BEST PRACTICES FOR ASYNCHRONOUS ONLINE (AO) LEARNING

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ABOUT THIS DOCUMENT

This document has been conceived as an asynchronous workshop for faculty who are transitioning to this online modality. While the PDF has been designed (using Adobe InDesign), it is at its core, a text document that could have been created and output from a Microsoft Word or Apple Pages doccument.

HOW TO ATTEND THIS WORKSHOP

The required reading for the workshop is contained in this PDF along with links to source material to allow for deeper investigation of any concept. Practical ideas for creating robust learning objects will be presented according to this legend.

LOW TECHNOLOGY APPROACH

For any idea provided one suggestion will feature a way to incorporate the concept that does not require more than an ability with a favorite word processing application or through using one of the tools that is baked into Blackboard (BB), the Texas Tech learning management system (LMS). When necessary to facilitate learning, illustrations will be included. These are meant for instructor learning and not to suggest images must be created.

MODERATE TECHNOLOGY APPROACH

Another suggestion will feature an approach that can be learned with moderate extra effort on part of the instructor. Those suggestions may include links to online tutorials or to other ways that a person can familiarize themselves with that technology (user manuals, how-to guides, etc.) Those links should be thought of as required reading IF the learner wants to use that approach.

HIGH TECHNOLOGY APPROACH

Finally, a high-tech approach will be offered that can be implemented by reaching out to others who already possess those high-tech skills (such as the Instructional Design team in eLearning) or are skills that can be learned outside of the expectations of this workshop. Links to sources of help for those suggestions can be investigated, but should not be thought of as required reading.

This workshop will be presented in a modular format including activities the self-directed learner should find practical and engaging. Participants will evaluate their own work and should be ready to implement those ideas they have found most useful. Because, after all, who needs another Zoom meeting right now?

WORKSHOP SECTIONS

While each section is presented as modules to emulate AO learning in higher-ed environments, the full workshop should be completed sequentially at your pace.

Throughout you will need paper or a notebook, your favorite writing instrument(s), and online access so that you can view the provided links.

TABLE OF CONTENTS

An estimated time to complete is provided for learner convenience. You determine when to take a break.

MODULE 1 - THE MINDSET FOR ASYNCHRONOUS LEARNING

*Estimated total time to complete: 2 hours**

I generally double the time I believe it should take a learner to complete the task when estimating, to accommodate for learner differences, interruptions, etc.

This page is home.

THE MINDSET

"'And is not the love of learning the love of wisdom?' Plato asked."
Platón. (2004). *Republic*. New York, NY: Fine Creative Media.

1

RESEARCH-BASED INSIGHT

From an analysis of research conducted by the U.S. Department of Education (2010), here are three key observations that may be surprising and that serve as a useful beginning:

1. **Online is often a better learning environment for students than is a traditional face-to-face one.**
2. **Online learning effectiveness is true across all types of learners, including K-12, traditional-age, non-traditional-age college and graduate-level students, and with adult learners such as those in a corporate training situation.**
3. **An online environment often expands learning time, as it was observed that it was better for keeping students engaged in the learning process for a longer duration of time.**

The use of media, videos, websites or fancy art does NOT offer any significant advantage for learning retention. However, when those are used, learners should be given ample control over the media. Simple things—the ability to view content on a mobile device, to bookmark a website link or download a PDF, pause, rewind or use content outside of the LMS—leads to significantly better learning results for students across all age groups.

While online quizzes can be effective—especially for identifying learner knowledge gaps and can be a time-saver for instructors—they do not appear to assess ***actual learning retention*** as well as the reflective opportunities that discussion boards, games, activities, simulations, and well-planned assignments can promote.

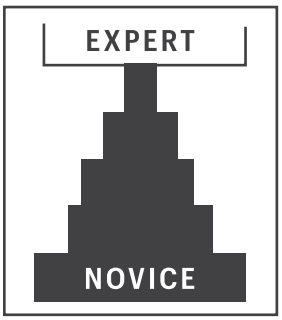
LINK TO THE STUDY:
https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf

REFERENCES

Means, B. et al. 2010. "*Evaluation of Evidence-Based Practices in Online Learning A Meta-Analysis and Review of Online Learning Studies*." U.S. Department of Education Office of Planning, Evaluation, and Policy Development, Center for Technology in Learning.

EXPERTS AND NOVICES

A meta-analysis, *How People Learn* (2000) which was commissioned by the National Research Council (NRC), begins with a discussion of how experts and novices differ. The authors suggest that the nature of expertise occurs on a continuum from novice to expert and that expertise is field-dependent—expertise in one field does not automatically transfer to another.



An expert notices "meaningful patterns of information" (NRC, 2000, p 31) and has acquired well-organized content knowledge that can also be applied in other circumstances. The expert can "retrieve important aspects of their knowledge" with little effort (NRC, 2000, p 31). Implications for learning environments and for teaching practices emerge.

EFFECTIVE LEARNING ENVIRONMENTS

The authors conclude that the most effective learning environments feature four interdependent characteristics. They are:

1. Learner-centered, where attention is paid to incremental knowledge building and acknowledges that learners bring existing knowledge into any setting, which may include false beliefs and naiveté in application of and/or incomplete context for the knowledge.
2. Knowledge-centered, where attention is paid to curating information/knowledge and to presenting well-organized information that can help a novice move toward expertise attainment.
3. Assessment-centered, where there are frequent opportunities for both formal and informal feedback to help a learner develop understanding, rather than rote memorization, of a concept. Often, learners fear assessment rather than embrace the notion that all human achievement also includes failure so that learning can occur.
4. Community-centered, where the environment fosters "norms for people learning from one another and continually attempting to improve" (NRC, 2000, p. 144) and where everyone can contribute as member of a community of learners.

These characteristics for effective learning environments can be built regardless of the modality for the learning.

LINK TO THE BOOK:

https://www.nap.edu/read/9853/chapter/1

REFERENCES

National Research Council. 2000. *How People Learn: Brain, Mind, Experience, and School: Expanded Edition*. Washington, DC. The National Academies Press. doi: 10.17226/9853.

IMPLICATIONS FOR TEACHING PRACTICES

An instructor who has an expert mentality, often referred to as a "sage on the stage" (King, 1993) way of thinking, can be a roadblock on a learner's path from novice to expert.

The shift from a teacher-centered mindset to a learner-centered one, can be summarized using a contemporary play on words: It is all about them, the learner, not me, the expert.

An instructor should use their expert thinking to break down elements of knowledge incrementally to present and curate information that allows the learner to progress.

Teachers need to be committed to their own learning—about technologies, about pedagogical approaches, and about their learners—to create an effective learning environment, regardless of the modality.

LINK TO THE BOOK:

https://www.nap.edu/read/9853/chapter/1

REFERENCES

King, A. (1993). "From Sage on the Stage to Guide on the Side." College Teaching Vol. 41, No. 1 (Winter), pp. 30- 35.

National Research Council. 2000. *How People Learn: Brain, Mind, Experience, and School: Expanded Edition*. Washington, DC. The National Academies Press. doi: 10.17226/9853.

EFFECTIVE LEARNING ENVIRONMENTS ARE:

Learner-centered	**Knowledge-centered**	**Assessment-centered**	**Community-centered**

THE MINDSET

"No problem can withstand the assault of sustained thinking."
Voltaire

FOUR WORDS FOR THE MINDSET SHIFT

Any quick search for differences between face-to-face (F2F) and online learning yields thousands of top-whatever-numbered lists. When most use the term "online" learning, what they're referring to is asynchronous online (AO) learning. In March 2020, the global pandemic forced traditionally F2F classes, from K-12 to higher-ed, into virtual learning spaces and many instructors conducted their classes in a synchronous online (SO) modality, using a tool like Zoom. That pivot was a struggle even for seasoned AO instructors, because changing to a different modality is not the same as planning for it.

I believe the most essential shift than any instructor must make when transitioning to AO is to their mindset. Linking the research-based insights, here are four words for the shift.

PLANNING

Truthfully, all the mindset changes could be addressed with this word, planning. Specifically, one should consider what must be planned for and when must planning occur. While F2F instruction happens in real time and adjustments to the curriculum or activities can be made the morning before or on-the-fly during class to accommodate for gaps in understanding or that student in the back who's asleep again, AO instruction can't.

The syllabus, subject of too many jokes, is an essential planning tool and should be the place where the planning and communication begins and where learning elements can be described to illustrate how novice learners will progress.

CURATING

Creating a knowledge-centered learning environment means curating information that allows a learner safe exploration of concepts with opportunities to scaffold their understanding (Ninio & Bruner, 1978) as they begin to move from novice to expert.

The instructor's mindset must be that of an expert guide through this continuum, curating information, rather than be an expert who is trying to force the transfer of knowledge.

REFERENCES

Ninio, A. and Bruner, J. (1978). *The achievement and antecedents of labelling*. Journal of Child Language, 5, 1–15.

While the expert instructor curates information and knowledge, this doesn't mean the instructor must be the content creator for all learning materials. Much like using a textbook, this mindset shift means an instructor can find content someone else has produced. For example, many instructors rely on components that already exist in viable, accessible formats for AO learning, such as open-educational resources (OER), TED Talks or explainer videos, etc., to add to their learning environments.

As we read (page 6), the instructor's level of expertise on the learning process can present unexpected roadblocks to the learning for a novice. An expert is often too far removed from remembering the initial knowledge that the novice must first grasp.

Shifting their mindset from expert teacher to expert curator of incremental information, an instructor takes an important first step to facilitating a learner-centered environment.

ASSESSING

Regardless of the age or experience of the student, all learners depend on assessment and feedback in order to grow and progress toward expertise.

An effective learning environment requires careful planning and consistent execution of communication, assessment and feedback. And, this can be a challenge for the instructor, because while communication and feedback can be more informally and globally delivered during a class session, an instructor needs to think about ways to minimize the time demands that communication and assessment will have on them in an online setting.

COLLABORATING

Building a community of learners from a random group of undergraduate or graduate students, who are either required to take the class or think that this elective sounds like something they'll be interested in, requires a commitment to learner-centered collaboration.

As noted, AO learning should feature regular assessment and feedback, but that doesn't mean all the feedback needs to be instructor-generated or individualized. Similarly, a group assignment doesn't always foster a community-centered approach to learning. The mindset for collaboration should allow an instructor to see possibilities in AO learning that do not exist in synchronous modalities. (Not everything that is collaborative requires a meeting and even in the most active F2F class not all students are participating in that fun activity the instructor is so fond of.)

Planning for how learners can collaborate will often help them build a learning community.

This concludes the reading for this section which featured a low technology approach to present the material. Next, I will describe how the same information can be presented using a moderate or high tech approach.

THE MINDSET

"And is not the love of learning the love of wisdom?" Plato asked.
Platón. (2004). *Republic*. New York, NY: Fine Creative Media.

OTHER APPROACHES TO PRESENTING THE INFORMATION

2

Reading can be presented on a website. This might be especially useful for content that a learner will need to refer to often and without having to access it through the LMS. A novice learner will appreciate the simple ability to bookmark information.

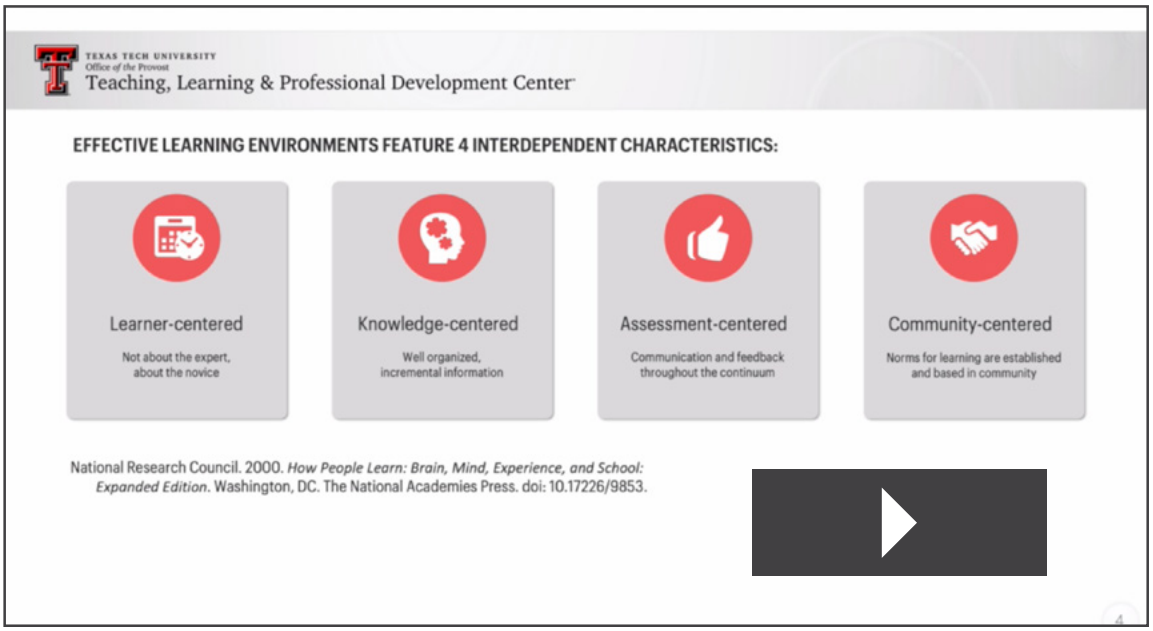
Link to an example.

Here are some free ways to build or host simple web pages. The links lead to tutorials.

Google Blogger **MS Sway** **Wakelet**

3

A video can be made that covers the material. (The play button accesses the video.)



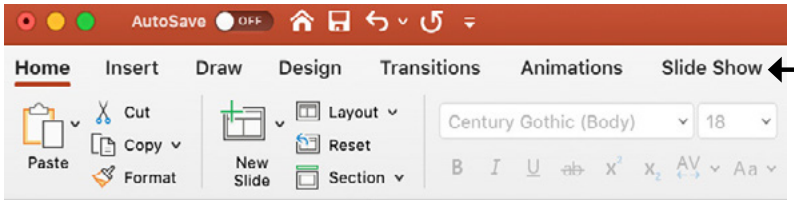
Here is how this video was made: Using PowerPoint and live captions from the Slide Show menu, I recorded the presentation slides using a Screencast video tool. While I hosted this video on the Vimeo platform, which can then be embedded into Blackboard, I could've hosted and shared it via MS OneDrive to let learners view it. An alternative would be to use the recording features of Zoom.

If you already have captions added and host videos on Mediasite or YouTube, this technique is not recommended because you can't remove these live subtitles once recorded.

A TLPDC QUICK TIP SHEET

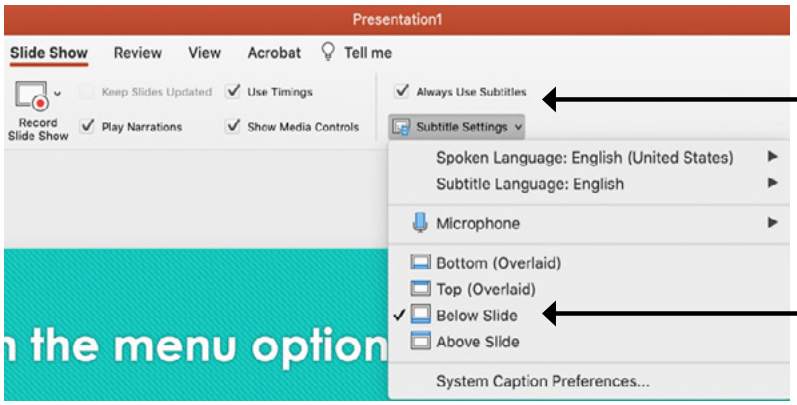
Use MS Powerpoint for live presentation subtitles, then record your presentation to a video using Zoom.

FROM THE HOME MENU OPTIONS:



Click on "Slide Show"

CLICK ON SLIDE SHOW REVEALS:



Select the "Always Use Subtitles" box.

Select the language (English will be the default.)

Select where you want the subtitles to appear.

THEN, USE *ZOOM TO RECORD YOUR PRESENTATION BY FOLLOWING THESE STEPS:

1. With that new setting in place, open a Zoom meeting with just you in it.
2. Open a Powerpoint,
3. Share your screen and set your presentation to Slide Show.
4. Start recording your Zoom and talk through your slides.
5. You will see the live captions appear (and self correct) as you present.
6. When you finish, Zoom will place a video file (mp4) that you can share with your students by either hosting it on YouTube, in Media Site, or by putting it in a MS OneDrive shared folder.

*This technique works during a synchronous Zoom class section, too.

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Here is a tip sheet for how to set and use the live subtitles feature in Microsoft PowerPoint.

This technique might be most useful during a synchronous online course using Zoom or MS Teams. When sharing the screen and using the Slide Show feature, students will see your words on screen as you speak.

THE MINDSET

"In order to create an engaging learning experience, the role of instructor is optional, but the role of learner is essential."
Bernard Bull

1

THE ROLE OF THE LEARNER

This list is not meant to be exhaustive, nor is it from a specific reference. It's a collection of characteristics informed by study and experience. Other instructors could add more.

A LEARNER MUST:

Recognize that being a novice does not mean they are unintelligent.

Take responsibility for their learning so they can manage it.

Understand how incremental learning leads to expertise.

Create their own additional learning objectives.

Identify additional resources.

Discover their learning preferences.

Accept failure as part of the learning process.

Develop resilience from that failure.

Acknowledge their progress.

Develop curiosity.

Participate with others in the learning community.

EFFECTIVE LEARNING ENVIRONMENTS ARE:

Learner-centered	Knowledge-centered	Assessment-centered	Community-centered

THE MINDSET

"It is the supreme art of the teacher to awaken joy in creative expression and knowledge."
Albert Einstein

THE ROLE OF THE INSTRUCTOR

This list is not meant to be exhaustive, nor is it from a specific reference. It's a collection of characteristics informed by study and experience. Other instructors could add more.

"In Shulman's (1986, 1987) terms, 'expert teachers have acquired pedagogical content knowledge and not just content knowledge'" (NRC, 2000. p. 50).

AN INSTRUCTOR MUST:

Understand that learners are novices.

Recognize that their own and other subject matter's expertise must be carefully parsed.

Help learners take responsibility for, and manage, their own learning.

Show clear reasons that the incremental learning matters.

Allow learners to experiment, dive deeper and interact with learning materials.

Present additional resources.

Communicate clearly and consistently, preferably using different modes of communication.

Develop safe spaces for learners to fail, recognizing that the novice will fail first.

Find ways to instill confidence in the learner.

Provide feedback.

Inspire curiosity.

Establish norms, expectations and goals for the learning community.

Care about the learner.

REFERENCES

National Research Council. 2000. *How People Learn: Brain, Mind, Experience, and School: Expanded Edition*. Washington, DC. The National Academies Press. doi: 10.17226/9853.

EFFECTIVE LEARNING ENVIRONMENTS ARE:

Learner-centered	Knowledge-centered	Assessment-centered	Community-centered

THE MINDSET

"Technology is a useful servant but a dangerous master."
Christian Lous Lang

THE ROLE OF TECHNOLOGY

This lists technology's function according to my observations of its use in education.

TECHNOLOGY MUST:

Support both the learner's and the instructor's needs.

Allow an instructor to provide for the accessibility needs of the learner.

Provide a secure, private, reliable environment for learning materials and the community of learners.

WHAT THE LEARNER AND INSTRUCTOR MUST EMBRACE ABOUT TECHNOLOGY

Technology doesn't really "do" anything for the learning process. Technology exists in the learning environment to enable an exchange of information and it evolves when users embrace the solutions it can present.

Whether the instructor takes a heavily-invested or minimalist approach to using technology, the instructor must embrace that technology is required to host a learning experience in AO environments and shift their mindset for using it accordingly.

In F2F classes an instructor enters a room and simultaneously presents information to any attending learner, using whatever technology is available in the room, for whatever time that room has been scheduled. (And, that schedule has usually been decided without the input of the learner or the instructor.)

In asynchronous classes an instructor prepares and curates information so that each learner can enter the space to access it at their convenience and interact with it at their pace, according to a schedule determined by the academic calendar and the instructor's planning for modular learning.

For a deeper dive into how our government has "Reimagined the Role of Technology in Education" see this link:

https://tech.ed.gov/files/2017/01/NETP17.pdf

EFFECTIVE LEARNING ENVIRONMENTS ARE:

Learner-centered	Knowledge-centered	Assessment-centered	Community-centered

RESOURCES FOR TECHNOLOGY

Teachers need to be committed to their own learning—about technologies, about pedagogical approaches, and about their learners—to create an effective learning environment, regardless of the modality (repeated from page 6).

Instructors moving from F2F environments to online ones will have their own preferences for pedagogies used in their courses. However, ideas for how to move those teaching strategies online are appropriate and will be the subject of Module 2 in this series. Additionally, the Texas Tech Teaching, Learning and Professional Development Center (TLPDC) hosts workshops for those purposes.

HELPFUL LINKS:
Currently, at Texas Tech technology begins with Blackboard Learn Help for instructors:
https://help.blackboard.com/Learn/Instructor

The eLearning and Academic Partnerships office provides resources and helpful services for faculty: **http://www.depts.ttu.edu/elearning/faculty/**

The Information Technology Division provides these important resources:
http://www.depts.ttu.edu/infotech/

And the TLPDC offers resources, advice and learning opportunities, including these:
https://www.depts.ttu.edu/tlpdc/Online_Teaching_Resources.php

This concludes the reading for this section which featured a low technology approach to present the material. Next, learners should complete a mindset activity to complete Module 1 of this self-directed workshop.

EFFECTIVE LEARNING ENVIRONMENTS ARE:

Learner-centered	**Knowledge-centered**	**Assessment-centered**	**Community-centered**

A MINDSET ACTIVITY

PLANNING

CURATING

ASSESSING

COLLABORATING

Recognizing that an asynchronous online class can be organized in different time periods than a F2F one, you will determine how to segment your modules. For this activity, we'll use 15 modules where each module will last 7 days.

During a 15-week semester at Texas Tech, a F2F class meets weekly for 150 minutes, with the expectation that a student is assigned an additional 300 minutes' work outside the classroom. (This should help you think about how to segment content.)

1. Select a syllabus from a previous F2F course and an upcoming semester for this activity and note the precise first and last date/day of classes for that term. (You will make notes for this syllabus during this activity, so create a mark-up copy for your use.)
2. From your current syllabus list the topics that must be covered during Module 1, along with any assigned readings or assessments that you have previously used for the course.
3. Review any presentations/notes you have for your first week in the F2F class and add any topics to your topic list (item 2).
4. Determine which of those topics must be covered during Module 1. Print the course planning tool on the next page and add the topics. Add your thoughts for estimated time to complete for those activities that a student will do, such as by reading or homework. (For example, if Chapter 1 of a textbook is part of Module 1, estimate how long it should take a learner to read, but add time to the estimate to accommodate for slower readers.)

   Notice that topic 1 will be an introductory activity and since a syllabus discussion is typically part of a first-day experience, we'll develop one next.
5. Review page 11 (role of the learner) and consider where in your syllabus you could add the statements you agree with along with any you might add from your own experience. Make notes in your syllabus of where you could add a role of the learner statement.
6. Review page 12 (role of the instructor) and consider if/how you could include those statements you agree with in your syllabus along with any you would add. Make notes in your syllabus of where you would add that role of the instructor statement.
7. Write a Discussion Board-type question asking learners if they will commit to their role as learners and ask them to discuss if any of the statements make them apprehensive to commit. This will be included to whatever other introductory-type activities you have. For example, "Introduce yourself to the group and tell us where you're from. What about the role of the learner makes you cautious to commit?"

This activity continues following the table.

ABOUT THE ACTIVITY

The purpose of this activity is to begin planning for your asynchronous online class and to reflect on the learning presented in Module 1 of this workshop.

The tasks for completion are presented as numerical steps and the activity concludes with a self-assessment reflection tool to provide the learner with immediate feedback.

EFFECTIVE LEARNING ENVIRONMENTS ARE:

Learner-centered	Knowledge-centered	Assessment-centered	Community-centered

COURSE / MODULE PLANNING TOOL (YES! YOU COULD USE 3 X 5 CARDS OR THE LIKE)

Module 1: 1. Introductory & syllabus activity...	**Module 2:**	**Module 3:**
Module 4:	**Module 5:**	**Module 6:**
Module 7:	**Module 8:**	**Module 9:**
Module 10:	**Module 11:**	**Module 12:**
Module 13:	**Module 14:**	**Module 15:**

First day / date of class: Last day / date of class: Final exam day, if exam is required:

A MINDSET ACTIVITY

PLANNING

CURATING

ASSESSING

COLLABORATING

...continued from page 15.

2

Consider this technological approach for an introductory discussion.

LINK TO FLIPGRID, a TTU approved tool, that uses video for a forum.

For a link to web-hosted tutorials about the platform **CLICK HERE**.

Sign up for a free account and use it to make a video to introduce yourself and include any questions you've thought added for an introductory exercise for you students. Flipgrid not only subtitles the videos for you, but it provides a secure instructor link that can be embedded into Blackboard that allows students to respond to your video in kind.

Whether you choose a conventional discussion board where students type their responses to your prompts or the Flipgrid video suggestion, this introductory forum can become a requirement for stipulating a student's syllabus agreement and buy-in of the role of the learner.

8. Review and select one of the topics you listed for Module 1 that is unrelated to the introduction and is foundational to the learning in your course. It could be from the assigned reading or is a section you have covered using PowerPoint (PPT). The purpose of step 8 is for you to begin thinking about the incremental elements inherent in a topic.

   For example, in my multimedia storytelling class initial learning begins with still images as a topic. One incremental element of that learning is photo composition.

9. List all the incremental elements that each topic in Module 1 might have. (There is no magic number of elements for a topic, but referring to the textbook and your existing presentations yields ideas from chapter sections or individual slides.)

10. Create ideas for content about one incremental element and find one piece of content that is already hosted online that you could use in your AO course.

    For example, can you find a website or web-hosted article about that element that you could provide a link to within Blackboard? Is a video already hosted on YouTube that could be used? Or, can you find something from an open education resource (OER) for the element? (See links below.)

    HERE IS AN EXAMPLE from YouTube for my class, related to photo composition.

    I don't need to reinvent that wheel, I can simply add this video link to BB.

11. **Check this link to find OER** resources and content curation opportunities.

12. Use the self-assessment worksheet that follows to complete this activity.

EFFECTIVE LEARNING ENVIRONMENTS ARE:

Learner-centered	**Knowledge-centered**	**Assessment-centered**	**Community-centered**

MODULE 1 SELF-ASSESSMENT: ARE YOU A COMMITTED LEARNER?

**"At the end of the day we are accountable to ourselves.
Our success is a result of what we do."
Catherine Pulsifer**

For all questions 1 indicates little effort and 5 indicates outstanding effort, even if you may need to edit your work again later. Circle the number as directed.

In your opinion rate how meaningful the notes are that you made to your marked-up syllabus. (If you didn't make any notes, stop now, go back and do the work in this activity.)

1 2 3 4 5

Rate how much effort you put into writing a discussion board question for an introductory activity.

1 2 3 4 5

If you set up a Flipgrid account, played with creating a video or thought about how you'd use it, circle 5. If you set up a Flipgrid account, circle 4. If you looked at what Flipgrid is and saved the link so you could investigate it further, circle 3. If you looked at what Flipgrid is, but moved on, circle 2. If you read the idea and thought no, circle 1. If this is the first time you've read the word "Flipgrid" you earned 0 here.

1 2 3 4 5

If you looked up, bookmarked the OER page, found an OER that you will use and saved it, circle 5. If you looked up, bookmarked the OER page and looked at the links, circle 4. If you looked up and bookmarked the OER page for viewing another time, circle 3. If you looked at what the link was but moved on, circle 2. If you read the idea and thought no, circle 1. If you didn't read that section, you earned 0 here.

1 2 3 4 5

List the 4 words for the Mindset Shift here: Score 1 point for each one you can remember without looking back:	+
Without looking back in the PDF, do you know why there was a 2 listed at the top of page 17? Add 2 points to your total if you do know.	+
If you clicked on any of the links in the reading sections to learn more, credit yourself with 2 more points. Total the numbers you circled and add the additional points.	+ **TOTAL POINTS =**

How'd you do?

1-7	Why did you download this? You are responsible for your learning. Please re-do the module.
8-13	Perhaps you were rushed. Will you commit to re-doing this work another time?
14-19	You've completed the module, but rushed through it a bit, didn't you?
20+	Great, you're ready to move on even if you may want to edit your work later.

DEBRIEF

**"Do the best that you can until you know better.
Then when you know better, do better." Maya Angelou.**

ABOUT THE ACTIVITY AND SELF-ASSESSMENT TOOL

In a digital book on teaching and learning, authors focus on six core competencies, including one referred to as "quality assurance" (Blackboard, Inc., 2020, p. 24). The eBook references Kirkpatrick's (1998) framework for evaluating training programs in four levels: reaction, learning, behavior, and results (Blackboard, Inc., 2020, p. 26). Its conclusion echoes the sentiment of the material I've presented in this module:

> *"Course evaluation should begin early, at the designing stage, cover all aspects of the course, and ideally go on after course delivery is over" (Blackboard, Inc., 2020, p. 26).*

When planning to create this PDF as modular learning, I wanted to feature an activity that could provide instructors with: meaningful advice about planning, curating, assessing, and collaborating for AO courses; an illustration of how thoroughly an activity should be presented, using a step-by-step series of tasks; a simple worksheet to aid in your planning efforts; and, an example of a self-assessment tool which would minimize the instructor's time. That assessment would reinforce the significance of the learner's role and could be submitted to Blackboard for learner accountability and participation credit.

Of course, to fully **plan** for the incremental elements that would be included in your module 1, you have more work to do. Hopefully, by thinking about **curating** content rather than creating it through lecture, you are encouraged by time-saving ideas to finding learning materials using OER. By considering ways to implement **assessment** in the planning process, you will save time during the semester, but it does add time to your planning stage. Adding a way to solicit learner buy-in during an introductory discussion board (or Flipgrid) activity would help you build the first class **collaborative** interaction and between you—the expert instructor—and each student—novice learners.

Finally, this PDF demonstrates that an instructor can create a long document, with detailed instructions for what they want a learner to read, think about and do, as modular learning.

Blackboard Inc. (2020). *6 Core Competencies to Enhance Digital Teaching and Learning*. Reston, VA, retrieved online by authorized download at: https://content.blackboard.com/six-core-competencies.

EFFECTIVE LEARNING ENVIRONMENTS ARE:

Learner-centered	Knowledge-centered	Assessment-centered	Community-centered

A TLPDC QUICK TIP SHEET

Looking for ways to integrate video into Blackboard that don't require a degree in filmmaking? Or, maybe you do want to become a YouTuber? This resource is meant to help you incorporate accessible video into your classes.

1

ELEARNING TIPS FOR RECORDING LECTURES

Here is a **link to great advice for recording video lectures** from the TTU eLearning & Academic Partnerships.

TEXAS TECH'S MEDIASITE LINKS

The preferred method recommended by **IT is to use mediasite**, which has a host of features. Here is the **link to the product page** for more information.

USE PRESENTATION SOFTWARE WITH SCREEN RECORD SOFTWARE

There are several ways to use presentation software, including using MS Powerpoint or Apple Keynote, and Zoom or MS Teams to record a video while you present. Or, use **screen recording software** that can allow you to record both you and your screen at the same time.

REVIEW ARTICLE

2

Flipgrid is a TTU IT-approved tool that can be used as a discussion board tool or can be used by an instructor to record and post a video that can be easily linked to (use the "*Create* | Web Link" tool in Blackboard to insert a direct link to your captioned-for-you short videos.) This tool works well for introductions.

Below are various links to help if you want to host video lectures elsewhere. All educational videos must feature subtitles (CC) for accessibility.

Try **Kapwing** to create short videos. (Note that this one has an automatic **subtitling tool (info here)** that is mentioned by our guest speaker, below).

3

How to start a YouTube Channel.

How to caption YouTube videos. (Link to user guide.)
A video walk through. (Molly Jacobs, from the TLPDC.)

How to translate and caption YouTube videos. (Link to user guide.)

Link to a YouTube Guest Speaker who provides information about 4 free ways to caption videos. (One of her suggestions includes using Facebook which we do not recommend for education.)

Use Veed.io to subtitle any MP4 file. (Shown as the third option in the Guest's video above.)

MORE FROM ELEARNING AND ACADEMIC PARTNERSHIPS

There are a series of training videos and other resources collected at this training link, which includes how to use the Mediasite tools for video.

TRAINING LINK