BEST PRACTICES FOR ASYNCHRONOUS ONLINE (AO) LEARNING

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Office *of the* Provost

Teaching, Learning & Professional Development Center™

ABOUT THIS DOCUMENT

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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.

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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.

1

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.

2

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.

3

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. Please begin the series with Module 1.

WORKSHOP SECTIONS

MODULE 1, THE MINDSET SHIFT

MODULE 2, THE CLASSROOM SPACE

MODULE 3, BUILDING YOUR COURSE

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.

Please begin with Module 1.

TABLE OF CONTENTS

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

MODULE 2 - THE CLASSROOM SPACE
Estimated total time to complete: 2 hours

Please begin with Module 1. This is Module 2 and throughout you will need paper or a notebook, your favorite writing instrument(s), and online access so that you can view the provided links.

BLACKBOARD

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"A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting, automation and delivery of educational courses" Ryann Ellis (2009).
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1

PLANNING FOR THIS ENVIRONMENT

What teaching strategy do you want to use in the asynchronous online (AO) course you're planning? Jot down some description of your answer. Whatever that answer is as you mulled the question the important idea is that your response does not need to change because you're planning for AO learning. We'll circle back to that later.

Module 1 presented the research that has informed our understanding of effective learning environments, regardless of modality, along with our four words for the mindset shift required for the AO environment. In Module 2 we'll consider the Texas Tech learning management system (LMS), Blackboard, and how we should consider **planning**, **curating**, **assessing** and **collaborating** within that environment. By the way, we will not cover a lot of technical information about Blackboard. For that, great resource links for you to engage with on your own are presented in this section.

LINK TO THE BLACKBOARD HELP SITE:
https://help.blackboard.com/Learn/Instructor
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LINK TO THE ELEARNING AND ACADEMIC PARTNERSHIPS REMOTE LEARNING SITE:
http://www.depts.ttu.edu/elearning/remote/
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LINK TO A BLACKBOARD TRAINING THROUGH DOCUMENTS SERIES:
http://www.depts.ttu.edu/elearning/blackboard/instructor/training/
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> *Incidentally, Blackboard will undergo a number of upgrades over the next year (as of this writing in November, 2020) as Texas Tech has renewed its commitment to the LMS. Our current version is Blackboard (Learn) 9.1.*

REFERENCES
Ellis, Ryann K. (2009), Field Guide to Learning Management, ASTD Learning Circuits, archived from the original and retrieved on Wikipedia (https://en.wikipedia.org/wiki/Learning_management_system#cite_note-ellis-1), 2020.

EFFECTIVE LEARNING ENVIRONMENTS ARE:

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

NAVIGATION (PLEASE DON'T MOVE THE DOOR)

Developing your course using the syllabus as a starting place is one aspect of the planning phase. How a learner will navigate through that course is another. We'll use an image of a physical classroom for an analogy.

Pictured is a typical classroom environment (*although, higher-ed rooms don't often have such a lovely desk at the front*). Typically, this shared space transforms from one class, instructor and students, to another based on the administration's scheduling throughout a day. Commonly, students enter and sit anywhere *(although, in my experience students will generally sit in the same general spot, tardiness depending. Humans are so predictable?*).

Once the instructor and student has located the room they're to occupy at a given time each week, there are some things on which they can rely. The room will stay the same, there will be a seat for them and **the door will never move**.

This approach should be planned for in Blackboard. Your course navigation should be planned so the door will not move. In the graphic below (*click it to launch*), the section labeled A is called the **course menu.** It serves as the cornerstone for navigating your course.

Viewable to both learner and instructor regardless of where they are inside the class, the **course menu** organization should stay the same and is therefore the door in this metaphor.

Blackboard uses the term **course entry point** for how an instructor can designate where—inside the course—the learner "lands" whenever they enter. It, too, should not move once you've decided on where to land students. An instructor's Blackboard shell begins with the course entry set as the default "course home" page.
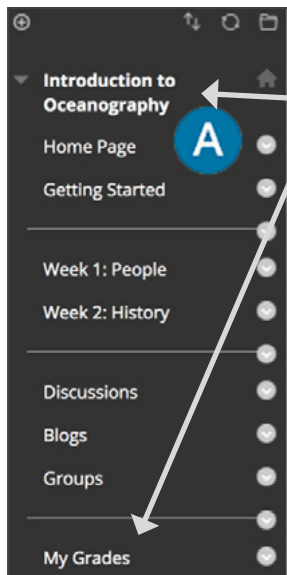
Blackboard image and link:
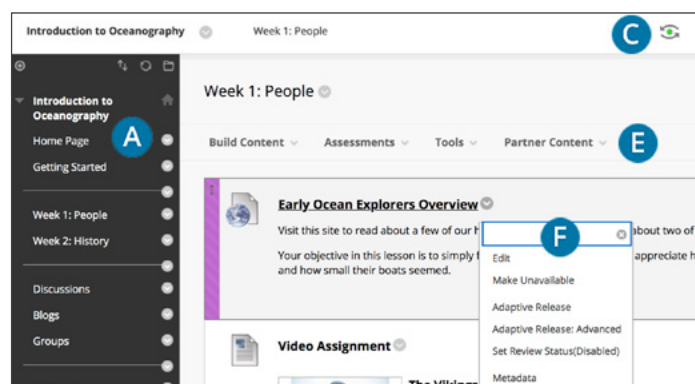
EFFECTIVE LEARNING ENVIRONMENTS ARE:

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A CLASSROOM SPACE ACTIVITY BEGINS

COURSE MENU:

1 Plan the **course menu** for your class. Remember that this "door" shuold not move regardless of where inside the class your student lands or independently moves. If you aren't familiar with Blackboard, the terms (shown in **bold**) or the **course menu components**, use the link from the **course menu** image to help.

Print the next page or draw similar rectanglar shapes on a piece of paper as you work through this activity. Make notes about what you will title sections and list what types of information will be found within each of them. On your mock up you'll respond to a few questions as you consider these concepts.

Some **course menu components** are populated for you and a few can't be removed or hidden, such as the **course title** and **my grades** areas.

There are decisions for you to make: Will your course open all at once when the semester begins, so that a learner can access all modules? Are all weeks going to be ready on day 1? If so, this approach can work well.

Or, will you use **content areas** as depicted as Week 1 and Week 2 (at left) and expect learners to understand that the navigation will expand as you go? If it were me using this navigation, I would add a **subheader** (unlinked text that can be used to help guide students) to group the content areas, such as:

Weekly Modules: (subheader)
Week 1: People
Week 2: History ...

... in an attempt to help the learner understand that the navigation area will grow each week. Note that if you kept expanding to include 15 weeks (TTU fall/ spring), your navigation space will get pretty long for learners to find the links to Discussions, Blogs, etc. that may fall below. You aren't moving the door, but you are changing its shape! *(Imagine all the scrolling if you logged in using a phone, which learners definitely do and will continue to do.)*

As you can see from an example from a current live course, I don't want my navigation "door" to change shape (learner-centered thinking).
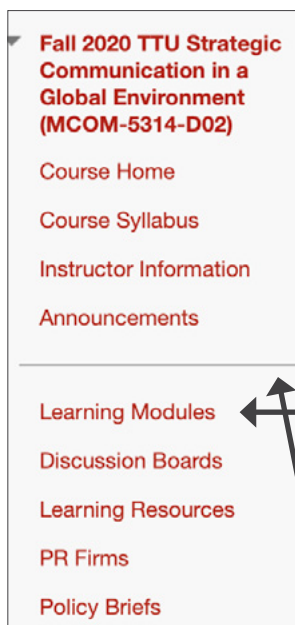
Therefore**, Learning Modules** is a content area where all the modules (as **content folders**) are housed. I set the inside of this folder as the **course entry point** so that when learners log in they can access each open module. Each component shown is either a **content area**, **tool**, **course**, or **web link** and each is available throughout the course so my "door" never moves. **Dividers** (rules) can be added to visually organize the course menu as well. These are choices you can make.

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COURSE MENU:
Use ALL CAPs for any subheaders.

NOTES ABOUT SECTIONS:
(Grab some of those different colored markers that make you happy for this.)

What on your course menu will be a content area? (Underline it)

What will be a course link? (Use a dashed underline or a different color marker)

What will be a tool link? (Underline it twice or use a different color marker)

Will you link to an external link? (Put a line at the top of it)

Circle the area that will be the course entry point.

If you've decided to use a divider, illustrate where.

Didn't pay attention to the linked page of terms from Blackboard? Do that now.

1

ACCESSIBILITY

Yes. Everything that appears in your course should be accessible for learners who may need support from screen readers, subtitles or closed captions (CC) for video, etc. Anytime you see the word "accessibility" related to AO learning that's what we're talking about, not students who need access to your course.

Texas Tech's eLearning Accessibility Services provides several free services to assist faculty, staff, and students in creating accessible content and adding accessibility components to existing content. They provide step-by-step guidance for creating accessible materials for the web through this important page.

LINK TO THE ELEARNING ACCESSIBILITY SERVICES PAGE:
http://www.depts.ttu.edu/elearning/accessibility/
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Module 1 contains information regarding subtitles for videos, here let's continue planning your course, but now we'll consider documents to add to Blackboard.

1. Do you have a Word file that you will use in the first week of class? (*Such as your syllabus draft? This is practice so you can use it now just to learn how to make it accessible.*)

2. Do you have a Powerpoint file that you will use in the first week?

3. Do you have a PDF that you will use in class?

LINK TO THE ACCESSIBILITY BASICS:
http://www.depts.ttu.edu/elearning/accessibility/accessible-materials/accessibility_basics.php
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2

THE PLANNING ACTIVITY CONTINUES
Gather at least two of those types of files and follow the instructions found online (there are many links from the basics page) and make those two different file types accessible.

Don't cheat and create two accessible Word docs. Learn how to make PDF or PPT files accessible, too. Every document intended for student use must be made accessible, so take a little time to make all Week 1 materials accessible if you can. (The planning phase includes many tasks such as this that you must do before the class opens. *Mindset shift, planning: do it now*.)

Note about using items that can't be made accessible (such as older YouTube clips): Many people use video clips from mainstream programs (SNL, etc.). If those materials don't have CC, for example, you may still use them, but you should let learners know that those items are optional and that they will not be used for any formal assessment. *(Yes, that's a good note to add to a syllabus that they won't read anyway. Sigh.)*

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DIVERSITY AND INCLUSION

Planning for diverse perspectives in an AO environment is as important as it is in face-to-face settings. It should begin with your syllabus language regarding respect for different views, especially in discussion boards and in collaborative activities.

"The Division of Diversity, Equity & Inclusion (DDEI) works across Texas Tech University to foster, affirm, celebrate, engage and strengthen inclusive communities through diversity, equity and inclusion ... The process of creating a culture that allows every individual to feel as though they matter, and they belong is not accidental, but intentionally created by those who are members of the community and how they welcome and retain new members. We establish our culture through shared practices and traditions, through our artwork and our food, through our words and our actions, through our practices/policies/procedures, through the photos we publish and the stories we tell, and through the ways in which we affirm and validate the experiences of others." (Texas Tech DDEI, retrieved 2020, http://www.depts.ttu.edu/diversity/staff.php).

When planning your course, carefully consider the representations used in your examples, characters, images, and other learning materials you will use.

THE PLANNING ACTIVITY CONTINUES

Do you know the difference between equality and equity? Please watch this video on YouTube before continuing as it explains why creating the accessible documents is so important. *(Sometimes when I am weary of tasks such as adding alternate text to images, the thought of the child in the video example, motivates me to stay equitably learner centered.)*

📹 ON YOUTUBE

Look at your plan from Module 1 about the first week of your course as you answer these questions on the same paper you used to plan your course menu (page 26):

> Are there representations of both men and women used in language, images or narratives?

> Are there representations of ethnicity (different skin, hair color), culture (names, food, clothing), ability (not everyone can see, hear or walk), or socio-economic conditions (not everyone has two parents, fancy cars or living situations) used in language, images and narratives?

Perhaps you have only the syllabus, discussion board, reading and a lecture planned for Week 1 of your course at this point. Let's add some diverse representation:

> Can you think of a clip from a movie, TV show or advertisement that illustrates one of the concepts presented in Week 1 that features diversity.

> Do a Google search for that clip or meme (chances are high you'll find it on YouTube) to use. Save a link to that clip to insert later into your course in Blackboard.

2

EFFECTIVE LEARNING ENVIRONMENTS ARE:

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

DIVERSITY AND INCLUSION, CONTINUED
Need help finding resources? Here are several places where royalty-free images can be obtained. The Microsoft Suite contains a large library of clip art and in a world where the emoji is the fastest-growing new language, a person could use even a series of "happy faces" or icons to simply provide diversity.

LINKS TO FIND IMAGES, VIDEOS AND CHARACTERS:
https://unsplash.com
....

https://pixabay.com
....

https://picography.co
....

https://www.pond5.com/free
....

https://www.pexels.com
....

Here is a link to the Internet Archive, a non-profit library of millions of free books, movies, software, music, websites, collection.
https://archive.org
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PLANNING FOR THIS ENVIRONMENT

YOUR TEACHING STRATEGIES
This module began with the question: What teaching strategy do you want to use in your AO course? and now let's circle back. Here are three strategies shown as formulas.

1. Learning materials (lecture, reading, viewing, etc.) **+ digital testing assessment?**
This combination works simply. Record / post lectures as learning materials and use testing features in Blackboard for assessment can be part of your strategy. It addresses two of the four pillars for effective learning environments (knowledge- and assessment-centered) but, while feedback can be built into the testing, it is impersonal, not learner-centered and fails to promote community or student interaction. **Read More.**
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2. Learning materials + exposition assessment?
Are you planning to assess student work using assignments that are expository (a paper, an essay, research presented, a podcast, a video presentation)? This is another combination that works simply, but will add time to the instructor's role during assessment periods. However, this strategy presents quality opportunities for personalized feedback, which will result in greater learner engagement and begins to address the regular and substantive interaction that the Texas Higher Education Coordinating Board requires.

3. Active learning, reading, reflection + participation + self assessment? What's an example of this type of strategy in an AO environment? What you are doing right now.

Throughout this module you've been actively planning for your course, while considering Blackboard, and developing technical skills to make files accessible, etc. This module is participatory and active. There are links for you to discover, activities and questioning techniques that support your progressive learning. It does not (at this point) represent community-centered learning and while self-assessment is included, it has been impersonal and relies on your commitment to the process (*although, I hope you at least notice that there are intentional light-hearted comments throughout? As simple as it sounds, doesn't it read a little like I'm here with you? Your learners want to feel that presence.*)

Nearly any combination of teaching strategies can be employed in AO environments. By expressing strategies as formulas you can spot effectiveness gaps and can fill those gaps by adding approaches so that all four pillars are addressed.

For example, in Module 1 of this workshop the formula was learning materials + self assessment. Now we're using formula 3 which is a more learner-centered approach.

Let's continue planning for your course ...

EFFECTIVE LEARNING ENVIRONMENTS ARE:

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THE PLANNING ACTIVITY CONTINUES:
Write down your answers to the following questions on the paper you're using and refer back to the planning you should have done during Module 1 of this workshop:

1

Earlier, you were asked to jot down a description of the teaching strategy you want to use for the course you're building. Rephrase that now to include your teaching strategy formula for how you will present learning materials and how you will assess students during the first module.

Review your X + X formula.

List which of the effective learning environment pillars are not represented in that formula. (How will you focus on learners, how will knowledge be presented so a novice can build understanding, how will you assess students and how are you planning to build community?).

Look at one of the components you have planned for students in your first module, it could be watching a lecture, reading an article, etc., create a brief expository assessment for that component, and develop an idea for a community-centered feedback strategy.

For example, in Module 1 (on page 18), I shared a YouTube link, a video about photo composition techniques. My expository assessment for that component might be for learners to find a photo that depicts one of the techniques, share it in a discussion board, and ask others to comment on whether they agree the idendified technique is used and then identify others found in the image.

Now my teaching strategy formula would look like this:
Learning materials + exposition (show and tell) activity + community assessment.

How you describe the activity in your formula is completely up to you, just be sure it helps you determine if you are developing a more effective AO learning environment.

USING THIS IN PRACTICE:
When planning a new course, I usually create overarching teaching strategies for each of the stated learning objectives. Then, once I've gone through my process for identifying the major components that will be presented in each module, I create strategy formulas to address each of those components and add ways to address gaps, usually to foster community. It may feel a little cumbersome at first to identify strategies as formulas, but once you get into it, it's a creative, versatile way to plan.

EFFECTIVE LEARNING ENVIRONMENTS ARE:

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BLACKBOARD

1

CURATING IN THIS ENVIRONMENT

While planning for navigation you should have learned about **course menu** components. Now, we'll consider curating content with the **course content** types in Blackboard.

The button launches the Blackboard course content types definitions help page. Click to investigate the terms. Unless you're new to Texas Tech, you have access to a Blackboard classroom space (Spring 2020). You may use an old course—or a current one—to try out new ideas as you work through this module, but that isn't required at this time.

🔗 **CONTENT TYPES**

My files ☑

Pro tip: Set a content area that is NOT viewable in a live course and rename it My files. When you want to try something, use that content area to test and store items.

Author's note: No LMS is perfect. People grumble about Blackboard, but that's a waste of time. Blackboard is not going anywhere, so you might learn to live with it by using those content types that allow you to curate and organize information well. For me those are: **item**, **file**, **web link**, **course link** and **content folder**. Your list may vary.

LINK TO THE BLACKBOARD HELP FOR INSTRUCTORS (YOUTUBE VIDEOS)
Some of the videos available at the site are older (still valid information), but this quick video should help orient you to the course environment, especially if you're new to it. The full playlist of videos is available through this YouTube page.

📹 **YOUTUBE HELP**

FIND ITEMS TO CURATE IN THE TTU LIBRARY
Excellent learning materials can be found through the Texas Tech Library system that students can access once they sign in with their TTU Account, such as from O'Reilly Media and other databases, including OER sources, that can be used in Blackboard.

LINK TO THE TTU LIBRARY PAGE FOR THOSE ITEMS
https://www.depts.ttu.edu/library/news/stories/e_resources.php

https://guides.library.ttu.edu/oer

EFFECTIVE LEARNING ENVIRONMENTS ARE:

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

A CLASSROOM SPACE ACTIVITY CONTINUES

CURATING

1 Plan your Week 1 (whether it will be housed in the navigation using a **content area** or inside a content area using a **content folder):** List the elements that you are planning to add for students to read, watch and do in Week 1 on a blank sheet of paper using space similar to my example as you decide in what order (top to bottom) you want elements to appear. Use space to the left of the elements to figure out which **course content type** will be best suited in the LMS.

Author's note: In my example the handwritten font is meant to show you my notes.

COURSE CONTENT TYPE:

Item

Web link

Content folder

Item

Web link

Item w YouTube video

Web link

Tool: Discussion Board

MY EXAMPLE COURSE CONTENT:

1. Read the syllabus (add accessible PDF to the item as an attachment)

2. Watch the welcome video

3. Reading for Week 1 (title of the folder, these elements will be inside)

    Read chapter 1 of the textbook (write an overview of the topics)

    Supplemental reading from O'Reilly materials (add link)

    YouTube video about photo composition (add video link to an item)

4. Introductory Discussion Board using Flipgrid (insert a web link to the Flipgrid post)

5. Activity for Week 1 (create a Discussion Board for the expository assessement developed, see page 31)

2 **BONUS LEARNING:**
Learn how to insert hosted video content from YouTube or Vimeo into an item in Blackboard. Shown on the next page is a tip sheet that illustrates the process.

EFFECTIVE LEARNING ENVIRONMENTS ARE:

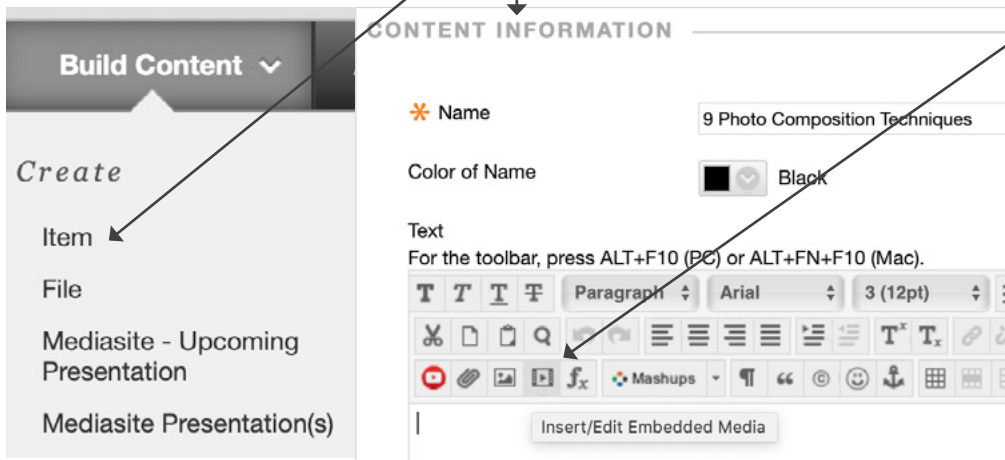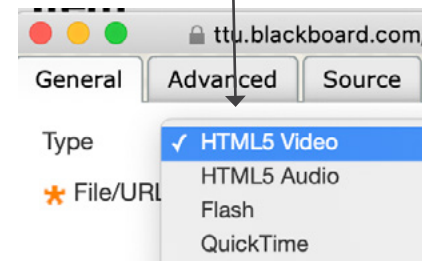| Learner-centered	Knowledge-centered	Assessment-centered	Community-centered

A TLPDC QUICK TIP SHEET

Resources for hybrid and online learning: How to insert a video hosted on YouTube or Vimeo into an "Item" in Blackboard.
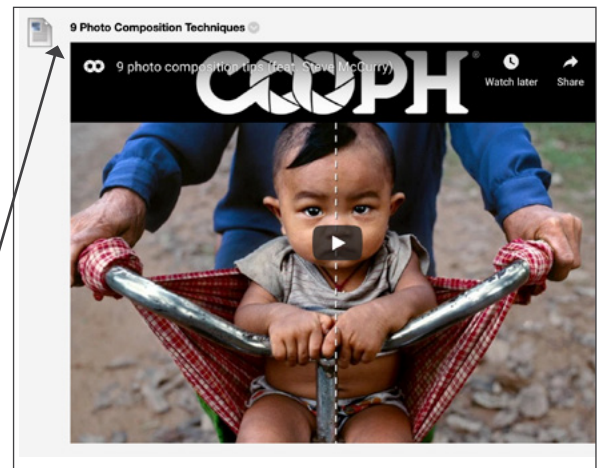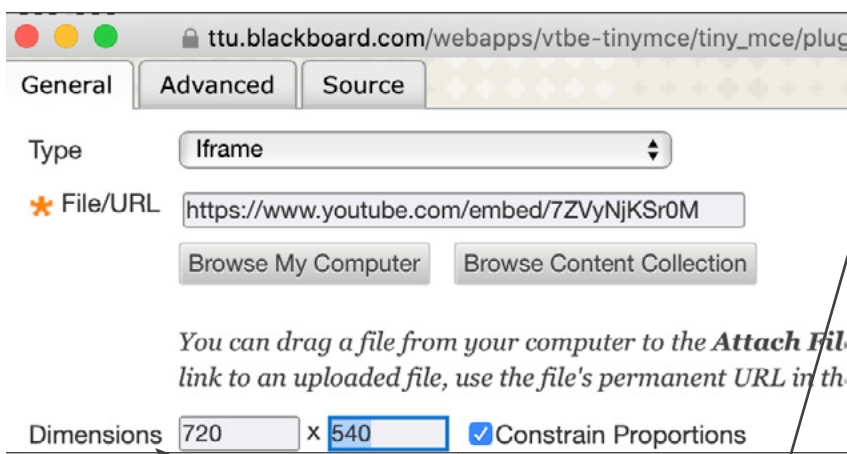
TO ADD A VIDEO:

1. Select **Build Content | Create | Item** to reveal:

2. Select **Insert/Edit Embedded Media** to reveal these options. Select **HTML5 Video.**

3. Past the **File/URL** (the link to the video. It's OK that the Type will say Iframe).

4. Make sure the **Constrain Proportions** is selected and change the **Dimensions** width to 720. (The height will adjust to 540 automatically.)

5. **Title** the Item and click **submit.** Your video will now appear directly in Blackboard where your students can click play to view. Click the **play button above** to link to a Vimeo showing you the process.

2 Try it for yourself in Blackboard, using the link you found (p. 28) when considering diverse representation for your course, if you have access to WiFi.

BLACKBOARD

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How can we assess learning and provide personalized feedback in the LMS and how can we reduce the burden on the instructor? Our Module 2 activity continues.

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ASSESSING IN THIS ENVIRONMENT

Assessing student work begins during the planning phase and an instructor should devise frequent opportunities for both formal and informal feedback to help the learner develop understanding to move along the novice toward expert learning continuum.

THE IMPORTANCE—AND BURDEN—OF FEEDBACK
If testing is part of your assessment strategy, do take the time to provide learners with programmed feedback and do take the time to build question pools or sets so that not all students will see the same set of questions. (You can learn about that technology from the Blackboard Help links already provided.)

But informal feedback is expected by learners at all stages and expertise levels. And those students want feedback from you—the expert—not just from their class colleagues. Here's a tip paraphrased from research and anecdotes from successful teachers: ***Informal feedback is the single-most important thing ayn instructor can provide.*** But, please know that providing this feedback can be a burden. Plan for it.

Simple steps, like using rubrics or a text document to collect most frequent comments and then copying those into feedback areas, personalized, for each student, reduce the burden. ***Pro Tip: save your feedback document for use next time you teach the course.*** New tools in the LMS allow you to audio record the feedback (and it's made accessible through the platform) and will reduce the typing required, but it still takes time. I often provide feedback for the class in an announcement at the end of a module, similar to how I would review topics where students were most confused during a F2F class. Using the Announcement tool in Blackboard makes the feedback easily reviewable for learners, too.

Developing rubrics to both assess student learning and provide feedback to them is well worth the set-up time required and Blackboard makes their use convenient to deploy and reuse. ***You are not required to create a rubric for this module, but you should review the help site and watch the video found there. Rubrics are an essential assessment tool.***

ASSESSING

LEARN TO USE RUBRICS IN BLACKBOARD AT THIS LINK:
https://help.blackboard.com/Learn/Instructor/Grade/Rubrics

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EFFECTIVE LEARNING ENVIRONMENTS ARE:

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BLACKBOARD

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What can we plan to do to build community in the LMS?
Our Module 2 activity continues.

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COLLABORATING IN THIS ENVIRONMENT

Here's a guess. Most of you determined that your teaching strategies had gaps, in terms of helping your students build community in Week 1. Creating opportunities for students to collaborate is a critical way an instructor can help.

BUILDING COMMUNITY THROUGH ACTIVITIES
Following are ideas based on contributions compiled by authors J. Ana Donaldson and Rita-Marie Conrad (2012) that have been modified.

INTRODUCTORY FORUM
Task: Introductory activity for the beginning of an AO course.
Objective: To introduce class members through some self-reflection and to have fun.

Instructions for learners:
> Think about where you are in your life. What has brought you to this moment, to this school and this class? What questions do you have right now that you really want to know about this class? What do you hope to learn from this class?

1. After reflecting: Choose one song that represents how you feel about this class at this moment.

2. Create a thread, name it with the title of the song and the artist of it.

3. Post a link to iTunes or another accessible site for us to hear at least 30 seconds of the song (Advise students of the due date/time).

4. Once you've listened to all the songs posted, reply to your original thread and choose 10 songs from the entire group to create your perfect Week 1 playlist (Advise students of the due date/time).

5. Discover how many times your song was selected in other people's playlists and add that number as a reply to your own thread, then reflect on why you think other people did or did not choose your song. (Advise students of the due date/time).

J.A. Donaldson & RM Conrad (2012). *Continuing to Engage the Online Learner: More Activities and Resources for Creative Instruction*; Jossey-Bass, published online, available and retrieved online from O'Reilly Media via Texas Tech Libraries.

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IMAGINARY FIELD TRIP ACTIVITY AND SHARED RESOURCES:
Task: Take part in an exploration of the university online library to bring back new information or resources that should be useful for the entire class.

Objective: To develop an informed appreciation of the university's online library services using a shared folder as a method for synthesizing and integrating information and ideas, while interacting constructively with classmates.

For this activity send students on a "field trip" to the online TTU library to find a resource from it that can be used by the class to help with XX topic. (Examples of resources might be journal articles, books, author/experts, or data to use to inform the class on that topic.)

The class adds information into a folder or a shared document of the titles/authors of those resources (you set this up to fit your curriculum needs). In a Discussion Board/Forum post have students describe the resource they found, explain why they believe it will be important to the topic and summarize one important aspect of the topic that they learned because of the resource they found. Instruct them to pose one question that they thought about while they were investigating the topic that they hope to find an answer to.

Response requirement: After students have found their resources and made their initial posts, instruct others to find a classmates' question that they believe they can answer because they have investigated the collected resources and discuss.

Author's note: This activity can be especially helpful for longer-term assignments that require references or are more complicated topics than are usually covered during an initial week. This exercise can be modified to have students work in pairs.

THE PLANNING ACTIVITY CONTINUES...
Plan now for one activity during week one that will help your students connect with one another using any of the ideas presented in this workbook or inspired by anything you've thought about while reading it.

EFFECTIVE LEARNING ENVIRONMENTS ARE:

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

MODULE 2 SELF-ASSESSMENT: THE CLASSROOM SPACE ACTIVITY SCORECARD

....

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

....

Reflect on your work in this part of the workshop using this sheet or your own note pad.

1. What teaching strategy gaps do you have in your planned Week 1? (Review pages 30-31.)

2. What ideas do you have for collaboration/community building? (Review pages 35-37.)

3. Did you spend time ensuring you can include diverse perspectives into your class content and on learning how to create accessible documents? If not, do you need to create a to-do list of items from this workshop that you need to do before moving to Module 3?

4. How thoroughly did you consider your course menu (page 25) and course content (page 33) design for the course elements you may now want to add after completing Module 2? Do you need to go back now and redesign your classroom?

5. Reflect on what the learning components are for your class' first module/week. Do you need to add to your to-do list looking for additional content through OER, mainstream sources (such as YouTube) or content that can be found online or from the TTU Library resources?

6. Did you do an adequate job of reviewing the terminology and capabilities of Blackboard so that you can confidently move forward building in the LMS?

Note: This is the conclusion of the Module 2 planning activity. You determine when you're ready to proceed in this workshop, after honestly answering these reflection questions.