The knowledgebase has excellent concise resources on the how to use various forms of technology to create an online course. The innovations staff has developed and continues to update supporting material. See: https://kb.uwp.edu/search.php?q=&cat=9578&aud=0

The following recommendations are about how to design for teaching online keeping in mind the March 30 deadline. The goal is not to create a fully online course but rather to create a functional learning space for your students

 1.) In the online workshop we have instructors make a welcome video. In the short term I suggest a welcome statement (announcement, document, post etc.) In it I suggest acknowledging the unexpected nature of the shift and encouraging that "we will learn together" but that the course is **not self-paced**. Ways to obtain both academic and technical support should be included. Finally I suggest a super low stakes (for little or no credit) sample HW and sample test (could be a survey about the student comfort level with online) to assure students can be successful with the interface before it counts for high stakes. For those who fail – reach out.

2.) The course should be organized so that a consistent pattern is established and emphasized. Online does not have the structure of the regular classroom. If in the f-2-f class one was giving a quiz every Friday, I suggest they continue to do so online. For familiar structure, synchronous open office hours could be available during one (or more) of the former existing class times. It is important to establish a rhythm whereby assignments, postings, or completed readings are due on the same day at the same time each week. The calendar and class e-mail features can be used to remind students of upcoming deadlines.

3.) Instructor "presence" is a term defining methods for communication and feedback to student so they feel they are in a supported learning environment. This needs to be established at the onset so I recommend front end loading the attention given to students. Research tells us students want to feel the instructor cares – that they are not isolated. While video seems to be the gold standard they are time consuming to development. Prompt response time is probably more important. Using individual student feedback to relate learning adjustment that are being made for the whole class to help ensure success is one way of establishing trust and demonstrate caring about their learning. Chat sessions or open office hours that employ videoconferencing are other ideas.

4.) Don't go it alone. A "Student Assistant Forum" can be established in the Discussion area where anyone can post a question anytime and receive a response from anyone.

5.) Don't try to do too much to get started: While a rich learning environment is the goal in online course design it typically takes Online Workshop participants four weeks to go through the course and another four weeks to finish designing one class. There are not that many weeks left in the semester and many people have multiple courses to convert. Over the summer with the shell produced this spring we can try to upgrade the content to a more satisfactory norm.

6.) Assessment: It can be helpful to have additional intermediate forms of feedback to assure students are not falling behind – or at least to identify those who are doing so early enough to be able to intervene before it is too late for their academic success. This can be in the form on having them submit a draft – it need not be graded – or low stakes short reading quizzes (3-5 questions, auto-graded to reduce workload but serving to make visible a trend of repeated failures). If a discussion forum is used it is NOT necessary to grade all postings. We do not grade every response a student makes in class. The grading criteria may need to be changed if, for example, points are to be awarded for discussion participation where none was present in the f-2-f environment.

UW-Parkside has a number of tools available to facilitate online learning through the Canvas learning management system. Should the university encounter a need to move all classes online, instructors will have the option to facilitate face-to-face courses virtually either asynchronously or synchronously through Canvas.

Asynchronous Options

Assignments
The Canvas assignments tool allows for the online submission of course work. In the event that all courses are moved online, in-class submissions can be submitted to Canvas using the Assignments tool. For information on how to build an online Canvas assignment, visit the Canvas Guides.

Discussions
If you're looking for an asynchronous alternative to in-class discussions, the Canvas discussions tool will allow you to post a prompt either to your full class or groups of students and begin a dialogue on the topic. Discussions can be built into Canvas either as graded or ungraded activities. For information on how to build an online Canvas discussion, visit the Canvas Guides.

Quizzes
Canvas has robust options for building quizzes and surveys within the LMS. Choose from standard options like multiple choice, true/false, and essay questions, or try something more robust like a matching question, multiple select, or hotspot. For information on how to build an online Canvas quiz, visit the Canvas guides.

Kaltura
Record lecture videos using Kaltura. You can record your computer screen, webcam, or both. All Kaltura videos have the capability to be captioned on an as-needed basis. Videos embed directly into Canvas so students can access materials within the LMS. PowerPoint lectures can also be recorded with audio and exported as .mp4 files to convey in-class content to students online.

Synchronous Options

Blackboard Collaborate Ultra
This is Innovations in Learning's preferred method of video conferencing. Blackboard Collaborate Ultra integrates directly within Canvas, and rooms are available for synchronous communication between instructors and students.

Help & Resources

Canvas Tier 1 Support
Canvas offers 24/7 Tier 1 Technical Support for faculty and students. Tier 1 Support serves as the primary point of contact for all Canvas-related questions. You can access support through the Help button on the black navigation bar within Canvas, or on the Canvas logins page.

Innovations in Learning
For assistance with moving your face-to-face course to online please contact us at innovations@uwp.edu.