



# KENNESAW STATE UNIVERSITY

SOUTHERN POLYTECHNIC  
COLLEGE OF ENGINEERING AND  
ENGINEERING TECHNOLOGY

## Three things to do first when going online

1. Assess changes that need to be made to content delivery, communication, and assessments.
2. Update syllabus and email students to let them know about changes.
3. Make detailed plan for the remainder of the semester, including due dates for all assignments.

## References for Tool Training

Kennesaw State University provides all the tools instructors need for creating engaging, collaborative, and compelling learning environments for both in-person and virtual courses.

[Tools for Instruction Help Website](#)

<https://uits.kennesaw.edu/telework/instruction.php>

## Recording and Sharing Content

There are several programs you can use to record yourself (both audio and video). We recommend using Kaltura MediaSpace because it is already integrated within D2L.

- o [Guide for Using the Desktop Recorder](#)

## Meeting Virtually

We recommend using BlackBoard Collaborate Ultra to meet with your students virtually because it is already integrated within D2L.

- o [Using Collaborate Ultra D2L Presenter Guide](#)
- o [D2L Collaborate Ultra for Students Guide](#)

We recommend using Microsoft Teams for meeting with specific students.

- o [Creating a Meeting with Microsoft Teams](#)
- o [Microsoft Teams Interface Guide](#)

## Administering Quizzes/Exams

D2L has recently launched a Quiz Builder tool to make creating, administering, and grading quizzes even easier. Respondus LockDown Browser is a tool integrated within D2L that can restrict students' access to outside resources and monitor them during an online quiz.

- o [D2L Quiz Tool](#)
- o [Respondus LockDown Browser Dashboard Guide](#)

## Textbook Resources

Check with the publisher of your textbook for resources. For example, WileyPLUS and Knewton Alta have offered free access by [completing this request form](#). Instructors looking for zyBooks access can apply through the [zyBooks website](#).

## SPCEET Best Practices for Online Instruction

<b>Be Present in the Class</b>	Establish your presence early and often	<ul style="list-style-type: none"> <li>• Post announcements, appear in videos, &amp; participate in discussions</li> <li>• Post multiple times per week</li> </ul>
<b>Have Clear Expectations</b>	Clear expectations help students perform well	<ul style="list-style-type: none"> <li>• Provide a detailed syllabus, due dates and schedules, and <a href="#">clear assignment directions</a></li> <li>• Describe expectations for online participation, communication, and netiquette</li> <li>• Tell students when to expect a response from you, ideally 24 hours</li> </ul>
<b>Over Communicate</b>	There is no such thing as too much communication	<ul style="list-style-type: none"> <li>• Use the announcement tool, email, and set up a discussion board for common questions</li> <li>• Put all information for each lesson together in module, including learning objectives and a checklist for items to complete</li> <li>• Schedule virtual office hours, be available by chat or live classroom, e-mail, or phone, particularly when students are likely to be working on an important assignment</li> <li>• Let students know if you will be off-line for several days</li> </ul>
<b>Provide Prompt Feedback</b>	Feedback helps improve student outcomes	<ul style="list-style-type: none"> <li>• Reinforce important materials, concepts, and skills</li> <li>• Provide timely feedback that students can apply during the course</li> <li>• Let students know when to expect feedback</li> </ul>
<b>Engage Students</b>	Quality interaction is a sign of a successful class	<ul style="list-style-type: none"> <li>• Record lecture material and keep synchronous meetings for active learning</li> <li>• Provide recorded information in 10-minute chunks</li> <li>• Vary the format and assessments</li> <li>• Incorporate pictures or videos from free sources</li> <li>• Provide opportunities to interact with peers in discussions or group work</li> <li>• Show enthusiasm and passion for the content you are teaching</li> </ul>
<b>Parse Your Time</b>	Online courses can really consume a lot of time	<ul style="list-style-type: none"> <li>• Manage your time in a reasonable way. Don't be available 24/7. Don't turn your class into a one-on-one interaction with 30 students.</li> </ul>
<b>Solicit Feedback</b>	Find out what is working and what is not	<ul style="list-style-type: none"> <li>• Ask for informal feedback early with the survey tool or email</li> </ul>
<b>Create a Supportive Online Course Community</b>	Make students feel comfortable and supported	<ul style="list-style-type: none"> <li>• Provide opportunities to interact with peers in discussions or group work</li> <li>• Set up a discussion board for common questions or open discussion</li> </ul>

<https://teachonline.asu.edu/2018/09/best-practices-for-teaching-online/>

<https://www.insidehighered.com/digital-learning/article/2017/07/12/7-guidelines-effective-teaching-online>

<https://tomprof.stanford.edu/posting/1091>