

# INSTRUCTION BASICS

Creative Course Delivery  
Toolkit Training #2

# 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

Creative Course Delivery  
Toolkit Training #2

## 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!)

# INSTRUCTION BASICS

Creative Course Delivery  
Toolkit Training #2

## Academic Continuity Team (ACT)

<b>Cyberlearning</b>	<b>Institute for Teaching and Learning</b>	<b>Information Technology Customer Service</b>
Jessica Chill	Hillary Fuhrman	Rosalyn Donaldson
Joe Alberti	Cary Wecht	Sharyn Zembower
Stephanie Adams	Alison Kaufman	

# INSTRUCTION BASICS

Creative Course Delivery  
Toolkit Training #2

## Academic Continuity Team (ACT)

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

# INSTRUCTION BASICS

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## 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**.

ASSESS LEARNING

Creative Course Delivery  
Toolkit Training #2

I WANT TO ASSESS  
LEARNING.

# ASSESS LEARNING

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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

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## 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

# ASSESS LEARNING

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

# ASSESS LEARNING

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## USE FORMATIVE & SUMMATIVE ASSESSMENT

### Formative:

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

ASSESS LEARNING

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# Classroom Assessment Techniques

The K. Patricia Cross Academy: <https://kpcrossacademy.org/>

# ASSESS LEARNING

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## USE FORMATIVE & SUMMATIVE ASSESSMENT

### Summative:

- Traditionally how you think of assessment (tests, quizzes, etc...)
- Utilize technology to help streamline

# ASSESS LEARNING

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## ADAPTING HYBRID ASSIGNMENTS

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

ASSESS LEARNING

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# Teaching Online Pedagogical Repository

<https://topr.online.ucf.edu/>

# ASSESS LEARNING

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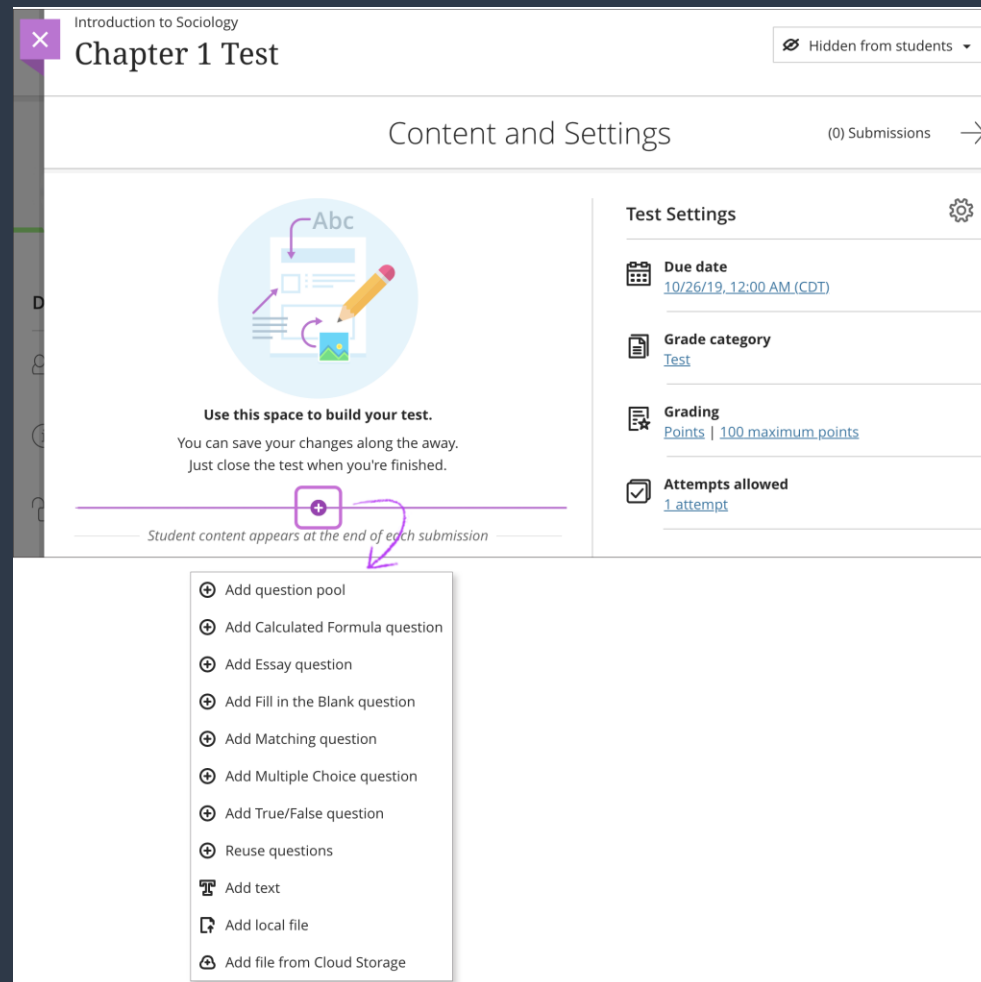
## ADAPTING HYBRID ASSIGNMENTS

- 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

## Creative Course Delivery Toolkit Training #2



Introduction to Sociology  
Chapter 1 Test

Hidden from students

Content and Settings (0) Submissions

Use this space to build your test.  
You can save your changes along the way.  
Just close the test when you're finished.

Student content appears at the end of each submission

**Test Settings**

- Due date**  
10/26/19, 12:00 AM (CDT)
- Grade category**  
Test
- Grading**  
Points | 100 maximum points
- Attempts allowed**  
1 attempt

- Add question pool
- Add Calculated Formula question
- Add Essay question
- Add Fill in the Blank question
- Add Matching question
- Add Multiple Choice question
- Add True/False question
- Reuse questions
- Add text
- Add local file
- Add file from Cloud Storage

# ACADEMIC INTEGRITY

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I WANT MY STUDENTS  
TO MAINTAIN  
ACADEMIC INTEGRITY.

# ACADEMIC INTEGRITY

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Three possible approaches:

- Virtue Integration
- Prevention
- Policing

Wa-Mbaleka, S. (2013). Cheating reduction strategies. <https://topr.online.ucf.edu/cheating-reduction-strategies/>

# ACADEMIC INTEGRITY

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## 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

Creative Course Delivery  
Toolkit Training #2

## 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

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## PREVENTION

Limit opportunities for student cheating

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

# ACADEMIC INTEGRITY

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**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

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## 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

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## 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

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Blackboard

SafeAssign

Demonstration

# ACADEMIC INTEGRITY

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## 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

Creative Course Delivery  
Toolkit Training #2

## 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

Creative Course Delivery  
Toolkit Training #2

TEST PROCTORING is available through Eximity and Respondus.

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

*Contact ACT for further instructions.*

ACADEMIC INTEGRITY

Creative Course Delivery  
Toolkit Training #2

Respondus LockDown  
Browser and Monitor  
Demonstration

# COURSE MATERIALS

Creative Course Delivery  
Toolkit Training #2

I WANT TO  
DISTRIBUTE COURSE  
MATERIALS.

# COURSE MATERIALS

Creative Course Delivery  
Toolkit Training #2

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.

# COURSE MATERIALS

Creative Course Delivery  
Toolkit Training #2

## 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 SETUP



## **Module 1 - The Essentials of Communication**

Availability: Item is hidden from students.

Enabled: Statistics Tracking

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

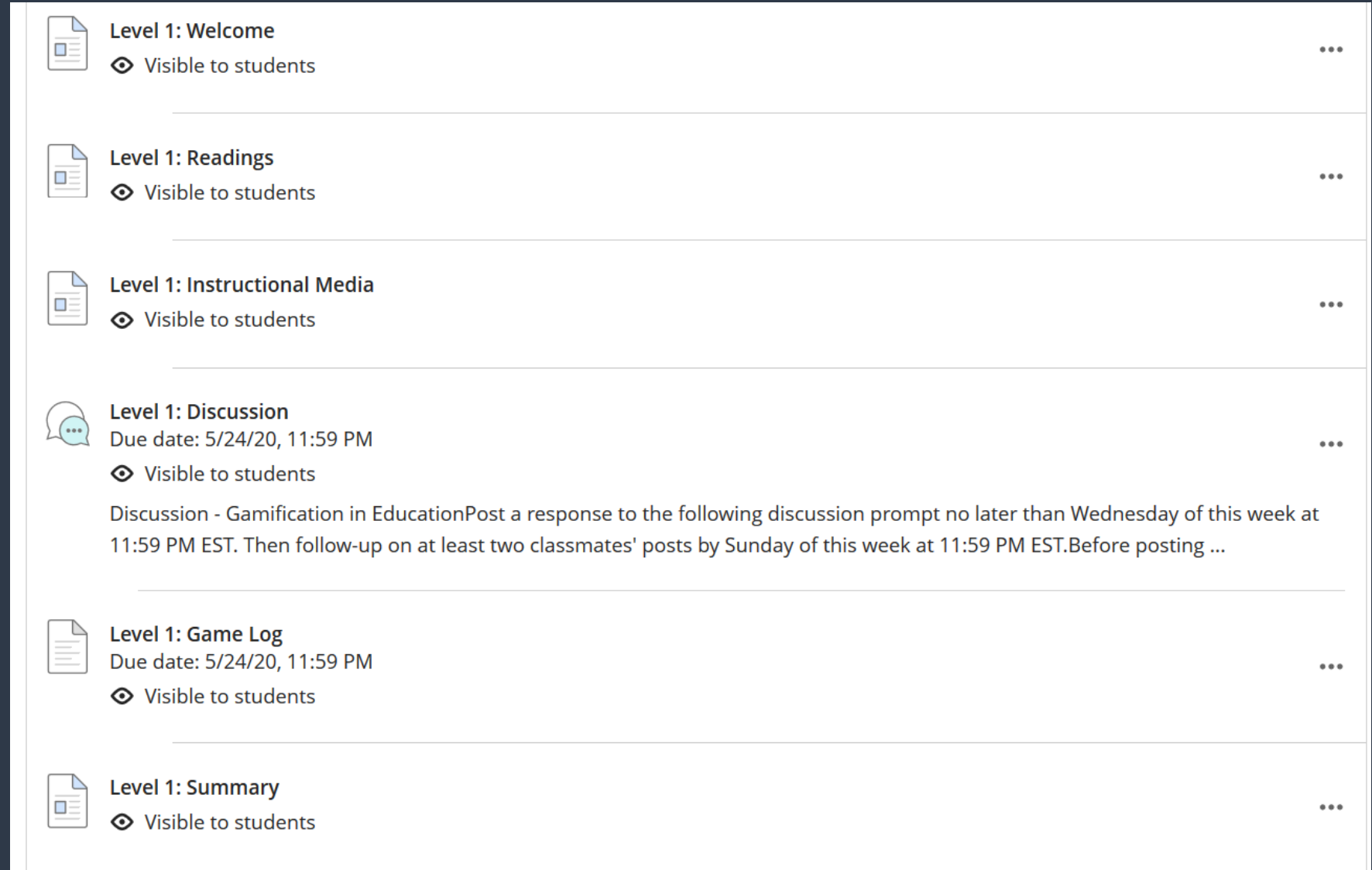


**Module 2: Week 2: August 26-September 1**







 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)



The screenshot displays a vertical list of course navigation items, each with a document icon, a title, a visibility status, and a three-dot menu icon. The items are separated by horizontal lines. The 'Discussion' item includes a speech bubble icon and a due date. The 'Game Log' item also includes a due date.

-  **Level 1: Welcome**  
Visible to students
-  **Level 1: Readings**  
Visible to students
-  **Level 1: Instructional Media**  
Visible to students
-  **Level 1: Discussion**  
Due date: 5/24/20, 11:59 PM  
Visible to students  
Discussion - Gamification in Education Post a response to the following discussion prompt no later than Wednesday of this week at 11:59 PM EST. Then follow-up on at least two classmates' posts by Sunday of this week at 11:59 PM EST. Before posting ...
-  **Level 1: Game Log**  
Due date: 5/24/20, 11:59 PM  
Visible to students
-  **Level 1: Summary**  
Visible to students

# COURSE MATERIALS

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## BEST PRACTICE: Communicate

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

- Activity Stream (Blackboard)
- Announcements (Blackboard)

# COURSE MATERIALS

## Activity Stream


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**Blackboard**

- Institution Page
- Joe Alberti
- Activity Stream
- Courses
- Organizations
- Calendar
- Messages
- Grades





**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

## Creative Course Delivery Toolkit Training #2

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

↑  
**AVOID THIS**

**DO THIS** →

### **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 (LLO 1).
- 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)

# COURSE MATERIALS

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**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

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- 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

Creative Course Delivery  
Toolkit Training #2

- 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](#)

# COURSE MATERIALS

Creative Course Delivery  
Toolkit Training #2

## 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

Creative Course Delivery  
Toolkit Training #2

## 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

[LinkedIn Learning](#)

# COURSE MATERIALS

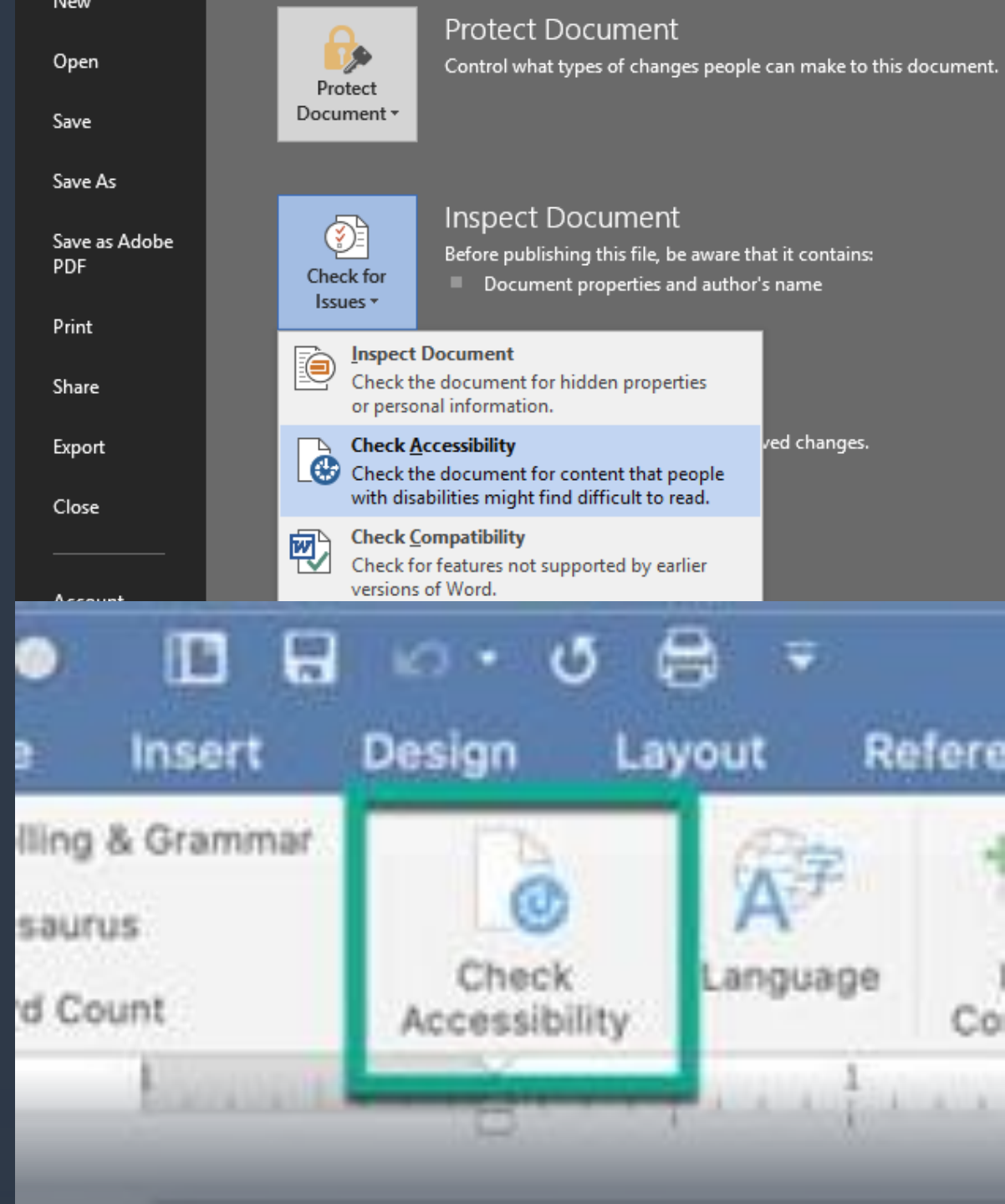
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Accessibility:  
The content  
you post  
needs to be  
ADA  
compliant.



# COURSE MATERIALS

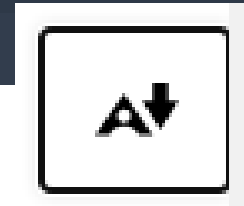
## Use the Accessibility Checker in Office – PC or Mac







# COURSE MATERIALS

## ALLY FOR BLACKBOARD

### 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

Creative Course Delivery  
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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!*

LECTURE

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I WANT TO HOST AN  
ENGAGING LIVE  
LECTURE.

# LECTURE

Creative Course Delivery  
Toolkit Training #2

Synchronous instruction provides students with:

- Consistency
- Personalization
- Connection

Engage in live virtual lectures in accordance with  
your chosen course modality.

# LECTURE

Creative Course Delivery  
Toolkit Training #2

YSU Supports the following video-conferencing platforms for hosting your live lecture:

- Webex Meetings/Teams
- Blackboard Collaborate
- Microsoft Teams

# LECTURE

Creative Course Delivery  
Toolkit Training #2

## BEST PRACTICES

- 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

**OUR EXAMPLE WHEN YOU ENTERED**

# LECTURE

Creative Course Delivery  
Toolkit Training #2

## BEST PRACTICES

- Include short breaks to keep students engaged and attentive – they may be going back to back with live lectures!

# LECTURE

Creative Course Delivery  
Toolkit Training #2

## 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

Are you a teacher, business or parent affected by COVID-19? See how Kahoot! can support you. [Learn more](#)

**Kahoot!** [News](#) [School](#) [Work](#) [Home](#) [Learning apps](#) [Self study](#) New [Play](#) [Sign up](#) [Log in](#)

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[Gotcha, I agree!](#)

Mozilla Firefox seems slow... to... start. [Learn How to Speed It Up](#) [Don't Tell Me Again](#) X

# 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

LECTURE

Creative Course Delivery  
Toolkit Training #2

WEBEX BASICS &  
RECORDING  
DEMONSTRATION

# LECTURE

Creative Course Delivery  
Toolkit Training #2

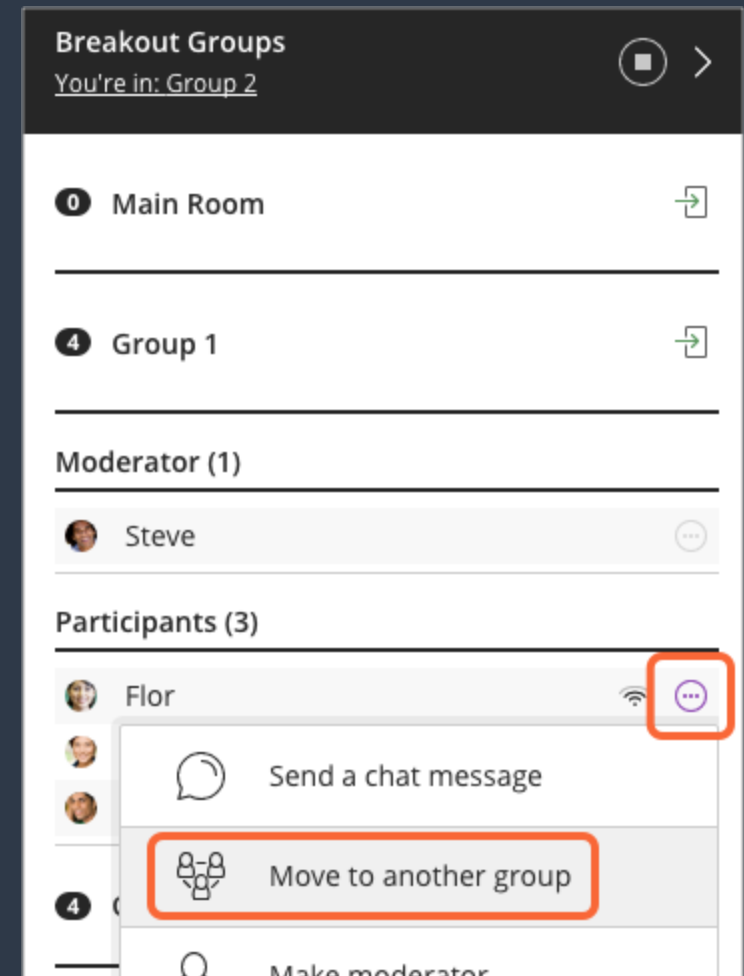
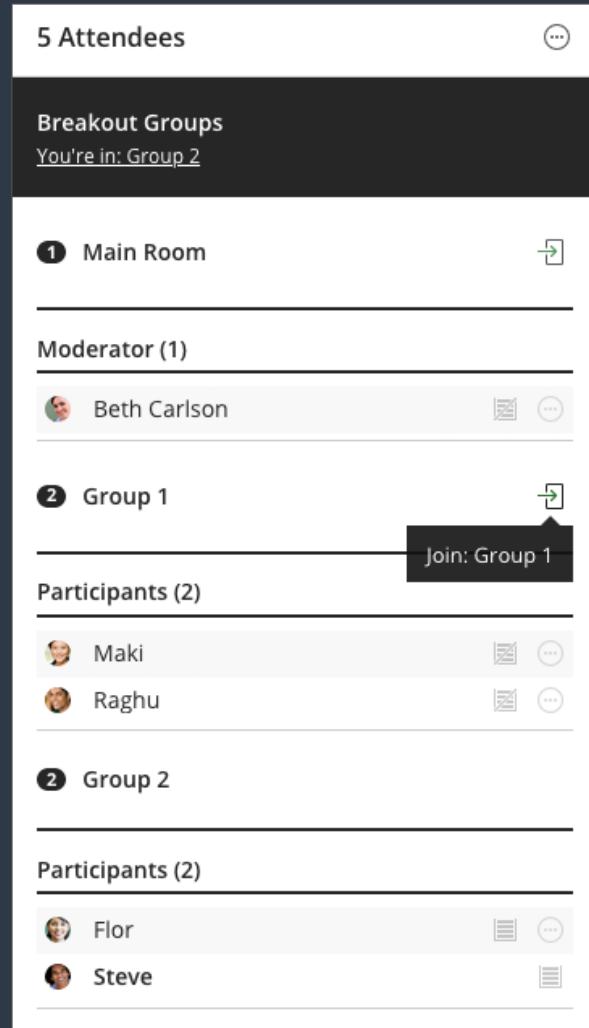
## TIPS FOR KEEPING STUDENTS ENGAGED

- 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



LECTURE

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MICROSOFT TEAMS

BREAKOUT

DEMONSTRATION

# LECTURE

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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!

# INSTRUCTION BASICS

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