

Guide for Online Teaching

Created by UMSON Information and Learning Technologies
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Included in this guide:

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Resource: [Back to the Basics: Revisiting the ABCs of Teaching Online Courses](#)

Best Practices

- Stick with institutionally approved and licensed products
 - Using UMB and UMSON approved and licensed product ensure tools have been vetted by the university and support is available.
- Set clear expectations for both you and the students
 - Be very clear about how you prefer to be contacted – email, discussion board, phone
 - If a student contacts you, when should they expect a response
- Do everything with a purpose in mind
 - When setting up a course, creating a learning item, placing tools in the course think about your intent, what will the students gain from it, and what will be plan B if it does not work as planned.
- Allow time for community building and foster collaboration
 - Set up time asynchronously (discussion board) or synchronously (web conferencing) to share with your students allow them to meet each other
 - Building rapport with students through personal emails and short video welcome messages posted in the course are shown to be effective
- Present information in small, well-structured chunks.
 - Video recordings should be no longer than 15 minutes
 - Learning objects should be easily stopped and restarted
- Hold office hours for open discussion at least once a week
- Communicating with student via Blackboard course announcements
 - Announcements can also be emailed to students
 - Posting of announcements allows for students to find and review all communications
- Blackboard Calendar feature

- Use the calendar to track assignments, tests, etc. and to remind students on what they should be working on (e.g. record your clinical hours in STEPS)
- Allows students to see course related items and a larger view of deliverables in all their courses

Overview of Quality Matters

- [Link](#) to information
 - If link does not work, please copy and paste
<https://rise.articulate.com/share/IUx7ndj4aMtttoxuD8SaYhtJppFAh-73H>

Overview of Web Conferencing Tools

- [Link](#) to information about Bb Collaborate Ultra, Microsoft Teams, WebEx Meetings, WebEx Events, and Zoom.
 - If link does not work, please copy and paste
<https://www.nursing.umaryland.edu/technology/web-collaboration-tools/>

Areas of Blackboard

Start Here: Start Here will give students insight of what they will find under each left navigation tab.

Announcements: All announcements that involve every student and are related to this course will be posted here.

- **Welcome Announcement:** Can be an embedded video introduction of faculty. What is expected from the student?; What the student can expect from instructor?
 - **Example:** Welcome to Course. In this course you will be learning about Your assignments will be due We will have a Collaborate Ultra session every ... If you send me an email question you can expect a response to your questions within ...hours. If you need help about technical support, or student support services, please look under the “Hep and Resources” tab

Faculty Information: This is where students can learn more about you. Maybe some fun facts. Make this personalized to you.

Course Information: This is where you will find the course **syllabus** and **course information document** about learning in the web-based course environment and is specific to the course. Other important course-specific information may also be stored here.

Course Schedule / Model: .pdf, embedded or Word documents with the weekly/course schedule. Course model is a diagram or image showing how the objectives and content relate to each other and the overall course.

Modules/Content: This is where you will find **Lesson Plan** and **Course Modules** (see below)

Assignments: Descriptions of assignments with the rubrics for grading criteria. This is also where you will upload and submit all assignment papers. Students generally expect **feedback** on assignments within **2 weeks of submission**. Feedback may be provided earlier if it is necessary to create the next assignment.

Assessments: This is where you will find:

- **Exemplify directions**

- Download start time
- Download end time
- Time/date the exam will begin
- Exam directions
- Time limit for each exam
- Exam password
- How many days the exam will be open
- Other Assessment Information or Instructions

Discussion Board - In discussions, students can share thoughts and ideas about class materials. Students can also meet with peers for collaboration and social interaction.

- Begin with “Introduce Yourself”. Have your introduction as a model so that the students know how to introduce themselves to each other.
- Students can be encouraged to pose questions about homework assignments, readings, and course content.
- The Discussion Board can also be used for student demonstration of understanding or application of course material.
- Peer review

Collaborate Ultra - Real-time video conferencing tool that lets you add files, and share applications and discuss content. It can be used in [real-time](#) with others or to record for others to view at a time that works for them.

- This is where the “meat” of your course will be talked about
- Discuss deeper information than what is presented in the module/content
- Ask students if they have any questions about what they read in the module/content
- Keep it to no more than 1 hour to 1 ½ hour
- Do not only lecture, interact with the students

Groups: The group pages are for group work/projects. This is where you can add a discussion board allow group members to collaborate or create a Collaborate Ultra space for the group. You will also find their email addresses and file exchange to share information and documents only to the specific group.

My Grades: This is where students can view their grades.

Blackboard Tools: This is where you can find various Blackboard tools available in the course.

Help & Resources: This is where you can find the information about how to get help on various issues when taking this Blackboard course. In the Help folder, students can find the information on getting help from campus Helpdesk or from the University of Maryland School of Nursing, Learning Technologies Office. The Resources folder has UMB and external resources.

Lesson Planner Format:

- Title
- Description of the module
 - Can include an introductory video (possibly using *VoiceThread* and can embed the video)
 - Learning Objectives
 - Readings
 - Instructions and how students will be evaluated
 - Content Area- Creation and offering of content can be done in a multitude of methods
 - Static content
 - PPT, images, PDF, etc.
 - Web module with subtopics
 - created in coordination Learning Technologies instructional technologist/designer
 - *Articulate* content
 - created in coordination Learning Technologies instructional technologist/designer
 - modern looking content – see [example](#)
 - Recorded content
 - Web conferencing recorded content ([Webex](#), [Collaborate](#), [Zoom](#), [MyMediasite](#))
 - Recordings should be no longer than *15 minutes in length*. Create short “chapters” or “parts” if more time is needed.
 - *SoftChalk*
 - All faculty have access to the tool
 - See next section for how to set up an account
 - *VoiceThread*
 - Tool integrated with Blackboard for voice overs
 - External websites
 - Anything that can help students learn the content and reach the objectives – use your imagination

SoftChalk Cloud

Use *SoftChalk* Cloud to create interactive and engaging digital curriculum for use in any learning management system

Getting Started with *SoftChalk* Cloud - <https://softchalk.com/get-started>

To set up your account

Activation Key: Email nrsonline@umaryland.edu for key

If you have NOT created a *SoftChalk* Cloud account, please create an account on the *SoftChalk* Cloud [Join Now](#) page. Copy and Paste your Activation Key (above) on the Join Now page.

Activation Key

If you already have a *SoftChalk* Cloud account, login into your account on the [SoftChalk Cloud](#) website. Then click the Subscribe link found at the top right of any Cloud page. Copy and Paste your Activation Key (above) and then click Upgrade.

Activation Key

Please **do not create your lessons under the Lessons area:**



Instead create a new folder and share this space with your learning technologist:

Actions

- Create Lesson in Create
- Create Lesson in SoftCl
- Create Folder ←



ExamSoft Best Practices

Link - [ExamSoft Faculty information](#)

As we have moved toward all assessments being administered in an unproctored environment using best practices is even more important to support the successful delivery of the assessment, completion, and review, while minimizing the risks of assessment integrity. The recommendations will not completely mitigate all risks but given the current situation these are our recommendations.

- Add or edit wording in all communications on the expectations for the assessment (i.e. open resource or not, not allowing others to assist, etc.)
- Change the assessment questions to align with an open resource (open-book) assessment
- Change the assessment questions to be more difficult (i.e. fill in the blank) and/or weight more difficult questions higher than easier ones.
- Decrease the number of items and duration of the assessment
- Prohibit backtracking (as they do on the NCLEX-RN and other exams)
 - The option to “Require Answer” is recommended in ensure students do not skip questions
- Create two or more versions of the assessment and send them out to different groups of students
 - In the “Title” of the question you could add V1/V2/V3/etc. Students do not see the Title
- Randomize both the items and the answer/attractive distractors
- Assess the objective using an alternative to *ExamSoft* or in conjunction with it (i.e. short answer assignment, web conferencing discussion, student recorded content).
- If your assessment will be asynchronous, schedule a time where your assessment passwords will be visible in the *ExamSoft* or Assessment section of the course Blackboard site. The passwords should be timed to be viewable only during the assessment’s scheduled time. Use Blackboard settings to open and close the visibility of the *ExamSoft* passwords.

NOTE - *if you wish to update an exam where the assessment has been scheduled and students have begun to download it, a new assessment will need to be built with the newly updated settings.*

Options for Exam Review

- Immediate Review (Only available if “**Secure**” option is selected): Faculty can choose to allow review of the assessment immediately after completion of the assessment, or at a later date (delayed review). If this option is selected, the review time limit should be set.
- If **Non-Secure** is selected: Then the option to “**Release Results**” will be available. Release results should be used for specific students at time. You will need to “**Un-Release**”

results when the review time has ended. Have this option only available for a narrow window to review only incorrect answers.

- Do not allow students to review individual assessments, instead present a summary of trends or questions missed by many students via Webex or Collaborate. (*Preferred*)
- Set up an online review via web conferencing and review all items with class. (*not recommended*).
- Have students set up a time to meet with you individually (via phone, Webex or Collaborate) to discuss their individual assessments. Request that student turn on camera, in order to be visible to you. Note: You can't require them to turn on the camera.

Resources

- [But What If They Cheat? Giving Non-Proctored Online Assessments](#)