# Tips for Moving from F2F Teaching to Online

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This will be a quick guide to help orient faculty with the basics considerations of teaching online in a transition during the semester.  Just as it may be your first time delivering content online, it may be your student's first time as well as an online student – so it pays to try to be in frequent communication with them.

If we were setting up an online class under other circumstances, we would have far more to get to.  This document is an attempt to get you 80%-90% functional in an online environment quickly.  The major areas to concentrate on in the first week are:

a.  Delivery of Content
b.  Regular Communication with Students
c.  Facilitating Interaction
d.  Adjusting Assignments, if needed
e.  Assessments

## Getting Started

1.  **General Timing and Format:** Decide if you are going to try to have live class periods or recorded (asynchronous) class materials.  There are pros and cons to both methods, but it is one of the first decisions you should consider (Yes, you could mix the two also.).
2.  **Instructor Presence:** Communicate with the students what your general plan will be.  Communicate that you will be learning these tools with them as you go.  How often should they expect to hear from you with general communications about the class (I would recommend every 3 days as the longest time away for this situation)?  How long should they expect it will take you to respond to questions via email (or other method)?  Will the classes be live and "where"? Will their course schedule and assignment setup change?
3.  **Live Sessions:** My recommendation is to use Collaborate Ultra for class.  It is integrated into D2L and gives the instructor good controls, allows for you to assign controls to individuals as needed (a student presentation for example, or questions), allows for recording, and has a variety of tools like "whiteboards".  Let the students know that class sessions are still happening in the assigned time slot.  Practice in advance with a colleague or a few. (Be aware that if you use a webcam to have a talking head, the audience will be watching you roam through in your bath robe or see your collection of bottle cap art in the frame.)  See these guides to get started: https://apps.kennesaw.edu/files/pr_app_uni_cdoc/doc/Blackboard_Collaborate_for_Presenters_D2L_Brightspace.pdf & https://apps.kennesaw.edu/files/pr_app_uni_cdoc/doc/Blackboard_Collaborate_for_Moderators_D2L.pdf & Share this guide with your **students**: https://apps.kennesaw.edu/files/pr_app_uni_cdoc/doc/Blackboard%20Collaborate%20for%20Students-rev.pdf
4.  **Recorded Sessions:** You may decide to create voiceover powerpoint lectures or videos that a student can watch outside of class. We have a video platform integrated into D2L called Kaltura Mediaspace that includes a tool called Kaltura Capture, which allows you to record your screen as you talk over whatever is happening on screen.  You could talk over Powerpoints, talk while

demonstrating something in Excel, talk through a Word Doc, talk while demonstrating a Stats tool, etc.  (Of course be aware that tabs and such of your cat videos can be captured inadvertently too.)  See these guides to get started: https://apps.kennesaw.edu/files/pr_app_uni_cdoc/doc/Kaltura_MediaSpace_Integration_%20 with_D2L_Brightspace_Guide_for_Faculty_Staff.pdf & https://apps.kennesaw.edu/files/pr_app_uni_cdoc/doc/Kaltura_Capture.pdf

5. **Virtual Office Hours or Q&A Sessions:** Your presentations or delivery of content is not likely to be as smooth as you are accustomed to.  Your students may wind up with more questions than usual and you may miss the interaction you had in f2f formats.  A possible setup is virtual office hours where you invite students to submit questions and you answer them using Collaborate.  You can let them type in questions in the tool or give them the control to ask questions with their microphone.  I am splitting this out of the live sessions "lecture" bullet because it is sometimes difficult to focus on lecturing and field questions at the same time.  An alternative is to focus on lecture in one segment, and then focus on fielding questions in another segment (or during "office hours").

6. **Adjusting Assignments:** Most of your assignments should operate in the same way as before, and many of you already use the assignments tool in D2L to collect reports and such.  For those that are paper based submissions, you'll want to adjust to allow for digital submission of work to the course.  If you have class presentations for example, you might consider having students submit videos (they can post to D2L Discussions via Mediaspace for their peers to see, for example), or letting them present live from their location when you are confident in the controls in Collaborate.  The general idea is to spend some time thinking about how to still have work where students are achieving your learning objectives in the course.

7. **Assessments:** For many of you, this will be one of the more challenging areas. How do you maintain academic integrity in your course to the extent that you are comfortable with the grades earned?  For the quiz tool in D2L, which has options for multiple choice, short essay, etc (https://apps.kennesaw.edu/files/pr_app_uni_cdoc/doc/D2L_Brightspace_Daylight_Quiz_Quest ion_Types.pdf & https://apps.kennesaw.edu/files/pr_app_uni_cdoc/doc/D2L_Brightspace_Daylight_Quizzes_Too l.pdf ), there is a tool called Respondus Lockdown Browser and Monitor.  Enabling Respondus will require the student to download a special web browser that prevents a number of behaviors, like opening multiple tabs, doing other things on their computer, etc. (it's not perfect, but works pretty well) AND runs their webcam and microphone (with their knowledge) to record the testing session.  It is a passive system, meaning you can go back and review the footage if you think something is awry.  It is not live proctoring.  I recommend requiring the students to use it for a practice quiz before an exam.  See this guide for setting it up: https://apps.kennesaw.edu/files/pr_app_uni_cdoc/doc/D2L_Brightspace_Quizzes_LockDown_B rowser_Dashboard_Faculty_Guide.pdf

## General Quick Tips

1. Instructor Presence is critical. When the instructor is absent, it is just a black hole for students.  They don't know what to do, when it should be done, etc.  In this transition, over-communication is important for the students.

2. Your face is not necessary. You may feel you need to be seen, but having content on the screen is more important than your face.  They have met you and will picture your face as needed.

3. Set expectations early and flex where it makes sense. Knowing when to check in, deliver work, interact, etc. is important for the students to know. Let them know you are a novice at a particular tool and to bear with you.
4. Try to get 80-90% there. The above areas are the key aspects and aren't hard to achieve with a little prep time and experimentation.

## What to do in Week One

So, this may sound overwhelming, but it really isn't too bad once you start it.  But if you are not sure where to start and you know the clock is ticking, do this first:

1. Decide if you will do a live session or recorded session in the first week.
2. If live, follow the Collaborate Ultra guides above and practice with someone as a "student" a couple of days before the session.  You will have to add the practice partner as a student to your class.
3. If recorded, follow the Kaltura Capture guide above and record a lecture.  Shorter and tighter is better for recorded things because viewership is much higher.  You're not a Marvel Movie.
4. Communicate to the students as soon as you decide, "how the first week will go".  Do they tune into D2L for a Collaborate session at a particular time?  Do they look in a particular place for your recorded session? When should they expect a more complete plan (probably at the start of the second online week)?

## What to do in Week Two

1. Update your class schedule and syllabus to reflect the remainder of the term including assignment dates and deliverables.  Then tell the students about the updates and where to find them.
2. Have the expected live or recorded sessions for your course.
3. Start exploring the assignments tool, quizzes tool, Respondus, and the other features mentioned.
4. Have a live Q&A session for students to get on the same page with content and/or logistics.
5. Then, keep on rolling for another few weeks.