# Getting with the Times:
## Developing and Teaching Online Classes

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# Current Study

- Discuss experience moving from classroom to online instruction


  - Race, Gender, Social Class and Crime
  - Justice, Crime, and Ethics

# Development

- Preliminary factors

  - Demand
  - Goodness of fit
  - Institutional guidelines
    - Training
    - Approval

# Development

- Scoring Rubric

  - Content
    - Variety
    - Organization
    - Format

  - Communication
    - Opportunity

  - Assignments
    - Learning outcomes
    - Balanced grading scale
    - Variety

  - Technology
    - Logical and consistent
    - Tools and media

# Development

- Personal challenges with development

  - Content organization
    - From exam cycles to weekly modules

  - Communication
    - Recreating classroom discussion and providing feedback

  - Assignments
    - Variety without excessive burden

  - Technology
    - Using technology for technology's sake

# Instruction

- Recreating and rethinking lectures and discussion

  - Lectures
    - Video, audio, text

  - Discussion
    - Sensitive topics
    - Quality posts
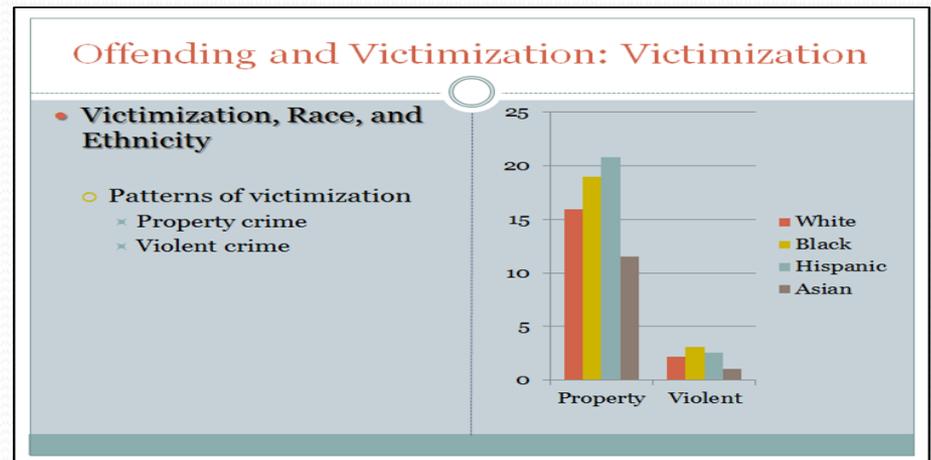


This slide displays racial and ethnic differences in victimization in a bar graph.

Like before, victimization rates (per 1,000 age 12 and older) are distinguished between property and violent crimes. Looking first at **property crime**, the graph shows that Hispanics and Blacks report higher rates of victimization compared to Whites. Also, the property victimization rates are lowest among those who identify as Asian.

The **violent crime victimization rates** convey a similar pattern, as Black and Hispanic individuals report higher rates of violent victimization compared to White and Asian individuals. Note that with violent victimization, however, those who identify as Black report the highest victimization rates whereas those who identify as Hispanic report the highest rates of property victimization. Also note that Asians report the lowest level of victimization for both property and violent crimes.

# Instruction

- Recreating and rethinking assignments and exams

  - Assignments
    - Clarity
    - Timeline
    - Grading

  - Exams
    - Number of days and time limit
    - How to minimize cheating

# Conclusions

- Conclusions

  - Development
    - Rubric
      - Provide structure and generate ideas
      - Risk of McDonaldization of Education

  - Instruction
    - Dynamic process
      - Discussion quality
      - Interactive technology