Module 1: Course Overview and Learning Objectives and Accessibility

Overview

In this module, we will explore course structure and the "Start Here" section of the course shell to set your students up for success. This structure will allow for face-to-face (F2F), online, or hybrid delivery of your course. We will also look at the fundamentals to help ensure that documents are accessible.

Learning Objectives

At the end of this module, faculty will be able to:

- Recognize Quality Matters Standards for good course design
- Identify key elements of the course shell along with content to be included in each section (such as default course shell components and Start Here menu)
- Identify key elements of an online course syllabus
- Locate/retrieve training components embedded in the course shell so you can work ahead
- Identify key accessibility requirements involving course materials including documents and videos
- Store files to Google docs and link them to your course shell

Learning Activities

- Watch the Recorded Zoom session
- Review Quality Matters
- Post a course syllabus on your Google Docs and link it in Start Here
- Post an introduction page in Start Here

Quality Matters

Quality Matters is a set of standards developed by MarylandOnline, Inc. that provide guidance in designing quality courses. The 42 standards take into consideration course design, course delivery, course content, institutional infrastructure, the learning management system (eCampus), and faculty and student readiness. Quality Matters will be the framework for this bootcamp as we work through the process of building your multimodal course in eCampus.

Key Components of a Multimodal Course Shell

This course shell was designed to allow for ease of navigation for the student. The purpose is to decrease the technology challenges that might occur when students are outside of the classroom. There are several key components built into the course.

- **Start Here:** This section helps direct students to a starting point for the course and includes the eCampus Tutorial, your syllabus, netiquette, Inclusivity statement, introduction post for students, etc.
- **Course Content Section:** This section will contain most of the course content for the semester. We will start to develop these resources in module two.
- **Campus Resources Section:** This section has links to several student resources such as accessibility services, the ITS Helpdesk, the library, etc. This resource is also linked in Start Here to guide students to the resource early in the semester.

- **Accessibility and Privacy Statements:** These statements will contain links to these policies for all external resources used in the course. The commonly used resources such as YouTube, Zoom, GoogleDocs, etc. have been included. Add any additional resources you are using to this folder. This would include any simulations or sites such as Prezi if required in your course.

Key Components of a Multimodal Syllabus

As always, your syllabus is the primary place to convey important course information to your students. Your syllabus used in your F2F courses should be a great starting point. With a few modifications, you can ensure your students have all the information needed for multimodal learning as well. The most common items that will need to be added to your syllabus are generally communicated to students in the classroom but may not have been in writing previously.

Some of the primary differences are:

- Specify a plan for communication and feedback to students
- Specify the minimum technical requirements and computer skills needed
- Specify pre-requisites if there are any
- Specify clear expectations for student participation in each activity
- Specify how synchronous components (mandatory for all course delivery methods) will be conducted for your course
- Specify a clear grading policy

Creating Accessible Documents

The content for your course will be posted as a Word document in Google docs and made accessible through a link in your eCampus course. It is important to keep in mind the need for accessibility as you create the documents to allow for all students to have access to the materials. Microsoft Word accessibility can be achieved by doing the following:

- Use built in headings and styles to separate sections
- Create meaningful "alt" or alternate text tags for any images, including Smart Art, used in the documents
- Use meaningful text links for hyperlinks rather than "click here" links
- Use bold or italics for emphasis rather than underlining which is reserved for hyperlinks
- Use tables rather than columns

When creating the Word documents, also use practices you expect from your students. Be sure to use quotes or references for material presented as needed. Also reference the source of any images, charts, etc. used in the document.

Use of Images in the Course

Images or graphs can be very important in drawing student attention to a concept. The images can be created by you or pulled from another resource (for instance charts or graphs from government pages to show current trends). Please avoid using general images found on a typical Google search to ensure compliance with copyrights. Here are a few sources for general images that might be helpful:

- Pexels Free Stock Images
- Unsplash Photos

- [Creative Commons Search](#)

Uploading Files to Google Docs

The University is recommending course materials be uploaded to Google Docs and linked within the course. This decreases the demands on the eCampus server and campus network. Once the files are uploaded, modifying them in Google Docs is easy and changes will be automatic within the course.

- [Video for Uploading and Linking Files](#)
- [Instructions for Uploading files to Google Docs](#)
- [Instructions for Posting Links in eCampus](#)

Module 2: Course Module Development/Instructional Materials

Overview

In this module, we will explore the process of content development. Content presentation in your online course is somewhat different than in your live classroom. We will transition the traditional PowerPoints often used in class into a more accessible and meaningful narrative.

Learning Objectives

At the end of this module, faculty will be able to:

- Identify key elements of a course module
- Align module-level learning objectives with course-level learning objectives and intended assessments
- Align module-level instructional content and learning activities with stated learning objectives
- Identify ["digital information literacy" (QM Standard 1.6) assignments and assessments](#)
- Identify different types of [library/ information services](#) available to teaching faculty
- Create persistent links to library-owned content
- Create course content for 1-2 modules keeping accessibility in mind
- Create course content for additional modules as time permits

Learning Activities

- Watch [First Recorded Zoom Session](#)
- Watch [Second Recorded Zoom Session](#)
- Watch [Third Recorded Zoom Session](#)
- Faculty will post 1-2 modules in the course shell
- Faculty will develop assessment strategy which may differ from face-to-face course delivery
- Faculty will submit "digital information literacy" assignments and assessments for library review
- Faculty will submit course readings or other requests for source material for library review

1. **Module Overview**
   Post a brief, one paragraph (less than half a page) description of what the students will learn in the module.

2. **Module Learning Objectives**
   Learning objectives should be:
   - written from a student perspective
   - aligned with the course level learning objectives
   - appropriate to the course level (i.e. grad or undergrad)
   - measurable (avoid terms such as learn or understand)
   - aligned with the assignments and assessments in the module

   Reference Bloom's Taxonomy Verbs to help satisfy the above requirements.

3. **Learning Activities**
   List the activities to be completed including chapters and articles to read, discussions, assignments, assessments, etc.

4. **Course Content**
   The course content should include topics covered in the classroom. While PowerPoints typically used in the classroom can be used to guide your narrative, they should not be used in the online format to convey the information. PowerPoints are meant to provide the framework or outline for a conversation.   It is that conversation piece that should be replicated in the course content. Feel free to reiterate key points from the book similar to what you would do in class but the purpose of this process is not to rewrite the book for the students; they should be reading their text on their own based on assigned readings. Instead, use this space to give examples that make the content relevant to the students. Content can also contain pictures (with sources and alternative text tags), links to webpages and/ or library-own content, videos from YouTube or other streaming media resources as links (embedded videos don't work on Google Docs), etc. that contribute to student learning.

   While developing the content, be sure to follow all practices you expect from your students. Provide complete references and direct links for information obtained from outside sources.

5. **Assignments**
   Assignments are discussed in Module 3 of Bootcamp but keep them in mind while building content for alignment purposes.

6. **Assessments**
   Assessments are discussed in Module 3 of Bootcamp but keep them in mind while building content for alignment purposes.

Module 3: Assessments and Activities

Overview

Just as in F2F courses, assignments and assessments will help to measure the achievement of the stated learning objectives. In addition to grading, these activities can give the students the feedback they need to be successful in the course.

Learning Objectives

At the end of this module, faculty will be able to:

- Identify commonly used online assignments and assessment instruments and how to use each
- Identify strategies to ensure student academic integrity when completing assignments and assessments
- Identify creative ways to use assessments and activities to engage students
- Develop rubrics for all assignments and assessments

Learning Activities

- Watch the recorded Zoom session
- Post Activities and assignments
- Post assessments in the course
- Deploy strategies to prevent cheating
- Post rubrics for any learning activities and assessments

Assignments and Assessment in eCampus

Assignments

The assignment tool in eCampus allows you to give instructions and/or files to students to complete a project and then submit files for grading. Once submitted, the assignment tool sends an email confirmation to the student letting them know that the assignment was submitted. Using the assignment tool is an easy way to get electronic files from students in an organized way.

Assignments can be individual or assigned to a group. When using the group tool, grading the assignment once will publish the grade and all feedback to each member of the group. It also allows grade adjustment for each member of the team if there is a need.

TurnItIn Assignments

TurnItIn assignments allow you to check the integrity of documents as they are submitted. The documents will compare student submissions to publications, web sources, previously submitted student work, etc. It will also give you the option of adding the student's paper to the repository for future comparisons. Using TurnItIn assignments will yield a report that will give you a percentage for potential plagiarism as well as highlight each match and give a link to the source of the match.

Discussions

Discussion boards in eCampus allow for faculty-student, student-student, and student-content interaction. Using the discussion tool can help replicate the in class discussions that may be impacted with alternative teaching arrangements this fall. Discussions can be set up in several different ways to help engage students. Here are a few examples:

- Post a question and let students answer (traditional use of the discussion) and follow up with responses to their colleagues
- Post a few questions each module and ask a student, or group of students, to make an initial post and moderate the topic throughout the week. This will allow for deeper discussion between students rather than seeing very similar posts from each student as an initial post
- Post a debate topic and allow students to asynchronously debate throughout the week.
- Ask the students to do some research and post a current event (all students in one week or assign a new group to take the lead each week). This will encourage students to go looking for current articles and announcements relevant to your subject matter.

Assessments

The assessment tool in eCampus can be used in a variety of ways. It can be used for homework, quizzes, tests, etc. Assessments have multiple question types such as multiple choice, true/false, short answer, essay, matching, hotspot, etc.

Transferring exams into eCampus

Publisher file: The easiest and quickest way to transfer questions into eCampus if you are using a publisher's test bank is to ask the publisher for the Blackboard Learn Zip file. Most publishers have these files available; some are available through your faculty login on their website.

Respondus: Respondus translates a formatted Word document into a Blackboard Zip format. The Respondus software for PC is available via site license from WVU. Respondus is not available on a Mac unless running parallels.

Excel: Excel can also be used to import questions into eCampus. Instructions for formatting and importing Excel files

StudyMate

Studymate is a learning tool you can use to create games and puzzles for the students. It does track who has accessed the activities but it does not give specific data on completion and/or grades. These activities allow students to choose to view the information as flashcards, crosswords, matching games, trivia, etc.

VoiceThread

VoiceThread allows you to share and discuss documents and media. It can be used for virtual discussions, collaborative presentations, etc.

Tips for Ensuring Integrity

For assignments, TurnItIn should be used for research papers and similar written work if ensuring integrity is a concern.

For discussion boards, if using the standard approach, enable the setting "Participants must create a thread in order to view other threads in this forum." If using the other approaches it won't be necessary as the intended goal is not to reiterate the initial post but to add to and/or challenge it.

For assessments, there are a variety of measures that can be taken to help prevent cheating.

- Create larger pools of questions and allow the quiz/test to randomly assign the questions to each student. (Pool of 100 questions, give students 50)
- Limit the amount of time students have to take the assessment. (2-3 minutes per question instead of allowing them 2 hours to take a 20 question test)
- Limit the window of time the test is available. (Students can take the exam between 2pm and 4pm on Friday instead of anytime this week)
- Deliver one question at a time (can prevent backtracking as well but not recommended as students can't go back to verify)
- Use Respondus Lockdown Browser (free) to limit the student's ability to copy/paste, print, or access outside materials from their computer.
- Use Respondus Lockdown Browser with Respondus Monitor (free but requires a webcam) which audio and video records the student while taking the exam. The recordings will flag any obvious issues and allows you to review the entire recording after the exam. You can set the restrictions on the test such as open book, no notes, etc.

Rubrics

You are welcome to use your existing rubrics or create your rubrics using the tools linked below. Rubrics outline the expectations for your students and allow you to directly grade course assignments using that criteria in eCampus.

Rubistar and Rubric Maker are sites to help you build rubrics for your course. These sites were built for high schools but can give you a great starting point when developing a new rubric.

There are a few sample rubrics (added with permission from the original creator) in this eCampus shell that you are free to use or edit as appropriate for your course.

Module 4: Multi-Modal Instruction

Overview

In this module, we will explore student engagement in the online and hybrid environments. Given that all courses will have a mandatory synchronous component, we will discuss different approaches to presenting material. We will also look at some tools you can use to help keep students on track for a successful semester.

Learning Objectives

At the end of this module, faculty will be able to:

- Identify effective communication strategies
- Create short videos for the module
- Identify creative ways to engage students
- Identify tools for student success

Learning Activities

- [Watch Adventure WV video on engagement](#)
- [Watch Zoom session on Communications and creating videos](#)
- [Watch Adventure WV advanced session on engagement](#)
- Implement a variety of communications tools (announcements, email, retention center, etc.)
- Create a plan for using course tools for student engagement
- Create a plan for moving between online, hybrid, and face to face delivery
- Create and post videos for key concepts for this course if desired

Communication Strategies for Multimodal Teaching

- Stay in contact frequently. You typically see your students 2-3 times a week so try to communicate at least this frequently when you are not face to face. This can be via email, announcements, webinars, etc. Get creative to keep students engaged! Share information such as job postings, current events, etc.
- Participate in your discussion boards. In the classroom, you actively participate in the conversation so replicate this in the online environment.
- Set up a discussion board for FAQs for your course. Encourage students to answer each other's questions.
- Use a discussion board for general discussion that may not be directly related to course materials. Ice breakers and similar conversations help students feel connected to your classroom.
- Respond to emails as quickly as possible. The expectation was set in your syllabus but get back to them quicker if possible. (If you stated 24 hours, aim for 12 hours)
- Provide timely and meaningful feedback for all assignments.
- Send a recap email at the end of the week to emphasize points for review.

Creating Short Videos and Conducting Synchronous Sessions

The use of videos in a course can add great value. Videos allow the students to actively engage in the materials after reading their text and online notes. Rather than recording full lectures, consider breaking the video into specific content areas for emphasis. While outside the classroom, it is unlikely a student will focus their attention enough to watch a two hour pre-recorded video. Providing students with a 5-10 minute video on a particular topic will give them an opportunity to watch the clips in one

sitting and revisit the content as needed for review. It also creates the need for the student to actively scroll and click on the next video rather than passively watching a longer video.

You are welcome to use your favorite recording program. If you are new to recording videos, you can use one of these tools to get started. Each one is free and easy to use.

**Transcripts must be provided unless the video meets ALL of the following criteria.

- No students in your course need accommodations,
- The video is on a private or unlisted streaming site (YouTube, Mediasite, etc.) It cannot be listed as public, and
- The video is for use in the course for a single semester.

Flashback Express

Flashback Express is an easy to use recording software that will allow you to quickly record short videos that can be uploaded to YouTube for use in your course.

Mediasite

Mediasite is available through the WVU Libraries. You can record the videos and host them on the same server. Please keep in mind that a link to transcripts** should be provided with the video in order to meet accessibility standards. This service is available and more information will be forthcoming.

Zoom and Collaborate

Zoom and Collaborate can also be used to record short videos to be used in your content. They can be shared directly in eCampus (transcript** should be posted as well) or uploaded to YouTube or Mediasite..

Uploading videos to YouTube

Videos uploaded to YouTube will have an automatic transcript** created within a few hours of upload. The transcript should be verified to ensure it matches what is being said. It is important to correct the transcripts, if needed, to meet accessibility standards as well as allow students wanting an alternative format to have access to the information.

Engagement

Zoom and Collaborate

Zoom and Collaborate are available in your course shell in eCampus. In addition to using the webinar function, zoom and collaborate each offer breakout rooms for giving students an opportunity to work in small groups providing more opportunity to actively participate especially in larger sections. In addition, both Zoom and Collaborate allow you to hold unique synchronous sessions with students. This might include holding office hours, conducting a live debate, or working with individual students or groups of students on various learning activities.

Assignment and Assessments

Create short assignments and assessments to allow students to get feedback more frequently and keep them consistently interacting with the material. These can be graded, ungraded, or part of a participation grade but should include feedback.   An example would be a scavenger hunt for students to collect information directly from your course content, textbook, online resources, etc.

Jamboard

Jamboard is an interactive whiteboard space that can be used for collaborative work, activities, and student check-ins. It is available for free in your MIX account.

Tools in eCampus for Student Success

Announcements

Announcements can be used to alert students to new or upcoming events. If selected when creating an announcement, students will also get a copy in their MIX email.

Email

Using the Email function will send email to student MIX accounts.

Grade Book

Providing frequent feedback for students can help them gauge their comprehension of the material. The gradebook allows you to communicate grades as well as written feedback. Using the header menu of grade book columns, you can also send reminders to students who have not yet completed the assigned task as the deadline approaches.

Retention Center

The retention center has reporting tools to help identify students at risk. You can add students to a monitor list and send notifications directly from the retention center. Using the retention center also creates a record of communication with the student.

Course Roster

The Course Roster for each course is in the menu on the left. It provides you with the WVU ID photos of the students enrolled in your course. Because you won't necessarily be in front of your students as often as you normally would, this roster will give you an extra opportunity to learn their names.

Module 5: Course Refinement
Working individually with faculty on case by case basis

Overview

In this module, you will continue to build the remaining modules for your course. This will include content, any videos, engagement activities, etc. We will also be working with faculty individually to further refine courses in preparation for the start of the fall semester.

Learning Objectives

At the end of this module, faculty will have:

- [Watch Zoom session on refining the grade book, using groups, etc.](#)
- Finalized all remaining course content
- Finalized all assignments
- Reviewed the course and further improved any content where needed
- Shared your work with other faculty including those teaching additional sections of this course

Learning Activities

- Finalize the plan for moving between online, hybrid, and face to face delivery based on current WVU status of campus courses
- Finish course ready for delivery in any environment

This module does not have any specific topics. We will link any additional resources upon request by faculty to this module.