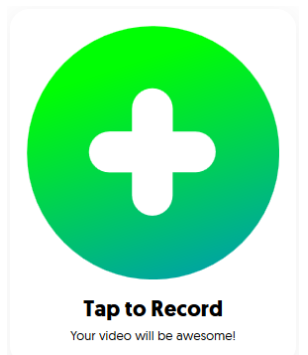


# Where are you?

1. Go here: <https://flipgrid.com/recap19> or scan
2. Select the **Where are you?** option
3. Enter a Google or Microsoft (wcupa.edu) email address
4. Respond to the following prompt in 1 minute:



**Summarize your distance education experience  
and expectations for this session.**





A Professor<sup>^</sup>

&  
an Instructional Designer<sub>v</sub>

Tom Pantazes (Dr. in training)

RECAP Conference

May 16, 2019

Walk out of an online course

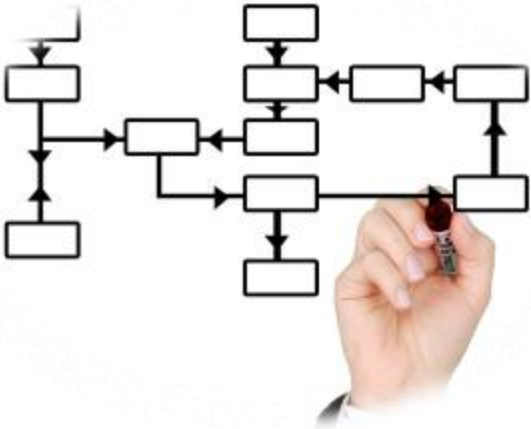
Where we started

A photograph of a man in a suit and a large sombrero standing at the front of a room, gesturing towards a large screen. The screen displays a presentation slide with the word "Email" and a graphic of a triangle. An audience is seated in the foreground, facing the speaker. The entire image is overlaid with a semi-transparent red filter.

OFFICIALLY  
RETIRED!



# Where are we going?



Source: [Connection](#) by [Juerk D.](#) used under a [CC BY-NC 2.0](#)



Science by [sam Sherwood](#) licensed under [CC BY-NC 2.0](#)



# 1. Consistency

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# 2019



## Announcements

### Welcome to WRT 205!

#### Start your WRT 205 Journey Here!

- I'm very excited for this semester in WRT 205!
- Read the [Syllabus](#) and watch my [Welcome video](#).
- Each week has two deadlines: Tuesday and Friday.
- Check out Weeks 1 & 2 --> -->
- Future weeks will be available as we move through class,
- but you can find the [Weekly Course Schedule](#).



[Show All Announcements](#)

## Your Professor

Dr. Shannon Mrkich



[smrkich@wcupa.edu](mailto:smrkich@wcupa.edu)  
Office: Main 520  
F2F OH: MWF 11am-12pm  
Zoom Online OH: T 1-2pm  
and by appointment

## Quick Links

### Class Links

- [Dr. M's Welcome Video](#)
- [Syllabus](#)
  - [Weekly Course Schedule](#)
- [Zoom Chat Room](#)

### Assignment Links

- [Inquiry Mission Assignment](#)
  - [Section 90](#)
  - [Section 93](#)
- [Selfie Assignment](#)
- [Source Assignment](#)
- [Real World Project Assignment](#)
- [Theory of Writing Final Assignment](#)

### WCU & Distance Ed Links

- [Preparing for Distance Education](#)
- [Distance Education YouTube Resource Page](#)
- [Ram's Eye View](#)
- [WCU's Academic Integrity Policy](#)

## Course Components

### Introductions



[Week 01: January 22-25](#)

### Project #1: Identity Project



[Week 02: January 2-February 1](#)  
[Week 03: February 4-8](#)  
[Week 04: February 11-15](#)

### Project #2: Source Project



[Week 05: February 18-22](#)  
[Week 06: February 25-March 1](#)  
[Week 07: March 4-8](#)  
[Week 08: Spring Break \(March 11-17\)](#)  
[Week 09: March 18-22](#)

### Project #3: Real World Project



[Week 10: March 25-29](#)  
[Week 11: April 1-5](#)  
[Week 12: April 8-12](#)  
[Week 13: April 15-19](#)  
[Week 14: April 22-26](#)  
[Week 15: April 29-May 3](#)



[End of Semester: May 6-10](#)

## Distance Education Support

**General Technical Support:**  
Contact the [WCU IT Helpdesk](#)  
call 610-436-3350  
email [helpdesk@wcupa.edu](mailto:helpdesk@wcupa.edu)

**D2L Technical Support:**  
Contact [WCU D2L Services](#)  
call 610-436-3350  
email [d2l@wcupa.edu](mailto:d2l@wcupa.edu)

**Distance Education Support:**  
Contact [Distance Education](#)  
call 610-436-3373  
email [distanceed@wcupa.edu](mailto:distanceed@wcupa.edu)

Monday to Thursday 8:00am to 8:00pm  
Friday 8:00am to 4:30pm  
Sunday 12:00 to 8:00 pm

# 2016

## News

### Chat Session #5 Materials

- [Link to chat session: April 12 Chat](#)
- [Link to Chat #5 Slides](#)

[Show All News Items](#)

## Your Professor

Dr. Shannon Mrkich

- [smrkich@wcupa.edu](mailto:smrkich@wcupa.edu)
- Office: Main 312
- F2F OH: MWF 11am-12pm
- Online OH: MF 1pm-2pm
- <https://wcupa.adobeconnect.com/smrkich/>
- and by appointment

## Quick Links

### Class Links

- [Dr. M's Welcome Video](#)
- [Syllabus](#)
  - [Weekly Course Schedule](#)
- [Adobe Connect Chat Room](#)

### Assignment Links

- [Inquiry Mission Assignment](#)
  - [Inquiry Mission Schedule](#)
- [Identity Assignment](#)
- [Search Assignment](#)
- [Real World Project Assignment](#)

### WCU & Distance Ed Links

## Course Components

### Introductions

- [Week One](#) (Jan 19-22)

### Project #1: Identity Project

- [Week Two](#) (Jan 23-29)
- [Week Three](#) (Jan 30-Feb 5)
- [Week Four](#) (Feb 6-12)

### Project #2: Source Project

- [Week Five](#) (Feb 13-19)
- [Week Six](#) (Feb 20-26)
- [Week Seven](#) (Feb 27-Mar 4)
- [Week Eight](#) (Spring Break)
- [Week Nine](#) (Mar 12-18)

### Project #3: Real World Project

- [Week Ten](#) (Mar 19-25)
- [Week Eleven](#) (Mar 26-Apr 1)
- [Week Twelve](#) (Apr 2-8)
- [Week Thirteen](#) (Apr 9-15)
- [Week Fourteen](#) (Apr 16-22)
- [Week Fifteen](#) (Apr 23-29)

- [End of Semester](#) (May 2)

# 2016

## Chat #3: All about the Source Paper

- Tuesday, March 1 @ 7:00 pm
- Wednesday, March 2 @ 1:00 pm

<https://wcupa.adobeconnect.com/smrich/>



### Important Links:

[Inquiry Mission Schedule](#)

[Source Paper Assignment](#)

[Source Paper Articles](#)

### Project #2: Source Paper: "College and You"

Due Tuesday, March 1st @ 11:59 pm

- Dr. M.'s [Week 7 Update](#)



- Watch the MIs that reflect your documentation style choice
  - Watch Inquiry Mission: [APA Basics](#) (Carolyn)
  - Watch Inquiry Mission: [APA Basics](#) (Taylor)
  - Watch Inquiry Mission: [MLA Basics](#) (Sydney)
  - Watch Inquiry Mission: [MLA Basics](#) (Demi)
- Explore Purdue Owl [APA](#) or [MLA](#)
- Take [MLA/APA Basics Quiz](#) (5 pts)
- Read TSIIS, Chapter 8
- Complete [Discussion Board on Connecting the Parts](#) (5 pts)

Due Friday, March 4th @ 11:59 pm

- Draft of Source Paper, "College and You," due to [Source Paper – Peer Review Draft](#)
- Make sure to
  - underline your thesis
  - include in-text citations and Works Cited/References page

### Participation Opportunities

- Optional Discussion Board: [One Thing you Learned from Purdue Owl](#)
- Optional DB: [Questions on APA or MLA](#)
- "Exciting Opportunity" Read this [MLA/APA Handout](#) and complete this "optional" assignment in order to get feedback on your References/Works Cited entries and your in-text citations -- before the paper is due! (and earn participation credit)
- Don't forget to comment on your classmates' awesome [Inquiry Missions](#) (specific/helpful comments count as participation!)

# 2019

## Learning Activities: Tuesday

### Watch Dr. M.'s Weekly Video

Straffos and Elephants ... Oh my ...



### Read this thing

Apply the knowledge from this week into a discussion board post (PO 1 & 2)

- ✓ Review Inquiry Mission #3
  - Section 90: MLA/APA Basics
  - Section 92: MLA/APA Basics

- ✓ Complete [MLA/APA Quiz](#) (5 pts)
- ✓ Read, TSIIS, Chapter 8

### Attend Chat #3

Make sure that you review the Source paper article and bring your questions!

- ✓ [Zoom link](#)

## Learning Activities: Friday

### Working Draft of Source Paper

Writing is recursive. Writing is community. In our class, I will ask you to "compose writing" (PO 2) and submit working drafts for all your major assignments. Then you will have the opportunity to revise this draft with the benefit of peer and instructor feedback, and to "think with and about your writing" (PO 2) as you develop your ideas.

- ✓ Upload your full working draft of your source paper (text + sources + documentation)

## Participation Opportunities

- ✓ Optional Discussion Board: [One Thing you Learned from Purdue Owl](#)
- ✓ Optional Discussion Board: [Questions on APA or MLA](#)
- ✓ Don't forget to make Comments on Classmates' Inquiry Missions

### Quick Links

<a href="#">Weekly Class Schedule</a>	<a href="#">Inquiry Mission Description</a>
<a href="#">Source Paper Assignment</a>	<a href="#">Section 90: Inquiry Mission Info</a>
<a href="#">Source Project Articles</a>	<a href="#">Section 92: Inquiry Mission Info</a>

**2019**  
May

June  
2018

September  
**2015**



## 2. Experimentation

---





## Week 2:

# Identity Project: #Selfie

January 26 - February 1, 2019



### Professor's Message:

We are beginning to get to know each other, and hopefully, you are becoming comfortable with the online environment. Remember, if you hit any glitches, you should let me know! I am here to help!

This week, we are going to jump right into our first project that deals with "Investigating Experience" and your sense of personal identity.



### Please attend our 1st Chat Session:

Tuesday, January 29 @ 1:00pm

OR

Wednesday, January 30 @ 7:15pm

[Dr. M's Zoom Link](#)

I will introduce you to our #Selfie Assignment. We will investigate different ways to present your #selfie exploration and to learn more about ourselves and others.

## Objectives

1. Explain your [Theory of Research Writing \(ToW\)](#) (PO 1)
2. Develop brainstorming for #Selfie Assignment (PO 1, 3)

## What is Due?

**Tuesday, January 29 @ 11:59pm**

1. Read [explanation](#) & upload [ToW Part 1](#) (5 pts)
2. Read [Selfie Assignment](#) & related materials
3. Complete "[Our Rainbow](#)" [Disc Board](#) (5 pts)





Quick Links	
<a href="#">Weekly Class Schedule</a>	<a href="#">Inquiry Mission Description</a>
<a href="#">#Selfie Assignment</a>	<a href="#">Section 90: Inquiry Mission Info</a> <a href="#">Section 93: Inquiry Mission Info</a>



Syllabus



Contact Dr. M.



Dr. M's Zoom Link



# Polling, ,



Close

Interview Citations

1. What is the proper MLA in-text citation for my Dr. Norman Frank interview?

Dr. Norman Frank (personal communication, April 15, 2019), a professor with ABC University, described his typical day . . .

Dr. Norman Frank, a professor with ABC University, described his typical day . . .

Frank (2109, p. 2), a professor with ABC University, described his typical day . . .

I'm using APA

Close

Interview Citations

2. What is the proper APA in-text citation for my Dr. Norman Frank interview?

Dr. Norman Frank (personal communication, April 15, 2019), a professor with ABC University, described his typical day . . .

Dr. Norman Frank, a professor with ABC University, described his typical day . . .

Frank (2019, p. 2), a professor with ABC University, described his typical day . . .


I am using MLA

Previous 2/2 Submit

Highlight the words that need to be revised in this passage.

During my interview with Dr. Frank, **he told me** about how difficult grading papers is during finals time. The first thing **he told me** is that he has to flip the pages to check **page** length has been met. Then, he explained **to me** that he has to uncap his red pen. Then, **I asked** Dr. Frank what was unique about his process and he said, "Last, I have to wind up, take a deep breath, and throw the papers down the staircase, marking grades on a 'step-by-step' basis." I thought he was kidding, so **I asked Dr. Frank to explain** his methodology further.

Nice work

 5/5

After you watch my welcome video, complete this paragraph to check your understanding and review important concepts:

Drag the words into the correct boxes


• Online students need to be \_\_\_\_\_ learners and \_\_\_\_\_ to complete assignments.

• Online students need to check \_\_\_\_\_ several times a week and check email \_\_\_\_\_.

• Online students should check their course \_\_\_\_\_ frequently on D2L and keep up with the class's \_\_\_\_\_ posts all semester.

• Online students should \_\_\_\_\_ be afraid to ask questions and should contact their professor via \_\_\_\_\_.

• Online students should \_\_\_\_\_ participate and have fun.



motivated

D2L

email

daily

self-directed

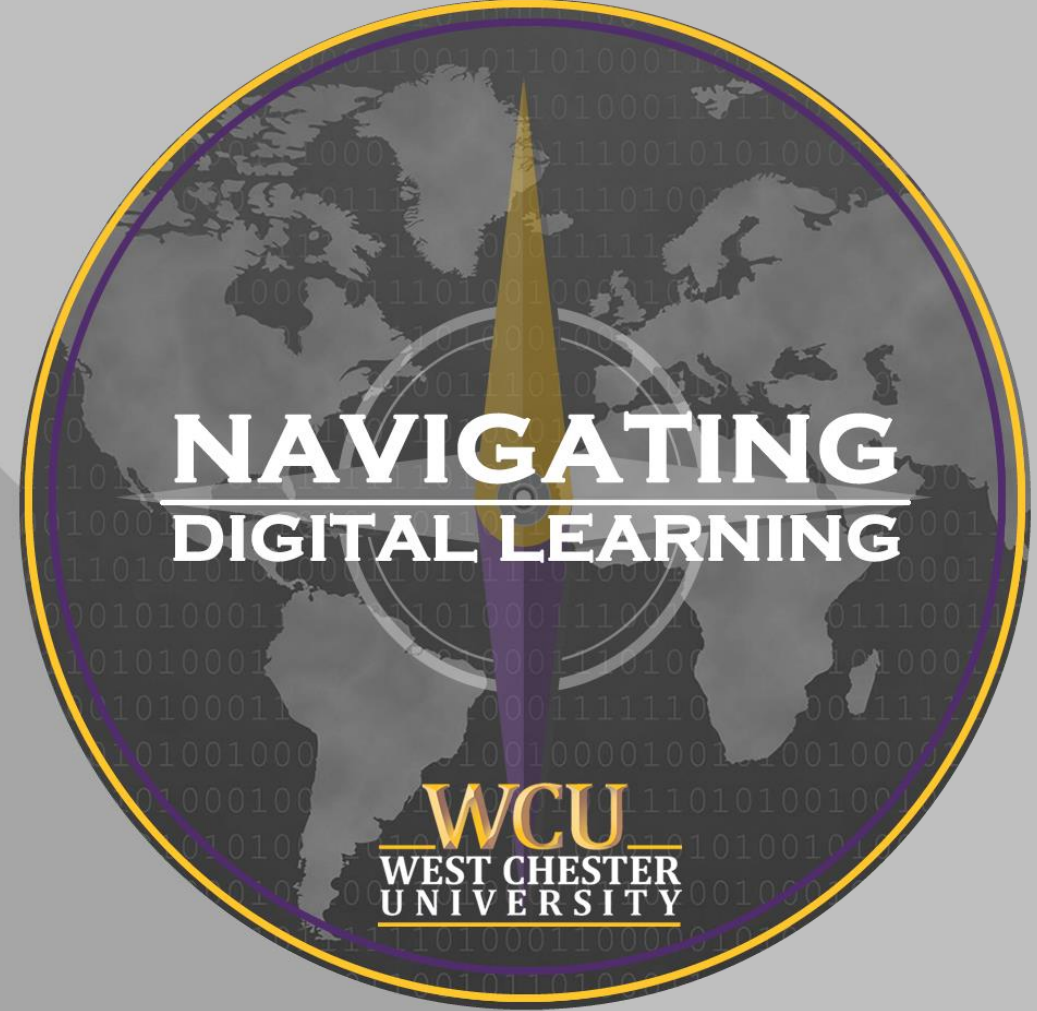
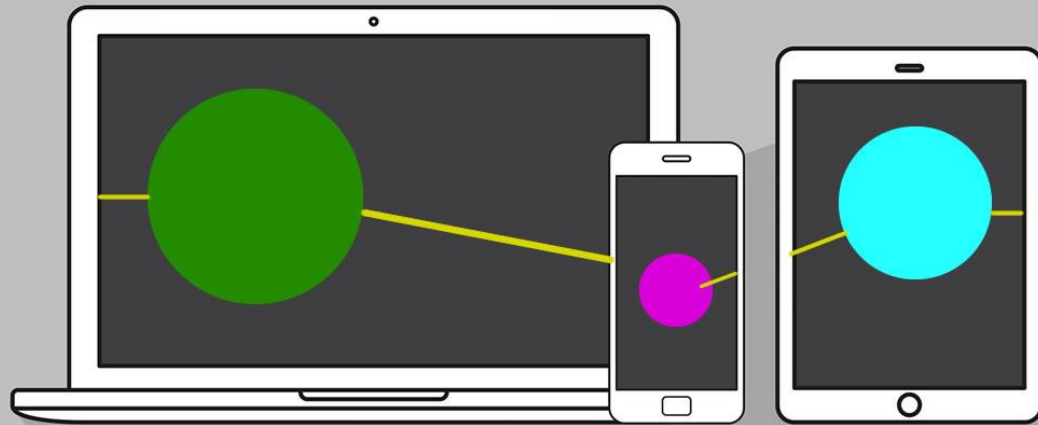
never

discussion board

always

progress





A collection of short tutorials covering basic competencies for digital tools and skills.

- Discussions
- Assignments
- ePortfolio
- Examity
- Library for Distance Education Students
- Quizzes
- Online learning readiness assessment
- Zoom Meeting

### 3. Participation







The Office of Distance Education

# Online Faculty Development Program



#wcuofd



## EFFECTIVE WRITING IN COLLEGE



SHANNON MRKICH, PH.D.  
WEST CHESTER UNIVERSITY OF PA



F A C U L T Y

FOCUS



1  **Faculty Focus: Dr. Stevie Grassetti**  
West Chester University Office of Distance Education

3:30

2  **Faculty Focus: Dr. Vicky Katsioloudes**  
West Chester University Office of Distance Education

3:40

3  **Faculty Focus: Sophia Sunshine Vilceus**  
West Chester University Office of Distance Education

3:50

4  **Faculty Focus: Dr. Veronica Wilbur**  
West Chester University Office of Distance Education

3:49

5  **Faculty Focus: Dr. Maria Van Liew**  
West Chester University Office of Distance Education

0:06 / 3:52

6  **Faculty Focus: Dr. Sandra Kerr**  
West Chester University Office of Distance Education

3:51

7  **Faculty Focus: Dr. Sandy Sarcona**  
West Chester University Office of Distance Education

3:44

8  **Faculty Focus: Constance Case**  
West Chester University Office of Distance Education

3:46

=  **Faculty Focus: Dr. Kristen Crossney**  
West Chester University Office of Distance Education

3:46

10  **Faculty Focus: Dr. Esther Smidt**  
West Chester University Office of Distance Education

3:48

11  **Faculty Focus: Dr. Aliza Richman**  
West Chester University Office of Distance Education

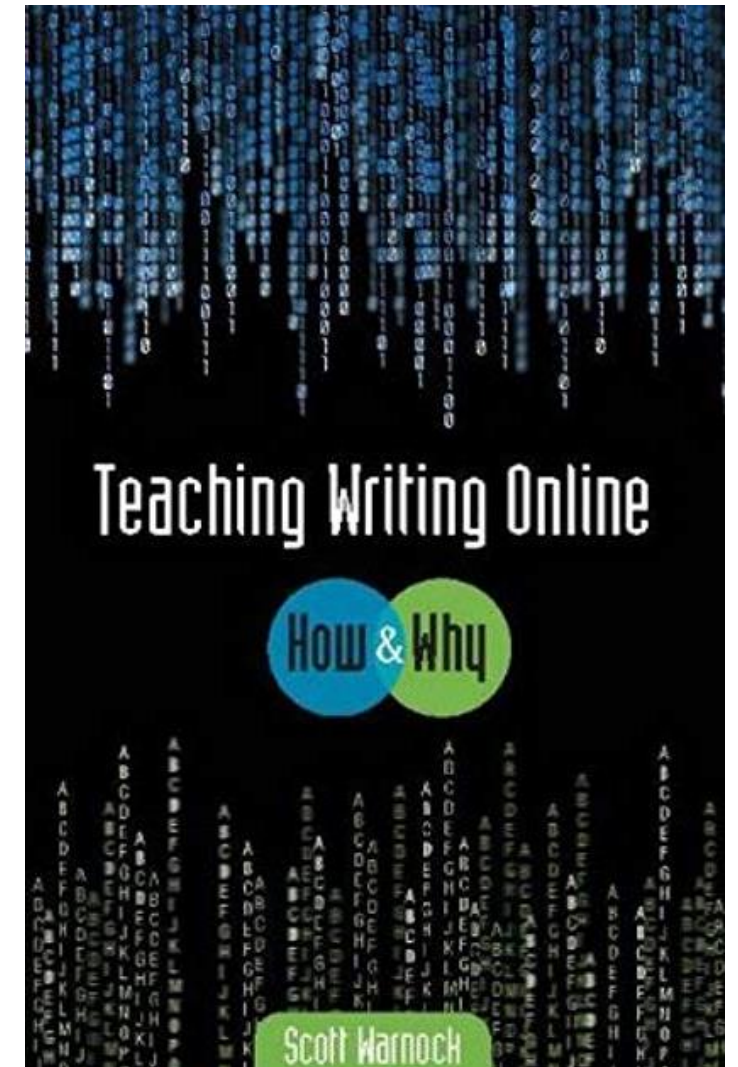
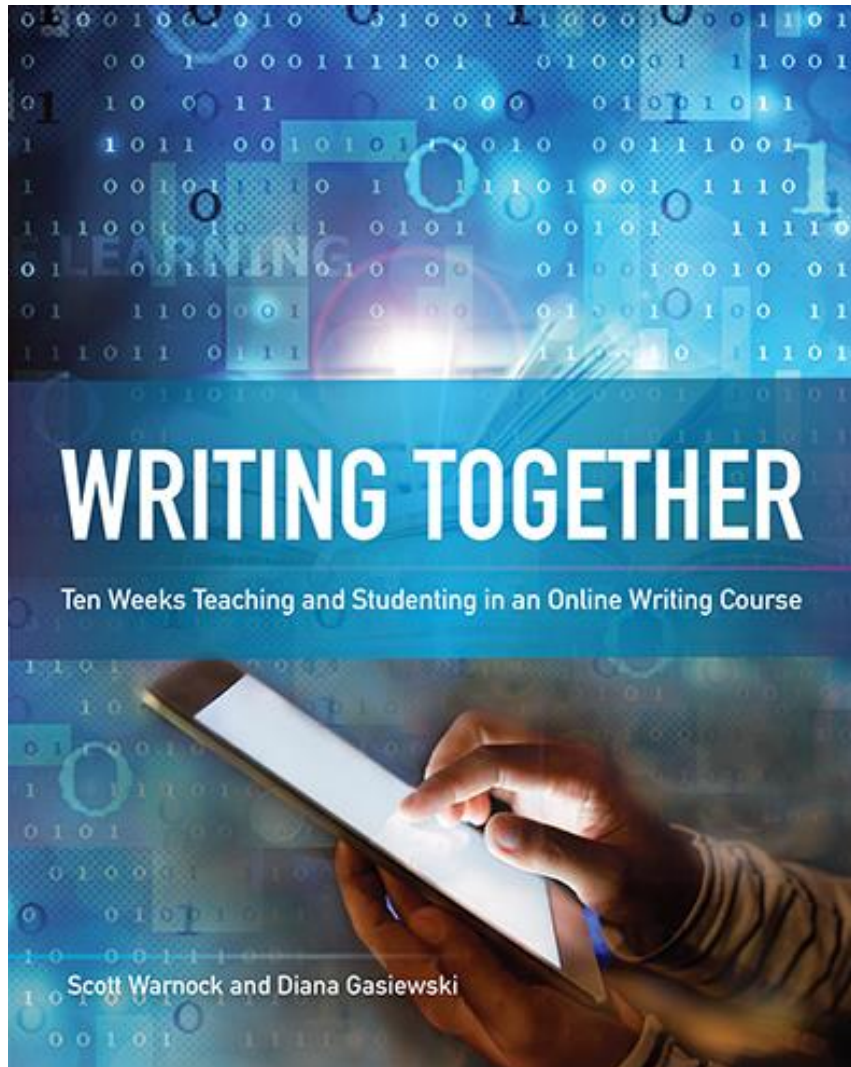
0:05 / 3:50

12  **Faculty Focus: Dan Baer**  
West Chester University Office of Distance Education

3:39



# TWOW

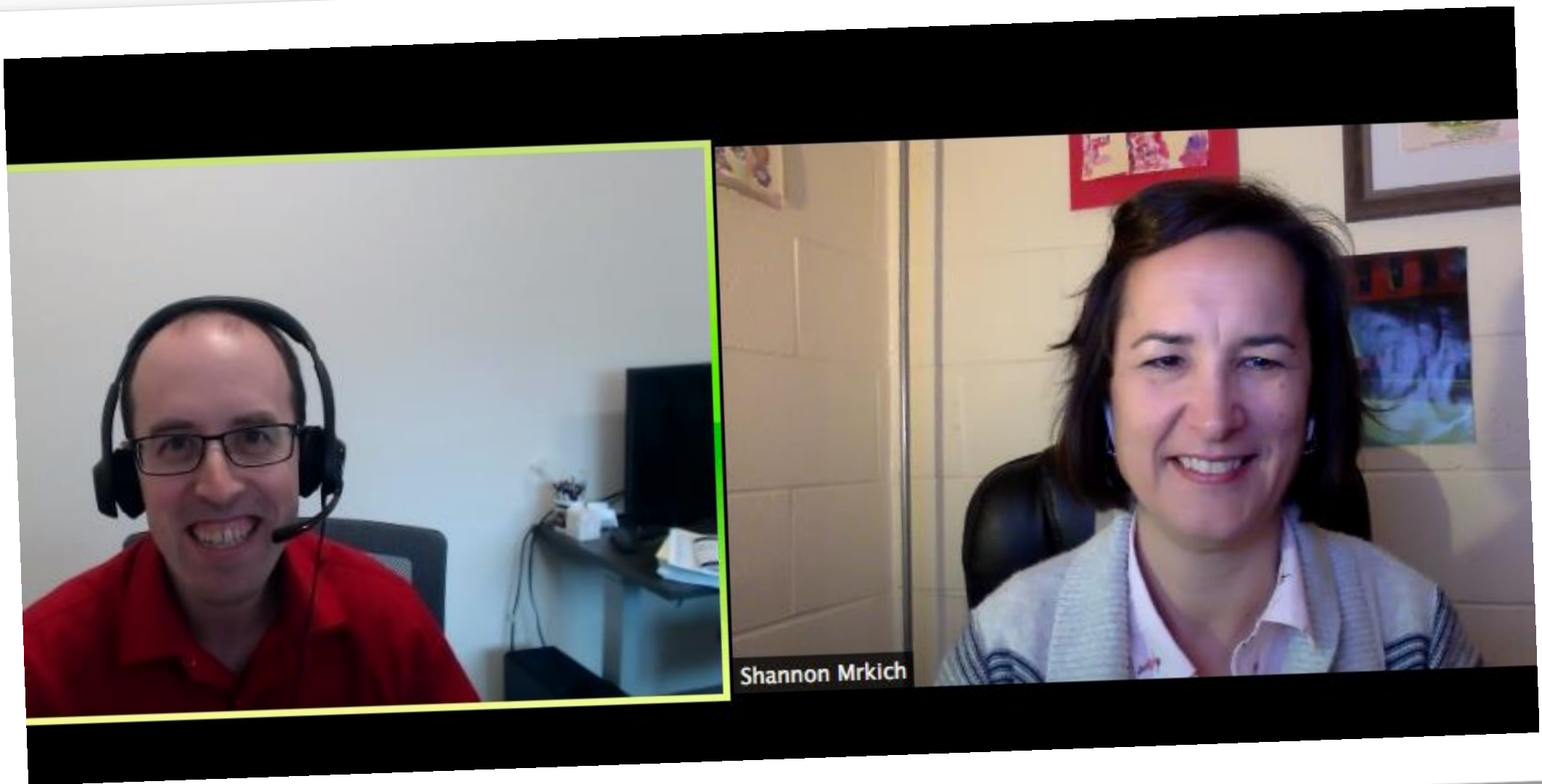


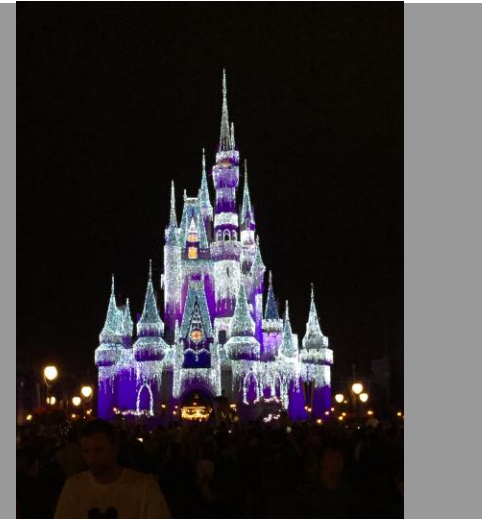
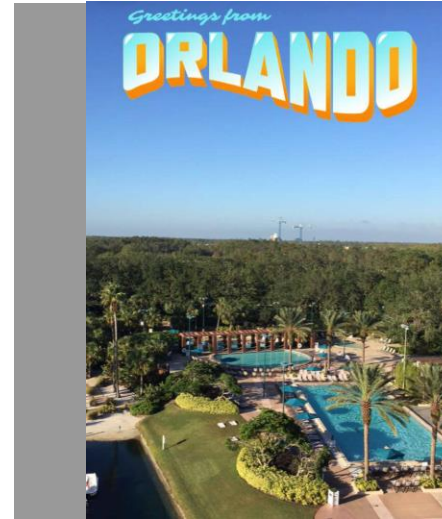
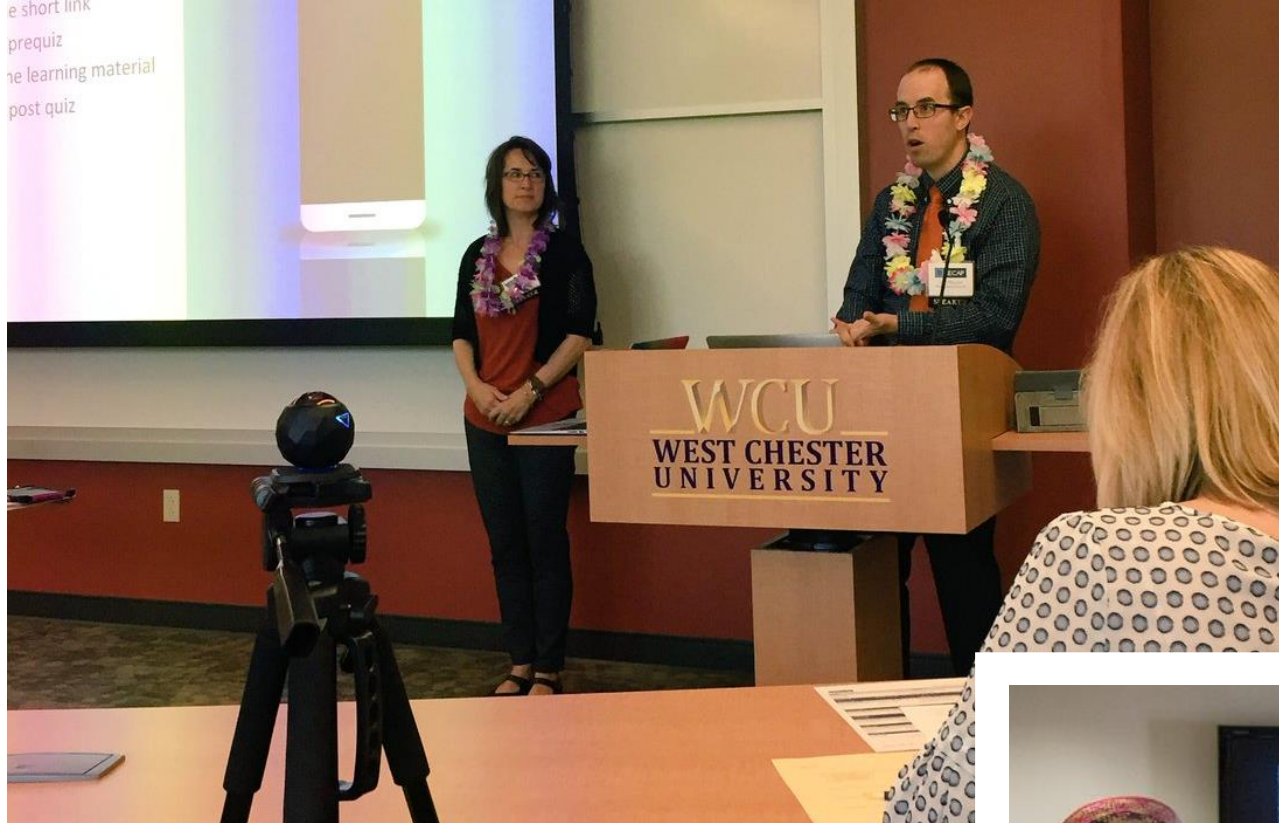
# 4. Time Management

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The background is an abstract composition of organic, flowing shapes. A large, vibrant red shape occupies the upper and right portions. Overlapping this is a large, light grey shape that curves from the top left towards the bottom center. Another white shape is visible in the lower left, partially obscured by the grey one. The overall effect is a layered, sculptural quality.

## 5. Personal Connection

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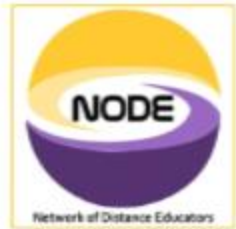


# How NODE works

Monday to Tuesday

Wednesday

Friday



## Do you want to participate in the NODE this week?

Let us know if you plan to participate in this week's networking meet-up by selecting one of the options below before 11:59 PM on Tuesday

YES - I am in for 10:00 AM Friday

YES - I am in for 2:00 PM Friday

No - not this week

If you are a YES, we'll send you a calendar invite on Wednesday with links to your match's profile and your video call.

Meeting: NODE Call

Location: https://wcu.zoom.us/j/84444444444

Start time: Fri 5/5/2018 10:00 AM Eastern Time (US & Canada)

End time: Fri 5/5/2018 11:00 AM Eastern Time (US & Canada)

Make sure you use this link for the video/audio chat: <https://wcu.zoom.us/j/84444444444>

Here is a little information about your NODE match:

Profile: <https://wcu.zoom.us/j/84444444444>

Profile: <https://wcu.zoom.us/j/84444444444>

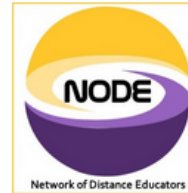
What if something comes up and you cannot make the meeting?

You had to keep your meeting, since it takes two to tango. If it happens and you need to cancel, please contact your match directly by email and copy me. The email address for your match is in this invitation as well as on their profile.

Technical problems?

Send each other a phone number and talk on the phone instead.

Questions or feedback?



Tom Pantazes

Department	Distance Education
Email	<a href="mailto:tpantazes@wcu.edu">tpantazes@wcu.edu</a>
Been at WCU since:	2015
Do you teach online?	Yes
LinkedIn	<a href="https://www.linkedin.com/in/thomas-pantazes-3758487/">https://www.linkedin.com/in/thomas-pantazes-3758487/</a>
Twitter	<a href="https://twitter.com/Tompantazes">@Tompantazes</a>

### Most exciting projects, initiatives, or research I am working include:

Exploring virtual, augmented, and mixed reality education applications. Encouraging 360 video use on campus. Rebuilding university's online teaching training. Researching impact of interactive items in online education.

### Projects, initiatives, research I am most proud of in the last 3 years:

Building a simulation for students learning about barriers older adults face when considering if they will apply for food stamps.

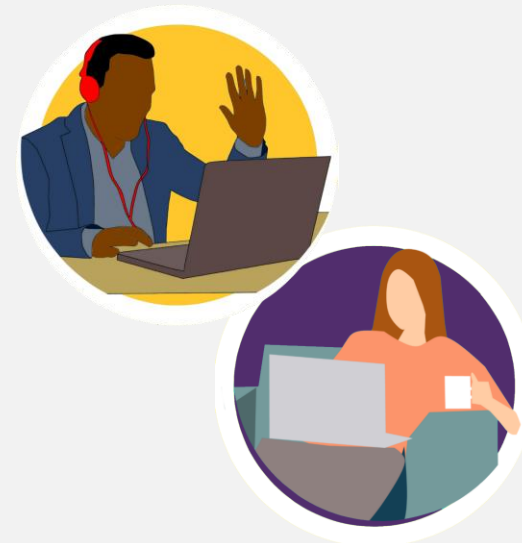
### Questions I would like to explore with other WCU faculty include:

How NODE is going so far?

What Distance Education can be doing to better serve their needs?

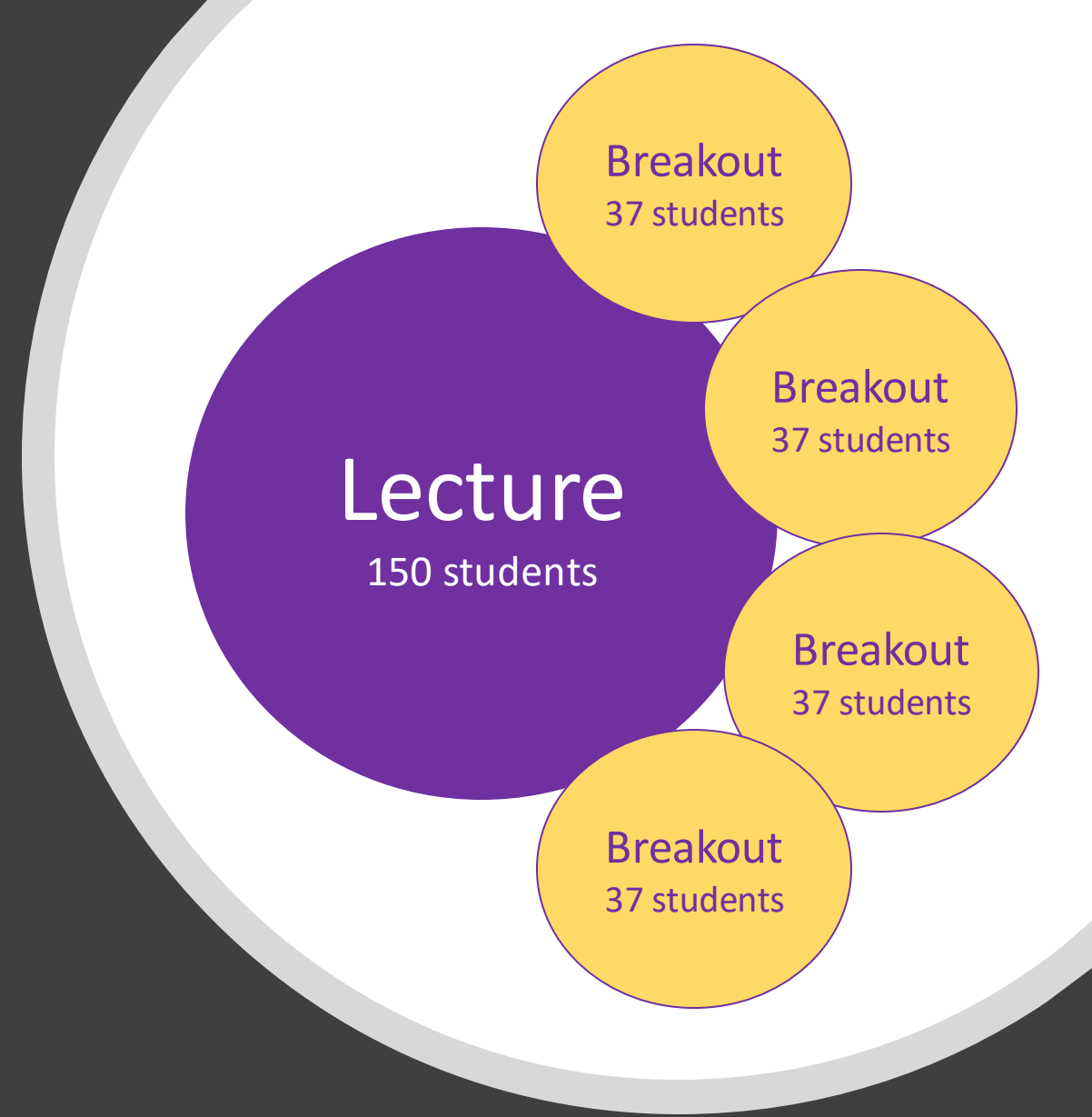
### One or two fun facts about me I would like to share:

I have only had 8 birthdays.



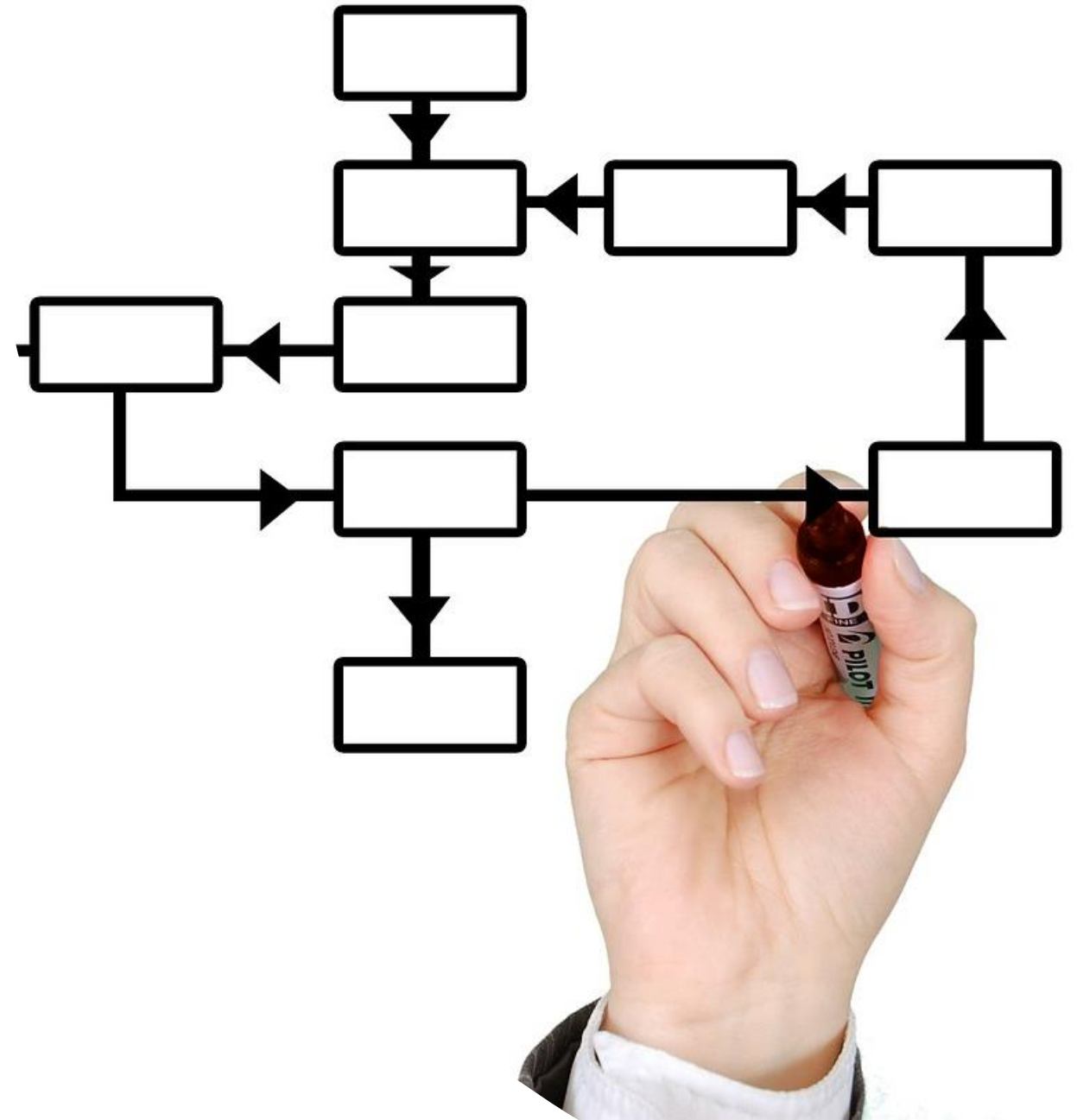
# FYE @ WCU

- Critical component of General Education Reform
- All First Year Students
- Team Taught (4-5 faculty)
- Large lecture + breakout classes
- 4 credits
- "meta-disciplinary" focus



## 6. Organization

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## What are the steps to become a Higher Ed QM Peer Reviewer?



### 1. Complete the Applying the QM Rubric Workshop

Learn about the QM HE Rubric and the process of using it to review an online course.



### 2. Complete the Peer Reviewer Course

An intensive course focused on the QM quality assurance for course review process.



### 3. Meet the Requirements:

- Current QM Membership
- Online teaching experience in a for-credit course within the last 18 months



### 4. Complete the Peer Reviewer Application

After successful completion of the Peer Reviewer Course, you will be provided with the application.

# Eight Quality Matters Standards



Course Overview and Introduction



Learning Objectives



Assessment and Measurement



Instructional Materials



Learning and Learner Activities Interaction



Course Technology



Learner Support



Accessibility and Usability



Certificate of Course Recognition  
is hereby granted to

**Shannon Mrkich**

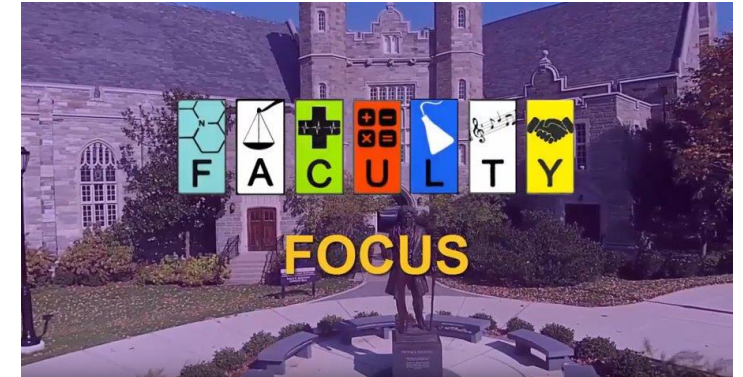
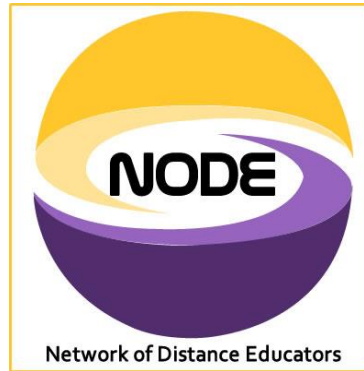
for successfully meeting the Quality Matters Rubric standards  
in a course review of:

**WRT 205 Critical Writing: Investigating Experience**

April 2, 2019 - West Chester University of Pennsylvania



# What can you do?



# Instructional Designers @ WCU



Marc  
Drumm



Amber  
Grove



Tom  
Pantazes



Michelle  
Fisher



Colleen  
Phillips

# Flipgrid Time

1. Go here: <https://flipgrid.com/recap19> or scan
2. Select the **Where are you?** option
3. Under your first video is a reply option. Select the reply
4. Respond to the following prompt in 1 minute:
5. What are your top two take aways from today's session

