

How Distance & Online Education and the Center for Digital Learning and Teaching Innovation Can Help You Move Your Course Online

There are a lot of great resources out there on moving your first course online and you could easily spend 10-30 hours perusing them. Dr. Bitzer has forwarded some outstanding links. While it would be helpful and beneficial to review all of them, it's not necessary to just get started. Starting is not about becoming an expert, it's just about starting.

Here are five steps that should take about an hour to get your course ready in Blackboard (BB) and your students engaged on the first day. During our help sessions, we can help you with any or all of these steps.

1. Review your syllabus for assessment and assignment due dates during the period of adjustment and identify those that need to be changed. Creativity in assignments can lead to engagement and this is a [great list of alternative assignments](#) often used in the online world, or in a face-to-face course.

Almost any written assignment, quiz, or test can be programmed into BB with no to minimal change to the assignment. Quizzes and tests can be auto-graded saving you time; open-ended answers can be programmed but won't be auto-graded. You can easily copy/paste instructions and tests into "Assignments" and "Tests" in BB and we have prepared short vides on each of those processes. Here is a video on [how to set up an assignment](#) and [how to set up a test](#).

Classroom discussions [can be converted to interactive BB discussions](#) with required interactions. You can use Socratic inquiry to lead the discussion, just as you would face-to-face.

Keeping existing due dates is encouraged to maintain the semester learning process and to reduce students losing focus. We can help identify good time frames for online assignments.

One thing to keep in mind is that since you will not have face-to-face class time to answer questions, you should consider common questions about the assignment and preemptively add those into BB instructions. BB instructions are often longer and more detailed than what we find in a syllabus for a face-to-face course, and students expect that.

2. Create assignments in BB which are due in the next 7 days. You don't need to have your course fully built for the entire adjustment period which could be overwhelming, and you don't need the perfect course. All of that can comes with time, and this isn't the time. You can plan now and build later.

3 Create a 2-3 minute taped introduction in BB Collaborate laying out the plan for the next 7 days. This helps you learn how to use Collaborate and shows your students that you are accessible and engaged.

4. Create a low-stakes start-up discussion that requires the students to engage within the first 24 hours. Your goal here is to demonstrate to the students that class is happening so they do not lose focus and momentum. One idea is to have students recap their favorite concept from the course to date, which also helps you understand what students remember and find interesting.

5. Establish and publish how you will be present in the online classroom at least once a day during the week.

After you get the basics down, then those links will make more sense and you can view a few each day. They will help you get more comfortable with how to keep students engaged and how to provide the great learning that happens everyday in the online world.

Drop In Help Sessions in the Library:

Monday March 16 through Friday March 20

10-11AM and 2-3PM

If those times don't work, reach out to Earl Givens or Jeff Bowe and we'll arrange help.

Links from above:

<https://citl.indiana.edu/teaching-resources/assessing-student-learning/alternatives-traditional-exams-papers/index.html>

Discussion boards for online discussion: <https://youtu.be/n7iP8uLLcw0> 9:09

Set up an Assignment: <https://youtu.be/GOA08WG0bVo> 7:43

Set up a basic test: <https://youtu.be/AkASh4ikb24> 12:37