**Online Teaching: Tips for Engaging Students Synchronously and Asynchronously**
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**General Suggestions for Video-Recorded Short Lectures**
- Caption all videos; contact eLearning for assistance with captioning.
- Never exceed 15 minutes for an auditory and/or video-recorded lecture; videos do not need to perfect, only clear and effective in communicating information.
- Use short lectures to present information otherwise unavailable to students, synthesize information from multiple sources, and clarify confusing concepts, systems, theories, and ideas.
- Limit lectures to emphasizing the essential or most important content students need to learn.
- Avoid presentation slides that state exactly what you plan to say verbally—humans cannot read and listen simultaneously.
- Use pictures, diagrams, and charts to reinforce messages—less is more!

**Recording Tools**
- *Mediasite* on campus—make video-recordings at the Mediasite located in the Teaching, Learning, and Professional Development Center (TLPDC) in the Library. Ching Lee (ching.lee@ttu.edu) in the TLPDC will assist you in learning to use the technology.
  - Prepare your lecture slides before coming to the Mediasite Room.
  - Set up one of the computers to display your lecture slides, and then make sure the microphone is set to record your voice.
  - Begin with your first slide to start recording.
  - Narrate the slide and then advance each slide; the recording will transition automatically as each slide is advanced.
  - Save the recording as an .mp3 or .mp4 file to upload to YouTube or Mediasite, rather than directly to Blackboard.
  - Upload the named file to YouTube or Mediasite. Do not select private on YouTube because students will not be able to access the video. Making the video unlisted on YouTube gives students access to the video but makes it difficult for others to find it.
  - Copy the file to YouTube or Mediasite URL and add it to your Blackboard course by selecting Build Content and then Web Link to paste the URL; it will then populate in your course.
- *Mediasite* on your desktop—go to https://learn.mediasite.com/course/recording-your-screen-with-mediasite-desktop-recorder/lessons/single-video-slides-video-or-screen-cast-audio/ for the steps for creating a presentation to develop videos, screen casts, and slides; Ching Lee is available to help remotely setup and give advice with MyMediasite.
  - *Screencast-o-Matic*— Go to https://www.youtube.com/watch?v=4QZLNlQvkn8&feature=youtu.be&fbclid=IwAR2dYGPir5txSMDiOS06cgbdg4HWchtGMqgdO7rJIkXwucRlftdn-NkH9xk for guidance about how to use Screen-o-Matic.
  - Sign up for free account at https://screencast-o-matic.com/, which limits videos to 15 minutes.
  - Choose alternatives for video recordings— view thumbnail photo of you in the corner, show your full screen slides, or show you speaking via webcam in full screen; launch.
  - Save your videos on your TTU OneDrive account.

- Post these videos onto a class YouTube channel with unlisted video (but not private).
- *Jing*—Use this free screen recording software to record videos or images from your desktop; you can download it from https://jing.en.softonic.com/ and read more about its capabilities.
- *Blackboard Collaborate Ultra*—create all class sessions in advance and then you may add recorded short lectures for viewing by students on Blackboard.
  - Set up tab on the left for students to click to view class using the + click on top left of your course and then click on the Tool Link.
  - Click on the new *Blackboard Collaborate Ultra Sessions* link.
  - Click on Create Session and then name the session, such as class date or topic.
  - Add details for the start and end of the session under Event Details.
  - Leave 15 minutes early checked, unless a longer time for early entry, if desired.
  - Change attendee role to Moderator under Session Settings.
  - Click only on Allow Recording Downloads.
  - Add information about attendance, if desired.
  - Share your screen, such as for viewing slides, by clicking on the purple icon with two arrows, clicking on the icon box with an arrow, clicking on Share Application/Screen, and clicking on Share; stop sharing your screen by clicking Stop Sharing at the bottom.
  - Use a Whiteboard by clicking on the purple icon with two arrows, clicking on the icon box with an arrow, clicking on Share Blank Whiteboard; stop sharing your screen by clicking Stop Sharing at the bottom.
  - Start recording by opening the Session Menu, which appears as three lines in upper left of the screen, and selecting Start Recording (the recording camera shows "on" with a red dot while recording is in progress).
  - Stop recording by opening the Session Menu and clicking on Stop Recording.
  - Click on the Session Menu under sessions to view Recordings.
- *Skype for Business*—to record videos, you need to do the following.
  - Open your Outlook calendar and then click on New Skype Meeting at the top.
  - Click on the link to Join Skype Meeting.
  - Click on More Options (the three dots on the bottom right of the Conversation box), then click on Start Recording.
  - To record video, click on the camera icon.
  - Share your desktop screen or a PowerPoint slide by clicking the screen icon.
  - Pause or stop using the icons on the bottom of the conversation window when finished with your recording,
  - Locate your recordings in the Lync Recordings file, saved in Videos within "This PC."
  - Upload these files to Mediasite or YouTube for students to view.

**Suggestions for Effective Lectures**
- State one to three learning objectives describing the main content students are expected to learn.
- Organize your lecture in three parts (i.e., tell students what you are going to tell them, tell them, and tell them what you have told them).
- Review or summarize briefly the key points from previous information presented.
- Conduct a short diagnostic assessment to learn what students already know about the content.

- Use effective questioning strategies through a variety of synchronous and asynchronous interactions with students.
- Include story-telling and real-world examples and applications to capture students' attention and bring concepts to life; also ask students to share examples and stories.
- Provide a succinct synthesis of the two or three most important ideas presented as "take-home points," which are most likely to be remembered by students.
- Remember, you teach students not a textbook.

**Online Course Design and Organization**
- Home Page—see https://er.educause.edu/multimedia/2019/10/4-tips-to-make-an-online-course-more-welcoming-video for an example.
  - Introduce, with a smile and welcoming tone of voice, your online course with a two- or three-minute video-recorded self-introduction [name, title, department, brief academic background, and best way to contact you; maybe add why you enjoy teaching in general and specifically this course].
  - Introduce briefly the course and its purpose.
- Getting Started—stipulate the "terms of engagement" to captivate students' interest in course.
  - Direct students to the course Syllabus tab (see Development section for suggestions).
  - Describe how the course is organized, such as in learning modules, by topics, or weeks.
  - State explicitly how much time students are expected to dedicate to course-related assignments and assessments each week.
  - Explain the content included in each module, such as assigned readings, PDFs of presentation slides, video links, learning activities, and variety of assignments.
    - Set up an Assignments tab on the top left using the + click on top left of your course and then click on the Tool Link.
    - Click on Assignments, then click on Assessments, and then click on Assignment and fill in all the needed information about grading, submission details, and files.
  - Provide guidance for learning how to be successful in your course, such as strategies for helping students learn how to learn.
    - State expectations for reading with guidance about how to outline a reading.
    - Stop frequently while reading to paraphrase information read.
    - Take notes in margins while reading.
    - Jot down questions to ask the teacher about readings.
    - Complete muddiest point exercises to identify any confusions about content.
    - Require answering questions and asking questions, such as in a discussion board or blog.
    - Complete self-assessments and homework assignments to assess understanding.
    - Study with a "study buddy" or group.
    - Use a reflective journal as a forum to monitor thinking.
    - Develop a growth mindset to increase self-efficacy about ability to learn.
    - Teach material to a real or imagined audience.
    - Create practice exams to self-assess learning.
  - View Organizing your Blackboard Course in Blackboard at https://youtu.be/Hnyp4UkCgtE for helpful tips from three TTU colleagues.

- Alternatively, maybe require completion of a learning module quiz at 80% or higher to unlock the next module (you can set each module for adaptive release in Blackboard; you can contact eLearning for assistance with this process).

**Quality Online Courses Require Analysis, Design, Development, and Evaluation**

- *Analysis* and *Planning* encompasses understanding your personal teaching style and students' learning characteristics and styles and includes use of universal design for learning, differentiated instruction, variety, and chunking; decide if you will teach the course synchronously (students must be informed on syllabus), hybrid, or asynchronously.
- *Design* begins with the end in mind by establishing measurable learning outcomes about what students should know and be able to do after completing your course.
  - Use a Course Design Plan (http://www.depts.ttu.edu/elearning/faculty/design/) to record the course description and an overview of modules or topics, each with objectives written in measurable terms, such as define, describe, explain, and apply, and aligned with a variety of assessments; this plan should contain the content sequencing of modules or topics for your course.
  - Complete the Module Design Plan (http://www.depts.ttu.edu/elearning/faculty/design/) with detailed explanations of each module or topic with learning activities and formative assessments; emphasize progressing upward using Bloom's Revised Taxonomy.
    - Remembering is recalling relevant knowledge from long-term memory.
    - Understanding is making sense of information learned.
    - Applying is using knowledge gained in new ways.
    - Analyzing is breaking a concept into parts and understanding how each part relates.
    - Evaluating is making judgments based on a set of guidelines.
    - Creating is putting information together in an innovative way.
  - Introduce each new topic or module with a "hook" such as a short video that may include a quotation, visual image or illustration, intriguing question, statistic, open-ended question, or story to capture students' attention.
- *Development* requires making course materials like PDFs, Word documents, presentation slides, and captioned videos available in one folder for each topic, module, or week. Clarity in the navigation system for your course is imperative, including a clearly presented and printable syllabus containing these recommended components; also might see https://www.depts.ttu.edu/tlpdc/Resources/Teaching_resources/TLPDC_teaching_resources/Syllabus_whitepaper_2017.pdf.
  - List your name, telephone number, email address, virtual office hours, and frequency to expect your responses to questions and other communications.
  - Include the course description.
  - Articulate the student learning outcomes matched with a variety of diagnostic, formative, and summative assessments while making sure to include some authentic assessments, such as presentations, projects, and case studies, not only tests and exams.
  - Identify the required textbook, readings, or other learning materials; use open educational resources, if available; see http://guides.library.ttu.edu/c.php?g=543397&p=3722570 for more information about open educational resources.
  - List all technology requirements for success in your course, such as internet connectivity, computer or tablet, software, microphone, and webcam.

- Provide a detailed list of course requirements with due dates, purpose of each assignment including skills and knowledge students will learn while completing each, detailed task expectations, and criteria for success, such as grading rubrics, for each summative assessment.
- Design your multi-faceted grading system with low-stakes, authentic, and high-stakes assessments like tests, homework assignments, and projects.
- Outline your course with a list of topics and content, assigned readings, and due dates for assignments.
- Delineate explicitly and clearly TTU and any department policies on academic integrity and academic misconduct, such as cheating, plagiarism, and collusion.
- Include information about TTU policies (https://www.depts.ttu.edu/provost/curriculum/institutionally-Required-and-Recommended-Language-for-Syllabi.php) about religious observances, officially approved trips, illness and death notification, and the students with disabilities ADA statement.
- *Evaluation* ensures your online course meets the standards of the Open SUNY Course Quality Review (provided in Appendix A).

**Teaching Quality Online Courses**
- Use best practices in online teaching.
  - Communicate often and clearly.
  - Meet virtually with students for office hours and get to know each one individually.
  - Provide students frequent and meaningful feedback.
  - Provide examples of exemplary work to help students understand expectations and format.
  - Facilitate active participation and collaborations among students in blogs, discussion boards, discussion groups, question and answer forums, and formative assessments.
  - Infuse your course with digital content resources and materials, such as review games, informative videos, and current events related to course content.
  - Supply extrinsic motivation by using a variety in instructional approaches.
  - Remind students frequently about deadlines.
  - Invite feedback from students through an anonymous survey and use feedback received to enhance students' learning opportunities.
  - Bring your course to an effective closure, such as through a capstone assignment or culminating learning activity.
- Prepare students for online learning.
  - Help students deal with problems with technology, their preferred learning styles, and possible feelings of isolation.
  - Establish and maintain your presence through communications provided via Blackboard and email and state explicit expectations for yourself and each student. This will meet the federally mandated requirement of regular and substantive interaction.
    - Communicate frequently (i.e., early and often) with students—individually and collectively; explain how you are "there to help each student have a feeling of being engaged." For example, you might send out a first-of-the-week email message including deadlines for assignments due that week, a brief review of information

presented and discussed the previous week, and a focused preview of information about the topic for the week.

- Include student introductions, pictures, videos, and icebreakers to facilitation greater interactions throughout the term.
- Provide rich and timely feedback throughout the semester on discussion board posts, assignments, quizzes, and tests.

- Facilitate ongoing interactions [teacher to student(s) and student(s) to student(s)].
  - Add announcements on Blackboard about deadlines for assignments and any adjustments in the syllabus.
  - Schedule virtual meetings with each student.
  - Hold virtual office hours weekly—can use Blackboard Collaborate Ultra by clicking on Course Room and then Join Course Room (which you must unlock); click on the purple icon with two arrows; click on the icon bubble for and type in a Chat message that you are available for office hours.
  - Set up a forum for questions and answers and respond to students' questions in a timely manner.
  - Assign weekly posts to discussion boards; see https://www.depts.ttu.edu/tlpdc/GeneralStrategies.php and https://www.youtube.com/watch?v=eq4vw8ROGlo&feature=youtu.be for helpful suggestions and links to additional tips for threaded discussions.
  - Set up blogs to hold students accountable for completion of assigned readings.
  - Include a current events forum for posting real-world applications related to course content.
  - Require students to maintain a journal with weekly entries about study habits and key information learned; incentivize compliance with weekly journal entries with a few points on the final grade.
- Classroom management and facilitation.
  - Maintain secure (i.e., private in compliance with the Family Educational Rights and Privacy Act (see https://www.depts.ttu.edu/registrar/Academic_Information.php for more information about FERPA) and accurate records and files.
  - Keep students informed about expectations, assignments, and grades.
  - Encourage students' active participation while managing your personal workload.
  - Facilitate student-centered discussions.
    - Control discussion threads.
    - Narrow down topics.
    - Organize forums and threads to reflect class chronology or topical sequence.
    - Ask students questions by name.
    - Encourage students to build on classmates' participation in synchronous discussions and discussion board posts.
    - Prepare a strategy for handling potentially controversial discussions.
  - Plan how to manage any noisy, quiet, disruptive, and disengaged students.
  - Use a variety of online testing strategies (see https://www.depts.ttu.edu/tlpdc/Online_Testing_Strategies.php https://www.depts.ttu.edu/tlpdc/Testing_Solutions_from_TTU_STEM_Faculty_v2.pdf for more information about alternative assessment approaches.

- Develop effective multiple choice questions; see https://cft.vanderbilt.edu/guides-sub-pages/writing-good-multiple-choice-test-questions/ (Brame, C., (2013) Writing good multiple choice test questions. Retrieved from https://cft.vanderbilt.edu/guides-sub-pages/writing-good-multiple-choice-test-questions/).
- Decide whether to use the Proctorio (see http://www.depts.ttu.edu/elearning/blackboard/proctorio/index.php for more information for using this online proctoring tool) and the Respondus LockDown Browser (see https://www.depts.ttu.edu/elearning/blackboard/instructor/respondus/ for more information about creating a quiz using this tool).
- Inform students in the syllabus if they are required to have a webcam and microphone.

**Using Active Learning Strategies to Build and Maintain a Sense of Community**
- Re-conceptualize the learning process from solely a one-way communication (i.e., lecturing) to interactive lecturing that includes actively engaging students through a variety of learning opportunities—synchronously and asynchronously.
- Plan a variety of individual and group learning activities, including some choices of activities that will allow students to create and maintain a supportive online learning community.
- Maintain a continuous feedback loop between you and each student.
- Make sure each activity contributes to student engagement and increased learning.
  - Deepen students' knowledge of content.
  - Develop students' higher-order and critical thinking.
  - Help students learn how they can learn more effectively.
  - Build a sense of community with other learners by facilitating student-to-student discussions and interactions.
  - Strengthen students' self-motivation and interest in learning.
- Develop questions that students can respond to via internet-connected smart phones, tablets, and laptops to help you know whether each student has read an assigned reading, understood it, or has questions prior to class and during class; free technologies you might choose to use.
  - Kahoot! (https://kahoot.com/) for review games and formative assessments.
  - Lino (https://en.linoit.com/) for real-time sharing responses to open-ended questions synchronously and asynchronously via a virtual bulletin board.
  - Poll Everywhere (https://www.polleverywhere.com/) for real-time viewing of responses to objective and essay questions.
- Use student feedback from formative assessments and quizzes to assign or adjust discussion questions, identify unclear or unknown information or content, and guide students in adjusting how they are reading, understanding, and learning.
- Ensure all learning materials are accessible to all students; see http://www.depts.ttu.edu/elearning/accessibility/.
  - Use Blackboard templates, whenever possible, which have been vetted for accessibility.
  - Provide captioning for all videos—request captioning services at http://www.depts.ttu.edu/elearning/accessibility/captioning/.
  - Seek accessibility evaluations of all course materials at http://www.depts.ttu.edu/elearning/accessibility/evaluations/.
  - Go to https://www.youtube.com/watch?v=88WRbvUjn1c to learn how to use the YouTube auto-captioning feature using these steps.

- Create a YouTube account or use your existing account.
- Go to Your Channel.
- Click on a video within your channel.
- Click on Subtitles.
- Click on the right on Add under subtitles.
- Click on Create new subtitles or CC (not on the first two options).
- Edit the auto-generated text by clicking within <u>each</u> time section (click on each time section for make edits to match audio correctly).
- Click on Save at the top to keep all edits.
- Make sure PDFs are accessible.
  - Begin with an accessible Word document and convert it to a PDF.
  - Use Adobe Acrobat Pro DC (free through eRaider) by clicking on the purple circle with a stick figure inside to open the Make Accessible option to check for accessibility.
- Confirm all Word documents are accessible, although PDFs are preferred.
  - Add alternative text for all images.
  - Use descriptive links and full URLs, instead of only "click here."
- Ensure PowerPoint slides are accessible.
  - Choose accessible templates with contrasting colors.
  - Create description of all hyperlinks, not just "click here."
- Include alternative text or long descriptions for all images in slides, documents, and email messages.
  - Add context for each image.
  - Limit to less than 250 characters.
  - Begin with action verbs and provide a general overview, then specific details.
- Use the Ally gauges in Blackboard to ensure content within Blackboard is fully accessible.

**Examples of Active Learning Strategies**
1. *Active Reading Documents*—develop a handout with tasks along with a brief description of exactly what you expect students to extract and record.
   a. For foundational knowledge, ask students to describe the main idea of the reading and three key points.
   b. To make application, ask students to use an organizational structure like an outline, chart, or matrix and answer three questions.
   c. For integration, ask students to make three connections among the key ideas or concepts and three connections among these ideas or concepts with other readings or information presented in class.
2. *Know-Wondered-Learned*—ask students to record what they already know, have questions about, and learned.
   a. Know—students describe what they know about a topic prior to completing a reading.
   b. Wondered—students list what knowledge they want to gain by completing a reading.
   c. Learned—students explain what they learned while completing a reading.
3. *Advance Organizers*—provide organizational structures for students to use for categorizing, synthesizing, and evaluating information on each topic.

4. *Guided Notes*—ask questions on a handout that students can answer while completing a reading.
5. *Blogs*—develop questions on assigned readings and require students to post responses to gain foundational knowledge about a topic.
    a. Explain expectations for blogs in the syllabus and provide the blog grading rubric.
    b. Set up randomized groups of 5-10 students each on Blackboard.
    c. Establish and list on the syllabus a consistent deadline for completing posts to blog prompts or questions.
    d. Develop specific blog prompts or questions requiring use of information from each reading.
    e. Post all blog prompts or questions on Blackboard and encourage student to use these as guides for their reading.
    f. Provide an opportunity to complete one or more additional blog posts for extra credit as an incentive to complete all required blog posts plus blogs for extra credit.
6. *Skeleton Notes*—provide partial note handouts that students can fill in or complete during lectures.
7. *Bookends, Interleaves,* and *Overlays*—use in synchronous and asynchronous classes.
    a. Bookends begin with a review game or muddiest point exercise, such as by asking students to write down the most difficult or confusing point in an assigned reading; end class by asking students to prepare exit tickets on which they compose bumper stickers describing what they learned in this class.
    b. Interleaves describe alternating short lectures and learning activities throughout the class.
    c. Overlays are the learning activities used during class to facilitate students focusing their attention on the lecture to follow.
8. *Real-World Applications*—ask students to make an application of their new knowledge and understanding in a new context.
9. *Think-Pair-Share*—ask students to think about the answer to a review question or application question; use social media to pair with a classmate and share their thinking and answers.
10. *Jigsaw*—assign a topic to a group of students to investigate and gain greater knowledge.
    a. Ask students during a week to meet via social media, Google Docs (https://www.google.com/docs/about/), Microsoft Teams (https://www.microsoft.com/en-us/microsoft-365/microsoft-teams/group-chat-software), or Flipgrid (https://info.flipgrid.com/) with two classmates who are investigating the same topic and discuss what they are learning.
    b. Assign each student to teach two other students via social media, Google Docs, Microsoft Teams, or Flipgrid what they learned individually and in communications with two classmates.
11. *Concept Map* or *Graphic Organizer*—ask students to draw a diagram that conveys their understanding of or ideas about a complex concept, procedure, or process studied; this concept map should depict relationships between ideas through a network of boxes or circles representing connections.
12. *Minute Paper*—after concluding a topic or unit, ask students to respond to the two questions below; you provide feedback by summarizing responses and posting on Blackboard the answers to the questions and provide further clarifications in the topical folder to reinforce student learning.
    a. What was the most important thing you learned today in class?

b.  What important question remains unanswered or concept remains unclear or needs further explanation?

13. *Check for Understanding*—develop and post in the topical folder on Blackboard questions to help students determine has been learned and they still need to learn; students must attempt to answer these questions, but if they cannot answer the questions, you provide answers.

14. *Circular Response Discussions*—choose a theme or topic, form groups with 6-8 students, and get a student to volunteer to start each discussion. (This activity works well in breakout groups on Blackboard Collaborate Ultra or Zoom classes.) This student speaks up to a minute and then yields the floor to another student. The second student must respond to or add directly to the comments of the first student. After a minute, the second student stops speaking, and another student becomes the third discussant; the discussion progresses until every student has participated; then the discussion continues in a more free-flowing format. Students may not interrupt a classmate who is speaking.

15. *Circle of Voices*— assign 4-5 students to each group; ask a challenging question challenging students to think critically about what they want to say; each student in turn answers the question for about one minute each; then the discussion continues in more free-flowing format; additional questions can be asked and the groups can be randomized again.

16. *Synthesis*—Use a closing activity, such as asking students to identify the key terms or concepts taught in class.

17. *Review Games*—students enjoy the competitiveness of participating in review games with these and other games helping students have fun learning.
    a.  Bingo (https://bingobaker.com).
    b.  Kahoot (https://kahoot.com).
    c.  Jeopardy (https://jeopardylabs.com/).
    d.  Quizizz (https://quizizz.com/).
    e.  Quizlet Live (https://quizlet.com/features/live).
    f.  Who wants to be a Millionaire https://www.superteachertools.us/millionaire/.

18. *Free Interactive Tools*—engage students more actively with videos, discussions, readings, and classmates and provide feedback.
    a.  Edpuzzle (https://www.commonsense.org/education/videos/how-to-customize-videos-with-edpuzzle) allows you to customize videos.
    b.  PlayPosit (https://go.playposit.com/); TTU has a license so you can make videos interactive.
    c.  FeedbackFruits listed under Build Content within Blackboard; each category includes a short video describing how to use this option to add student active engagement and/or provide feedback.
        - Comprehension
        - Interactive Audio
        - Assignment Feedback
        - Skill Feedback
        - Discussion
        - Interactive Video
        - Interactive Document
        - Group Member Interaction
        - Peer Feedback

19. *Discussion Boards*—convey clear expectations for students' posts.

a. Begin with a low-stakes initial discussion board post, such as posting a photo with a two-sentence self-introduction along with responses to two classmates' introductions.
b. Set a consistent deadline for an initial post, such as noon on Monday of each week.
c. Set a consistent deadline for two posts to two classmates' posts, such as Saturday at midnight of the same week.
d. Require one initial post written in complete sentences and grammatically correct of between 200-250 words responding to your question.
e. Require two additional posts of 150-200 words in response to other students' posts by the end of the week with each post including a new idea or expanding on an idea expressed by two different classmates (i.e., not an "I agree" comment).
f. Stipulate that citations are required for any quote included in a post.
g. Provide a grading scale such as
5 points = for initial substantive and meaningful comments in post.
4 points = for substantive and meaningful comments to two classmates' posts.
3 points = somewhat substantive initial post.
2 points = for substantive additional comments to one classmate's post.
1 point = for attempting an initial post.
1 point = for making two general comments to one or two classmates' posts.
0 = for no, late, or inadequate posts.
h. Clarify the teacher's role of reading all posts, responding to questions, adding helpful information, and clarifying any perceived misunderstandings.
i. Provide feedback to help students improve their future posts.
j. Track students' participation and your posts to all students.
k. Consider establishing discussion groups instead of an all-class discussion board if the class has an enrollment over 20.
l. Create questions that students and your care about discussing.
m. Ask students to serve as discussion leaders to summarize posts and reflect on these posts—maybe as an extra credit possibility.
n. Encourage students to take notes on weekly discussion board posts—maybe as an extra credit possibility or to increase learning.
20. Use *Breakout Groups* on Blackboard Collaborate Ultra—see https://help.blackboard.com/Collaborate/Ultra/Moderator/Moderate_Sessions/Breakout_groups for visual guidance.
a. Assign students to the number of groups preferred (maximum of 20) after they have joined the session or Collaborate will randomly assign students to groups; click Start.
b. Share files with groups by clicking on Share Files, Share with Groups, and Share Now.
c. Set a timer for how much time is left for the groups to complete the assignment by clicking on Share Content and Start Timer; students in the groups can see the timer.
d. Monitor breakout groups by assigning yourself to a group using the Attendees panel and click on Join Group; you can move around to all groups by this repeating process.
e. Bring students back to the main room by clicking End Breakout Groups.
f. Make a student the presenter, such as to report out from a group discussion, by clicking on the purple icon with two arrows, clicking the second icon with two silhouettes, clicking on the small circle with three dots on the right side of the student's name, and clicking on Make Presenter, which gives this student access to the icon box with an arrow

that will allow them to share the Whiteboard, their screen, or a file; after the student's presentation, change the student back to a participant.

**Other Resources**
- Go to http://www.depts.ttu.edu/elearning/ and click on eLearning Faculty Services for a variety of eLearning services.
- Go to http://www.depts.ttu.edu/elearning/blackboard/ for Blackboard support.

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**Appendix A**
**Open SUNY Course Quality Review (OSCQR) Standards**
(adapted from http://www.depts.ttu.edu/elearning/faculty/design/)

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1. Include a Welcoming message and Getting Started content about how to navigate the course's Blackboard site.
2. Provide an orientation or overview of the overall course as well as in each module.
3. Include a Course Information area that includes an overview of information about course design.
4. Ensure a printable syllabus is available (i.e., PDF, HTML).

Course Overview and Information

5. Include link to relevant campus policies on plagiarism, computer use, filing student grievances, and accommodating disabilities.
6. Provide access to learner success resources (i.e., technical help, orientation, tutoring).
7. State whether the course is fully online, hybrid, and synchronous or asynchronous.
8. Explain appropriate methods and devices for accessing and participating in the course are communicated (i.e., mobile, publisher websites, secure content, pop-ups, browser issue, microphone, and webcam).
9. Provide clearly defined, measurable course and module objectives outcomes aligned to learning activities and assessments.
10. List contact information for the teacher, department, and program.

Course Technology and Tools

11. Identify and state clearly the requisite skills for using technology tools (i.e., websites, software, and hardware) along with support resources.
12. List technical skills required for participation in course learning activities (i.e., orientation, practice, and application – where appropriate).
13. Make easily accessible frequently used technology tools, while removing from the course menu any tools not utilized.
14. Provide links to privacy policies for technology tools.
15. Ensure technology tools meet accessibility standards.

Design and Layout

16. Establish a logical, consistent, and uncluttered layout so your course is easy to navigate (i.e., consistent color scheme and icon layout, related content organized together, self-evident titles).
17. Divide large blocks of information into manageable sections with ample white space around and between the blocks.
18. Provide contrast between text and background for easily viewed content.
19. Write instructions clearly.

20. Remove any grammatical and spelling errors.
21. Format text with titles, headings, and other styles to enhance readability and improve the structure.
22. Avoid flashing and blinking text.
23. Use a sans-serif font with a standard size of at least 12-point.
24. Display, when possible, information is in a linear format instead of as a table.
25. Ensure tables have a title and summary description.
26. Assign table header rows and columns.
27. Use a predefined slide layout for slideshows with unique slide titles.
28. Use simple, non-automatic transitions between slides for all slideshows.

Content and Activities

29. Offer access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support learning and engagement.
30. Provide activities for learners to develop higher-order thinking and problem solving skills, such as critical reflection and analysis.
31. Provide activities that emulate real-world applications of the discipline, such as experiential learning, case studies, and problem-based activities.
32. Use, if available, Open Educational Resources.
33. Include copyright and licensing status by clearly stating permission to share materials and resources.
34. Ensure easily accessed text format, preferably HTML, and readable by assistive technology, including a PDF or any text contained in an image.
35. Provide a text equivalent for every non-text element (i.e., "alt" tags, captions, transcripts, etc.).
36. Ensure text, graphics, and images are understandable when viewed without color, with text the primary method for delivering information.
37. Use descriptive hyperlink text that makes sense when out of context (i.e., avoid using "click here").

Interaction

38. State expectations for timely and regular feedback from the teacher (i.e., answers to questions, email, assignments).
39. State expectations for interactions (i.e., netiquette, grade weighting, models/examples, and timing and frequency of contributions).
40. Facilitate opportunities to interact with the teacher.
41. Use resources or activities to build a sense of class community, support open communication, and establish trust, such as icebreaker, bulletin board, meet your classmates, ask a question, and participate in discussion forums.
42. Ensure opportunities for student-to-student interactions and constructive collaborations.
43. Encourage students to share resources and knowledge from diverse sources in their interactions with each other.

Assessment and Feedback

44. State grading policies, including consequences of late submissions, clearly in the course information area or syllabus.
45. Include frequent and appropriate methods to assess students' mastery of content.
46. Articulate criteria for assessment of each graded assignment (i.e., rubrics, examples of exemplary work).

47. Review students' performances and facilitate assessment of their own learning, such as pretests and reflective assignments.
48. Inform students when a timed response is required, while ensuring the time and opportunity to prepare any needed accommodation.
49. Ensure easy access to a well-designed and an up-to-date gradebook.
50. Allow students multiple opportunities to provide descriptive feedback on course design, course content, course experience, and ease of online technology.