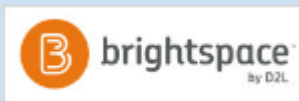# LTC Newsletter

MAY 2020

G-13 Still Hall

Can't stop in? Make a "virtual" appointment - we'll meet with you online! Call x1848 or email ltcsupport to schedule.

D2L NEWS AND TIPS

• **IMPORTANT DATES:** FALL course create: **Jun. 29.**; FALL student loads: **Aug. 10**; FALL classes start: **Aug. 24**

• **CU ONLINE COURSE TEMPLATE:** Don't forget to request a sandbox for FALL course development using the **ADA compliant CU Online Template.** Please use the CU Online Template form to request a course shell with the template for you to customize.

Getting Ready to Teach Online in Summer, or Beyond?

"It always seems impossible, until it is done."
Nelson Mandela

While we are not exactly 'done' - with Covid-19, teaching remotely, or learning remotely - you did the impossible.

This quote seems fitting for a semester upheaved by a pandemic which forced many to move mountains in a span of days. You persevered against steep challenges and are near the summit.

As one pivotal session fades, a new one begins. While we met the goal metric of 'continued availability of the learning experience', it is time to take stock of your newly remote course. What went well or not so well? What may need modified or eliminated the next time? If possible, ask your students in an end of course survey or informal discussion. After all, they have a stake in the learning experience.

As you think back on the last 7 weeks, will you need to make any changes regarding the key elements of teaching online in a crisis ?

1. Communication - Don't assume students know how to use or navigate D2L. There are varying levels of experience, or lack thereof. Provide guidance on how to find the content and how to progress through the course, where to submit a paper, or where to find a quiz. Generally speaking, assignment instructions need a higher level of detail – consider recording assignment instructions instead of writing them out. Better yet - do both! In addition, take time to describe clearly what your expectations are for engaging in the course.

2. Think low/no-tech and asynchronous. Given that students will have varying levels of technology and internet access off campus, static content can be a welcome course component. Create your own, or curate readings, videos and activities from a multitude of credible sources. In addition, if you are skilled with your smartphone use it to simplify tasks. For example, recording assignment

instructions, or mini videos to provide assignment feedback or clarify common misunderstandings after an exercise.

3. Maintain a presence in the course. The more you interact with your students online, the more they're likely to interact with your course content, each other, and you. This could be as simple as regular announcements, to more elaborate recorded messages - video or audio. Teaching remotely online does not mean "set it and forget it".

In the realm of online course design, it's common advice to start simple — get a few basic readings and activities into D2L while you consider how you might adapt what is most familiar in your newly remote courses. Now that everyone has made the jump, compare your upcoming courses to the checklist below to aid your Summer and Fall course development process.

>> Checklist for instructors new to teaching 'remotely' online.

Summer Instructional Design Support

Want to update your learning activities or instructional strategies? Re-design your online course? Develop a D2L structure for your face-2-face course? Or, become more familiar with instructional technology options and gain D2L expertise? The Learning Technology Center staff are available over the summer to guide faculty with a variety of course development needs as well as the appropriate use of technology to enrich teaching and learning.

Please call the LTC at (814)393-1848 to discuss your needs or [email LTC Support](#) to schedule an appointment.

Teaching Online Certification Course (TOCC) - Multiple Opportunities

Never expected to teach remotely but now wish you had additional training to develop and deliver your course online? Consider taking the '**Teaching Online Certification Course**' this summer. This 4-week, totally online course provides instructors with a student's perspective, guidance on designing an online course, and instructions for using the various D2L tools. This is NOT a self-paced course.

Due to high demand, several sessions have been added to the schedule. The TOCC, which is Quality Matters certified, provides a foundation in:

• Creating an effective online course

• Designing and developing an online course (including design, learning outcomes, instructional strategies)

• Building community and fostering communication/collaboration

• Assessment tools in D2L and alternative assessment methods (including feedback and rubrics)
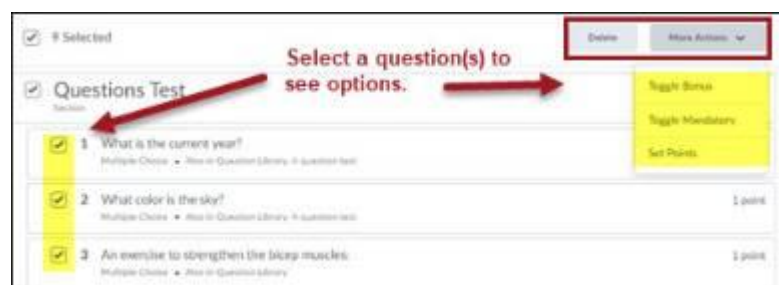
• Managing and assessing the online course

The first session begins **May 13** and is nearly full. Please see the **TOCC web page** for more information and **additional summer dates**. Email ltcsupport@clarion.edu with questions.

D2L NEWS NOW

1. **Release Final Grades in D2L** - Watch this **2:25 video** to learn how to 'release' the Final Grade column in D2L. Final course grades are not visible to students until this step is completed.

2. **Video Note:** D2L has lifted the 3-minute recording limit on Video Note until July 1. Recordings can be up to 30 minutes, or you can upload a video up to 1GB. Now you can use this built-in video tool for mini lectures, in addition to welcome messages, weekly overviews, and feedback.

3. **Quizzes update**: D2L has added additional features to make it easier to update settings for multiple quiz questions in the new 'Quiz Builder Experience'. A new 'Action Menu' makes it easy to toggle bonus questions and set points across multiple questions. As previously announced, the new Quiz Building experience will be **ON** for all effective **JULY 2020**. Please take time to try it out. For assistance, please contact ltcsupport@clarion.edu

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Good Reads

1. *"How to Reconnect with Students and Strengthen Your Remote Course"*, Beth McMurtrie, The Chronicle of Higher Education, April 09, 2020

2. *"5 Low-Tech, Time-Saving Ways to Teach Online During Covid -19"*, Flower Darby, The Chronicle of Higher Education, April 14, 2020

3. "4 Beginner Teaching Mistakes and How to Avoid Them", Andrew Davies, Faculty Focus, April 15, 2020

Worth a Watch - Free Webinars

1. Disability Equity by Design Series - Part 1: Re/Framing Disability is the first in this three-part webinar series which will examine how disability is framed in society and explore the power of design to promote equity. Webinars are 60-minutes each and are offered FREE by the Online Learning Consortium. For more information and to register, click the following links : **Part 1:** May 6, 1 PM — **Part 2: Disabled by Design, May 13, 1 PM** — **Part 3: Equitable Online Environments**, **May 20, 1 PM**

2. Online Group Work: Strategies for Success (On-demand) This D2L webinar offers practical and helpful suggestions for instructors facilitating group work online. This session will explore the reasons why collaborative learning is essential to online classrooms and will offer strategies for preparing for group work, types of assignments that work well with groups, how to leverage tools within the D2L learning environment for group work, and how to evaluate group work.