Online Education Faculty Guide

This Online Education Faculty Guide was developed by the Information and Instructional Technology Advisory Council (IITAC) as a reference guide for information related to online education at the University Of Kentucky College Of Nursing. The document is divided into two sections: 1) Policies and Procedures and 2) Online Teaching Recommendations. For questions about this document, please contact Jessica Wilson, Director of Online Innovation, and UK College of Nursing at JessicaL.Wilson@uky.edu.

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PART 1: POLICIES AND PROCEDURES

Academic Expectations and Standards

The academic expectations and standards of online courses are comparable to equivalent face-to-face courses. The assessment of student learning outcomes in online offerings is the responsibility of the faculty member. Ultimately, the assessment of student learning that occurs at both the course and program level is reported to and evaluated by the College of Nursing Associate Deans, Dean, Provost, and Faculty Senate.

Accessibility

When designing an online course, attention should be paid to accessibility. UK uses Canvas as its Learning Management System. Canvas has accessibility compliance standards. Files used in online courses should be designed to meet UK accessibility standards. In addition, universal design principles are encouraged for online courses. For questions about accessibility, please contact College of Nursing Instructional Designers or the staff in the Center for Enhancement of Teaching and Learning (CELT).

Even though Canvas is certified as accessible, not all third-party tools allow equal access to students with documented physical or cognitive impairments (*e.g.,* tools that require the use of a mouse, the ability to manipulate objects on a screen, or the ability to play audio/video). Likewise, third-party tools that rely on technologies such as Flash or QuickTime may not be accessible to users of certain handheld devices (*e.g.,* phones and tablets). Instructors should be aware of accessibility restrictions and identify alternatives prior to requiring the use of such tools. Jennifer Pusateri is a Universal Design Consultant for the University of Kentucky and can be reached at jlpusa2@uky.edu.

Attendance

There are new federal regulations about documentation of attendance/ engagement for students who are receiving federal financial aid funds. Faculty must document attendance by verifying submission of an assignment in online courses during the first full week after the last day to drop the course. Simply logging in to the course does not constitute attendance/ engagement. See link below to ensure meeting this guideline.
https://www.uky.edu/registrar/082018-TitleIV-Changes-FAQ

Course Enrollments

The instructor, working in conjunction with his/her course coordinator and associate dean, should determine appropriate enrollment limits for online courses. Course enrollments per section should not exceed the enrollments set for the same course taught face-to-face. It is recommended that enrollments in online courses should not exceed 25 students due to the active and collaborative nature of quality online course design. Increasing course enrollments likely will impact the student-to-student and student-to-instructor interaction, along with the instructor workload.

Course Format

The faculty, track coordinators, and associate deans should determine the format (*i.e.,* in-person, blended, online) of courses offered for each degree option.

To be considered distance learning (DL), the majority of instruction (51% or more) must occur with the instructor and the student in different locations. Within the DL course definition, we have the following DL options available at UK:

a. **DL Internet Web-based** –Fully online courses where students are never required to come to campus.
b. **DL Hybrid** – DL courses that occasionally meet in person.
c. **DL Compressed Video** –Two DL sections that connect via DL technology. Generally, one section is physically located in a DL classroom (i.e. in Lexington, Morehead, Hazard, etc.) and connects to another section (via ITV) that is either held at another physical location or that allows students to connect via Zoom.

Course Management System

Any electronic course management system used must comply with all applicable statutes and laws (*e.g.,* FERPA, copyright). It should be noted that only the course management system used by the university can be fully supported with technical and course design assistance. It is recommended that you use the system supported by the university to ease the technical transition for students taking online courses.

Course Learning Outcomes

Because online courses have the same academic expectations and standards as face-to-face courses, your online course should have the same (or very comparable) course learning outcomes; however, the way in which you reach the outcomes may be different in the online format.

Online Course Syllabus

UK has a web page addressing netiquette which should be included in all online course syllabi: http://www.uky.edu/elearning/netiquette

Course Start and End Dates

Start and end dates for online courses should parallel the University course schedule. Should an instructor wish to have an alternate start and end date for an online course, s/he should seek approval through the Program's designated curriculum committee. Online summer courses can range from 4 to 12 weeks.

Definition of Course Types

SACS Definition of Distance Learning

"For *the purposes of the Commission on College's accreditation review, distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance education course may use the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVD's, and CD-ROMs if used as part of the distance learning course or program."*

The University of Kentucky uses the SACS definition of distance learning, please refer to this link*: https://www.uky.edu/elearning/distance-learning-definitions*

Departmental Evaluation of Online Courses

Individual courses in the College of Nursing are evaluated at a planned interval by processes outlined by the Undergraduate and Graduate Program Committees. In addition, online courses are subject to review based on the Quality Matters Rubric. Quality Matters (QM) is an international organization that is recognized as a leader in quality assurance for online education. QM Rubrics and Standards were created to help course developers, teachers, faculty, institutions, and students. The General Standards and Specific Review Standards in each rubric are intended to guide the development, evaluation, and improvement of online and blended courses. The QM Rubrics are evidence-based and incorporate best practices from course developers and instructors.
http://dib.uky.edu/elearning/sites/www.uky.edu.elearning/files/DT_Course_Overview_Standards_2017.pdf

Dropping an Online Course

This policy applies only to online courses dropped during the normal drop/add period for the course:
After students email their academic advisor and/or instructor of their intent to drop a course, the student should sign into the myUK site and drop the course. Dropping the course must be completed during the normal drop/add period for the course. Failure to follow this last step results in the student remaining enrolled and possible failure of the course.
If the course is the only course for which a student is registered, a withdrawal from the university will be required and the student should be referred to the Registrar's Office to initiate the withdrawal process.

Ensuring Student Privacy

Every instructor at UK is responsible for protecting student privacy and ensuring access to class materials. Regulations regarding privacy are specified by the Family Educational Rights and Privacy Act of 1974 (FERPA). Though originally intended to protect financial and academic records, widespread use of social media and web tools, such as Facebook, wikis, and blogs, has redefined privacy to include public details of student activities, photos, or any information students wish not to share with the entire population of Internet users. Review the UK policies on FERPA protection. For assistance with access and accommodations, see the Disability Resource Center.

Final Exam Policy

Final examinations will be given in each course within a special examination period, as applicable per UK policy (https://www.uky.edu/ombud/final-examinations). The examination periods, dates, and times are included in each semester's course calendar. The relative importance assigned to the final examination is determined by the instructor in charge of each course.

Information/Communication and Instructional Technology Council Advisory Council (IITAC)

There is an advisory council that works closely with the Director of Online Innovation within the CON to determine instructional technology priorities and to discuss issues related to online education at the college. Faculty may contact a member of the council or the Director of Online Innovation to voice concerns related to instructional technologies and online education within the college. This council may also be an additional resource for faculty who need assistance using or accessing technology needed for their courses.

Online and Blended Education Funding Opportunities

A variety of funding opportunities related to completing online and blended instructor training courses and developing online courses and degree programs are available at UK. Refer to this link: http://dib.uky.edu/elearning/distance-learning-grants

Student Evaluation of Instruction (SEI)

The standard UK student evaluation of instruction (SEI) should be administered for online courses. Faculty, working in conjunction with the Director of Accreditation & Strategic Outcomes, can add additional questions to the SEI for online courses.
Consider a quick informal survey a week or so after the course has started. Ask students what is going well, what is a struggle. Gathering this feedback from students can be used to improve the course as the final weeks are conducted.
Students with Disabilities

The Disability Resource Center (DRC) recommends that the following statement be included in online syllabi:

> If you have a documented disability that requires academic accommodations, please contact the instructor a minimum of one week prior to the start of classes. In order to receive accommodations in this course, you must provide the instructor with a Letter of Accommodation from the Disability Resource Center. It is located on the corner of

Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. They may also be contact by phone (859)257-2754 and/or email drc@uky.edu. Their web address is http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/ . On this page, a more comprehensive list of campus services available to students with Disabilities can be found.

Students are ultimately responsible to communicate their needs to the instructor in a timely manner.

Synchronous Events

Some online courses conduct synchronous class meetings either with technology or face-to-face. To ensure students are aware and ready for these synchronous events, it is advised that you note in the UK course calendar the required dates and times for attendance so students know these expectations before registering for the course. It is recommended to use synchronous tools that allow for recording and archiving so students are able to review the material presented in a synchronous event after the event has occurred.

Textbook Rental

Online classes follow the guidelines for traditional classes, the official book store is the University of Kentucky Bookstore: https://uky.bncollege.com Faculty are required to request textbooks through Faculty Enlight, available through Canvas or the book store. Students may want to rent their textbooks through other venues; however, they will still be responsible for the cost of those books and for any late assignments that may occur due to shipping times.

PART 2: ONLINE TEACHING RECOMMENDATIONS

Activities

Active learning is important in the online classroom. Students should engage actively with the content in order to meet the course objectives. While some activities from a face-to-face course may translate appropriately into the online classroom, it is important to consider the relevance, appropriateness, and purpose of the activity in the online classroom. Activities in the online classroom should meet course and module/unit objectives and accomplish the following:

- Present students with essential information, materials, and resources -Examples: lectures, articles, links to library resources or articles, textbook readings, audio files, videos
- Incorporate appropriate and accessible technology - Examples: screen captures, tutorials, PDFs, PowerPoint presentations with voiceover and specific notes, videos with captioning or corresponding articles
- Engage in collaborative techniques that encourage student-to-student and instructor-to-student interaction -*Examples: discussion, chat, group work, debates*
- Apply material to real situations - Examples: case studies, virtual field trips, experiments
- Offer an opportunity for students to practice what they have learned - *Examples: homework with practice assignments, self-reflection journal*
- Include an assessment tool to measure the extent to which objectives were met through assigned activities - *Examples: quiz, test, project, portfolio, case study*

NOTE: Adhere to all copyright laws and notifications when posting content, articles, multimedia, *etc.* to online courses. Provide persistent links to articles from the W.T. Young site in order to adhere to copyright laws: http://libguides.uky.edu/c.php?g=274844&p=2175156 . For additional copyright information, please contact the distance education librarian, Carla Cantagallo, carla@uky.edu.

Appropriate Use of Canvas Tools

There are many tools available in Canvas and it is important that instructors use the tools appropriately when designing and delivering online courses. Here is a brief overview of the main tools and their proper uses:

- Home -this area should house the welcome message for the course, along with instructor contact information. It should also have a "Getting Started" section and "tips for Learner Success" section to help students learn to navigate the LMS.
- Announcements –can be written or recorded audio/video messages to students. It is recommended that a weekly announcement be sent to students to inform them of important course, university, and/or advising information. Information posted here is easily found by students and less likely to get lost in email.
- Syllabus- Post the course syllabus, course calendar, and topical outline under this tab for easy access to these resources.
- Modules- This tab section should contain all course materials, activities, and assignments. It is recommended that course materials be organized according to type, i.e.; introduction, learning outcomes, required readings, required power points, learning activities, assignments, discussions.
- Discussions- Use this area for more in-depth exploration of course topics. "Conversations" can be either written or presented in audio/video format. Discussions are one helpful way to "engage" learners with each other, the instructor, and the course materials.
- Assignments-This tab is one way that students can view and submit assignments. This can also be done through the "modules" tab.
- People- In this section, a class roster along with student login ID, student ID number are found. In this section, it is possible to view and run analytics related to grades and participation, including last logon and time spent in the course. Students may also be emailed directly from this page.
- Research & Adopt Course Material- Requests for textbook reservations may be placed from this page so that they will be ordered into the bookstore for students to purchase.
- Quizzes - use this area to create quizzes and exams; many question types are available and you can use them as appropriate. A test question bank can be set up here as well.
- Dashboard- Instructors can see all current courses using this tab.
- Inbox- This is the email function of Canvas. Emails can be sent from within the course and they will be delivered to the students UK email. Students can also send emails to the instructor from this feature.

- Settings- In this tab, modifications to how the course looks, importing/exporting course materials, and changes to details about the course, can be conducted.
- Help- This may be the most important tab! Contact information for Canvas is found in this tab, including email link, phone number, and chat.

For questions about the appropriate use of Canvas, please contact Canvas directly or a CON instructional designer.

Audio and Video Files for Online Courses

Online courses work well when the course is not a recreation of a completely a face-to-face classroom experience. For example, information may need to be presented in a different format other than a video recording of a classroom lecture. Options include presenting within a narrated PowerPoint, MP4 recording with PDF documents, or synchronous lecture by video (Zoom, etc).
If using video or audio in online classroom, consider the purpose and ensure it aligns with course objectives and goals. Video is often useful for role-playing activities and for demonstrations, such as how something is made or assembled, or how to solve a problem. Audio is often useful to emphasize the importance of a process, to share a story or experience, or to ensure proper pronunciation. Video and
audio are great to use when incorporating a guest lecturer or expert series giving tips, advice, experience, *etc.*

Tips for using video or audio to demonstrate a concept:
- Do not add audio and video simply for the sake of adding audio or video to a course. Always consider the purpose of the audio/video and objectives being met.

- Consider how students will access the file and then determine the most appropriate and accessible file format. For questions about this, contact CELT to schedule a consultation https://www.uky.edu/celt/
- Always incorporate the highest quality (clean audio with enough volume, and stable, in-focus video) into audio and video.
- Keep the length of audio and video files to a minimum. Consider using video files from 5-8 minutes and audio files from 10-12 minutes. While these are guidelines, make audio and video files only as long as they need to be.
- Compress the file to keep downloading times to a realistic limit. Consider bandwidth when adding audio or video and consider testing with the audience to determine appropriate and tolerable file sizes. In addition, consider using services that host files, thus giving students a link for access rather than requiring downloads.
- Plan out and practice audio or video prior to recording.
- Have objective outside viewers review the value of the audio or video file prior to adding to a course.
- If embedded external video or audio files are used, be careful to obey copyright laws.

- For assistance in creating audio or video files for online courses, please contact the Faculty Media Depot:

  http://www.uky.edu/elearning/faculty-media-depot

Course Architecture

It is recommended that courses be divided into modules in Canvas. A module corresponds to one unit of content. All materials for that unit should exist within the module (e.g., lecture, activities, discussion boards, external links, and quizzes). Each module should be organized in the same manner. For example, if in Module 1/Unit 1 the lecture is first, the assignment second, the discussion forum third, and the quiz fourth, that same ordering should be used for all subsequent modules/units.

Course Facilitation

Facilitating an online course requires encouragement, guidance, and feedback to students. It is important for online instructors to model expected behavior for their students. For example, if students are required to have substantive discussion posts, use correct grammar and spelling, practice netiquette, properly cite sources, and use appropriate language and tone, then instructor posts should reflect these expectations. In addition, if students are required to add substantial contributions to discussions on 4 of 7 days of the week, then instructors should be engaged in the course discussions at least that many days.

A major benefit of online learning is the ability of students and instructors to participate from any location, as long as there is computer and internet access. Instructors who will not have regular access to an internet connection during a contracted course period should not teach during that time. Unexpected emergencies that interrupt the course and the instructor's ability to facilitate the course should be communicated to the associate dean and as soon as possible to determine appropriate action.

Academic Misconduct

Designing courses to encourage academic honesty and deter cheating should be something important to all courses. Tips to deter misconduct:

- Carefully choose assessment methods- For low stakes assessment, objective testing
- (i.e.; multiple choice, true/false) is useful. Case studies, video interviews, and simulation are examples of other methods that may provide robust assessments of student learning outcomes.
- Mix Objective and Subjective questions- Objective testing is a time saver and is easy to administer for faculty. However, the ability to be dishonest on these types of assessments are also greater. Consider including short answer questions or essay questions into your assessments.
- Use Test Question Banks- A randomized group of questions can be set up in Canvas, limiting the ability of students to cheat between students. Many different types of questions (i.e., true/false, multiple answer, etc.) can be pulled from the bank for each learner assessment. Larger numbers of test questions in the bank are the most effective use of this method.
- Limited Feedback- It may not be wise to identify answers as "correct" or "incorrect" during the test review period. Use "feedback" instead and provide the rationale for answers.

- Time tests- Limit the amount of time each learner has to complete an online exam/quiz. This limits the amount of time a learner has to look up answers or "call a friend".
- Display Questions One at a Time- This prevents learners from using a screen shot to send multiple questions to other learners to look up answers or save for future learners.
- Consider Using Proctoring Software- There are several options available on the market that may meet the instructor's and student's needs.
- Consider Using "lock down" software- This prevents the learner from using their internet browser or taking screenshots while in the exam

**Reference: https://facdevblog.niu.edu/onlinecheating and https://wcetfrontiers.org/2018/10/02/research-dispels-myth-that-adult-students-dont-cheat-in-o nline-classes/

Developing New Online Courses

Please refer to the UK Information Technology Online Teaching Toolkit
https://www.uky.edu/elearning/course-development-standards

Discussion Boards

Instructor participation is essential in online courses, and discussion forums are often a central tool used for collaboration in the online classroom. Students want to know that they are being *heard* in the online classroom and instructors can ensure this by responding to posts in discussion forums. In their responses, instructors should offer their expertise, perspectives, and experiences, information about current events, probing and challenging questions, and statements of encouragement. Online courses at UK are a mix of self-paced and structured learning; on-going instructor presence in the online classroom is essential.

Here are some best practices to consider when facilitating a discussion forum:

- Ask probing questions that require students to think more in-depth about their posts; also encourage other students to respond to thought-provoking questions posed by their peers. Encourage questions in posts and reward, via discussion expectations and points, those who ask intelligent questions.
- Have a clear policy on how discussions will be graded from the standpoint of both quantity and quality. For quantity, some instructors require an original post by a certain day of the week and a certain number of substantial reply posts by a later day of the week; for quality, define what is meant by a "substantial" post (e.g., going beyond "I agree" statements, asking thought-provoking and open-ended questions, bringing in outside resources/materials related to course content).
- Post to discussion forums at least as frequently as students are expected to post. Model desired behavior, tone, and contributions. NOTE: Some instructors elect to respond to the post of *each* student in an introductory discussion forum to outreach to every student to help build a class community.
- Respond to questions in a timely manner (timing depends on the total length of the course, the shorter the course the faster the necessary response time); instructors do not need to respond to every post but should periodically interject thoughts, questions, experiences, clarifying information, information about current events,

etc. State in the syllabus what students can expect from the instructor in terms of responses and participation.

- Sometimes questions or comments need to be answered or defined by the instructor immediately so as not to perpetuate false information; however, other students can and should answer some of their peers' questions and comments. Monitor the forums and interject when needed so that students know someone is there to assist in their learning.
- Use a supportive, appropriate, and professional tone in all posts.

In addition *to* discussion topics about course content, instructors are encouraged to provide two additional discussion forums in every course: (1) *Icebreaker* forum where students are encouraged to introduce themselves to their classmates to help foster community in the online course, and
(2) a *General Questions* forum that allows students to ask questions about the course structure, course content, syllabus expectations, assignments, give feedback, and post anything else related to the course. Having this second forum will help the instructor answer questions "publicly"; the instructor can then refer other students back to the posts (even in an email reply) and ensure all students are getting the same answers to questions.

Email

Instructors are encouraged to use Canvas for correspondence with students; email can be reserved for personal one-on-one issues rather than for class-related questions. The Announcements page is a great place to add updated information, current events, articles, items that require action from the class, etc. Posting all updates in the *Announcements* area, rather than sharing them through email, keeps all of communications in one central location. This will allow students to better track information you share regarding the course.

Respond to emails in a timely manner. Timing depends on the total length of the course, the shorter the course the faster the necessary response time. Response times should correspond the College of Nursing's 2 business day policy. If a student emails questions or concerns that would be important for other students to know, consider asking the student for permission to post (anonymously or not) his/her question and the reply in the public *General Questions* discussion forum (see Discussion *Boards* section of this document).

Do not allow students to submit assignments via email because there is no easy way to track submission and receipt. Again, Canvas is encouraged for use in all correspondence, with the exception of personal one-on-one issues.

Ensuring Student Privacy

To protect student privacy consider the following recommendations:

- If students are required to post personal information (*e.g.,* diaries, journals, personal stories, accounts of traumatic incidents from their past, photos, *etc.)* allow them to "opt out" of sharing personal information with others (except for the instructor).

- Facebook is no longer used as a method of building community among learners and faculty due to security issues.

Grading Policies

It is recommended that student grades be updated in Canvas on a weekly basis or per module/ unit. Also, prior to the course start date, make sure all assignments are listed in the gradebook so that learners can track their progress. Grading Rubrics should be included for all assignments along with clear directions on how to complete and submit assignments.

Grading standards should be outlined in the syllabus. Students must meet outlined expectations to earn defined grades. Participation or discussion board engagement will likely be part of the grading scheme. Participation or discussion board engagement often makes up between 15 and 40 percent of the final course grade, depending on the course subject and objectives.

Group Work

Group work in the online classroom can be an effective collaborative activity because it allows students to discuss and share ideas and solve problems in a more intimate learning environment. When integrating group activities into a course, consider a few things:

- Clearly define group activities in terms of expectations, deliverables, and due dates. Allow group members time to get to know one another, determine work styles, and work out conflicts prior to completing tasks. These steps may take additional time to accomplish due to distance and the asynchronous nature of online courses.
- When deciding whether to assign students to groups, consider the length of the course. Often when students self-select groups, more time is spent on the selection than the project and this is detrimental to the success of the group project. For shorter length courses (such as interim courses), instructors should consider assigning the group members.
- As with group work in face-to-face courses, group projects work well for activities that require students to compare and contrast concepts, to research different topics then share with the course, and to role-play; in other words, projects that require different group members' perspectives and contributions. If a project can be done just as effectively individually as in a group, then the design of the group assignment should be evaluated and the approach should be reconsidered.
- Consider integrating group project deliverables into other areas of the course. For example, if groups present their findings to the course use the opportunity to have students synthesize another group's findings as part of their final exam.
- Make sure that the course and/or the module/unit objectives address the importance and purpose of the group project or work. This will help students to understand its integration into the course and to prepare for work related to the team projects.
- Consider integrating some level of peer review. Students could evaluate the performance of their teammates and group members at the end of each project. Review of these student evaluations may be considered when determining the grade for the group assignments.

Instructional Design

Instructional design is the process of designing, delivering, and evaluating instruction. The Instructional Designers at UK and the College of Nursing provide individual consultations for instructors to help develop curricula and pedagogical strategies that enhance teaching and learning. For more information please contact CELT: https://www.uky.edu/celt/

Lecture Narrative

Lecture narrative - a written form of what you might talk about in class - is a great way to personalize your online course. The lecture narrative should enhance what is already presented in other resources, such as the textbook and articles, by adding your perspective, highlighting key words and concepts, adding examples to help clarify the content, defining a precise process, demonstrating how the topics relate to current events and/or professional or life experiences, and/or offering other information that is pertinent for students to understand about the content.

Netiquette

Netiquette is internet etiquette. Instructors and students should adhere to netiquette. UK has a web page addressing netiquette which should be included in all online course syllabi: http://www.uky.edu/elearning/netiquette

One Week *Before* the Course Starts

Activate the course several days before the course start date to allow students to navigate through parts of the course (selectively released) prior to the start of the course and understand what is expected. At minimum, and at least one week before the course starts, the following should be posted: a completed syllabus, a welcoming *Announcement* with information about how to get started in the course, instructor contact information, at least one module or unit of content, discussion boards for the first module/unit's content, a discussion board used as an icebreaker, a discussion board for general questions, and the graded assignment that will be used to confirm attendance according to Title IV compliance requirements.

Online Course Evaluation Guidelines

The UK Online Course Evaluations are intended to allow students to objectively evaluate the completed course. The evaluations should be used by instructors to improve content and delivery of courses. These evaluations will be sent to students through their UK email. Participation is voluntary and anonymous. However, instructors should encourage students to complete these surveys.

Online Faculty Training

There are a variety of ways to gain knowledge about principles of online teaching and learning. Faculty teaching in online or blended/ hybrid courses should document and update on their CV   any training completed that has prepared them to teach online, including, but not limited to   online teaching certificates, seminars related to distance learning, continuing education, and related graduate coursework. It is recommended, and may be required by associate deans for faculty teaching in online courses or programs to document evidence of foundational training in online teaching when determining faculty eligible to teach online courses.

Online Course Preparation Tutorial

This self-paced tutorial is designed to guide students with preparing to take an online course. Consider including information and materials for your students to succeed as online learners. This should be included on the "home" page for each course. Canvas overview for students: https://vimeo.com/74677642

Time Releasing

Time releasing is the act of making set content in your course visible at certain dates; this can be accomplished within Canvas. Consider time releasing modules one unit at a time but allow students to access the modules from previous units *(e.g.,* in unit 3 a student would see units 1, 2, and 3). This is particularly useful if your course is developed so that unit 2 builds on information that was introduced in unit 1. This is an effective way to keep students focused on the concepts for that module/unit and to help the instructor stay organized in the discussion boards and with giving assignment feedback. There are instances when multiple modules/units can be released at the same time. With either set-up, it is important for students to know what is expected of them and what they can expect of you. You should clearly outline in your syllabus what students can and cannot do in advance. For instance, it is recommended that students not participate in discussion boards in advance to ensure the greatest amount of interactivity. Activities like quizzes and assignments, however, can be completed in advance if you decide that is permissible.

Welcome Email

At one week before the start of the course, consider sending a welcome email that includes information about basic course expectations (possibly the syllabus) and tips to help students succeed in your online course.

Technical Support

There are several tutorials and handbooks about Canvas listed here: https://community.canvaslms.com/community/answers/guides/ https://uk.instructure.com/courses/1819897

Technology- UK Online Learning Technologies

Please refer to this link: https://www.uky.edu/elearning/learning-technologies