

## Faculty Summer Camp for Moving Online

### How is Online Different?

June 22, 2020

#### Questions and Answers

1. Are there any resources outside of Blackboard (e.g. Teams) that would be well suited for those interactions? (Kevin Tucker)

Answer(s): Teams is an option to use with students. You can request a Team for your class using the Teams request form. <https://kb.siue.edu/87072> This will allow students to collaborate, share files, and communicate in a real-time manner using the app for various devices including Windows, Mac, and mobile devices.

2. Does it (Teams) work well for large classes? (>100) (Kevin Tucker)

Answer(s): You can have one Team set up for a class and then break them up into groups that can interact through chat (group threads are an option) as well as channels that are created for various purposes (i.e. groups or projects or tasks). Here's more information on Microsoft Teams: <https://kb.siue.edu/85562> This is a great experience for students to use a tool that will show up in many industries that they could end up working.

3. Can you please email the link to the Miami Univ article? (Shrikant Jategaonkar)

Answer(s): <https://miamioh.edu/regionals/academics/elearning/ecampus-faculty-staff/eccoe-news/2019/01/differences-between-f2f-and-online.html>

4. How well can students handle a hybrid class- some in person and some online, b/c I teach lab courses but will limit the number of in person labs (Kathy Mora)

Answer(s): This question was answered live.

5. Should classes typically be such that each week has the same structure with regard to lectures/ assignments, etc. Like should you think in terms of weekly "units?" (Erik Meade)

Answer(s): Maintaining consistent routines and structure the course from week to week helps students to understand how the class will function. They will feel more comfortable and more likely to remain engaged.

6. Who at IDLT specializes in using ZOOM for small class synchronous training? (Carole Frick)

Answer(s): Any of the IDs in IDLT can assist with this training. There is also a great virtual training course available: [https://bb.siue.edu/bbcswebdav/xid-33635254\\_1](https://bb.siue.edu/bbcswebdav/xid-33635254_1)

7. Also, how do you hold students accountable for attendance with online classes? Knowing there are multiple distractions, competing priorities, lack interest in attending b/c they feel they can do the work on their own? (Kathy Mora)

Answer(s): Accountability can be through using the analytics in TechSmith Knowmia that allows you to see which students have viewed the videos and how much they have watched. There are other tools inside Blackboard in the Evaluation tool that can track participation. (This question was also answered live.)

8. Should we provide homogeneity (sic) across courses on campus. For example: everyone uses Blackboard? (Thomas Foster)

Answer(s): This question was answered live.

9. There is a lot that in an on-line class takes place “behind the scenes”. For example, I have reading questions that accompany textbook reading to check comprehension and completion of assignments. But, I have a feeling that students can find ways around such assignments. What tools are there for assessing the efficacy of such assignments? Is it possible to get a kind of audit from someone in IDLT to make sure what we plan actually works? (Steve Tamari)

Answer(s): Blackboard can provide reports of whether students have clicked on any link in your course. Shrikant developed a course that had “adaptive release”. Students can’t access the next content section without completing the current section. Ask him how it went for him. (This question was also answered live.)

10. Is that diversity of electronic tools distracting to student learning? (Thomas Foster)

Answer(s): Using a set of tools with students can provide some variety to keep from getting repetitive, but too many can be overwhelming. Tools can be used for engagement when they are meaningfully tied to the learning.

11. So you recommend that for each assignment/task, faculty add instructions [from the ITS Knowledge Base - <https://kb.siue.edu>] on how to submit, eg., blog response, journal entry, etc.? (Seran Aktuna)

Answer(s): This can be the first time you are having students use a particular tool inside

of Blackboard. These can be provided using the ITS Knowledge Base articles that are written for students as well as faculty. (This question was also answered live.)

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#### Chat

12:03:05 From Laura Million to All panelists : Self-paced programs:

<https://www.siu.edu/its/idlt/programs/index.shtml>

12:15:24 From Laura Million : This is information is available in the IDLT website. Click Self-paced programs: <https://www.siu.edu/its/idlt/programs/index.shtml>

12:17:09 From Kevin Tucker to All panelists : Large is over 100

12:40:45 From Leah O'Brien : Any special way to engage large online classes? N>60

12:41:25 From Tedd Masingale to All panelists : Can you respond to the first question posted in the Q&A?

12:41:42 From Matthew Schmitz :

<https://miamioh.edu/regionals/academics/elearning/ecampus-faculty-staff/eccoe-news/2019/01/differences-between-f2f-and-online.html>

12:43:08 From Kevin Tucker to All panelists : Is there anyone on campus with experience teaching large online courses that would be good references for teaching classes >60 or >100?

12:43:10 From Laura Million : Please attend "Faculty Summer Camp for Moving Online - Making a Plan for Your Course" tomorrow, Jun 23, 2020 at Noon. Please register in advance for this webinar at: [https://siue.zoom.us/webinar/register/WN\\_Q7bC9jraSlqqWJlQH7Y\\_gw](https://siue.zoom.us/webinar/register/WN_Q7bC9jraSlqqWJlQH7Y_gw)

12:45:08 From Steve Tamari : There is a lot that in an on-line class takes place "behind the scenes". For example, I have reading questions that accompany textbook reading to check comprehension and completion of assignments. But, I have a feeling that students can find ways around such assignments. What tools are there for assessing the efficacy of such assignments? Is it possible to get a kind of audit from someone in IDLT to make sure what we plan actually works?

12:45:11 From James Hanlon to All panelists : FYI I have found Teams to be much better for synchronous online discussions than Blackboard discussion boards. (BB is consistently a decade behind in UI usability...)

12:47:16 From Kevin Tucker to All panelists : How do we prevent the real time use of Chegg like services for assessments in fully online courses?

12:51:32 From Laura Million : Please attend "Faculty Summer Camp for Moving Online - Making a Plan for Your Course" tomorrow, Jun 23, 2020 at Noon. Please register in advance for this webinar at: [https://siue.zoom.us/webinar/register/WN\\_Q7bC9jraSlqqWJlQH7Y\\_gw](https://siue.zoom.us/webinar/register/WN_Q7bC9jraSlqqWJlQH7Y_gw)

12:52:33 From Wayne Nelson to Steve Tamari and all panelists : Shrikant Jategaonkar in Econ

12:53:31 From Niki Glick : <https://kb.siu.edu/>

12:53:35 From Kevin Tucker to All panelists : Could IDLT provide a online essential list for the students that could be posted in all courses?

12:54:18 From Kevin Tucker to All panelists : ok  
12:54:55 From Kevin Tucker to All panelists : Great  
12:55:08 From Kevin Tucker to All panelists : Yes  
12:55:44 From Jennifer Albat : @Kevin - there is also an "Is online learning right for me" online readiness survey <https://www.siu.edu/online/planning-preparation/is-online-learning-right-for-me.shtml>  
12:56:18 From Anne Werner to All panelists : Thank you!  
12:56:19 From Alicia Canterbury to All panelists : Thank you very much!  
12:56:20 From Kimberly Carter to All panelists : Thanks  
12:56:23 From Angela Kim : Thank you!  
12:56:24 From kathy mora to All panelists : Thank you  
12:56:25 From Candace Hall : Thank you!  
12:56:26 From Shelly Goebel-Parker to All panelists : thank you!