

Created by Justin Cochran, Coles College of Business

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

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_%20with_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 [this guide](#). It can be difficult 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 [this guide](#)).
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 of you who are looking for new ways to do work in the course, there are a number of options. 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_Question_Types.pdf & https://apps.kennesaw.edu/files/pr_app_uni_cdoc/doc/D2L_Brightspace_Daylight_Quizzes_Tool_Guide.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. ([this guide](#) 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_Browser_Dashboard_Faculty_Guide.pdf
1. Instructor Presence is critical. When the instructor is absent, it is just a black hole for students.

