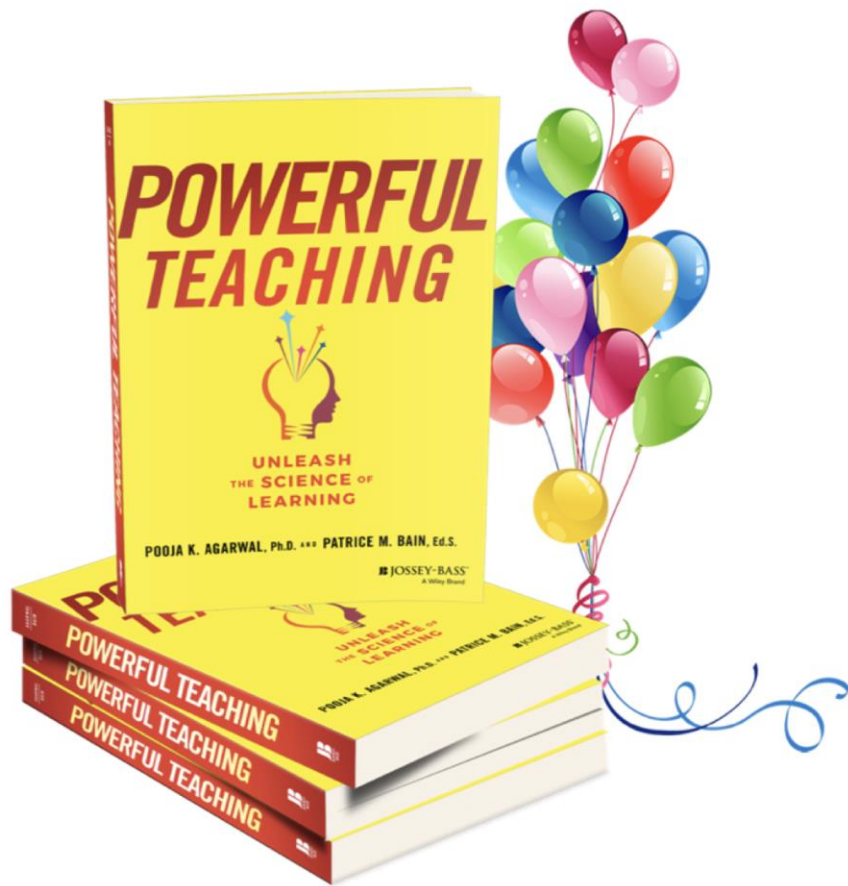
Questions:

- 1. Patient History:** What specific details would you seek from Mrs. Smith's medical history and lifestyle that could provide insight into her current nutritional status and overall health?
- 2. Physical Assessment:** What key components should be included in your physical assessment of Mrs. Smith to evaluate her nutritional status and identify any potential complications related to her weight loss and medical history?
- 3. Laboratory Tests:** Which blood tests would you consider ordering to assess Mrs. Smith's nutritional health, diabetes management, and any underlying conditions that may contribute to her symptoms?
- 4. Nutritional Assessment Tools:** What nutritional assessment tools or methods would you employ to evaluate Mrs. Smith's dietary intake, nutritional status, and potential needs?
- 5. Treatment Plan and Nutritional Intervention:** Based on your findings, outline a comprehensive treatment plan and nutritional intervention strategy tailored to Mrs. Smith's needs, including dietary recommendations and follow-up measures to support her health outcomes.

A photograph of a desk with a laptop, pens, and art supplies. The laptop screen shows a Windows 8-style interface with various app tiles like Netflix, CW, and social media. The desk is cluttered with a cup of pencils, markers, a spray can, and some papers with drawings.

Part 3: Scholarship

Section III: Scholarship That Shaped My Strategy



A vertical image on the left side of the slide shows a white laptop with a Windows logo on the screen, a notebook with a blue cover, and a pen. The background is a light-colored surface.

Quotes from Powerful Teaching and Teach Students How to Learn

“I used to believe wholeheartedly that there are *smart students* and *slow students*. Teaching students *metacognitive strategies* and seeing their astonishing results have completely changed my mind: I now know that there are students who have an arsenal of strategies at their disposal and there are students who don't. It just appears that *students using strategies are smart, and students with out them are slow*”

Teach Students How to Learn: *Strategies You Can Incorporate into Any Course to Improve Student Metacognition, Study Skills, and Motivation* by Sandra Yancy McGuire

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Quotes from Powerful Teaching and Teach Students How to Learn

“Research has shown that retrieval practice can increase students’ grades from a C to an A”
Powerful Teaching by Pooja Agarwal and Patrice Bain

“Without feedback students’ metacognition can remain overconfident and out of sync with their actual learning”

Teach Students How to Learn: *Strategies You Can Incorporate into Any Course to Improve Student Metacognition, Study Skills, and Motivation* by Sandra Yancy McGuire

A photograph of a desk with a laptop, pens, and a notebook. The laptop screen shows a Windows 8-style interface with various app tiles like Netflix, CW, and social media. The desk is cluttered with stationery items like pens, pencils, and a notebook. An orange banner is overlaid on the bottom half of the image.

Part 4: Assessment of Survey

Section IV: Assessment of Strategies Implemented

Technique used to assess strategies

- Survey
- Grade Comparison



Two Students Portfolios: Grade Progress

Student A: Exam 1: 70, Exam 2: 90, Exam 3: 93, Exam 4: 93, Final Grade A

Student B: Exam 1: 76, Exam 2: 86, Exam 3: 86, Exam 4: 92 Final Grade A

Grade Comparison

HINM120: Concept of Disease 2023 vs 2024

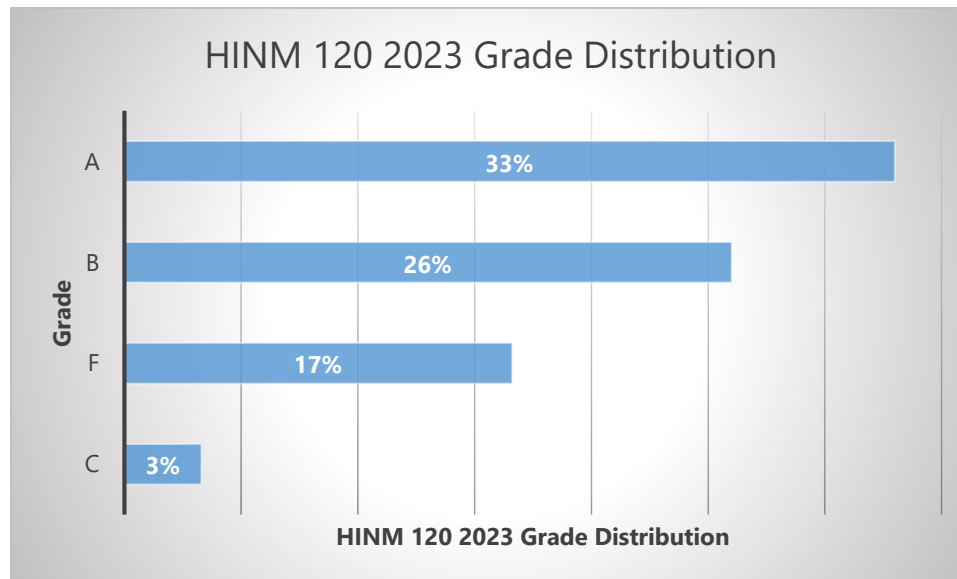
HINM 120 2023 Grade Distribution

A: 33%

B: 26%

C: 3.3%

F: 16.6%



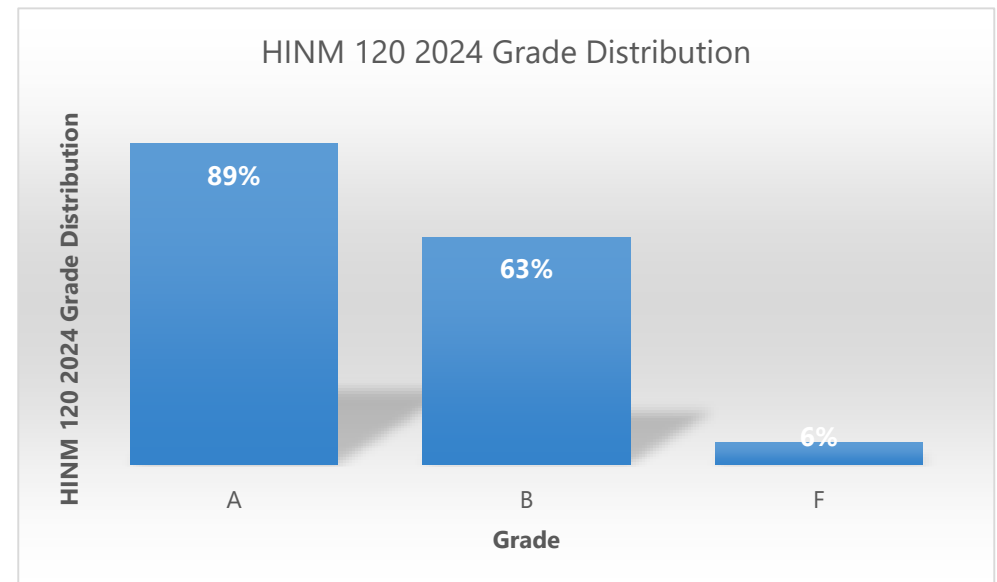
HINM 120 2024 Grade Distribution

A: 89%

B: 63%

F: 6%

Note : No "C", F decreased by 10.6%, A increased by 56%, B increased by 37%.



Survey

How did the learning strategies impact your academic performance? (Open-ended).

2. Did you notice any specific improvements in grades or understanding of the material because of these strategies? (Yes/No, please explain).

What did you learn about yourself from the mindset assessment and learning style assessment?

"I did not just read; I studied and understood all the concepts. My grades improved, from an average student to a great student."

"Yes. I was a grade C or B but now My grades are leading towards grade A in almost all the classes am taking currently."

"What I learn through the mindset assessment is that I am ready to accept correction and open to new ideas to help improve my academic performance. The learning style helped me know the type of learning style strategy I use which is a kinesthetic learner."

Survey

1. How did the learning strategies impact your academic performance? (Open-ended).

"The learning strategies helped me to discover the best ways for me to study and retain information."

2. Did you notice any specific improvements in grades or understanding of the material because of these strategies? (Yes/No, please explain).

"Yes absolutely. I have noticed improvements in my grades for this class and my other classes. I use the learning strategies consistently and am happy to say that my exam scores have been improving."

3. What did you learn about yourself from the mindset assessment and learning style assessment?

"I learned that I am a hands-on visual learner. So, I found that after reading new material, it helps me to write down what I have learned. That helps me to retain the information better."

4. How has working on mindset assessment influenced your approach to learning?

"I am no longer reluctant to learn new concepts. I preview the assignments and take notes using my own words. These strategies have given me more confidence. "

What suggestions do you have for improving the coaching sessions or the learning strategies discussed? (Open-ended).

" I do not have any suggestions; the coaching sessions are highly effective. "

Email from Students

Re: Final Grades

Hello Professor Sofie,

Happy New Year to You!

Just wanted to thank you again for your patience and excellent instruction.

Take care.

Sincerely,



Subject: Final Grades

Unofficial Transcript

Term: Fall 2024

Additional Standing: Dean's List

Last Academic Standing: Good Standing

Subject	Course	Level	Title	Grade	Credit Hours	Quality Points
BIOL	130	CR	THE HUMAN BODY	A	3.000	12.0
BIOL	131	CR	THE HUMAN BODY LABORATORY	A	1.000	4.0
HINM	120	CR	CONCEPTS OF DISEASE	A	3.000	12.0

Term Totals (Credit)

Emails from Students

Re: Check-In

To: Bushen, Sofia T

Start reply with:

Thank you!

You are very welcome!

Thank you, and congratulations!

Hello Professor Sofia,

Thank you so much for reaching out to me. My final grades are: Biology- B, Computer applications- A and Concepts of Dease myself. I thank you for all the study guidelines and strategies to help me through the fall semester.

Get [Outlook for iOS](#)

A photograph of a desk with various items. In the center is a silver laptop displaying the Windows 8 Start menu with various app tiles like Mail, Photos, and Netflix. To the left is a white cup filled with colorful pencils. In the foreground, there are several black markers with colored caps (teal, red, black). To the right, there are some papers with colorful drawings, including a rainbow and a blue abstract shape. In the background, there are two spray bottles (one green, one white), a red cup, and a wire mesh basket. The overall scene suggests a creative or educational workspace.

Part 5: Teaching Reflection

Teaching Reflection: What Would I Keep The Same ?

- 1. *Continuous Sharing of Learning Strategies:*** maintain my commitment to sharing effective learning strategies at the beginning of every course
- 2. *Focused One-on-One Engagement:*** I will continue to work closely with at least two students on a one-on-one basis. This individualized attention has allowed me to better understand their unique challenges and strengths



Teaching Reflection: What Would I Do Differently?

- 1. Simulation Activities:** integrate simulation exercises into the course.
- 2. Real-Life Video Scenarios:** upload curated videos that illustrate real-life scenarios related to our subject matter.
- 3. Weekly Virtual Meetings:** host weekly virtual meetings to promote ongoing communication and support .



A photograph of a desk with various items. In the center is a silver laptop displaying the Windows 8 Start menu with various app tiles like Mail, Photos, and Netflix. To the left is a white cup filled with colorful pencils. In the foreground, there are several black markers with colored caps (teal, red, black). To the right, there are some papers with colorful drawings, including a rainbow and a blue abstract shape. In the background, there are two spray bottles (one green, one white), a red cup, and a wire mesh basket. The overall scene suggests a creative or educational workspace.

Part 6: Lesson Learned about Teaching and Students

Smart VS Slow Students



The distinction between a smart student and a slow student lies not in their innate ability, but in their approach to learning. A smart student is not necessarily someone who is naturally gifted or talented, but rather someone who consistently employs effective learning strategies to optimize their understanding and retention of information.



A slow student may be someone who does not use learning strategies, either due to a lack of awareness of their options or a tendency to rely solely on memorization rather than deeper comprehension. This can lead to difficulties in retaining information and applying it to new situations, ultimately hindering their academic progress.

Final Thoughts

"The SET Teaching Scholarship has been truly transformational for my teaching practice. It has significantly reshaped my approach to teaching, allowing me to implement innovative learning strategies that have a genuine impact on student outcomes. I have witnessed firsthand how these strategies have positively transformed students' academic performance. It is incredibly rewarding to see students who once struggled with grades of B or C rise to A's, thanks to the effective techniques I learned through the SET Teaching Scholarship. This experience has not only enhanced my teaching but has also inspired my students to achieve their best.

I would like to express my heartfelt gratitude to Joan for her exceptional leadership in guiding the Cohort. Her continuous support and dedication have been invaluable, and I truly appreciate the positive impact she has made on our experience. "

Sofia Bushen