Welcome to Instruction Basics!

Remote Participants:
• Please mute your audio
• You may keep your video on or turn it off – your choice!
• A moderator will be monitoring the chat for questions

In Person Participants:
• Wear a mask!
• Remain socially distanced (6 ft) from others in the room
• Raise your hand if you have a question
INSTRUCTION BASICS

This workshop:
• is an overview of resources & best practices
• filled with ideas you can use in your courses
• includes technology demonstrations

This workshop is not:
• hands-on
• a comprehensive course redesign
• prescriptive (use what makes sense & discard the rest!)
## Academic Continuity Team (ACT)

<table>
<thead>
<tr>
<th>Cyberlearning</th>
<th>Institute for Teaching and Learning</th>
<th>Information Technology Customer Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jessica Chill</td>
<td>Hillary Fuhrman</td>
<td>Rosalyn Donaldson</td>
</tr>
<tr>
<td>Joe Alberti</td>
<td>Cary Wecht</td>
<td>Sharyn Zembower</td>
</tr>
<tr>
<td>Stephanie Adams</td>
<td>Alison Kaufman</td>
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</tbody>
</table>
INSTRUCTION BASICS

Academic Continuity Team (ACT)

- Resource Toolkit
- Trainings & Webinar Recordings
- One-on-One ACT Consultations
- Technology Guides
INSTRUCTION BASICS

Outcomes:

I want to assess learning.
I want my students to maintain academic integrity.
I want to distribute course materials.
I want to host an engaging live lecture.
I WANT TO ASSESS LEARNING.
If you are utilizing one of the hybrid modalities then you likely wish use your limited face-to-face or live time very carefully.

Including assessments that students complete outside of class time can be one way to evaluate learning without using class time.
ASSESS LEARNING

ALIGN ASSESSMENTS WITH OUTCOMES

• Assessments should match learning and level of sophistication (Blooms Taxonomy)
• ASK: How can students provide me with the best evidence of the course learning outcomes?
• Using rubrics also a good way to ensure alignment/communicate expectations
### Bloom’s Level

<table>
<thead>
<tr>
<th>Bloom’s Level</th>
<th>Course Outcome</th>
<th>Sample Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remember</td>
<td>Recall the laws associated with probability and various statistical models</td>
<td>Multiple-choice questions addressing differences in statistical models and problem solving</td>
</tr>
<tr>
<td>Apply</td>
<td>Apply basic sociological theories to current controversies in society</td>
<td>Students work in groups to create a poster board presentation and present their topic of choice, explaining how it relates to a sociological theory</td>
</tr>
<tr>
<td>Create</td>
<td>Design an exercise program to address the needs of a specific population</td>
<td>Have students create a 2-week exercise plan that accurately reflects the needs of the required individual</td>
</tr>
</tbody>
</table>
USE FORMATIVE & SUMMATIVE ASSESSMENT

Formative:

- No- or low-stakes
- Small and frequent
- Provide feedback & encourage mastery
- CATs (Classroom Assessment Techniques)
ASSESS LEARNING

Classroom Assessment Techniques

The K. Patricia Cross Academy: https://kpcrossacademy.org/
ASSESS LEARNING

USE FORMATIVE & SUMMATIVE ASSESSMENT

Summative:

• Traditionally how you think of assessment (tests, quizzes, etc…)
• Utilize technology to help streamline
## ASSESS LEARNING

### ADAPTING HYBRID ASSIGNMENTS

<table>
<thead>
<tr>
<th>Face-to-face Assignment</th>
<th>Hybrid Assignments</th>
</tr>
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<tbody>
<tr>
<td>Class participation</td>
<td>Discussion board questions</td>
</tr>
<tr>
<td>Beginning of class reading quiz</td>
<td>Online reading quiz before the start of the next class</td>
</tr>
<tr>
<td>Students write a report explaining the visual representation of data in a graph</td>
<td>Students conduct own analysis of an <em>individualized</em> data set and post results to the discussion board for classmates to provide feedback</td>
</tr>
<tr>
<td>In-class exams</td>
<td>Open book exam</td>
</tr>
<tr>
<td>Midterm and final</td>
<td>Multiple low-stakes quizzes that encourage mastery</td>
</tr>
</tbody>
</table>
ASSESS LEARNING

ADAPTING HYBRID ASSIGNMENTS

• Use technology tools to enable out of class assignments, like time limits and question randomization
• Use auto-graded quizzes in Blackboard or in MS Teams. By indicating the correct answers, grading will be automatic and entered into the gradebook.
ASSESS LEARNING
Auto-graded Tests
ACADEMIC INTEGRITY

I WANT MY STUDENTS TO MAINTAIN ACADEMIC INTEGRITY.
ACADEMIC INTEGRITY

Three possible approaches:
• Virtue Integration
• Prevention
• Policing

ACADEMIC INTEGRITY

VIRTUE INTEGRATION
Encourage students to strive for academic excellence and integrity

• Positives—lasting effects, promotes self-motivation
• Negatives—depends on student cooperation, may take extra time and effort
ACADEMIC INTEGRITY

VIRTUE INTEGRATION GOOD PRACTICES

• Focus on higher-order thinking skills
• Talk about the relation of academic integrity to professional ethics and their careers
• Add an electronically signed statement that certified the originality of their work
• Make sure the assignment is manageable
ACADEMIC INTEGRITY

PREVENTION
Limit opportunities for student cheating

• Positives—empowers students, fosters faculty-student relationships, promotes learning
• Negatives—may require more time to implement
ACADEMIC INTEGRITY

PREVENTION GOOD PRACTICE: Ensure student understanding of academic dishonesty.

• Make your students aware of the Student Code of Conduct, particularly Article 3 and Article 5 (https://ysu.edu/student-conduct/code-conduct)
• You may consider quizzing students on these policies or making them sign a conduct pledge.
ACADEMIC INTEGRITY

DESIGN EFFECTIVE ASSESSMENTS

• Change your assignments/exams routinely
• Create assignments that require connection to real-world/personalized examples
• Require drafts or steps for writing assignments
• Include statements about academic integrity on the top of assignments/exams
ACADEMIC INTEGRITY

DESIGN EFFECTIVE ASSESSMENTS

• Use different versions of the same assessment
• Create make-up exams that are perceived to be harder than the original
• Use question pools
• Use Blackboard Safe Assign for written assignments
ACADEMIC INTEGRITY

Blackboard
SafeAssign
Demonstration
ACADEMIC INTEGRITY

Policing

It is meant to catch and punish the student who practices academic dishonesty

• Positives—Control, power
• Negatives—Control, power, students find ways around, focus on catching rather than empowering
ACADEMIC INTEGRITY

POLICING GOOD PRACTICES

• Maintain test security
• Set limited time for each question or for test
• Set test to present questions/multiple choice answers randomly
• Report all cheating
• Use test proctoring like Respondus
ACADEMIC INTEGRITY

TEST PROCTORING is available through Examity and Respondus.

Respondus is the preferred tool unless you have a student using a Google Chromebook.

Contact ACT for further instructions.
ACADEMIC INTEGRITY

Respondus LockDown Browser and Monitor Demonstration
I WANT TO DISTRIBUTE COURSE MATERIALS.
COURSE MATERIALS

We recommend posting all content in Blackboard, or at minimum a single location.

Students need a single reliable source to find course materials, assessments and grades.
BEST PRACTICE: Consistency is key

- Organize content into folders or modules
  - By chapter, topic, or week
- Use headings for folders and modules
  - Make it intuitive and repetitive
Module 1 - The Essentials of Communication

Communication is a core competency of great leaders, yet poor grammar and jargon-riddled writing run rampant in business.

Good business communication is not a luxury - it is a skill you must cultivate to be successful.

Good business communication is not just about your ability to remember high school English.

Good business communication is a tool that enables you to express your ideas clearly and persuasively to clients, colleagues, stakeholders, and partners, so they will get behind them.

You might think you are good already, and maybe you are, but you are probably not as strong in the essentials as you think, and we can all be better.

While the aim for this course is to be great, you need to make sure you are good first.

The focus of this module is to provide you the tools to ensure you have a good foundation in the essentials of business communication, so you can work to be great!

Module 1: Week 1: August 19-25
🔗 Hidden from students

Module 2: Week 2: August 26-September 1
🔗 Hidden from students
Organization is one of the most important parts of an online course, and complicated course layout and poor navigation links contribute directly to learner confusion and a poor learning experience overall. (Bristol and Zerwekh, 2011)
BEST PRACTICE: Communicate

Let students know when & where new material and assessments are available and when assessments are due.

• Activity Stream (Blackboard)
• Announcements (Blackboard)
Creative Course Delivery Toolkit Training #2

Today  Monday, July 13, 2020

23 minutes  Practicum Dietetics
Added: Lung Cancer
Due Date: 7/14/20, 12:00 AM

24 minutes  Practicum Dietetics
Added: Liver Disease
Due Date: 7/14/20, 12:00 AM

Recent

Jul 11, 2020  E Commerce Programming
Unit #9 is ready!
Dear all,
First of all, I would like to thank you all very much for working diligently to complete t...

Jul 10, 2020  Early Child Generalist Math
New submissions ready to grade: Post-Test
**COURSE MATERIALS**

Aug. 19:
Read Clark and Mayer pages 14-75
In the online classroom, we will meet to
Discuss of your current thesis topic ideas
How to choose when you have multiple topic ideas
How to refine your thesis topic to keep the scope reasonable
Looking at the work of other thesis writers
Getting a viable starting idea
Conducting preliminary research
IRB considerations
Choosing a thesis chair and committee
Your relationship with your chair and committee
Writing the proposal; topic and length expectations
Thesis proposal paperwork; scheduling your proposal defense
What to do/expect at the proposal defense

**Creative Course Delivery Toolkit Training #2**

**Level Activities**

Below is an outline of the items for which you will be responsible throughout the level.

**LLO=Level Learning Objectives**

**Read**

Read the following early in the week to help you respond to discussion question(s) and to complete your assignment(s).

- Gamification in Education scholarly article (LLO1).
- 12 Examples of Gamification in the Classroom website (LLO2).

**Watch**

Read or listen to the following instructional media early in the week.

- The Power of Gamification in Education video (LLO1).
- Classroom Game Design: Paul Andersen at TEDx Bozeman video (LLO1).
- Gaming can make a better world video (LLO1).

**Discuss**

Post response(s) to the following discussion prompt(s) no later than Wednesday of this week. Then follow-up on classmates’ posts by Sunday of this week.

- Level 1: Discussion (LLO3)
BEST PRACTICE: Include clear descriptions

Example: “While watching the below video, think about one major challenge the interviewee had to overcome. Reflect on their actions during the process and if you agree or disagree.”
Video Example

The Power of Gamification in Education
Scott Hebert is a teacher in Fort Saskatchewan, Canada. In this talk he addresses why the modern education system is experiencing an engagement crisis, and how we can solve it through a new approach in teaching. #GameMyClass

Retrieved from: https://www.youtube.com/watch?v=mOssYTimQwM&feature=youtu.be
Readings Example

Readings

Article Readings
Review the following article(s) and look over the information for the topic we are focusing on this week.

- [How to Make Any Worksheet into an Escape Room in the Classroom](#)
- [10 Awesome Supplies for Classroom Escape Room Activities](#)
- [Use Escape Rooms to Deepen Learning](#)
- [Escape the Test](#)
COURSE MATERIALS

• Use an appropriate combination of media to convey content (websites, videos, PDFs, etc…)  
• The average attention span of a college age student is believed to be around 10 to 15 minutes.  
• Share knowledge in a way that will increase students’ interest and engagement.
COURSE MATERIALS

- Use content you create, as well as external content
- Some sources of external content:
  - Maag Library Video Streaming Services
  - Maag Library Open Educational Resources
  - Digital Public Library of America
  - PBS Video
LinkedIn Learning

How Can LinkedIn Learning Assist Me as a Faculty or Staff Member?

1. Personal and Professional Skills

2. Help create a flipped classroom and opportunities for deeper learning.

3. Assist in creating a virtual lab for certain course types.
COURSE MATERIALS

LinkedIn Learning

How Can LinkedIn Help Students?

1. Provides them with resources for basic skills while working on projects. IE editing videos

2. Allows you to have them prepare outside of class and create a deeper learning environment within class: IE Using accounting Software like quick books. On demand videos teaches them the concrete how to(s) of the software and during class time you can work on further applying the concepts.

3. Provides them skills that will make them marketable upon graduation.
LinkedIn Learning-Case Study

Bowling Green State U- Dr.Terry Herman-Principles of Multimedia production,

• “In the past, we used to meet as a class for an hour and a half, then be in the lab for three hours, where I would demonstrate and provide them with an overview of a variety of software tools they would need for their learning module development. It was difficult to teach to the entire class because they came with a wide range of experience and had such differing needs when it came to learning the software.”

• Students used LinkedIn Learning as a virtual lab to learn software

• Faculty created individualized student lab contracts to track student usage & students provided weekly reflection on discussion board
LinkedIn Learning-Case Study

• Georgetown

• Faculty members use LinkedIn for their own professional development.

• The LinkedIn Learning collection feature lets them share and assign online courses. And they use LinkedIn to support the flipped classroom learning model, in which homework consists of online video instruction while class time is reserved for concept mastery and one-to-one assistance. It frees me up from having to know everything I want my students to know,” said Mark Carl Rom, associate professor of government and public policy. “It allows them to have a resource that’s thoughtful, that’s insightful, and that’s “Our mission is to provide resources that help people with teaching, learning, and research. And LinkedIn does that.” Beth Campolieto Marhanka, head of the Gelardin New Media Center
Accessibility:
The content you post needs to be ADA compliant.
Use the Accessibility Checker in Office – PC or Mac
Score icons

Scores range from Low to Perfect. The higher the score the fewer the issues.

- **Low** (0-33%): Needs help! There are severe accessibility issues.
- **Medium** (34-66%): A little better. The file is somewhat accessible and needs improvement.
- **High** (67-99%): Almost there. The file is accessible but more improvements are possible.
- **Perfect** (100%): Perfect! Ally didn't identify any accessibility issues but further improvements may still be possible.
COURSE MATERIALS

The content you post needs to be ADA compliant.

Check out the Creative Course Delivery website for these guides:

- Creating Accessible Microsoft Documents (PDF)
- Making PowerPoint Accessible (PDF)
- Creating Accessible PDFs (PDF)
- Creating Accessible Content Color Choices (PDF)
- Converting Scanned Documents (Video Tutorial)

Tip: Utilize the services of the EIT lab!
I WANT TO HOST AN ENGAGING LIVE LECTURE.
Synchronous instruction provides students with:

- Consistency
- Personalization
- Connection

Engage in live virtual lectures in accordance with your chosen course modality.
LSU Supports the following video-conferencing platforms for hosting your live lecture:

- Webex Meetings/Teams
- Blackboard Collaborate
- Microsoft Teams
• Set up your space.
• Give a brief virtual meeting room tour to students.
• Set live lecture guidelines and expectations (e.g. muted audio, video on, determine how you want students to ask questions. Live or through the chat).
• We recommend a welcome slide!
Welcome to Instruction Basics!

Remote Participants:
• Please mute your audio
• You may keep your video on or turn it off – your choice!
• A moderator will be monitoring the chat for questions

In Person Participants:
• Wear a mask!
• Remain socially distanced (6 ft) from others in the room
• Raise your hand if you have a question
BEST PRACTICES

• Include short breaks to keep students engaged and attentive – they may be going back to back with live lectures!
TIPS FOR KEEPING STUDENTS ENGAGED

• Students may become passive listeners during a virtual lecture… be intentional about providing opportunities for active learning.
• Use a student response application such as Kahoot or Poll Everywhere
LECTURE

Creative Course Delivery Toolkit Training #2
BEST PRACTICES

- Technology barriers may be significant; do not penalize students who are unable to log-on
- Record your lectures and post in Blackboard
  - Consider chunking long lectures into several videos under 15 minutes
WEBEX BASICS & RECORDING DEMONSTRATION
TIPS FOR KEEPING STUDENTS ENGAGED

• Use Breakout Groups in Blackboard Collaborate, Webex Teams, or Microsoft Teams to facilitate small group discussion
• Use a shared Whiteboard
LECTURE

Blackboard
Collaborate
Breakout
Groups

Creative Course Delivery Toolkit Training #2

[Image of Blackboard interface showing Breakout Groups]

- **5 Attendees**
  - **Breakout Groups**
    - **You're in: Group 2**
      - **Main Room**
        - Moderator (1)
          - Beth Carlson
      - **Group 1**
        - Participants (2)
          - Mald
          - Raghu
        - Join: Group 1
      - **Group 2**
        - Participants (2)
          - Flor
          - Steve

[Image of Breakout Groups interface showing options to send a chat message or move to another group]
LECTURE

MICROSOFT TEAMS

BREAKOUT

DEMONSTRATION

Creative Course Delivery
Toolkit Training #2
We recommend scheduling a practice session with an ACT member before your first live class. You can also practice with a group of friends or family to stimulate a realistic classroom environment!