

Online Teaching Strategies:  
Lessons Learned in **Arts in Medicine**  
Online Graduate Programs

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What is Arts in Medicine?



"...committed to advancing research, education and practice in arts in medicine, locally and globally."

UF Center for Arts in Medicine Graduate Faculty



UF Center for Arts in Medicine

- MA, Arts in Medicine: 35 credits
- Graduate Certificates
  - Arts in Medicine, 12 credits
  - Arts in Public Health, 12 credits

## MA in Arts in Medicine

**Requirements:** Admission to the MA in Arts in Medicine program requires a bachelor's degree in an arts, health, or related field of study, and completion a qualifying prerequisite. Requirements of the degree include completion of 35 credits of the following coursework with a 3.0 or higher GPA.

**Note:** All courses are 8 weeks except for the Arts in Medicine Graduate Practicum and the Arts in Medicine Capstone, which are both 16 weeks.

### Core Curriculum (15 credit hours)

HUM3357: Creativity and Health: Foundations of the Arts in Medicine (3 credits)	▼
HUM3995: Arts in Medicine in Practice (3 credits)	▼
HUM6353: Arts in Medicine Professional Seminar (3 credits)	▼
HUM6354: Arts in Medicine Advanced Professional Seminar (3 credits)	▼
HUM6597: Research and Evaluation (3 credits)	▼

### Practicum (8 credit hours)

HUM6942: Arts in Medicine Graduate Practicum (3 credits)	▼
HUM6358: Arts in Medicine Capstone Proposal (1 credit)	▼
HUM6596: Arts in Medicine Capstone (4 credits)	▼

### Electives (12 credit hours)

HUM6365: Collaboration Across Disciplines: The Arts Therapies (3 credits)	▼
HUM6375: The Arts and Human Development (3 credits)	▼
HUM6308: Arts and Compassion (3 credits)	▼
MVY6651: Vocal Pedagogy (3 credits)	▼
HUM6355: Arts and Medicine Summer Intensive (3 credits)	▼
HUM6350: Art of Self Care (3 credits)	▼
HUM6352: Art and Design in the Environment of Care (3 credits)	▼
THE6933: Arts in Public Health Professional Seminar (3 credits)	▼
THE6948: Arts in Public Health Practicum (3 credits)	▼
PHC6104: Evidence-Based Management of Public Health Programs (3 credits)	▼

### MA COURSE SEQUENCING: FALL START

YEAR ONE		
Fall A	Foundations (3)	
Fall B	Practice (3)	
Spring A	Practicum (3)	
Spring B	Practicum (3)	Elective #1 (3)
Summer A	Professional Seminar (3)	
Summer B	Research & Evaluation (3)	

YEAR TWO		
Fall A	Capstone Proposal (1)	Elective #2
Fall B	Advanced Prof. Seminar (3)	
Spring A	Arts in Medicine Capstone (3)	
Spring B		
Summer A	Elective #3 (3)	
Summer B	Research & Elective #4 (3)	

GRADUATE CERTIFICATES	
<p>The requirements for the Graduate Certificates in Arts in Medicine and Arts in Public Health draw from the curriculum above to create a quicker means of earning a professional credential and studying the core fundamentals of the program. Both of the certificates require 12 credit hours of coursework to complete. Students will also have the opportunity to participate in a practicum course (as in the full master's program). See above for the descriptions for each course.</p>	
<p><b>Graduate Certificate in Arts in Medicine (12 Credits)</b></p>	
HUM5357: Creativity and Health: Foundations of the Arts in Medicine (3 credits)	*
HUM5595: Arts in Medicine in Practice (3 credits)	*
HUM6942: Arts in Medicine Graduate Practicum (3 credits)	*
HUM6353: Arts in Medicine Professional Seminar (3 credits)	*
<p><b>Graduate Certificate in Arts in Public Health (12 Credits)</b></p>	
HUM5357: Creativity and Health: Foundations of the Arts in Medicine (3 credits)	*
HUM5595: Arts in Medicine in Practice (3 credits)	*
THE6948: Arts in Public Health Graduate Practicum (3 credits)	*
THE6933: Arts in Public Health Professional Seminar (3 credits)	*

### Student and Instructor Characteristics

- Professionals & practitioners
- Learners
- Wide range of experience from fresh out of undergraduate education in fine arts to health professions to having substantive professional work experience in a range from arts to health professions.
- Need to balance work/career, teaching/education and family life.

## Student Stories

<http://artsinmedicine.arts.ufl.edu/student-stories/#barbara-story>



"The structure of the coursework is completely online, but the program itself is personal. Because the degree is offered virtually, it allowed me to **work alongside many different artists from all over the country**. I worried that since the program was online I would miss the face-to-face connections with my classmates and teachers. However, the program is designed to **foster close connections with peers, and my classmates became friends and fellow artists.**"

"I have found that the online **flexible** program's curriculum is designed for students with **different backgrounds and levels of experience**. The curriculum, combined with the interaction from the **excellent instructors** and other students with varied levels of experience, **prepared me for a professional practice in arts in medicine.**"

"...tenderness, intelligence, and vitality."







## Online Teaching Strategies in the *Literature*

## Online Teaching Strategies

- Let the students do (most of) the work
- Interactivity is the heart and soul of effective asynchronous learning (\*beyond discussion).
- Strive for presence
  - Social presence: Participants help establish the online community – “real people” – affective, interactive & cohesive
  - Cognitive presence: factual, conceptual and theoretical information – clear, accurate & comprehensive
  - Teaching presence: facilitation & direction of cognitive and social processes in a personally meaningful and educationally sound manner

Petz, B. 2004 in Hanover Report, 2009.

## Online Teaching Strategies in the Literature

The strength in online course effectiveness was in **communication and collaboration, shared feelings of membership** in the online learning community, and the **authenticity of assignments** and course activities.

Swaggerty, 2017

Persistence in an online environment may be more challenging in research methods than other public administration classes.

Participation may be less intimidating and both quality + quantity of interactions may be increased.

Ni, 2013

## AIM Grad Course Characteristics: *The Nitty Gritty*

### *Program Characteristics*

- Accelerated eight week course terms
  - Fall A/B
  - Spring A/B
  - Summer A/B
- Each week constitutes one module within the course
- Course expectation is that students check in frequently, and best practice is a daily check in.
- Modules begin on Tuesdays with major assignments due on Mondays at 11:59 pm EST

## Course Characteristics



### *Home Page*

- “Start Here” Welcome letter with photos and a welcome video; Syllabus; Course expectations; UF Student Resources
- Fewer selections on the left hand toolbar (better for students and faculty!)
- Syllabus Overview video
- Initial Student Interaction: First Impressions
- Situate ALL access to course modules here

### *Announcements*

- Preload weekly welcome; DELAY POSTING
  - Check student view to ensure posts are hidden
- Use relatable images (i.e. Calvin & Hobbes; inspiring photos, links to current news media)
- Multiple evaluations reminders toward end of course
- Best practice may be to brief students on upcoming assignments and course happenings using video for *seen and felt presence of and contact with instructor*

### *Assignments*

- Discussion Board
- Major Assignments
  - Balance of application of knowledge/content and skill/proficiency/capacity building (i.e. academic writing, research design, interviewing, program planning, grant writing)
  - Mini Assignments – teach skills upon which students build in major assignments (i.e. annotated citation; goal setting; thesis statement; intro to new platform – i.e. Adobe Spark; PPT; blog)
- Creative Practice (applied; interdisciplinary; self-care; *in keeping with the spirit of the field*)

### *Discussion*

- Discussion facilitated and directed at all times.
- Discussion submissions are staggered across three deadlines
  - Initial post, 2 required response posts, summary + annotated bib
  - Student as discussion facilitator
  - Opportunity for skill building (i.e. minimum requirement of outside research; formatting and/or annotating citations)
  - Opportunity for community building (posting audio and/or video responses) and responding frequently and in a meaningful manner; modeling substance

### *Grades*

- Spread weight across participation, discussion, and assignment completion
- Discussion thread in Speedgrader and comments in margins
  - Audio response to students can build a sense of rapport
- Extra credit for evaluation participation to get rates up

#### **Evaluation of Grades** (*example from Foundations in Fall 2016*)

37.5% of the final grade comes from the Major Assignments (225 points total)  
 Research Paper + Presentation (100 points)  
 Case Study + Creative Practice Self-Study (125 points)

46% of the final grade comes from the following postings (275 points)  
 Discussion Board Postings (8 posts, 20 points each, 160 points total)  
 Creative Practice Postings (4 posts, 10 points each, 40 points total)  
 Health Issues Postings (3 posts, 25 points each, 75 points total)

16.5% of the final grade comes from Participation in Mini-Assignments (20 points each/100 points total)

## Student Resources

### Need Help? Get Help Now!

If you have trouble with anything in this course, do not wait to get assistance. Here the steps to take if you need help during this course. This guide will assist you to identify the best resource to get the help you need in a timely and effective manner.

- Check the [Course Syllabus](#) for course-related questions.
- Check the [Course Questions on the Discussion Board](#) for your question.
- Questions of a private or personal nature should be e-mailed to the course instructor within e-Learning.
- Questions related to a technical issue with the course website or uploading an assignment, contact the [Help Desk](#).
- If you need learning accommodations, contact the [Disability Resources Center \(Links to an external site.\)](#)
- If you need writing support, please contact the [UF Writing Studio. \(Links to an external site.\)](#)
- In all cases, please allow 24 hours for a response. Questions posted over the weekend may not receive a response until Monday.

## Lessons Learned (the Hard Way!)

### 1) What is the biggest surprise about teaching Arts in Medicine online?

How integrated and engaged students can be even though they might hundreds of miles away from each other. They care for each other and communicate as if they are sitting in a classroom.

### 2) What is the most challenging aspects of teaching AIM online?

Working with those students for whom the previous observation does not work. There are always some who find the online experience difficult--especially students with any learning challenges or students that are more attuned to face to face communication.

### 3) Advice or tips for faculty who are new to teaching online?

For students having difficulty with the online nature of the class, schedule a personal phone call--even just 2x during a semester can make a difference for some students. Keep discussion boards lively and encourage students to share ideas. Ask students to work in small groups and report back to the class as a whole. They get to know each other better that way. Use video when possible and make your instructions clear, concise, and grammatically correct! (Remember all your instructions are written--unless you use an audio clip) and so mistakes are more obvious than when you are standing in front of a classroom delivering instructions orally.

E. Sommer

## Lessons Learned (the Hard Way!)

How much time the students can spend. It can take much longer to engage in a written discussion than a similar dialogue in class and some students become incredibly engaged and interact almost daily vs once or twice a week

Appealing to different learning styles. It is hard to replicate kinesthetic learning and hands-on experiences such as service learning in an online teaching environment and sometimes requires students to become less engaged with the instructor and more engaged in their own local resources in order to gain some of those experiences.

Adding variety to the types of instruction. The sheet with active learning tips that UF sent out a few weeks back had some great suggestions.

H. Spooner

## Lessons Learned (the Hard Way!)

### 1) What is the biggest surprise about teaching arts in medicine online?

The biggest surprise (and pleasure) for me is that it feels like a group, a regular class, yet the way the system is set up, it allows you to have a separate relationship with each individual student. Thus, there are intimacy and group components.

### 2) What is the most challenging aspects of teaching AIM online?

As I am only teaching once a year, navigating Canvas at the beginning of the course is more difficult for me than for instructors who are on it year round.

### 3) Advice or tips for faculty who are new to teaching online?

Provide rubrics so expectations are clear. Assume that every student wants to do their best. When you see a student floundering, **reach out early** and try to determine what's going on and how you might help.

J. Rollins

## Lessons Learned (the Hard Way!)

My challenge in teaching a studio based course on-line was in creating peer to peer collaboration, much like you would have if students worked side by side in a design studio. A collision space where the near misses, accidental discoveries, off hand conversions all contribute to a creative learning environment. Where simply observing the aesthetic choices your classmates make - like what imagery they choose to have near them in their work environment or what their creative influences are, builds forward thinking.

What I discovered is that technology can provide a virtual creative studio. Each student participates in an Instagram journal. The account is private, so only course students are populating the "journal". A prompt is provided each week, and students are encouraged to think freely, deeply, personally or wildly about the topic. It's a virtual sketchbook that encourages creative adventuring around the overarching course topic. Students learn a lot about one another and seem to become invested in one another's thinking. In addition, I keep the discussion board informal. While discussion topics are more direct in their relationship to the course objective of building a healing environment, the discussion around that topic is less structured than assignments, and the spill over from the Instagram journal is evident in their extended conversations with one another.

T. Mullen

## Lessons Learned (the Hard Way!)

I would only add that on-line learning requires more writing, which presents both benefits and challenges. I agree that we must work to accommodate new and individualized learning styles. At the same time, writing will continue to be the standard for submitting work and communicating with one another.

Overall, I think more writing equals better writing. Discussions, even emails, help us break out of formalized academic communication styles that tend to cloud rather than reveal. I now use on-line discussions in my courses that take place in a regular classroom setting.

My goal is to encourage students to return again and again to the ideas they are shaping. Students tend to relax more on a discussion board or in an email. With relaxation, their voices begin to emerge, and they may be more willing to continually re-write, continually re-thinking, which seems to be the point.

D. Klempner

## Resources

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