

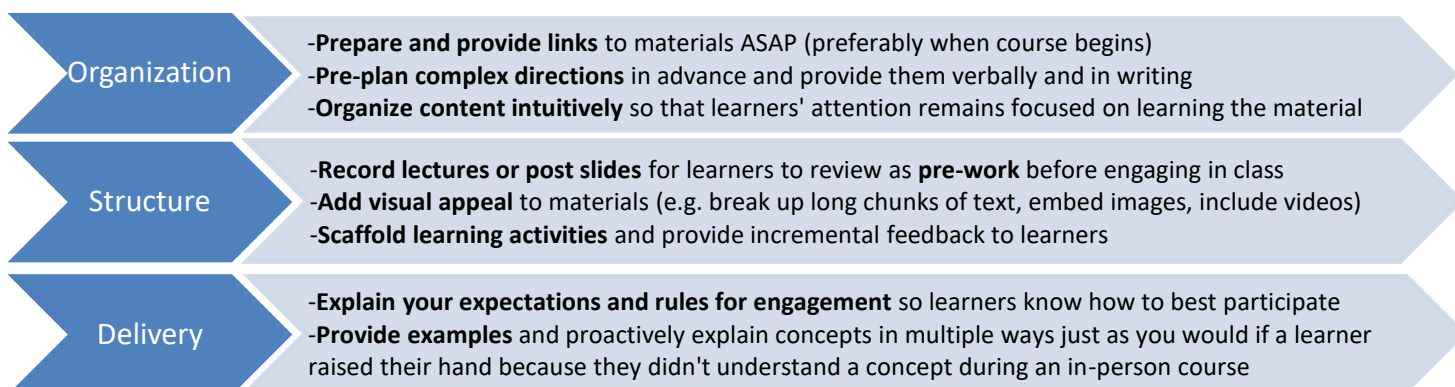
Teaching Tips for Online Learning

What is Online Learning?^{1,2}

Online learning is one of the newest and most popular forms of distance learning– the umbrella term for any learning that takes place when the learner and instructor are **physically separated**. Evidence suggests online learning is most effective when best practices in course design are followed (e.g. **backward design with well-defined objectives and assessments**) and faculty are trained to teach in virtual environments.

The following teaching tips have been compiled from the University of North Carolina’s remote instruction [website](#), the Office of Digital and Lifelong Learning Best Practices in Online Course Design workshop, and the [CIPhER Online Learning Summer Series](#), among other resources.

CONTENT: Strategies for Optimizing Course Content in a Virtual Environment^{3,4}



SAKAI: Tips for Making your Course Sakai Site Easy to Use⁵

- Present all your course materials, assignments, and assessments in a way that is **consistent and easy for learners to navigate**
- Many online courses include a “**Start Here**” page or “**Course Tour**” to familiarize learners with the structure and tools used in a course
- Consider using the [Lessons tool in Sakai](#) to provide additional structure for course materials, learning activities, and assignments
 - Allows learners to find everything they need to do during a given week/lesson including to-do lists, links to readings, embedded videos, links to synchronous Zoom sessions, and links to activities/assignments
 - Removes barriers for learners finding the information they need by organizing it in one place - reduces cognitive load so that learners can focus on what you want them to – engaging with the actual content of the course

The UNC Eshelman School of Pharmacy has a Sakai template with organized and formatted syllabus, schedule, and lesson pages. Faculty interested in previewing and/or using the template can contact [MEDIA](#).

ENGAGEMENT: Strategies for Maintaining Engagement in a Synchronous Environment^{3,4}



Image: ESOP MEDIA Team

- **Start each course** with a welcome and check that learners can hear and see materials
- **Establish a norm** for how participants should ask questions and participate
- **Utilize a small group feature** (e.g. zoom breakout rooms) to get learners talking and engaging during class
- Use feedback technologies (e.g. polls, chatbox) to **see and respond to learner thinking**
- **Utilize facial expressions** and body language for emphasis and to draw learner attention
- **Include community building time** to create intentional opportunities for learners to bond
- **Make class an inviting, pleasant place and let learners know you care about them** - by making class inviting, your learners are more likely to attend

ZOOM: Using Zoom to Teach^{6,7}

- **Practice first:** Take some time to practice and familiarize yourself with the Zoom interface. Because Zoom runs on multiple devices, one great way to practice is to launch a Zoom meeting on your computer and then sign into that meeting on your iPhone, iPad, or Android Device. Leave the audio off in order to avoid getting audio feedback.
- **Familiarize yourself with [Zoom's settings and features](#):** Zoom allows customization to optimize the experience for one-on-one meetings, small class sessions, and large class sessions.
- Show learners **how you want them to get your attention:** In small classes, some professors ask learners to raise their hands on their web cameras. Others ask learners to unmute themselves and simply chime in. In larger classes, you may want to consider using Zoom's built-in nonverbal feedback buttons (e.g. raise hand).
- Set some ground rules on **how you want your learners to use the Chat box** and consider disabling the private chat feature unless you want your learners to be able to send one-to-one messages to other learners.
- To **maintain eye contact in Zoom**, look at your web camera, not your screen. Having video displayed close to the webcam can make that easier.
- **Determine webcam expectations and etiquette.** Let learners know if you are going to require them to have their video on during the entire class or if you are going to allow them to turn the video off.
- Remind your learners (and yourself) about the **importance of being mindful when their videos are on**, particularly about what is happening behind them.
- **Engage in conversations and active learning:**

Overview of Zoom Tools for Active Learning	
Zoom Tool	Use For...
Polls: multiple answer or single answer polls	-Ask learners real-time survey questions -Allow learners to answer anonymously -Quickly display answers or response statistics to learners
Chat	-Ask questions that require brief answers -Elicit questions from learners -Keep a record of important questions that can be reviewed later
Share screen	-Display slides or other content to learners during a session -Avoid the need to repeat a verbal question several times
Whiteboards	-Give learners an opportunity to ask or answer questions in a collaborative space -Collect questions or responses that you will return to later in the session -Ask multi-part questions
Yes/No Button or Thumbs-up/Thumbs-down Button	-Quickly check in with learners by asking them to answer yes/no or true/false
Microphone and "Raise Hand" Button	-Enable learners to respond to questions verbally (if they have a microphone) -Ask multi-part or complex questions that lend themselves to verbal responses
Breakout Rooms	-Split learners into separate breakout rooms for small group projects and discussions

DIGITAL TOOLS: Other Digital Tools for Instruction at UNC

- **[Poll Everywhere](#):** External tool that allows for synchronous engagement among learners within the course. Poll Everywhere can be used alone or embedded within a presentation. The use of Poll Everywhere allows opportunities for **low stakes assessments, live question/answer sessions, and/or live drills to check for understanding.**
- **[VoiceThread](#):** External tool that creates a space for asynchronous sharing and communication. The three primary activities learners can do on VoiceThread include:
 - **Commenting/Discussing:** Learners can add voice/video/text comments to slides in a VoiceThread.
 - **Viewing:** VoiceThread can be used to share a previously recorded lecture video or you may create a recorded lecture directly in VoiceThread. When you create a lecture VoiceThread, it is similar to creating a PowerPoint with narration.
 - **Active Learning:** If you enable and invite learner comments, a traditional lecture format can become more interactive using VoiceThread. You may request that learners respond to a question or make an observation on a specific slide.
- **[Warpwire](#):** Tool used for video hosting within the LMS. Instructors can also record videos directly using Warpwire. Videos that are housed in Warpwire are secure and can be ONYEN protected or restricted to only learners enrolled within the course. This provides an additional layer of protection for proprietary video content.

For questions or more information on any of the topics above, please contact CIPhER at cipher@unc.edu

ASSESSMENT: Online Learning Assessment Strategies⁸

- **Promote academic integrity:** Refer to the Honor Code in the syllabus and before exams and quizzes.
- Consider using **alternative exam formats** (e.g. open book or collaborative).
- Consider moving from **one big event to a series of smaller events:** Depending on what is being assessed, it may be possible to take one large assessment and split into shorter assessments to be completed over a longer period.
- **Know your purpose:** Make strategic decisions about what is “need to know” and what is “nice to know”.
- Utilize Zoom for [remote proctoring](#).

EXAMSOFT: ExamSoft Assessment Design Options to Discourage Academic Dishonesty

All assessments created in ExamSoft can be designed to enable the following features:

- ✓ *Secure:* ExamSoft will lock the learner out from accessing any other applications or windows on their computer
- ✓ *Randomize Sequence:* Questions will be displayed in a random order
- ✓ *Randomize All Choices:* Multiple choice question answer choices will be displayed in a random order
- ✓ *Time Limit:* The assessment must be completed within a specified time limit after starting the assessment
- ✓ *Disable Backward Navigation:* Learners will not be able to return to previous assessment questions

GO LIVE! Making Class Work in a Synchronous Online Setting⁵

<p>Develop a plan for managing learner questions during class and make sure learners are clear on the protocol. For example, you could ask learners to use the ‘raise hand’ function in Zoom or have them post their questions in the Zoom chat. Let learners know at the beginning of each class (or before) if they will be expected to participate or collaborate verbally, as they may need to find an appropriate setting.</p>	<p>Have a backup plan in case you experience technical problems during your session. Assign another instructor or TA as a co-host in Zoom so that they have host controls and/or can reinstate you as host if you lose your connection and have to re-join the meeting. Install Zoom on your phone so that you can join via your cell service in case you lose internet access.</p>
<p>Think through your use of breakout rooms. If you are planning to have learners work in small groups remotely, consider how you will assign learners to breakout rooms and how you will ask learners to report out.</p>	<p>Know your options for tracking attendance. If attendance is important for your course, familiarize yourself with reporting tools in Zoom that provide information on when learners join and leave your meetings. You can also use polling tools like Poll Everywhere to administer quick check-ins for attendance.</p>
<p>Consider your privacy. While sharing your home office with learners can help personalize the course, think about what aspects of your personal life you are comfortable sharing. Consider using a virtual background if you are using Zoom.</p>	<p>Sign in 15 minutes early and encourage learners to do so as well in order to troubleshoot any technical snafus prior to the class session.</p>

Visit Educational Technology’s [Knowledge Base](#) for more information on Zoom, Sakai, and Poll Everywhere.

References and Resources

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- <https://keep-teaching.unc.edu/>
 - [AERA Coronavirus Teaching Resources](#)
 - [Educause Webinar: Online Teaching Strategies](#)
 - [Research and Resources in Remote Teaching Practices](#)

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