Teaching and Learning Continuity – Five Strategies for Moving a Course Online
5/20/2020

Q&A

Q: What are some negatives of rubrics? I find that they stiffle "thinking-outside-the-box" & students don't learn materials... they learn how to pass.

A: live answered

Q: I wonder about office hours—how many people use or recommend synchronous office hours using Zoom, or just making yourself available via email during specific times. This may not be a resources & planning question but wanted to ask. I think this is part of the communication aspect of online teaching. Flexibility is the most important theing here, I think. Students may not be available at the times set by your Zoom office hours. So how else can they contact you? Email with 24 hr. response, questions asked in a generic discussion board, etc.

A: Ivy (it's Matt), it's really a mixed bag. We've seen people do a lot of different things office hours-wise. A lot of people do synchronous hours but some people schedule individual synchronous times with students who can't make the general hours (or if they want to have a more private conversation). But others use the "I'll reply to your email within this many hours/minutes" option. Some people do both. Ultimately, it's what works best for both the instructor AND students. Sometimes this varies from class to class but, depending on situation, might even vary from week to week. I know not a perfect answer but we encougage flexibility for all forms of communication in a course.

Q: Can you copy/paste from an existing syllabus into the template?

A: Yes, you can do that. IDLT can help if you run into any issues.

Q: I like the idea of creating the weekly modules in the left column. I have already created my learning modules in Course COntent. Is there an easy way to move those modules in the left column?

A: Yes. You can create a separate content area on the left navigation menu and then, in the Course Content section you have now, you can use the Move option to move your existing items into the new content area(s).

Q: What is policy for synchronous classes for coures intro this summer to build community? I usually has the first class for community building.

A: This is actually being discussed with the University administration. That being said, I think that flexibility is being encouraged so, if you *do* decide to offer a synchronous session, don't make it required or penalize students who can't attend. If you record that synchronous session for later asynchronous access later then you're accommodating all students. You can also extend the community building into the discussion board or make students record video introductions using TechSmith Relay and post those in Bb.

Q: Are these things available over the summer while we are off campus?

A: Yes, the resources being discussed are all available, on-campus or off-campus.

Q: Can students get overwhelmed with reading text through overly long announcements? Sometimes I feel a need to give very detailed information.

A: A voice announcement is also an option for avoiding the lengthy text of an announcement. We've seen this approach paired with a shortened/bullet-pointed text note to make sure to get all of the information across.

Q: I have a question about experientials. As long as students are responding through art, I can see how it easily translates to online. However, when it is role plays, which is something I use heavily in F2F to build skills, I really don't see how that would translate to online.

A: I think it would be helpful if we knew how you were using role playing before we could answer that with specificity. What is it students currently do in your class? What is the outcome of the role play? I think it might be difficult because it would require synchronous meetings, but Zoom could probably support role playing.

Q: Do students prefer to have the instructors face included in the video lecture?

A: Yes, especially in an all online course. It helps them to feel a connection to the faculty member. This doesn't need to be included in every presentation/lecture, especially if it might be distracting from the content you're presenting.

Q: Havwhere are the support videos --you just mentioned?
A: All of the support videos being discussed are in the ITS knowledge base (kb.siue.edu). Jonathan is posting links to specific articles.

Q: Is there any way preventing students sharing the lecture videos with instructors' face shown?
A: Yes, if you just embed the videos in Bb then the students don't have the ability to download/share that video content.

Q: How do you determine what the issues are with a file in terms of accessibility?
A: live answered

Q: I use a particular type of role play in class where students participate in a mock therapy session with a couple or family. They get to practice the skills related to the particular theory they are learning in family art therapy. They also have to do a video assignment. I have to rethink all of this for the Fall class.
A: live answered

Q: Any suggestions/modifications from the current recommendations for online courses with enrollments over 100?
A: live answered

Q: What level of technology should I assume that the students have for accessing and participating in an on line course?
A: We would encourage you to assume nothing of all students. We encourage a survey at the start (or prior to the start) of the course to gauge what skills (and technologies) the students do or don't have.

Q: Can you send the kb link for how you embed videos into BB, so that those vidoes can't be shared or downloaded
A: https://kb.siue.edu/94046

Q: What are the general guidelines for using Yutube videos by others for online teaching?
A: live answered

Q: How do you bring youtube to TSR. I tried but the audio was garbled
A: Here's a resource that might help: https://kb.siue.edu/94248

Q: To embed videos in Bb, do you need to use TechSmith Relay? Is there a video tutorial on how to embed the videos?
A: Here are the instructions: https://kb.siue.edu/94046. Here is the virtual training that explains all aspects of TechSmith Relay: https://bb.siue.edu/bbcswebdav/xid-33794527_1
thank you, Jennifer and all   Undrah Baasanjav   ubaasan@siue.edu   You're very welcome!

Chat
11:48:26   From Jennifer Albat : Hello everyone. Thank you for joining us. The webinar will begin shortly. You are automatically muted upon entry.
11:52:20   From Jocelyn DeGroot to All panelists : Hiiii
11:57:22   From Cory Willmott to All panelists : Hi Everyone! Looking forward to today's webinar. Will there be a powerpoint available afterwards?
11:57:44   From David Cluphf to All panelists : whoop whoop
11:58:03   From Matthew Schmitz to All panelists : Yes, Cory, we can provide the PowerPoint along with the recording of this session.
12:00:26   From Jennifer Albat : Hello everyone. Thank you for joining us. The webinar will begin in a minute. You are automatically muted upon entry.
12:01:53   From Undrah Baasanjav to All panelists : hello

12:02:25	From Matthew Schmitz : Webinar features: https://kb.siue.edu/100109
12:05:00	From Jonathan Coons : IDLT: http://www.siue.edu/its/idlt/
12:05:49	From Jonathan Coons : Teaching Toolkit: http://www.siue.edu/its/idlt/toolkit.shtml
12:06:00	From Jonathan Coons : Knowledge Base: https://kb.siue.edu/
12:06:51	From Jonathan Coons : Virtual Training: https://bb.siue.edu/
12:07:29	From Elizabeth Meinz to All panelists : syllabus
12:07:32	From Seran Aktuna : syllabus
12:07:32	From Therese Dickman : Aims of the course
12:07:33	From Alison Lamothe : Start with the syllabus
12:07:33	From Timothy Lewis : I start with developing obectives
12:07:33	From Marc Ortegren : Curriculum, in general
12:07:34	From Tedd Masiongale to All panelists : Text
12:07:34	From Hiroshi Fujinoki to All panelists : syllabus
12:07:34	From AW : Schedule
12:07:34	From Alli Sauerwein : Learning objectives
12:07:34	From Phil Weishaar : syllabus
12:07:34	From Min Liu : Main assignments;
12:07:35	From Jen Arnoldi : Syllabus
12:07:35	From Gloria Sweida : Major assignments
12:07:36	From Michael Denn : Syllabus
12:07:36	From Jayashree George to All panelists : Syllabus and textbook
12:07:37	From Wendy Weber : Main course objectives and content
12:07:37	From Laura Hanson : syllabus
12:07:38	From Kevin Tucker : syllabus if the course is previously existing
12:07:38	From Cory Willmott : Concept or field of study
12:07:38	From Ben Webb to All panelists : My assessments (projects, quizzes, exams)
12:07:38	From Ivy Cooper : I start with the syllabus, but it lists all readings and activities
12:07:38	From Kimberly Carter : Syllabus and learning goals for course
12:07:38	From Brittany Peterson : Learning Objectives
12:07:39	From Undrah Baasanjav to All panelists : syllabus of other people
12:07:39	From Sandra to All panelists : I start with the subject matter and what I want for learning outcomes
12:07:39	From Corey Stevens : I start by planning the readings and activities for each week
12:07:40	From Nancy Lutz to All panelists : what I want to accomplish over the semester
12:07:41	From David Cluphf : outcomes
12:07:41	From cberger@siue.edu : From Charles: with the texts
12:07:42	From Cathy Tornaritis : book
12:07:42	From Kerry Basarich : learning objectives
12:07:47	From Lisa Green to All panelists : syllabus then calendar
12:07:48	From Shrikant Jategaonkar : Content and objectives
12:07:49	From Mary Anne Pettit : I start with syllabus
12:07:50	From Beth Wiemers to All panelists : Objectives for class
12:07:57	From Alison Lamothe : Course objectives are listed in our syllabi
12:07:59	From Kevin Tucker : New course: learning objectives
12:08:08	From Joaquin Florido Berrocal to All panelists : Syllabus, objectives, ...
12:08:31	From Jonathan Coons : OSCQR: https://oscqr.suny.edu/
12:09:44	From Jonathan Coons : Course Planning Grid: http://www.siue.edu/its/idlt/docs/course_planning_grid.docx
12:11:12	From Jonathan Coons : Bloom's Taxonomy: https://www.siue.edu/its/idlt/docs/ActionVerbsforObjectives.pdf
12:15:22	From Shrikant Jategaonkar : Technical requiremnts
12:15:24	From Jie Ying : Use of technology
12:15:26	From Undrah Baasanjav to All panelists : technology requirements
12:15:26	From Jingyi Jia : communication

12:15:27   From xsong to All panelists : be more specific with the weekly plan
12:15:28   From Kerry Basarich : attendance
12:15:28   From Tedd Masiongale to All panelists : Tech information
12:15:30   From Elizabeth Meinz to All panelists : tech troubleshooting
12:15:30   From Michael Denn : participation
12:15:31   From Kimberly Carter : More details on class assignments, how to access technology, where to get technology assistance
12:15:32   From Min Liu : Clearer expectations
12:15:34   From Lauren Raczkowski : attendance
12:15:35   From Nancy Lutz to All panelists : maybe more modules
12:15:35   From Phil Weishaar : due dates, class meeting times not important
12:15:36   From AW : ACCESS will be different
12:15:36   From Beth Wiemers to All panelists : Participation requirements
12:15:37   From Lisa Green to All panelists : etiquette for online
12:15:38   From Jeong Hyun Kim : online attendance (zoom meeting) policy
12:15:39   From E. Goebl-Parker : details about assignments and due dates
12:15:41   From Ben Webb to All panelists : Technology needs. More details on assessments.
12:15:43   From Alison Lamothe : contact info!!!
12:15:47   From Seran Aktuna : Information on technology needed, resources, details on 'how to …'
12:15:53   From Corey Stevens : I feel like mine would be really similar.
12:15:56   From Shrikant Jategaonkar : online office hrs
12:16:06   From Jayashree George : Attendance, participation, quality and amount of discussion; clear assignment guidelines; expectations in an online format
12:19:35   From xsong to All panelists : is the template for online course?
12:19:42   From Shrikant Jategaonkar : I record a video in Zoom and go over the Syllabus page by page and post the video in Blackboard under "About the Course"
12:20:22   From Matthew Schmitz : Syllabus template: http://www.siue.edu/its/idlt/docs/Syllabus_Template.docx
12:20:46   From Corey Stevens : I like to use a syllabus quiz to make sure students look at the syllabus
12:21:30   From Marc Ortegren : Just for the record, on my end, I'm not being shown an option to unmute my mic.
12:21:58   From Melissa Thomeczek : You will not be allowed to unmute until after a moderator allows you to speak.
12:22:06   From Melissa Thomeczek : If you want to speak, raise your hand.
12:23:36   From Jayashree George to All panelists : Rubrics helps me grade fairly and quickly.
12:24:05   From Jayashree George to All panelists : It also helps me break down the assignment to match course objectives
12:24:17   From Kevin Tucker : You can also use a vague rubric to share without some specific grading details
12:26:09   From Wendy Weber to All panelists : Could Jennifer share her BB shell template/example for online courses also? I found that to be really helpful!
12:26:33   From David Cluphf to All panelists : onward
12:26:51   From Kevin Tucker to All panelists : I think this would be discipline specific.
12:27:03   From Jayashree George to All panelists : It sounds like it is a more transparent process, even in the creation of the rubric.
12:27:22   From E. Goebl-Parker : I like the idea that it provides an opportunity to discuss what I want them to learn from the assignments.
12:28:35   From Jonathan Coons : Hi Wendy, we might be able to share a screen shot as part of a follow up, however there is not one specific template for all courses.
12:28:51   From Kevin Tucker to All panelists : Why don't you all remove it for students as the default?
12:29:05   From Wendy Weber to All panelists : What she is showing now is covering what she had previously shared with me. I guess I jumped the gun! Thanks.
12:30:35   From Jonathan Coons : Hi Kevin, the reason is that some instructors may use it or refer to it, (for messages or email in particular) and we tend not to make broad changes to what's available for basic BB functions.
12:30:56   From Jonathan Coons : Date Management Tool: https://kb.siue.edu/73699
12:32:44   From Elizabeth Meinz to All panelists : can you explain the difference (pros/cons) between a "content folder" and "module page"?

12:34:33	From Jonathan Coons : Hi Elizabeth, the main difference between a course folder and a learning module (module page is something different) is that a course folder organizes things vertically, and a learning module arranges things sequentially. Also the learning module adds a new nav menu.
12:34:34	From Matthew Schmitz to Elizabeth Meinz and all panelists : Betsy, it is mostly a preference thing for you and for how you want your students to progress through your content.
12:35:06	From Jonathan Coons : Create an Announcement: https://kb.siue.edu/61246
12:35:51	From Jonathan Coons : Discussion Board Subscribe to Forum: https://kb.siue.edu/63739
12:38:50	From Jonathan Coons : Groups: https://kb.siue.edu/54528
12:39:00	From Jonathan Coons : Turnitin PeerMark: https://kb.siue.edu/63214
12:39:30	From Therese Dickman to All panelists : And the Library!
12:39:56	From Wendy Weber to All panelists : Where would we find the ppt template used for this presentation?
12:40:48	From Lynn Bartels to Wendy Weber and all panelists : Slide Carnival
12:42:30	From Jonathan Coons : Zoom Office Hours: https://kb.siue.edu/70113
12:43:11	From Cory Willmott to All panelists : Can students get overwhelmed with reading text through overly long announcements? Sometimes I feel a need to give very detailed information.
12:43:59	From Jonathan Coons : Detailed but concise is a good approach.
12:44:25	From Min Liu to All panelists : How do we know if the students are reading our feedback?
12:44:33	From Wayne Nelson : Cory said: Can students get overwhelmed with reading text through overly long announcements? Sometimes I feel a need to give very detailed information.
12:45:38	From Jonathan Coons : Retention Center: https://kb.siue.edu/62056
12:45:42	From Wayne Nelson : I think students often get overwhelmed in online courses because all they're doing is reading and writing. Try to add additional kinds of media to present content or as student learning products.
12:46:23	From Kevin Tucker to All panelists : 50 min
12:46:23	From Alicia Plemmons to All panelists : 1 hour
12:46:23	From Elizabeth Meinz to All panelists : 75 min
12:46:26	From E. Goebl-Parker : 10 – 15 minutes
12:46:27	From Jeong Hyun Kim to All panelists : 30-40 minutes
12:46:27	From Michael Denn to All panelists : 50 or 75 min
12:46:28	From Gloria Sweida to All panelists : 20 minutes
12:46:29	From Steven Klein to All panelists : 50-90 minutes
12:46:30	From Sarah to All panelists : 10-15 min
12:46:30	From David Kaplan to All panelists : 50 minutes
12:46:32	From Nancy Lutz to All panelists : 50 minutes, but interspersed with discussion
12:46:33	From Tedd Masiongale to All panelists : In a 2.5 hour class, at least 1 hour
12:46:34	From Mary Anne Pettit to All panelists : 50 minutes
12:46:34	From Alison Lamothe to All panelists : 50 min-75 min, with lots of activities
12:46:37	From Therese Dickman to All panelists : 15 minutes
12:46:37	From Ben Webb to All panelists : no more than 20 minutes
12:46:38	From Phil Weishaar to All panelists : more discussion based lectures
12:46:39	From E. Goebl-Parker : I break it up
12:46:43	From Kerry Basarich to All panelists : 3 hour classes
12:46:44	From Corey Stevens to All panelists : They are usually broken up with discussion
12:46:44	From Undrah Baasanjav to All panelists : target for 15 minutes, but run 25-30 minutes
12:46:45	From Nathaniel Adegboyega to All panelists : 3hrs
12:46:50	From Corey Stevens to All panelists : Which is what I miss online...
12:46:50	From Caroline Pryor to All panelists : 30-40 min with questions
12:47:01	From Jayashree George to All panelists : 20 -30 mins, sometimes broken up
12:47:02	From Joaquin Florido Berrocal to All panelists : It depends, but seminars can go much more than 30 minutes total
12:47:27	From Jayashree George to All panelists : Also, I do role plays. How does this translate to online. I have been wringing my hands about this

12:48:32   From Wayne Nelson to Jayashree George and all panelists : Jayashree - ask that using the Q&A feature so everyone can see it and you'll get some replies

12:49:01   From Jonathan Coons : Goldfish NY Times Article: https://www.nytimes.com/2016/01/22/opinion/the-eight-second-attention-span.html

12:49:09   From Jonathan Coons : Video on screen TechSmith Relay Add Questions: https://kb.siue.edu/94019

12:49:45   From Joaquin Florido Berrocal to All panelists : Can you repeat what's the tool to insert survey questions in your videos? Thanks

12:50:25   From Joaquin Florido Berrocal to All panelists : I just saw them above, thanks

12:50:26   From Jonathan Coons : The tool is Techsmith.

12:50:34   From Jonathan Coons : TechSmith Relay Add Questions: https://kb.siue.edu/94019

12:50:42   From Joaquin Florido Berrocal to All panelists : Thanks!

12:52:29   From Matthew Schmitz to All panelists : There's a question about lectures from Jayashree George, before we get too far off that topic. She has her hand raised and has also asked this in the Q&A. Can either Wayne or Melissa respond to her? Or do you want to answer this live?

12:53:15   From Timothy Lewis to All panelists : But those things may be distracting for some students

12:53:44   From Jonathan Coons : Zoom: https://kb.siue.edu/70096
TechSmith Relay: https://kb.siue.edu/94105

12:54:17   From Jonathan Coons : Universal Design for Learning: http://udlguidelines.cast.org/

12:56:35   From Jonathan Coons : Blackboard Ally: https://kb.siue.edu/81214

12:59:16   From Sarah to All panelists : Thanks, Jen and Matt

12:59:24   From Therese Dickman to All panelists : Thank you--excellent!

12:59:48   From Min Liu to All panelists : Thank you!!

13:04:46   From Seran Aktuna to All panelists : Can you please send us the chat transcript along with the powerpoint used?

13:05:18   From Matthew Schmitz to All panelists : Yes, Seran, we can include the chat transcript with the recording and slides.

13:08:23   From Matthew Schmitz : https://www.siue.edu/provost/assessment-and-accreditation/academic-planning.shtml

13:08:32   From Kerry Basarich to All panelists : Thank you! This was very helpful!

13:08:49   From Wayne Nelson to Kerry Basarich and all panelists : Thanks Kerry

13:09:47   From Kevin Tucker to All panelists : Hybrid in Banner will have course times

13:13:08   From Kevin Tucker to All panelists : https://www.siue.edu/provost/assessment-and-accreditation/academic-planning.shtml

13:14:05   From Kevin Tucker to All panelists : Please share with all participants. That option has been removed for me.

13:15:13   From Kevin Tucker to All panelists : Thank you all!

13:15:22   From Gloria Sweida to All panelists : Thank you

13:15:25   From Steven Klein to All panelists : Thank you!

13:15:26   From Jonathan Coons : IDLT: http://www.siue.edu/its/idlt/

13:15:29   From Joaquin Florido Berrocal to All panelists : Thank you!!

13:15:29   From Beth Wiemers to All panelists : Thank you! Very helpful