

Teaching in an online or technology enhanced classroom: Suggestions from faculty

Assessments and feedback

- To provide students with detailed feedback on assignments, but save yourself from having to type up individual comments and answer the same questions over and over again, consider creating a summary document of common pitfalls as well as notes on what students are doing well. This summary of feedback can be posted to D2L for students to review.
- If students are required to give oral presentations, but the class is too large to spend class time on individual presentations, consider scheduling one class meeting for students to simultaneously record their presentations using their phone or computer and email it to the D2L Dropbox before the end of class. Provide a rubric that explains how they will be evaluated and spend the class time being available for questions. Provide feedback within the week by leaving comments in D2L.
- Create an automated quiz that allows unlimited attempts and provides immediate feedback on wrong answers. Let the students attempt the quiz as many times as they can within a set period of time, then take the top score they achieve as their grade.
- Provide audio feedback for assignments or record an audio file where you review the syllabus and all the requirements for the course. Provide your speaker's notes alongside the file so that the content is accessible.

Active Learning

- Use interactive, reflective quizzes that give students immediate feedback.
- Assign group work where students can work together using statistical or other course tools to solve real life problems or case studies.
- Have students work together online to create summaries for the week's content.
- Webinars:
 - Begin webinars with a poll that gives students some say in what will be discussed.
 - Create an interactive space with chat boxes and polls.
 - Bring in guest speakers.
 - Combine the webinar with a Google Doc or Google Sheet and have students work in Google Drive together so you can see what they're doing. Build in games or ask open ended questions, assign them each a column to enter their answers.

Cooperative learning

- Blogs are an excellent example of a way to integrate cooperative learning into a course.
 - Example: Three courses where students share a single blog and can share ideas, interact, and make holistic connections between the content in all three courses.
 - Building levels into blogging assignments:
 - Students write posts, then students curate the blog posts of their peers in a summative way.
 - Having graduate students curate undergraduate work.

Encouraging contact between students and faculty

- Providing structured office hours online using D2L Chat or webinar software.
 - Students can be intimidated to meet a professor one-on-one, so instead, set office hours for covering specific topics where many students can attend at once to ask questions.
 - Setting up screen sharing capability during online office hours to demonstrate how to use software or other course tools.

Issues and problems with integrating technology

- Teaching in a course with multiple sections where it's important to be consistent and get consensus to reduce student complaints
- Difficulties in providing multiple opportunities, flexibility, or addressing different learning preferences in an online environment
- Implementing these activities in large classes
- Making sure everything is accessible
- Not being able to see students' reactions when administering synchronous learning
- Losing the liveliness inherent to cooperative in-class activities
- Difficulties using any synchronous learning when students are in different time zones
- Nervous that technology will fail
- Getting approval from superiors to try new things or bigger projects