**How Do I Want to Teach This Class?**

**Choice 1: Live in Real Time (Synchronous)**

***Description:*** This type of instruction involves you delivering your course content at the scheduled class time. During the instruction, you and the enrolled students will be able to interact in real time.

***Examples:*** As an instructor, you could do this by establishing a conference call with the students. Students will listen to your lecture while following your lecture slides that you have sent them via D2L. Further, Microsoft TEAMS could be used to deliver audio plus video while following your lecture slides on TEAMS.

***PROS:*** Most similar to traditional instruction, opportunity for real-time interaction with students.

***CONS:*** Possible connectivity problems/unreliable connections for some students may make material inaccessible. Video option only recommended for courses that need to physically demonstrate a principle, concept or technique. Video not recommended to simply give a visual of the instructor.

***Technology Required (See training schedule for dates and times)***

D2L (must be used to distribute any lecture slides or other course material)

Teams Audio Conferencing (could be used to deliver synchronous audio only)

Microsoft TEAMS (may be used to deliver synchronous audio; required for video)

**Choice 2: On Demand (Asynchronous)**

***Description:*** This type of instruction involves you uploading your course content to D2L and then allowing students to access material at a time of their choosing, within the scheduled deadlines. For example, students may have from Monday to Wednesday to complete readings and prepare their initial response to a discussion. Then, by Friday, each student must respond to comments to their post and reply to two classmates’ initial posts.

***Examples:*** As an instructor, you could do this by uploading voice-over PowerPoints, uploading them to D2L and then asking the students to respond to the lecture with guided questions using D2L discussion links. As another example, you could film yourself giving a lecture and upload the presentation material and filmed lecture to D2L. Students will listen to your lecture while following your lecture slides that you have sent them via D2L.

***PROS:***Provides greatest flexibility to students and faculty; least risk for technological difficulties; best option for content-driven lecture classes.

***CONS:*** Less real-time interaction possible, more difficult to deliver concepts that must be physically demonstrated (specific skills-based courses)

***Technology Required (See training schedule for dates and times)***

Recording equipment to voice over PowerPoints or record lectures.

D2L (must be used to distribute any lecture slides or other course material)

Teams Audio Conferencing (could be used to deliver synchronous audio only).

**Considerations for Discussion Sections**

If your class had regularly scheduled discussion sections, you will need to decide how such discussions will be dealt with while the course is being delivered completely online. You have two options.

1. Redesign course to eliminate discussion sections. If you choose this option, please note that the student is still expected to meet the course learning objectives and requisite effort for the course. This will require you to identify and provide a different learning activity to replace the discussion sections.
2. Continue to hold discussion sections at regular times. You can do this in two ways
3. **Synchronous Discussions (“real time” or “live”):**
* Instructor and students need to be online/phone at the same time.
* Host sessions during usual scheduled class time for lecture and discussion
* Tools to host synchronous session: Telephone dial-in using MS Teams
* To ensure that all students can participate, let the students know in advance that you expect them to be able to participate in a synchronous session and that it will not be transcribed as the conversation occurs.
* Consider the accessibility of the content that will be shared in the synchronous session. If the students are required to see and read the content quickly, consider sending the content in advance.  Or, you can narrate, being explicit in your descriptions of the content for those students who may not be able to see your content.
1. **Asynchronous Discussions (communication does not occur in real time, but is paced by deadlines set in the course):**
* Create a discussion forum on D2L
* Create open-ended discussion questions or tasks that allow students to probe an idea, think critically, and apply their knowledge of the content. The goal is for students to engage with each other.
* Set expectations for the discussion:
* When is the initial post due?
* What should the initial post look like? Word count? Spellcheck? Grammar? Citing?
* When are final posts/peer replies due?
* What are the expectations of those final posts? Critique? Rebuttal? Summary?
* Share the [Marquette Netiquette Guidelines](https://www.marquette.edu/online-programs/netiquette.php)
* Set up expectations for students to receive feedback from you in the discussion boards as well.
* Best practice tips:  do not respond to all posts, rather make sure discussion is on point and redirect as necessary; pop into discussion at some points to maintain “instructor presence”
* Be present in the discussions as an active participant by providing feedback to students and prompting further discussion.

**Considerations for Lab Sections**

If your course has a laboratory component, you must decide whether the course objectives can be met in another way (I.e., without the lab). If you need the lab component, you should consider alternative ways of meeting those specific elements of the course objectives without being able to be physically present.

Although there are not one-size-fits-all solutions to the variety of lab courses on campus, we can learn from each other to see what has worked in other disciplines. **During this upcoming week, Digital Learning and the CTL will host several roundtable discussion groups about pedagogical strategies designed to address lab-based objectives.** The purpose of these discussion groups is to share ideas with each other about strategies that you have found or have heard from colleagues can be effective in teaching lab-based objectives.

**Considerations for Clinical/Professional Placements**

Clinical and other community-based placements represent key elements of many courses across Marquette. If your course has a clinical or community-based placement component, please work with your home-college Dean and Department Chair to determine how this element of the course can be managed. If it is deemed that the placement opportunity is no longer available or if students are simply unable to obtain the experience given the campus restrictions, please try to find alternative methods for meeting the course objectives.

Because one solution will not be appropriate for all courses with clinical/professional placements, we can learn from each other to see what has worked in other disciplines. **During this upcoming week, Digital Learning and the CTL will host several roundtable discussion groups about pedagogical strategies designed to address clinical/community-based placement objectives.** The purpose of these discussion groups is to share ideas with each other about strategies that you have found or have heard from colleagues to be effective in teaching courses with clinical/community-based course objectives.

**Establish Office Hours**

You are expected to continue to hold office hours. Please provide students in your classes with your preferred telephone number and e-mail address so they can reach you during your office hours. Use Microsoft Teams if you need to have a visually based conversation with a student in order to demonstrate a particular concept.

**Establish Testing/Assessment Plan**

**Assessing Students**

In online learning environments it is common and best practice to incorporate a variety of assessment strategies to determine the student’s mastery of course learning outcomes. Substitutes for high-stakes examinations that would otherwise require proctoring include projects, journals, group work, guided online discussions, representative submissions, peer-reviewed activities, student-led discussions, audio-based activities, etc.

**Determine if you need to change your assessment and how to facilitate it online.**

Consider the following questions to get started.

1. Is the original assessment too high stakes for an online format?
2. Does the original assessment need to change to be an effective online assessment?
3. If you have group work, will the students continue to work in groups to submit their assessments?
4. What is the best way for students to submit their assessment?

**Best Practices when using the:**

D2L Dropbox

* Provide clear instructions for the assessment, listing expectations via a rubric or comprehensive assignment description.
* If students work in groups, you may use a Dropbox where they can submit the assessment.

D2L Quiz

The following provides guidelines that will improve assessment and test integrity. This type of assessment can be set up through the Quiz functionality in D2L.

**Quiz Integrity:**

* Include the Honor Pledge at the top of each exam for students to read and affirm. For example, create a question in the exam where they must type their name or select an “I have read and agree” option in a multiple-choice question pertaining to the Honor Pledge.
* Use randomly generated questions or the shuffling function for quizzes and exams for each student.
* Randomly generated questions and shuffling prevents collaboration during assessments and deters students from passing tests on to students who have not started the assessment.
* Limit the duration of assessment, number of attempts to respond, and delivery of questions.
* Limiting the duration of an assessment decreases time a student can look up answers and only students who are familiar with the material will be able to respond in the time limit.
* Limiting the number of attempts to respond prevents student collaboration and eliminates the opportunity for students to have multiple attempts to one question
* Limiting when a question is available prevents the printing of an entire assessment
* Limit the availability of the assessment, which prevents students who take the exam early from sharing it.
* Increase the number of essay-type assessment questions.
* If teaching more than one section of an online course, coordinate assessments to be available at the same time in all sections.
* Provide assessment feedback only after all students have completed and submitted their assessment.

Communicating feedback to Students

* Communicate as concisely as possible to keep the students focused on learning.
* Determine how you will provide feedback to students. Be aware that you must be FERPA compliant in your communications.

**ANYONE NEW TO TESTING IN THE ONLINE MODALITY SHOULD ATTEND ONE OF THE TRAINING SESSIONS ON ONLINE ASSESSMENT/TESTING**

**Communicate to Students**

Throughout this entire process of getting courses online and executing instruction in an online format, the one thing that will make this successful is communication with students. During these trying times, we urge you to take the student’s perspective throughout this process. Keep the lines of communication open with your students and demonstrate as much flexibility as you can while maintaining the academic quality that Marquette students expect.

To help facilitate this communication, we ask that you complete the attached syllabus update template and send to the students in your class by the end of next week (March 20th).