Communication

- *Communicate early and often*. Early and frequent communication can ease anxiety for students and save you from dealing with lots of individual questions. Let students know about changes or updates to the syllabus, assignments, and expectations. LMS has several options for doing this.
- *Announcements:* There is a communication tab for each course, along with a forum for Announcements. Use this to inform students about things going on in the class, changes to deadlines, etc. This should replace mass emails to students.
- *Live Chat:* This is a great way to engage with the class and is important to provide students with additional support. It helps students to feel they have a better connection with their instructor/faculty than just email/messaging.
- *Message my Teacher:* This function is set up for each class and will allow students to directly message you with any questions. This will also replace email for individual messages.
- We want to keep everything in the LMS, so please do not use WhatsApp, Skype, Zoom, or email with students. The LMS has all the tools we need for all these formats of communication.

Engagement/Attendance/Participation

- *Online Attendance Register:* Shows how much time the students are spending online by course. There isn't a required number of hours, but it can give you an idea of how much time students are spending on your course. This is meant as a tool to help gauge participation and to guide how you work with the students.
- *Assignments:* You can use the assignment feature to ask for comprehension checks, such as short summaries of reading they were to complete for class. You could do file uploads of text, have them record an audio clip, or type in the online box. The grading feature for this could be set to Complete/Incomplete so it is more of a check than a grade.
- *Forums:* This is a great tool to have discussions and conversations, especially for Area Studies courses. For each week, you could have a couple different conversations in the forum asking various questions about the content and students could discuss there, and you can give feedback and direct the conversation. This [link](#) is a helpful resource for thinking how to design discussion questions, especially for online courses. For a more in-depth approach to building asynchronous discussions, please see this [post](#).
- *Synchronous Sessions:* The attendance register will also track who is in these sessions. If a student misses it, then they can watch the recording (automatically done) and it will mark when they've completed watching it.

Quizzes/Exams

- These cannot be "live" or proctored, so please think about how you could alter or prepare your quizzes or exams to be done "offline".

- Gradebook settings should be set to the correct category (e.g., quiz or exam) and be sure you've set the total points (e.g., not complete/incomplete). There will be a forthcoming webinar about grades and grading.
- You can use the "Assignments" to provide a file or the material and then students can upload the finished quiz/exam as a file, or they can provide audio/video recordings using the Online Poodl.
- You can use the "Quizzes" activity to create questions and answer banks online. If you'd like help with this, please let me know.
- There are many resources to help design "open book" quizzes/exams, such as this one and this one.

Presentations

- *Assignments:* Using the assignments option, you can opt to have students submit an audio or video recording via the Online Poodl. This means that students directly record on to the platform. Alternatively, they could upload a file, but file sizes can make that difficult, so try to use the Online Poodl option if only you are viewing it.
- *Forums:* If you want students to see each other's presentations and engage with it, use the Forums. One of the options is for forum participants to record audio or video directly into the reply window. The two options all the way to the right on the top of the main text box give options for audio or video.

Research Papers

- *Assignments:* Whether you are just wanting the final product or a draft, you can use the assignments option for students to upload their papers. Be sure to choose from the Grade Category section the correct category (e.g., Research Paper). You can weight these for drafts versus the final version. We'll have more guidance on how to do these things going forward.

General Tips

- Provide clear instructions with examples, if possible, and regularly grade and give feedback. This is very important, especially when teaching online.
- Use visuals to help you teach, from images to videos to slides.
- Try to use a headset with microphone and encourage students to do the same. Ask them to mute themselves when they aren't talking, if possible. This will keep background noise to a minimum.
- If the internet connection is slow or lagging, turn off video (or ask all students to do so) and just keep going with audio. This may help improve communication quality in these situations.
- Be sure to let students know what you'll be doing each synchronous session so they can be prepared.

- Integrating interaction with non-live elements, such as discussion forums, comprehension quizzes, etc. allows students to participate on their own schedules and reduces the burden of needing students to be online at many different times.
- Be sure to have clear goals and accountability for students. Communicate clearly how assignments will be graded (e.g., letter grades, pass/fail, complete/incomplete) and where that grade is going (e.g., Engagement).
- The preset for uploaded files from students includes their name and assignment and date. Please discourage students from changing this forced file name.
- Get creative! You can have students post images, audio, or video as responses in the discussion forums. Think about different ways to engage students other than just the standard written formats.
- Think about student roles – perhaps you can assign individual students to moderate some of the discussion topics and have them lead those discussions.

Resources

- There are tons of things out there on teaching online, and I've sent some of these resources already, but here are a few more:
  - https://www.facultyfocus.com/articles/online-education/tips-and-tricks-for-teaching-in-the-online-classroom/
  - https://www.chronicle.com/interactives/advice-online-teaching
  - https://www.vanderbilt.edu/brightspace/2020/03/06/putting-some-of-your-course-content-online-in-a-hurry-we-have-resources-for-you/
  - https://www.chronicle.com/article/Going-Online-in-a-Hurry-What/248207
  - https://insidehighered.com/advice/2020/03/11/practical-advice-instructors-faced-abrupt-move-online-teaching-opinion#.Xmka7d250q0.twitter
  - https://anygoodthing.com/2020/03/12/please-do-a-bad-job-of-putting-your-courses-online/