Online Instruction and UH Guidelines

Center for Information Technology in Education (CITE)
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Login and CougarNet Credentials

Visit the AccessUH site to setup your CougarNet ID and password.

http://accessuh.uh.edu
Login and CougarNet Credentials

UH Blackboard Learn Website
http://elearning.uh.edu or http://www.uh.edu/blackboard
(Use CougarNet credentials to login)

Access UH
http://accessuh.uh.edu
(Use CougarNet credentials to login)
BBL and myUH/PeopleSoft

- **Rosters sync automatically**
  - Students are loaded into BBL courses 3-4 days prior to the start of the semester
  - Instructors must open the course to students
  - BBL Rosters sync daily
  - Students that drop the course will be denied access to the BBL course

- **BBL grades do not automatically sync to myUH**
  - Instructors must add final letter grades into myUH by the UH deadline (see myUH for details)

Reminder: UH Access Login or UH PeopleSoft or myUH System website
Common Abbreviations/Acronyms

- **COE** = College of Education
- **CITE** = Center for Information Technology in Education
- **ID** = Instructional Designer
- **LMS** = Learning Management System
- **BBL** = Blackboard Learn (latest LMS version)
- **BBV** = Blackboard Vista (older LMS version)
- **OS** = Operating System (e.g. Windows 7, MAC OS X)
- **myUH/PD IS** = PeopleSoft ID (e.g. 0123456)
- **CougarNet** = username (e.g. jdoe25)
- **FERPA** = Family Educational Rights and Privacy Act
UH Guidelines for Distance Education

• **Online** = Bulk of the material delivered online. Face-to-face sessions are discouraged but acceptable up to 15% of instructional time (maximum of four 1 ½ hour meetings during a long semester).

• **Hybrid** = Combine traditional classroom instruction with a significant amount (over 50%) of instruction delivered through educational technology.

• **Face-to-Face** = Traditional classroom instruction meeting 100% in a physical location.

Reminder: Review UH Guidelines for Distance Education .PDF website
UH Guidelines for Distance Education

• Digital Copyright, Fair Use, and Intellectual Property
  – 10% or less rule
  – Subject Area Librarian: Shawn Vaillancourt
    http://info.lib.uh.edu/about/staff-directory/profile/106

• Accessibility
  – Center for Students with disAbilities
    http://www.uh.edu/csd/
  – CITE Lab Accommodations
    Tim Rosas (Lab Manager)

Reminder: Review UH Guidelines for Distance Education .PDF website
CITE Services

- Unique login account
- Software
- Hardware
- Equipment Check out
- Web Server Space
- Lab Hours
- Help Desk
- Training Library

Reminder: Review CITE Technology Services website
Syllabus Requirements

1. Course number, title, and location
2. Semester and year of course
3. Instructor’s contact information
4. Course objectives/outcomes
5. Technology requirements
6. Major assignments/exams, points, and due date
7. Make-up/Late work policies
8. Final Exam information
9. Final grading scale
10. Required readings
11. List of discussion/lecture topics
12. Academic Honesty
13. Accommodating students
14. Student Etiquette/Professional Attributes
15. Upload syllabus into the myUH/PeopleSoft system (http://my.uh.edu) and as a .PDF within Blackboard Learn

Reminder: Review Syllabus Template .DOC
Review Quality Matters Standards PDF website
Course Structure and Organization

• Stay consistent!
  – Due dates and times
  – Grading/Rubrics
  – Objectives/Outcomes
  – Feedback
  – Layout
  – File Naming conventions
Course Layout

BEFORE

How would you organize this better?
Course Layout

BEFORE

AFTER

Assignment

PDF

Adobe

Assignments

PDF

PDF

PDF
File Naming Convention

**BEFORE**

- Students with Disabilities Assignment One.PDF
- Instructions for Assign 2.PDF
- A3 Accessibility Tools.PDF
- July25 Assignment 4 Due July 30 Classroom Strategies for Students with Disabilities.PDF

How would you organize this better?
File Naming Convention

**BEFORE**

- Students with Disabilities Assignment One.PDF
- Instructions for Assign 2.PDF
- A3 Accessibility Tools.PDF
- July25 Assignment 4 Due July 30 Classroom Strategies for Students with Disabilities.PDF

**AFTER**

- Assignment 1- Students with Disabilities.PDF
- Assignment 2- Adaptive Tools.PDF
- Assignment 3- Accessibility Tools.PDF
- Assignment 4- Classroom Strategies.PDF
Be Accommodating

• Students may use different operating systems (e.g. Windows or Apple computers).
  – Try to upload files that can be opened in any system. Consider using Adobe Acrobat Files (.pdf) instead of sending students Word Document files or PowerPoint files that may not be viewed as easily.

• Students may be insecure of their technical abilities or may be nervous trying an online course.
  – Keeping a positive outlook will reassure students that support is readily available. Consider providing online office hours at a specific day and time each week.
Plan for Technology Failures

• Prepare a "Plan B" if an online resource or tool suddenly becomes unavailable.
  – (e.g. If a Blackboard tool was used to pair students up, consider pairing students by email and attaching any necessary documents.)

• Expect students to also prepare an alternate plan if technology failures arise.
  – (e.g. If Blackboard is offline, students can email the assignment to the instructor before the due date.)
Bridging the Gap

• **Synchronous Instruction** = Participation that occurs at the same time, although typically in different locations. (e.g. internet chat, video conferences, phone conversations)

• **Asynchronous Instruction** = Participation that occurs at different times from the same or different locations. (e.g. email, discussion forums)
Bridging the Gap

• **Transferring skills** from a face-to-face instructional environment to an online environment may be difficult to reduplicate. Therefore additional consideration will be required to make the online experience successful for students.

• The next slide presents simple **suggestions** to enhance the online experience for students and to prepare for a “**Plan B.**”
<table>
<thead>
<tr>
<th>Face-to-Face Environment</th>
<th>Online Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common instructional strategies</td>
<td>PLAN A (suggested technology tool)</td>
</tr>
<tr>
<td>Whole group or small group discussions based on a single topic</td>
<td>Synchronous: Video Conferencing session using Blackboard Collaborate (video, talk, chat, whiteboard, web tour, desktop share, and breakout room options)</td>
</tr>
<tr>
<td>Submitting paper assignments</td>
<td>Asynchronous: Blackboard assignment tool where students upload their assignments. Options to add a rubric and due date are provided.</td>
</tr>
<tr>
<td>Guest Lecturer visit</td>
<td>Synchronous: Video Conferencing session using Blackboard Collaborate (video, talk, chat, whiteboard, web tour, desktop share, and breakout room options). Guest Lecturer can be sent an email invitation to join the session without the need of a CougarNet account or access to the BBL course.</td>
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<td>Groups working on a single document</td>
<td>Synchronous: Wiki tool will allow students to work on a single file. Instructors can track individual student progress and contributions.</td>
</tr>
<tr>
<td>Writing observation journals</td>
<td>Asynchronous: Journal tool will allow student to write up their journal reflections/observations in BBL. Only the instructor can view journal entries.</td>
</tr>
<tr>
<td>Taking a Test</td>
<td>Synchronous: Tests can be taken online with time limit options. Tests support a variety of assessment questions (including essay, short answer, fill-in-the-blank).</td>
</tr>
<tr>
<td>Dividing students into groups</td>
<td>Asynchronous: Groups can be created in BBL. Students can be manually assigned into groups, randomly assigned, or they can sign up for a particular group on their own.</td>
</tr>
</tbody>
</table>
Reminder

• The new learning management system takes time, practice, and patience to master. As the new system is being explored there are important reminders to consider before the start of a new semester.

• The following flyer may prove useful.

http://www.coe.uh.edu/cite/training/tutorials/blackboard/BBL-Reminders.pdf