

## ONLINE TEACHING QUICKGUIDE

## Contents:

## I. General Information

Statements for syllabus	p. 2
Creating Community	p. 4
Best Practices	p. 5
Student Prep trainings link	p. 10

## II. Platforms:

A. Blackboard	p. 6
Organization	
Quiz/test practices	
Student writing	
Discussion threads	
Group work	
B. Zoom	p. 7
C. Panopto lecture recording	p. 8
D. Perusall for deeper course reading	p. 9
E. Voicethread	p. 10

## Syllabus Additions for Distance Delivery

In addition to the [required Syllabus Elements](#), consider adding the following. WSU also provides [recommended syllabus elements](#).

### Online Collaboration

The essence of education is exposure to diverse viewpoints. In your discussion posts you'll meet students with vastly different opinions and backgrounds. You're encouraged to disagree with the substance of others' ideas and opinions but do so with an active sense of respect for one another, and without losing focus on the topic at hand. Personal attacks, inflammatory statements, flaming, trolling, and disruption of the discussion do not have a place in academic discourse. Postings must comply with University policy on use of computing resources, including those regarding harassment and discrimination, as well as conform to the WSU [Community Standards](#).

Your instructors will promote high-quality academic discussions by removing any posts they view as disruptive of the educational process and alerting students whose posts have been removed that they have violated course expectations. Students who continue to misuse the discussion boards after a warning may be subject to removal of access rights, course failure, and referral to the Office of Community Standards.

Visit [netiquette guidelines](#).

### Instructor Interaction

The instructor has the latest information about interaction and feedback.

### Resources

[Instructor Interaction Statement Examples](#)

### Credit Hour Equivalent

Academic credit is a measure of the total minimum time commitment required of a typical student in a specific course. For the WSU semester system, one semester credit is assigned for a minimum of 45 hours of student effort. See [Academic regulation 27](#).

Students should expect to spend a minimum of 9 hours per week for each online 3-credit course engaged in the following types of activities; reading, listening to/viewing media, discussion conversation

in the LMS or other academic technology, conducting research, completing assignments and reviewing instructor feedback, studying for and completing assessments, etc.

### **Copyright**

Any course-related materials, presentations, lectures, etc. are the instructor's intellectual property and may be protected by copyright. The use of University electronic resources for commercial purposes, including advertising to other students to buy notes, is a violation of WSU's computer abuses and theft policy (WAC 504-26-218). Selling class notes through commercial note taking services without written advance permission from the faculty, could be viewed as be as copyright infringement and/or academic integrity violation, WAC 504-26-010 (3)(a,b,c,i).

### **Additional Statement Considerations**

- Recording statement: Make students aware if you choose to record live Zoom sessions that could include their image, voice, and chat. Example statement:
  - Live Zoom sessions will be recorded for use internally within this course. It will not be shared externally or used for future semesters. Sharing a recording to those external to this class would be a violation of [FERPA](#).
- What are your expectations of your students during Zoom session (camera, audio, engagement, chat, etc.)? We suggest discussing this as a whole and coming to decisions together to get buy-in from the class.

## **Creating a Supportive Climate for Engagement**

As an instructor at WSU, you are one of the most important aspects of the student educational experience. Research suggests student engagement and success “is reinforced when supported by supportive campus environments composed of peers and higher education professionals” (Reason, 2013).

The components below work together to create opportunities for building a supportive presence throughout the semester.

### **Foster Authenticity**

Research indicates that professors are perceived as authentic by students when they are approachable, passionate, and knowledgeable (Johnson & LaBelle, 2017). Some opportunities to demonstrate these include:

- Sharing relevant personal anecdotes that reveal excitement about learning within your field.
- Communicating struggles with difficult concepts you had as a student and how you overcame them.
- Creating opportunities for genuine connections.
  - Allow each student to share details about themselves.
  - Encourage study groups outside of the classroom.

### **Build a Sense of Community**

Current research reveals a direct link between the sense of belonging students experience and their persistence in their courses. To cultivate a sense of belonging:

- Encourage participation and invite questions.
- Provide a place for less outgoing students to ask questions in the course.
  - Consider a Questions for the Instructor board in Blackboard.
  - Consider offering extra credit for two office hours visits during the semester.
- Acknowledge and support diversity.
- Send announcements or emails to your students during the semester.
  - These may provide information about community events relevant to the course objectives, or student support spaces such as the [Cougtech](#), [Cougar Health Services](#), [GIESORC](#), or the Undergraduate [Writing Center](#), etc.
- Create opportunities for collaboration and knowledge or skill sharing.
- Counter students’ fears of appearing unknowledgeable by reminding them we are all learners.
  - Create a virtual board where students can anonymously respond to a question and where you can provide constructive feedback.

### Set Clear and Consistent Expectations

Students should have a clear set of expectations for success in all course activities. Consider providing:

- Discussions and written information about the course goals.
- Instructions for class discussions, peer reviews, collaboration, and assessments that can be re-accessed as needed.
- [Rubrics](#) that outline expectations and how work will be evaluated.

### Provide Meaningful and Timely Feedback

Feedback provides an opportunity to foster engagement, collaboration, and authenticity while offering a measure of mastery of outcomes before high-stakes assessments. Some strategies to accomplish these are:

- Implement [low-stakes formative assessments](#).
- Define and use language from rubrics throughout the semester.
- Use specific and positive language.
- Incorporate self and peer assessments.  
Next month's tip will explore different types of feedback and methods to do so in a timely manner without burying yourself in work.

### References

Johnson, Zac D., & LaBelle, Sara. (2017). An examination of teacher authenticity in the classroom. *Communication Education, 66*(4), 423-439.

Reason, Robert D. (2013). Creating and assessing campus climates that support personal and social responsibility. *Association of American Colleges & Universities, 99*(1). Retrieved from [AACU](#).

### Online Learning Best Practices •

Provide a clear Instructor Interaction Policy in your syllabus and/or in a video. •

Provide students with a complete syllabus and course schedule. •

Use the "Questions for Instructor" board in the Class Discussions forum. •

Implement and provide rubrics to students. •

Provide clear and concise instructions. •

Include at least one weekend day for assignments or exams prior to deadlines.

## Blackboard

### Organization

- Organize for easy navigation – organize by lesson or day or week rather than putting all lectures in one file, all quizzes in another, etc.
- Use a to do list for each lesson or week (use “item” to add this)
- Be consistent in the labeling of folders, lessons, assignments, quizzes, etc.

### Quiz/test practices

- Display one item at a time to reduce the likelihood of copying and sharing the test
- Be flexible in case student is bumped off quiz by system glitches
- Do open book tests
- Try double quizzes – students take it once alone then once as a small group

### Student writing

- For writing assignments, labs, etc., use the new editing tools in Blackboard to provide feedback. I provide in-document notations for students and also use the comments box to the right of the document for general comments.

### Discussion threads

- Use these for course questions (creates “FAQ’s”, in effect, so you don’t have to answer a common question more than once)
- Use to create community and engagement
- Try for at least one discussion thread assignment per week

### Group work

- Students can use group tools, chat, shared documents, etc., to work on group projects

**ZOOM**

- Use for synchronous meetings with students
- Use breakout rooms (preassign in Zoom meeting session for each meeting or use random assignment while you're in the Zoom meeting
  - In breakout rooms assign a time (there is a timer to use) and encourage students to take a role – e.g. recorder, timekeeper, presenter, manager...
  - Typically use 3 or so per room for best discussion.
  - Move in and out of breakout room – respond to ask for help, or move in to monitor progress and discussions, maintain instructor presence
- Use polls during Zoom presentation to maintain engagement, check understanding
  - Polls can be set up in advance or you can add questions during Zoom meeting
- If you want to share computer audio (e.g., Youtube video) you will need to set your audio correctly: **Click share screen, then BEFORE you choose a screen to share, at the bottom of the screen click on “share computer audio”**
- If students are joining by phone (for audio) and computer (for video) they will need to start the Zoom meeting on the computer, then in upper right of the screen click the “i” (information) to get their participant ID for the meeting – then put that in their phone when prompted. Otherwise if you do breakout rooms their phone will be put in one room and their computer in another!

## Panopto

- Use this to record your lectures. Can be easily edited to add quizzes during the lecture. My students especially liked the in-lecture quiz feature last spring and summer.
- You can include grading for participation in Panopto lectures (based on their lecture quiz participation).
- Basic instruction:
  - Create Panopto link on left margin: click on + in the upper left of the margin.
  - In the dropdown box, select “tool link”
  - Name your link “Panopto” or whatever
  - Select Panopto in the menu
  - Click on “available to users”
  - You will need to activate your course in Panopto by clicking the link you created and follow the instructions
- To create Panopto assignment
  - In the file you want to add to, click on “Build content”
  - Select “Panopto Quiz”
  - Name your quiz
  - Scroll down to click “enable evaluation
  - Assign desired points and due date
  - Click “submit”
  - To link your “quiz” and “lecture” go to your content folder, select the Panopto link with the lecture name, and you will be directed to your list of Panopto videos. Select the one you want! Submit, and your quiz should show up in gradebook. Panopto will assign a grade when students complete viewing the video and answering the embedded questions.
  - **NOTE there is no guarantee that students don’t just click on the quiz questions in the video “menu” and avoid watching You can get analytics of the viewing time if this is a concern for you. See Judy for help!**



**Perusall** – for reading deeply and for creating discussion threads around course readings. Perusall uses complex analytics to grade your students’ responses to the text based on content, among other characteristics. You have the capability of adjusting the weight of these factors so you think that the grades it’s assigning correspond with your perception of student performance. Once you set the weights you don’t have to grade Perusall!! **However, instructor presence is still important!**

To set up Perusall in your course

- In your main page, select “build content”
- Select “create web link”
- Name your link Perusall
- Copy and paste this URL: <https://app.perusall.com/lti/launch>
- Click “this link is a tool provider”

Now you have the Perusall link – click on it to go to Perusall’s site to set up your course.

- You can add textbooks and documents to the library (click library at the top, then “add” upper right)
- Once you have the readings uploaded, you can open them
- Click on Assignments, then “add” to start creating
- Be sure to “copy the name of the assignment for LTI” so you can match the name of the assignment in BB with the Perusall assignment **EXACTLY**

Now link the assignment in BB with Perusall:

- In Blackboard, select “Build Content”
- Select “add weblink”
- Name your assignment (paste from Perusall is best) to EXACTLY match the Perusall assignment
- Paste in the same link (see above)
- Select this is a tool provider
- Click “enable evaluation”
- Set points and due dates
- Click SUBMIT

**Voicethread:**

Voicethread is a site on which you can upload a variety of media – documents, videos, photos, and students can provide feedback in several ways on the document – there is a drawing tool, typing, and students can add voice comments as well. Good for peer feedback on projects, but harder on instructors to view for evaluation of student comments. See additional document for how to links.

**Additional documents:**

**Rubric for online teaching**

**Academic Integrity in online instruction**

**7 principles of good practice**

**Welcome Announcement**

**Zoom**

**Panopto**

**Perusall**

**Voicethread**

**This link provides information on how to access open (free!) educational resources including textbooks:**

<https://li.wsu.edu/open-educational-resources/>

**This link goes to a student site for fall preparation – they can check their equipment and attend student trainings on our online platforms**

<https://li.wsu.edu/teaching-tool-boxes/are-you-ready-for-distance-delivery/student-guide-for-completing-courses-remotely/>