Correspondent
Center for Excellence in Teaching and Learning

IN THIS ISSUE

Marci's Messages

Oklahoma Online Excellence Award Committee

The Council of Online Excellence (COLE) plans to recognize excellence in online education in Oklahoma in four (4) categories in 2018:

- Teaching: Individual
- Innovation: Individual, team, program, or organization
- Leadership: Individual
- Leadership: Team, program, or organization

They anticipate that the review period will begin in late February or early March 2018 to allow a few weeks for the committee to complete the selection process in time for award recipients to be recognized during the 2018 Learning Innovations Summit.

If you would be interested in serving on this committee, please let Stacy Southerland (ssoutherland@uco.edu) know.

Thank you in advance for considering participating in this initiative to recognize excellence in online learning in Oklahoma!

We, in the Center, are here to help, feel free to give us a call.
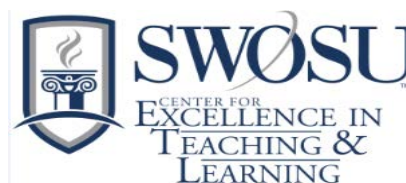
Ask CETL

Why are there so many forms to complete when teaching a distance education course?

In order to comply with the standards and regulations set by HLC, OSHRE, SARA, and C-RAC, the university is expected to provide accountability evidence that documents course consistency, best practices, and rigor for all distance education courses (online, webinar, blended, self-paced). A key component of the evaluative process is to ensure that distance education instructors are trained and knowledgeable of university distance policies, and that the course developers are trained and credentialed to develop distance education courses.

As a result of these standards and regulations, SWOSU developed distance education rubrics that are used to ensure distance education courses meet standards set forth by HLC, OSHRE, SARA, and C-RAC. The initial evaluation process for a distance education course is complex, however, after the course is evaluated and approved by the Teaching and Learning Coordinators, the course will only be reviewed annually by the significant change review process. The course developer completes a brief Significant Change Form and reports if any significant changes have occurred. If there are no significant changes indicated on the form, the course is approved for another year. If significant changes are indicated, the developer will submit a revised rubric, which will be evaluated and approved under the initial evaluation process.

Zoom Licenses Now Available for all Faculty

Contact either Nathan Thiessen (nathan.thiessen@swosu.edu) or Marci Grant (marci.grant@swosu.edu) to receive a license and then arrange with Nathan to receive Beginning Zoom Training. After the Beginning Zoom Training, for training in how to use Zoom pedagogically in your courses and to use for virtual office hours, contact your Teaching and Learning Coordinator.

Faculty Commons in Canvas has a Zoom module with a lot of how to information that will assist faculty with any questions after hours. View a FAQ for Zoom. View Zoom's Online Event Best Practices. Courses using Zoom will need to be coded appropriately, contact Marci for more information.

Quiz Settings to Maximize Security

Kona Jones at Richland Community College has been a Canvas admin since the beginning of time. Kona is highly respected by the Canvas community. She has written an article to help faculty better understand quiz setting and how these settings can be used to enhance quiz security. For more information go to Quiz Settings to Maximize Security.

Common Canvas Support Questions

Question: How do I clear my browser's cache?

Answer: If you notice problems with the way your web page displays, or if you are having trouble uploading a file, you may want to clear the cache and cookies of your web browser. These stored temporary internet files may be preventing you from navigating through Canvas with ease.

- How do I clear my browser cache on a PC?
- How do I clear my browser cache on a Mac?

Question: Is there a wiki tool option in Canvas? How can I create a course wiki?

Answer: Canvas does not have a wiki tool per se, but you can essentially create a course wiki by creating a Page and allowing students to edit that Page. At this time there is no way to grade student contributions to this "wiki" Page, so it is useful only as an informal study aid and not a formal course requirement.

Please note: Canvas does not give any warning that another user is editing a Wiki at the same time as you. From testing it appears that if two users are editing a Wiki at the same time, it will only save the data that is submitted first. *This means that users can, and probably will, lose a lot of data and waste time while editing group wikis.* One possible way around this is for users to type up and save their wiki contributions in Microsoft Word, then copy and paste their contribution into the "wiki" Page. This way, even if their work is lost in Canvas it will not be completely lost and they can easily copy and paste the information again.

Further resources:
- How do I create a new page in a course?
- How do I edit a page in a course?

Question: Students are asking Canvas support as to what they should do if their computer stopped working in the middle of a Quiz?

Answer: Reboot your computer and log back into Canvas. See if it will let you start where you left off. If it won't, you will need to contact your instructor to ask if the quiz can be reset for you.

Canvas Updates – October 28, 2017 Update

Rubric Criterion Range

Rubric criterions can include a point range instead of just an individual point value. This feature is available in both account- and course-level rubrics.

When the Range checkbox is allowed and selected, each rating displays a maximum and minimum point value. Ranges are managed the same way as non-range rubrics. Ratings can be divided, edited, and removed individually, and total point value changes automatically adjust for all rating values.

When a rubric is added to an assignment, range options are not displayed if the free-form comment option is selected.

In SpeedGrader, rubric values can be selected by entire range. Students can also view the ranges in the assignment details page and when viewing the rubric in the Grades page. The first value in the range is assigned for the point value.

Rich Content Editor – Accessibility Checker

The Rich Content Editor Accessibility Checker assists instructors and course designers to maintain accessibility requirements in Canvas content. The Accessibility Checker is located in the Rich Content Editor menu bar. Depending on the size of the browser window, users may have to scroll the menu bar horizontally to view the Accessibility Checker icon.

The Accessibility Checker verifies attributes within the editor and notifies the content creator of common accessibility errors. The Accessibility Checker provides a user-friendly explanation about any errors and provides the fields or menus needed to fix the error. The explanation also provides a link to additional resources to educate content creators about the accessibility guideline. The content creator can easily correct the error and apply the fix to the editor.
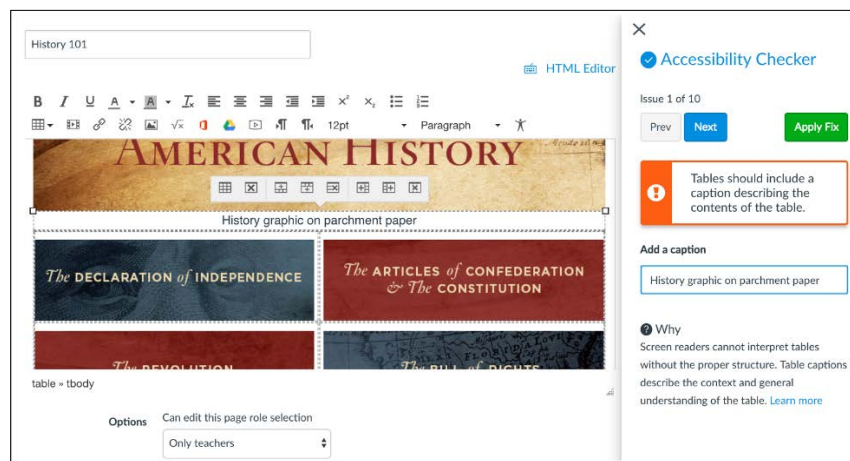
All components are designed according to the template set in the institution's Theme Editor.

This tool verifies the following accessibility rules:

- Large text contrast: Text larger than 18pt (or bold 14pt) should display a minimum contrast ratio of 3:1.
- Small text contrast: Text smaller than 18pt (or bold 14pt) should display a minimum contrast ratio of 4.5:1.
- Table captions: Tables should include a caption describing the contents of the table.
- Table header scope: Tables headers should specify scope and the appropriate structure.
- Table header: Tables should include at least one header.
- Sequential headings: Heading levels should not be skipped.
- Heading paragraphs: Headings should not contain more than 120 characters.
- Image alt text: Images should include an alt attribute describing the image content.
- Image alt filename: Image filenames should not be used as the alt attribute describing the image content.
- Image alt length: Alt attribute text should not contain more than 120 characters.
- Adjacent links: Adjacent links with the same URL should be a single link.

Assignment – Move-To Menu Sidebar

The Move-To Menu within the Assignments page has been changed to a sidebar and displays a nested structure of move options. This change helps improve consistency with other Move-To Menus in Canvas.

When a user clicks the Settings menu for an assignment and selects the Move-To option, the sidebar menu first asks the user to select the new assignment group, then select the placement of the assignment. The selected menu change is applied immediately in the Assignments page.

Previously the Move-To Menu included both the assignment group and the placement fields in the same window.
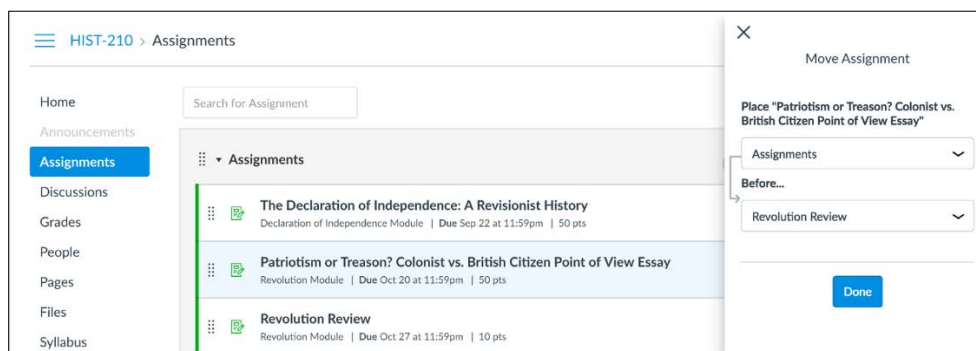
Discussions – Discussion Duplication

Discussions can be duplicated in the Discussions page or the Assignments page. The duplication option is located in the Settings menu for every available discussion. When a discussion is copied, the word Copy is added to the end of the discussion name.
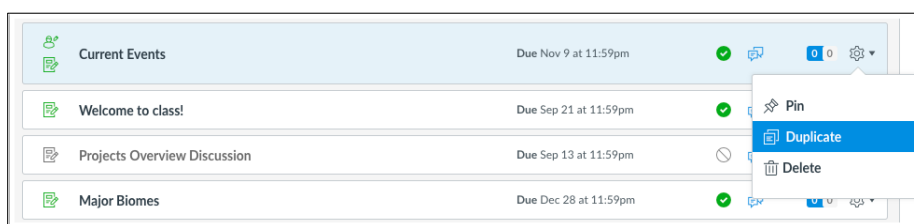
Duplicating a discussion defaults the copied discussion to an unpublished status. All items in the discussion are duplicated including the name, description, and options. The person who copied the discussion is shown as the author of the discussion and is immediately subscribed to the discussion, and the date the discussion was copied displays as the last posted date.

In graded discussions, duplication exceptions include the following situations:

- Copied peer review discussions retain the peer review setting and Assign Review date, but the number of reviews per user will be set to zero.
- Copied discussion are always assigned to everyone in the course; differentiated discussions are not retained for individual users, groups, or sections.
  - If a differentiated discussion includes an Everyone Else date, the copied discussion retains the Everyone Else due date, if any.
  - If a differentiated discussion does not include an Everyone Else date, the copied discussion does not include a due date.

**Note**: If applicable, the Discussions page displays any Blueprint Course icons after the page is refreshed.

Move-To Menu Sidebar

Within Pinned discussions, the Move-To Menu has been changed to a sidebar and displays a nested structure of move options. This change helps improve consistency with other Move-To Menus in Canvas and applies to both course and group discussions.

When a user clicks the Settings menu for a pinned discussion and selects the Move-To option, the sidebar menu first asks the user to select the placement of the pinned discussion. If the Before or After option is selected, the user can select the order of the discussion compared to other pinned discussions. The selected menu change is applied immediately in the Discussions page.

Previously the Move-To Menu only moved a discussion before an existing discussion and did not provide any other location options.
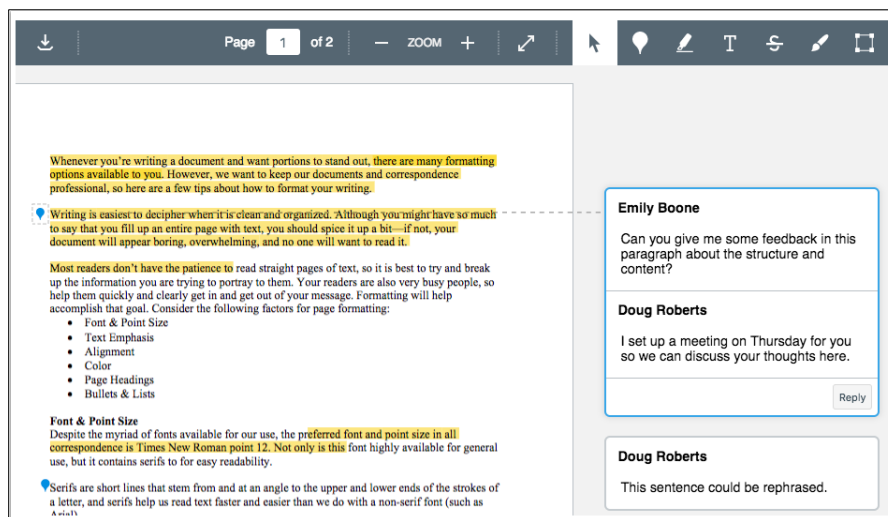
DocViewer – Comment Expand and Collapse Link

DocViewer is an independent feature within Canvas that may deploy updates outside the regular Canvas release schedule. This change is available in the beta and production environments for all users.

When an annotated comment includes multiple content lines, the content box displays an ellipses notifying the user of additional content. This change helps minimize comments in a document and improve the number of comments that can be displayed within a page.
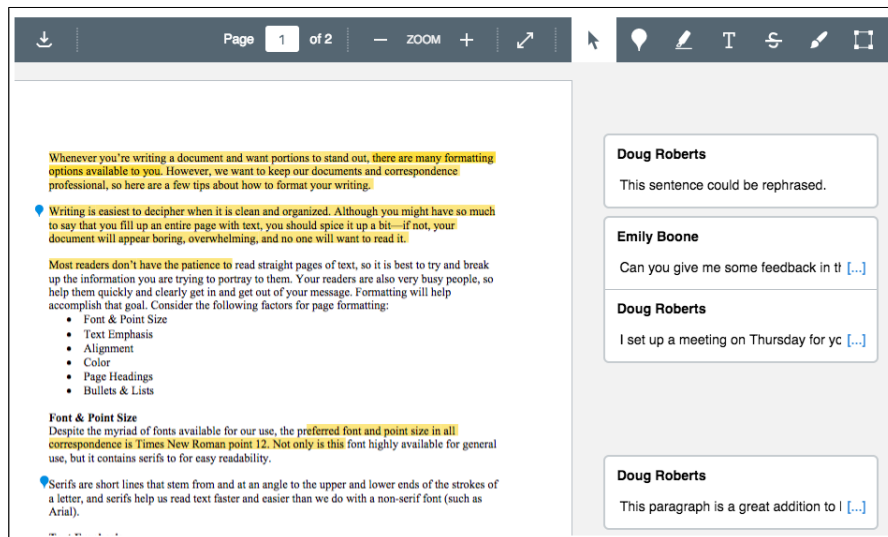
Users can click the ellipses to expand the comment. If a comment includes multiple replies, all replies are also expanded.

Annotation Delete Icon Visibility

DocViewer is an independent feature within Canvas that may deploy updates outside the regular Canvas release schedule. This change is available in the beta and production environments for all users.

When a user creates an annotation, the Delete icon only displays as part of the initial placement. Once a user clicks away from the annotation, the Delete icon no longer displays in the page. The Delete icon only displays again if the user directly clicks the annotation. This change hides the Delete icon so it does not obscure annotation content.

Gradebook – Gradebook History Filters

The Gradebook History page has been redesigned for improved performance and includes display filters for a specific student, grader, assignment, and start and end date. Previously the Gradebook History page only displayed the name of the assignment with a grade change. Additionally, this feature is redesigned based on existing data in Canvas, so displayed content is still retroactive.

In the beta environment, the Grades page never displays any grade changes from the production environment and is always blank. Content for this feature can only be displayed in the beta environment when course grades are changed in the beta environment.

This change also removes the previous limit of 2000 grade changes and allows instructors to view all grade changes in the course. For admins, the Gradebook History page integrates with the Admin Tools Grade Change Activity log, which also does not include a grade change limit.

For individual filters, results are generated dynamically. Users will need to know the name of the student, grader, and/or assignment to type in the search filter. Matching results can be selected from the results list, and multiple filters can be used at the same time. However, filters are not applied without clicking the Filter button.

Canvas Community contributions: [Support Grading History in large course sites](#)

Grades – Student Grades Table Design

To improve typography and design consistency across Canvas, the student Grades page includes updated CSS for the table display. Table content always displays with a white background except for assignments affected by a grade rule set in the Assignments page. Previously all graded assignments also displayed a gray background.

Note: Currently the background displayed by a grade rule is being reviewed by Canvas engineers.

Old Style

Name	Due	Score	Out of	
Safety in Science - Symbols (Peer Reviews)	Sep 7 by 11:59pm	21	25	
What is a Laboratory Notebook	Sep 14 by 11:59pm	4	4	
Label your Microscope	Sep 21 by 11:59pm	9	10	
Welcome to class!	Sep 21 by 11:59pm	✓	10	
Reading Assignment	Oct 5 by 11:59pm	20	20	
Lab Notebook - Scientific Measures and Scientific Method	Oct 12 by 11:59pm	-	25	

New Style

Safety in Science - Symbols (Peer Reviews)	Sep 7 by 11:59pm	21	25	
What is a Laboratory Notebook	Sep 14 by 11:59pm	4	4	
Label your Microscope	Sep 21 by 11:59pm	10	10	
Welcome to class!	Sep 21 by 11:59pm	✓	10	
Reading Assignment	Oct 5 by 11:59pm	20	17	
Lab Notebook - Scientific Measures and Scientific Method	Oct 12 by 11:59pm	-	25	

Rubrics – Criterion Icon Visibility

In the Create Rubric or Edit Rubric view, criterions visibly display all add, edit, and delete icons. Additionally, the Delete criterion column has been removed from the rubric table; the delete icon for each criterion is located above the criterion description.

Worksheet Rubric

Title: Worksheet Rubric

Criteria	Ratings			Pts
Worksheet has student's name on it view longer description Range ☐	2 pts Full Name	1 pts Partial Name	0 pts No Name	2 pts
Worksheet is complete view longer description Range ☑	5 to >3 pts Fully complete	3 to >1 pts Half complete	1 to >0 pts Less than 1/3 complete	5 pts
◎ Assignment Outcome view longer description threshold: 3 pts	5 pts Exceeds Expectations	3 pts Meets Expectations	0 pts Does Not Meet Expectations	5 pts

+ Criterion   🔍 Find Outcome   Total Points: 12

[Cancel]   [**Update Rubric**]

Previously, when a user created or edited a rubric, criterion icons only be viewed by hovering over a rating. This change also removes previous functionality of adding ratings with additional incremental point values, though any point value can still easily be added by splitting a rating or editing the point value of a rating.

Ratings Rubric Descriptions

When a user splits a rating, the rubric displays an Edit Rating window that includes the rating score, rating title, and rating description. Rating descriptions are not required, though any content in the description also displays as part of the rating in the rubric. Rating titles and descriptions are never truncated, though content should generally be short and concise.

Rubric description ratings display in all areas where rubrics can be viewed including the course and account rubrics pages, associated assignments, and the student Grades page. In SpeedGrader, descriptions are included when a rubric is used for grading, but they are not included in the rubric summary after grading is complete.

Note: Description ratings only apply to rubric ratings; they are not currently available in outcome ratings. Outcomes added to a rubric only display the rating title and point value.

CANVAS Introduces Blueprint Courses

Blueprint Courses makes it easy for administrators or designers to deploy, update, and maintain course design templates or components across any number of courses or instructors. For an individual institution, Blueprint Courses allows Canvas admins to create content and learning objects, lock specific settings or content items, and push updates to all associated courses through course syncing.

Any items that are not locked can be managed individually by a course instructor. Content that can be managed by an instructor is not overwritten when the Blueprint Course is synced to associated courses, and new content created in any associated course is also not affected.

Blueprint Course Permissions

When Blueprint Courses are enabled as a feature option, the Permissions page displays the Blueprint Courses (create / edit / associate / delete) permission, which allows users at the account level to manage any courses set as a blueprint course.

- Allows user to designate a course as a Blueprint Course.
- Allows user to manage Blueprint Course settings in Course Settings.
- Allows user to add associated courses.

At the course level, any user with an instructor role can be added to a blueprint course. Instructors can lock and unlock blueprint course objects and sync updates, but they cannot perform any tasks required by the Blueprint Course permission.

Blueprint Course Setup

Any course can be enabled as a blueprint course in the Course Details page in Course Settings. However, a blueprint course cannot include any enrollments. Blueprint courses do not have to be published to sync content to associated courses.

Note: Blueprint Courses are not supported for courses across accounts. A course in one account cannot be a blueprint course for another account.

2018 Transformative Learning Conference

The Center for Excellence in Teaching and Learning is once again offering two registration scholarships per academic department to attend the 2018 Transformative Learning Conference in lovely downtown Oklahoma City, OK. The conference will be held March 8-9, 2018. If awarded the scholarship, CETL will pay the conference registration fee of $349. CETL will provide a van, if you do not go in the van; travel is on your own. Selection will be on a first come first served basis. The scholarship application form can be found in Faculty Training/Workshops in Canvas. To be eligible for the scholarship, the form must be completed and submitted prior to **January 8, 2018.** To qualify for the scholarship, the faculty member must commit to writing an article for CETL's

Correspondent in how you will be using the conference information to enhance your courses. The article information needs to be submitted to distance@swosu.edu prior to the end of April 2018 and column will be used in future issues of CETL's Correspondent.

To find more information regarding the Transformative Learning Conference's Call for Proposals click the following link:

http://sites.uco.edu/central/tl/conference/2018conference/proposals.asp

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Turnitin Webcasts

Turnitin has some archived webcasts that may be of interest to a lot of faculty.

- Teaching the Future
- Different Strokes for Different Folks: Strategies for Differentiating Writing Instruction Through Collaborative Conversations.
- Great Teaching is at the Heart of Learning: The science to Prove it
- Aiming for Integrity: What Students Don't Understand about Plagiarism
- How People Learn: What Educators Should Know
- The Plagiarism Spectrum
- Stopping Plagiarism at the Source Why Assignments Matter
- "The Good, The Excellent, The Wonderful": Positive Feedback Strategies to Enhance Student Engagement
- Narcissism and Extrinsic Values: Understanding Student Trends that Impact Plagiarism and Cheating
- "Color Me Bad?": Fostering Plagiarism Awareness with Turnitin Originality Reports and the Plagiarism Spectrum
- Closing the Gap: What Students Say About Instructor Feedback.

Upswing – SWOSU'S NEW Online Tutoring / Writing Center Platform

All SWOSU students now have access to a **24/7 online Academic Help/Tutoring/Writing Center** (paper reviews) assistance. All the students need to do is go to swosu.upswing.io or on the SWOSU web page click on Current Students, then click on tutoring. This supplements the departmental tutoring hours provided to students. We feel one-on-one tutoring on campus is one of the great benefits our students have on campus, but we need to reach out to those students who cannot get to campus at the specific scheduled tutoring days and times. All students have to do is enter the above URL or go to Current Students and click on the Tutoring link.

Contact Dr. Veronica McGowan to do a brief tutorial of UpSwing for your students.

Workshops Available

Training: LockDown Browser & Respondus Monitor

Take just 45 minutes this month to join a free training webinar – and increase your confidence in online testing. You'll see **LockDown Browser** and **Respondus Monitor** in action, and learn how to prevent cheating in both proctored and non-proctored online tests. Upcoming Training Date: Tuesday, November 14 at 2:00 p.m. CT. Register Now

Online Learning Consortium workshops

The Center for Excellence in Teaching and Learning has 20 scholarships available for faculty to attend any following Online Learning Consortium workshops. If awarded, upon completion of the workshop, a certificate must be sent to CETL for their records. The cost of the workshops is $170, so, if awarded and you cannot attend, please contact CETL as soon as possible (prior to the workshop) so that a scholarship may be awarded to another faculty member.

These workshops cover a wide array of topics, examples of workshops: Designing a Flipped Classroom, Strategies to Improve Retention, Strategies to Increase Faculty Motivation, New to Online: Essentials Part 1-Getting Started, Exploring Learning Analytics, Introduction to Online Presentation Tools, Exploring Hashtags for Learning, Creating Concept Maps, etc.

If you are interested in applying for a scholarship to attend one of the following workshops, please complete the Registration form.

CETL Workshops with Mapopa

Join these workshops via ZOOM: https://zoom.us/j/960339908

Introduction to Voicethread

Thursday, November 2, 2017 .... 1:50 pm to 2:50 pm
Thursday, November 16, 2017 .... 1:50 pm to 2:50 pm
Wednesday, November 21, 2017................ 1:50 pm to 2:50 pm
Tuesday, November 29, 2017 ....1.50 to 2.50 pm
In-depth discussion on using Voicethread to create a dynamic living conversation that can be altered anytime by instructor and allows students to comment.

Creating Effective Discussions

Wednesday, November 1, 2017.................. 1:50 pm to 2:50 pm
Wednesday, November 15, 2017................ 1:50 pm to 2:50 pm
Tuesday, November 28, 2017 .... 1:50 pm to 2:50 pm
Create robust, engaging discussion topics in Canvas taking into consideration good qualities. Learn to create discussion topics within student groups.

Creating Attendance and Rollcall

Wednesday, November 1, 2017.................. 1:50 pm to 2:50 pm
Wednesday, November 15, 2017................ 1:50 pm to 2:50 pm
Tuesday, November 28, 2017 .... 1:50 pm to 2:50 pm

In this workshop, we will hold an in-depth discussion on using Attendance and Rollcall in Canvas.

CETL Workshops with Veronica

Join this workshops via ZOOM: https://zoom.us/j/808701593

Using Canvas Commons

Tuesday, November 7, 2017..................................1:00 pm Sayre
    Overview and why use
    Institutional vs. Public Canvas Commons
    Importing from Canvas Commons
       Updates
    Sharing in Canvas Commons
       Entire Course
       Single learning object, module, or quiz
    Providing direct links
    File size\content limitations
    Citing Canvas Commons

Online Course Development Workshop (OCD) with Mapopa

OCD is a fully online workshop, which gives faculty first-hand experience of teaching a fully online course. It makes faculty understand an online course as an environment whose basic rules are different from those of a physical classroom. The workshop introduces you to key concepts, including online course design, digital content planning and construction, communication management, and troubleshooting. Faculty will learn to plan, design, build, react, communicate, troubleshoot and connect in an entirely online environment. Most importantly, OCD gives faculty a hands-on opportunity to create and implement various aspects of their online course in the context of the Canvas interface. Faculty will receive a certificate from CETL upon completion of the OCD Workshop.

Register by calling Ashley at extension 3149 or emailing ashley.walkup@swosu.edu

Nathan's Notes
By Nathan Thiessen

Interested in Zoom or how Zoom can meet your needs? I am too! I'm working on and taking suggestions on how faculty and staff needs for conferences, classes, and meetings can be met. Please email or call me if you have ideas about expanding the capabilities across campus in new ways. I'm also working on perhaps a weekly time that I can meet with those who want to know more about Zoom or just brainstorm ideas.

Virtual Teaching and Learning Book Club- continues

If you have not joined the Virtual Teaching and Learning Book Club, there is still time. The first book we are discussing in the Teaching and Learning Book Club is Dr. Saundra Yancy McGuire's "*Teach Students How to Learn, Strategies You Can Incorporate into Any Course to Improve Student Metacognition, Study Skills, and Motivation*".

Seven copies of the book are available to be checked out from the Center for Excellence in Teaching and Learning. The book can also be purchased from Stylus Publishing, LLC, www.Styluspub.com, ISBN 978-1-62036-316-4 (it is a great addition to your office library).

How the book club will work is we will provide some discussion questions just to start the discussion of the chapters, feel free to put down your thoughts of the various topics, reply or comment to other members comments or thoughts or start your own discussion by using the Open Discussion for the chapter. We will be discussing the book as follows:

Introduction and Chapters 1, 2 ....Continuing
Chapters 3, 4, 5 ....Continuing
Chapters 6, 7, 8 ....Continuing
Chapters 9-12 .... November

Do not be worried about the number of chapters per month as the book is an easy, fantastic read. If you are interested in joining the book club, please E-mail distance@swosu.edu so we can add you to the Canvas

## Lynda.com – Dynamic Video Tutorials

Lynda.com is FREE to Southwestern Oklahoma State University faculty, staff, and currently enrolled students. Lynda.com offers dynamic video tutorials on Illustrator, Higher Education, Business, Educational Technology; Teacher Tools, Communication, Leadership, Classroom Management; Time Management, Photoshop, Access, Excel, PowerPoint, Team Management, Job Hunting Skills, multiple software programs, and more. Lynda.com has some new courses in their list of videos, which may be of interest to you and/or your students.

Veronica's Vibes
By Dr. Veronica McGowan

Technology Literacy: Dropbox and Online Briefcases

Need free online storage? Try Dropbox™, a cloud-based service with mobile app capability allows you to access files from remote locations and share files and folders with others by customizing their view and edit permissions. SWOSU deploys Dropbox as an approved cloud computing service; contact ITS for a personal account. Dropbox is not restricted by browser, and supports a wide range of file types; the complete list is available here. Rather than having to maintain different versions of files, Dropbox uses a synchronization tool to insure file updating, although, for their own reasons users will often force a version history by the means of naming document drafts. Although the Dropbox utility tool mimics a window desktop with similar search, view, and folder creation and naming features, differences emerge. For example, copying a file is achieved by uploading the file to their cloud, although once the file is uploaded, it can be copied between folder locations. Sharing files is deployed with either an email or link which effectively invites recipients to view content. Dropbox keeps track of changes and informs recipients if notifications are enabled. Collaborating with other users is easy: comments allow all recipients to see your posts and reply to those posts or the original shared content. In addition, you can increase the security level of your shared material by requiring two-step verification; in addition to the Dropbox sign-in users will be required to enter a text messaged code.
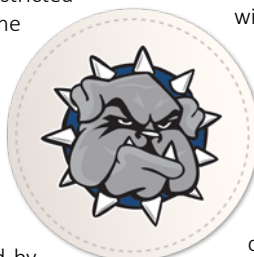
Dropbox also deploys an auditing feature of allowing account owners to see the recorded IP address of the last known Dropbox connection in order to verify the approximate geographical location of the device that accessed the account material.

Dropbox is a specific platform in a category of web-based tools known as online briefcases. Google Drive serves as an additional platform example with the addition of suite of software to accomplish document, spreadsheet and slide creation and editing functions.

Criticisms of online briefcases include a focus on the privacy policies adopted by the hosting commercial organizations. While polices confirm that users retain intellectual property rights, policy language can be interpreted to grant the corporate entities broad rights to view, reproduce, use, or create derivative works from stored content. With active users and corporate plans numbering in the hundred millions, and legal challenges by government agencies infringing on rights, this concern is not trivial. However, users wishing to get around third-party provisions are often limited by the impossibility of transporting physical media due to time, large file size, USB restrictions, and transport factors such as potential physical damage or loss. Email filters and the reintroduction of the version tracking problem also limit email transport of files.

Mapopa's Musings
By Dr. Mapopa Sanga

Repurposing a Course for Online Learning

Have you been teaching a traditional course and thinking of repurposing it for online learning? Everything that works in the traditional, face-to-face setting does not necessarily work online but there are ways that will easily make the course engaging when taught online. It just needs some redesigning and here are a few, simplified tips that will make it all work.

For starters, when creating an online course, the goal is to employ pedagogies that will engage online students in the virtual learning space. Conceptually, you are designing content that will move students from learning about something to learning-to-be something (Brown, 2006; Wenger, 1998). So essentially, you are working on making online students doers of learning and not absorbers of knowledge. What you want is to maximize interaction, and so, you organize your course content into modules. Let your voice run through the modules, students need to feel instructor presence in the learning space. Introduce concepts with first personal pronoun for example. It is also recommended to include at least one video clip of yourself talking to students. Canvas has all features supporting video and audio recording and uploading.

Include student-editable wiki pages in some modules where students can collaborate with one another and the instructor. Give credit to students for participating, it is a fact that points motivate students to participate. Also, include assignment rubrics and make them very elaborate because online students may not ask as many questions as face-to-face students. If you refer them to readings, include copies of readings by providing links rather than asking them to search for them. Prompt discussion, acknowledge student posts, encourage and reinforce it but make it less teacher-dominated. Make links to learning activities and assessment tasks very explicit. Always look for new ways to engage students so they can reflect on what they have learned. Making them develop a portfolio, for example, can be a good idea. Finally, always assume students have never taken an online course before. Hence, constantly provide them with technical support and refer them to the Center for Excellence in Teaching and Learning for more intricate issues.

References

Brown, J.S. (2006). New learning environments for 21st century: Exploring the edge. *Change: The Magazine of Higher Learning, 38*(5), 18-24.

Wenger, E. (1998). Communities of practice: Learning, meaning, and identity. New York, NY: Cambridge University Press.

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We, in the Center, are here to help, feel free to give us a call.