A Handbook of Online Teaching:

Resources for Instructors and Administrators at UHD

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Preface

Dear Colleagues:

The purpose of this handbook is to assist those of you who plan to teach online courses at UHD. The suggestions included in this guide have come from current research on online education, individual experiences of the members of the CHSS Curriculum Committee formed in the fall of 2013, and our knowledgeable colleagues from the TTLTC and the Disability Services on campus.

The handbook covers a variety of topics, from how to arrange course materials and Blackboard tools to where to find help if you have a technology issue or accessibility questions. We have also included a bibliography of research articles on online teaching sorted by disciplines, links to sample course designs, teaching and presentation tools, and excellent web resources that can enrich your online teaching.

This guide is not prescriptive. While working on the handbook, the members of the committee strived to provide useful suggestions to make the transition to a virtual classroom as seamless as possible. We hope that you will find our online teaching tips useful and look forward to your suggestions. This handbook will be updated regularly to incorporate new ideas and ensure that we provide our students with high quality learning experiences at UHD.

Sincerely,

CHSS Curriculum Committee Members
David Ryden, History, Chair
Anita Chadha, Political Science
Raquel Chiquillo, Spanish
Sucheta Choudhuri, English
Stacie DeFreitas, Psychology
Natalya Matveeva, Professional Writing
Azar Rejaie, Arts and Humanities
Cindy Stewart, Psychology
Tammis Thomas, English
Section A: Ten (10) Markers of a Successful Online Course
1. The course has a set of clear course objectives, appropriate materials, and assessment techniques. The course materials and assignments are engaging, stimulating, and rigorous.
2. The curriculum design is driven by pedagogical goals, not technology (Cargile Cook 65).
3. The course materials are accessible and easy to navigate. The instructor defines options for students with disabilities.
4. The course syllabus clearly describes technology requirements, time commitments, and required computer skills.
5. The schedule lists all due dates, tasks, and tools needed to complete tasks.
6. The instructor provides students with timely feedback.
7. The instructor gives students opportunities to collaborate with other students.
8. The instructor ensures that students have frequent synchronous and/or asynchronous communications with the instructor and other students.
9. The instructor specifies clear file-naming procedures and submission guidelines (what, where, and how to submit).
10. The instructor establishes his/her presence in the course by posting frequent announcements, sending emails, and responding to questions using the discussion board.
Section B: Preparing Course Materials

Critical Steps in Developing an Online Course

When preparing a new online course, consider the suggestions and steps offered by Kelli Cargile Cook (60-64) and other researchers:

1. Start with defining learning objectives. Objectives should describe what students will be able to do by the end of the semester.

2. Determine how those objectives can be met. Select appropriate types of activities and teaching materials. Materials may include the “presentational” type, such as reading materials, prerecorded lectures, videos, and external websites, and the “interactive” type, such as discussion posts and peer reviews (Cargile Cook 61).

3. Identify and choose appropriate assessment strategies to evaluate students' progress for each learning outcome. The types of assessments may include quizzes/tests, research projects/assignments, discussion posts, and/or presentations.

4. Decide what technological tools are needed to administer the course, e.g., presentation software for creating lectures with recorded narration and Blackboard features, such as tests and assessments, written assignments, grading rubrics, discussion threads, email, and chat tools.

5. Define what computer/web surfing skills students will need to successfully complete the course.

6. Calculate the approximate weekly time commitment to complete all readings, tests, and assignments and adjust the workload accordingly. The workload in online courses must be the same as regular face-to-face classes.

7. Consider instituting a policy that sets expectations about the number of times per week students are required to access course materials and submit assignments.

8. Explore potential accessibility issues related to course content.

Syllabus and Schedule

Teaching online “requires greater attention to detail, more structure, and additional student monitoring” (Coppola 97). Many online instructors organize their course content and schedule by “instructional units” or by learning modules with specified themes, reading materials, lectures, tasks, and deliverables (Grady and Davis 110-111). Each unit or module must be logical and respond to a specific learning objective or objectives.

In addition to other customary sections, consider adding the following items to the syllabus:

- **Technology requirements**, including access to the Internet; Blackboard; required software to complete assignments, such as Word and Acrobat Reader; storage devices; headphones; a webcam; or any other requirements. Consider adding a statement about mobile devices. Be sure to include a warning that some course materials may not be accessible or correctly displayed by smartphones.

- **Basic computer literacy skills** that students must possess to complete assignments in the course.

- **An attendance policy** that specifies how many times and on which days of the week students are required to access the Blackboard classroom. In addition, discuss the
expected weekly time commitment so that students can plan accordingly. Also, add the university-wide attendance policy.

- **An overview of all folders** that contain course materials and features in Blackboard. Another option is to create a PowerPoint presentation called StartHere.ppt and place it in Blackboard before the syllabus and the schedule. Such an introductory presentation can include a basic overview of the course, instructor credentials, an overview of major folders and functions in Blackboard, file naming procedures, and IT/Blackboard support contact information.

- **Grading policies** that clearly outline grading criteria, assignment weights, and grading rubrics or tools. Specify the time required to finish grading student work so students will know when to expect feedback. Also, explain where and how students can obtain feedback and grades in Blackboard.

- **A clear and detailed schedule** that lists due dates and specific times by which students are required to complete readings and tasks. Also, state where and how (in Assessments, Assignments, Discussions, or via email) students should submit assignments and tests.

## Projects and Assignments

### Assignment Descriptions

When designing projects and assignments, keep in mind course objectives. Ideally, each assignment will respond to at least one of the learning objectives. In many cases, students will upload their work, which will then need to be downloaded from Blackboard for review. Consider the following recommendations:

In the assignment description, include clear submission guidelines: describe what to submit, where to submit, in what order, what application to use to complete the assignment, and how to name files. A consistent file naming procedure will help organize students’ files and make it possible to find assignments quickly.

Here is a sample file naming procedure:

```
CourseNumber_LastNameInitialofFirstName_Unit#_ddMonyy
Ex.: CJ3302_SmithM_U1_12Jan13
```

To submit feedback in Blackboard, rename the student’s file by adding instructor initials and the final grade to the file name:

```
Ex.: CJ3302_SmithM_U1_12Jan13_lk_86
```

This procedure will make it possible to know which grade to input in Blackboard without having to open the document.

1. Consider asking students to submit individual assignments as one file. In other words, discourage them from submitting the text, figures, and bibliography in separate files. This will ease the work of downloading files.
2. In order to create a sense of community in an online class, consider introducing collaborative tasks for students to engage with other students in a meaningful way, such as peer reviews. Make sure that the peer review process engages specific assignment criteria and other course materials. For example, a peer review form based on the grading criteria will force students to read and internalize the assignment criteria and revise their own work in the process. By reviewing the work of others, students will reinforce their understanding of course materials and terminology.

**Reading Materials**

For supplemental reading materials, such as external websites or pdfs, place the files or links in a separate folder and sort them by units or learning modules so that students can find them easily. The file size should be no more than 15MB per download. Otherwise, it will take students too much time to download files. Consider using the scanning services available through the library. They ensure the highest quality of all scanned materials.

**Lectures**

Recording lectures is a tedious but useful task. Although it is easy to refer students to handouts with essential information, such handouts may not be an adequate substitute for a lively and engaging presentation that includes remarks and commentary. Prerecorded presentations will help engage students with course materials through the summation of essential points, cases and examples, colorful pictures and/or video clips, and explanations offered through charts and other types of information graphics. Lectures and short talks available through professional organizations, other institutions of higher education, and the library can also be linked to the course.

In order to create a prerecorded presentation, first prepare a script of the lecture with accompanying visual aids. Then choose a program to record the talk. The presentation does not have to be longer than ten minutes. Be mindful of the file size and break down longer presentations for an easy download.

There are several tools for recording lectures. A simple PowerPoint presentation with narration can be a great starting point. More complex tools make it possible to record a classroom presentation in a lecture capture room at UHD using Mediasite, a system of capturing video, audio, and presentation materials. To learn more about Mediasite, go to [http://www.uhd.edu/computing/ttlc/itv/mediasite.html](http://www.uhd.edu/computing/ttlc/itv/mediasite.html).

Additional presentation applications are listed in *Section G: Using Supplemental Programs for Teaching Online*.

**Discussion Board**

To promote collaboration, create discussion threads for students to post questions about major assignments and projects in the course. Having separate discussion threads for each major assignment will make it possible to sort through a large number of questions. For
peer reviews, create separate threads for different assignments so that students know where to post drafts and reviews.

Weekly discussion posts can be an effective way to promote learning and establish communication with and among students. At the same time, reading, responding to, and grading posts can take a lot of time and effort (Eaton 39). Thus, before assigning discussion posts, decide which learning outcome the posts will address, what role they will play in the final grade calculation, how they will be graded, and how much instructor feedback will be provided. To maximize learning, consider explaining specific content requirements in the discussion prompt, including the types of evidence students must present, any specific course materials that students need to use, the number of posts they have to respond to, and a word count.

**Exams, Quizzes, and Tests**

Online teaching places certain constraints on the assessment of students’ learning. For example, it is hard to organize traditional closed-book tests or quizzes. At the same time, there are ways to assess student learning through a mixture of well-crafted multiple-choice and open-ended questions. Quizzes or tests can be administered via Blackboard, which can randomize questions to reduce instances of plagiarism. Other options include defining the time span during which quizzes are accessible, limiting the amount of time students can spend working on a quiz, and defining the number of attempts.

The TTLC has introduced a new feature available with the Assessment tool in Blackboard: **Respondus Monitor**. This feature allows the use of a webcam to record students while they are taking an exam. See Section I: Blackboard Tools and Resources.

**Grade Book**

Recording grades in an online course using traditional methods can be time-consuming. The **Blackboard Grade Center** makes it possible to record scores or letter grades and calculate final grades using different assignment weights. For simplicity, consider using traditional percentages from 0 to 100% that have clear letter grade equivalents and are understood by most students. Students will be able to access their grades through My Grades and view an average of all inputted grades during the semester.

**Section C: Providing Timely Feedback**

Timely feedback is associated with improved learning outcomes (Sadler, 1998), strategy use, as well as self-regulated learning (Nicol & MacFarlane-Dick, 2006). In the digital age, immediate feedback is sometimes expected. Instructors must make it clear when they will provide feedback to students after submission of their work and what type of feedback they should expect (grading rubrics, comments, or level of edits). This information can be provided within the assignment description and grading criteria, the course syllabus, or both.
Make sure to post an announcement in Blackboard reminding students to view feedback in conjunction with their grades. Also, offer further directions for resubmission if revisions are allowed.

Clear assessment, including formative and summative feedback, are essential to student learning in online courses. Shute defines formative feedback as the type of feedback that “represents information communicated to the learner that is intended to modify the learner’s thinking or behavior for the purpose of improving learning” (1). If an instructor asks students to write and revise drafts of projects, he/she uses formative feedback. When offering formative feedback, concentrate on evaluating students’ level of performance (how well a student has responded to the task) and provide simple and clear directions for improvement. Summative feedback refers to the final assessment of student learning that can be done by administering quizzes and tests that cannot be revised.

Formative feedback, and the types of assignments that require revision, is associated with improved student learning outcomes (LeClercq, 2001) and self-regulated learning (Yorke, 2003), in comparison to summative feedback, and should ideally be included in online classes. Below are sample types of assignments and procedures that support formative assessment and feedback.

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Types of Assignment and Procedures</th>
<th>References</th>
</tr>
</thead>
</table>
| Methods of clarifying performance standards to students | • Provide grading criteria with assignment descriptions.  
• Encourage peer review using grading criteria.  
• Encourage self-assessment using grading criteria.  
• Make reference to a grading rubric or grading criteria.  
• Create a discussion board where students can post questions about grading standards. | Nicol & Milligan, 2006; Palloff & Pratt, 2005 |
| Methods to facilitate self-reflection | • Ask students to produce summaries of learning activities.  
• Ask students to reflect on assessment.  
• Organize group discussions about assessment.  
• Ask students to produce a chart of learning assessment and related learning outcomes.  
• Assign portfolios. | Cotterlli et al., 2005; LeClercq, 2001; Nicol & Milligan, 2006; Palloff & Pratt, 2005 |
| Methods to facilitate self-assessment | • Create and use self-mastery quizzes with informative feedback for each answer.  
• Use self-scoring quizzes. | Bulls & McKenna, 2004; Nicol & Milligan, 2006 |
<table>
<thead>
<tr>
<th>Methods to provide high quality information about learning</th>
<th>Create interactive games or laboratory assignments with feedback provided.</th>
<th>Nicol &amp; Milligan, 2006; Orsmond, Merry, &amp; Reiling, 2002</th>
</tr>
</thead>
</table>
| Methods to encourage dialogue among students and between a professor and students | Offer model answers to tests.  
Share sample written assignments.  
Provide answer keys. | Davies, 2003; Nicol & Milligan, 2006 |
| Methods to increase student motivation and self-efficacy | Ask for draft submissions on written assignments.  
Publish a model for revised written assignments.  
Use peer review.  
Use student tutors and/or student instructors. | LeClercq, 2001; Nicol & Milligan, 2006 |
| Methods to close the gap between actual and expected performance | Provide positive comments.  
Recognize effort.  
Encourage improvement and offer opportunities to succeed. | Davies, 2003; Nicol & Milligan, 2006 |

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**Section D: Setting Communication Expectations**

Because online courses limit interaction between faculty and students, faculty should make an extra effort to increase faculty-student interaction. Throughout the semester, communicate with students through announcements, feedback, and conferences. If some form of face-to-face interaction is required (i.e. scheduled conferences or meetings via Skype or phone/chat), make sure that this requirement is carefully outlined in the syllabus.

**Office Hours**

Highly publicize office hours in the syllabus and Blackboard. Due to the busy schedules of many students taking online courses, it is important to offer meetings by appointment as well. Offer one hour per week for each course. If there are certain times of regular availability for meetings beyond office hours, specify such times in the syllabus as well.

Offer a variety of ways to communicate with students and make sure that these possibilities are listed in the syllabus as well as on the course website. Let students know that it is possible to meet in person, on the telephone, or via chat and video conferencing. Chat and video conferencing (through Blackboard Collaborate) are readily available on the Blackboard site. To ensure student access, provide tutorials—which are accessible through Blackboard—on the course website. To encourage students to use tools like Blackboard Collaborate, include an early low-stake assignment that requires the use of key features.
Email
Include in the syllabus a clearly stated policy for responding to student email messages. Responding within 24-48 hours is often standard. Also, specify an email response policy for holidays, weekends, and other dates of limited or total unavailability, if applicable.

Section E: Checking Course Navigation and Choosing Appropriate Design Features
Thoughtful and consistent organization of elements is a critical component of an online class and online teaching. Effective and consistent choices in the visual structure and organization of the course will help make it easier for students to navigate and understand course content.

Tips for Clear Course Navigation and Visual Design

Content. Determine the elements and basic content to include in the course before beginning the design phase. This will save time in the long run, especially for anyone new to online teaching. Outlines or concept maps are useful tools to help plan the flow of course content.

Course Shell. Become familiar with the capabilities of the university’s course management system. An outline or concept map will help in developing the navigation scheme to adopt in the course. Many decisions will likely be based on face-to-face teaching experience. This experience is valuable, but specialized tools available in the online environment will also provide students with beneficial learning experiences. Using the course management system to its full potential may require training, but that’s what UHD’s TTLC is for.

Simple and Consistent Navigation. A section in the syllabus that lists course folders and explains how to navigate the course can help students find content quickly and easily. This information can be used as an orientation to the course that explains to students how the class site is to be navigated and what content is located where.

Learning modules and periodic units (i.e. weekly or topic units) comprise two effective modes of organizing course content. Avoid requiring students to drill down multiple times to reach course materials; the fewer clicks to reach content, the better. Choosing an organizational format for course content and linking it in a first-page menu will help make it easily and visibly available.

Naming Files, Folders and Functions. Consistency is again key. In naming files, folders, and functions within the class site, be consistent. Make file names simple and descriptive of content. Note that in the latest version of Blackboard, the left-hand menu makes it possible to rename major functions. Here are sample names for different types of materials in a course:

Files
- CJ3302_U1_Lecture_IntroductiontoCJ.ppt
- CJ3302_U1_AssignmentDescription.docx
Content and Accessibility. When uploading materials to the Blackboard shell, consider accessibility issues that may arise from conflicting programs or versions of commonly used word processing programs. If not sure, convert files to PDFs. Using PDFs can help in three ways:

• Instructors can decrease the size of files to be uploaded in the case of large PowerPoint files.
• PDF software is universal, and PDF reader programs are free and readily available.

PDFs will appear streamed (and thus won't require downloading to a student's computer for initial viewing) and can be easily saved to a student's computer for later viewing. Make sure students have the most recent free version of Adobe Reader. Consider reducing the size of all files to no more than 15MB, so students can easily download and store course materials.

Fonts, Colors, Images, and Background Images. Choose clear, legible fonts, such as Arial, Helvetica, Times New Roman, or Calibri, for the text in the documents uploaded to the course site and for course instruction areas and content folders. Arial and Helvetica fonts are easier for most people to read online, especially those with vision problems. Make sure that font sizes are large enough to read comfortably.

Black text on a white or light background is the most legible as it supplies the highest contrast of text to background. Patterns and images placed behind text should be avoided in most cases as it makes content more difficult to read; color and/or pattern may be useful in banners or headlines but is distracting when overused. When used, color should be deployed strategically. The effective use of a color-coded system for different kinds of content requires giving students the key to the code and using the system consistently.

Some courses will require the use of images, sometimes extensively. When using images online, such as in instructions, assessments or images banks, save them at a reasonable size and resolution (as .jpegs) so that they will remain entirely visible on a computer screen without the necessity of using arrows to navigate the image. If pulling images from the Internet, select the largest, clearest image available and then decrease the size and/or resolution as necessary. It is a waste of time to try to increase the size or resolution of a small image pulled from the Internet. Instructors may consider keeping an archival-sized image on their computer and also making a smaller one for use in their class site.
Section F: Motivating Students and Promoting Their Engagement with Course Materials

Building Relationships with Students and among Students

It is difficult to build trusting and long-lasting relationships with students in the absence of scheduled face-to-face interactions. At the same time, there are ways to connect to students and motivate them to achieve their education goals in an online environment. Connections can be built through mutual introductions, frequent email communication, and interactions over the phone.

Instructors can introduce themselves at the beginning of the semester using a video recording or a presentation that discusses research, teaching experience, and interests. Instructors can request similar self-introductions from students and ask them to upload their pictures and respond to other students’ posts. Sending out announcements about holidays and breaks as well as events on campus can help students feel connected to the larger UHD community and available resources.

Students’ Weekly Participation and Engagement with Course Materials

To pace students’ efforts in the course, set clear deadlines for completing tasks and assignments. The course schedule may look similar to a face-to-face class, minus the actual classes. Still, students will have to submit quizzes and assignments by clearly specified deadlines.

For longer writing assignments, consider requiring preliminary drafts (1st draft: 50% done; 2nd draft: 80-90% done) before the final draft. Drafts force students to start working early and resolve problems quickly. The preliminary drafts can be assessed on a pass/fail basis as long as they satisfy the length and basic content requirements.

Section G: Using Supplemental Programs for Teaching Online

Addressing Plagiarism

Include a statement on plagiarism in the syllabus. Remind students throughout the semester to document their sources. To curb plagiarism, reemphasize the following:

- Whether in discussion posts, essays, exams, or any other course projects, students should use the citation style appropriate to their discipline: usually, it is the MLA Style or APA Style. Students must cite the sources that they are using whenever they quote or paraphrase from a specific text.
- Remind students that they need to cite all sources they use in their work, whether print, video, audio, or other digital media.

Several programs help ensure that students’ work is original.

*Turnitin.* One way of ensuring that students do not plagiarize assignments is to require the use of Turnitin. Create a Turnitin assignment in Blackboard and ask students to upload
their work. The system will check for plagiarism and generate a report. To learn how to use this feature, see Section I: Blackboard Tools and Resources.

Another way to check assignments for plagiarism is by Googling suspicious paragraphs, sentences, or phrases.

*Respondus Monitor.* This program makes it possible to record students via a webcam. This feature can be useful for administering closed-book tests and exams. See Section I: Blackboard Tools and Resources for the link to the TTLC resources on this topic.

**Recording Lectures**

There are several options when it comes to choosing the program for recording lectures. The choice of the program will depend on the type of information delivered in the lecture and the tools required to make all the points in the lecture. Depending on the size and number of presentation files, consider posting them to a private YouTube site and posting the link to the online class. NOTE: N950 is available for recording presentations. This lab has computers with headphones and microphones.

*Microsoft PowerPoint.* A PowerPoint lecture can be a good starting point for first-time online instructors. It is easy to add narration using a set of headphones and a microphone.

*Screencast-o-matic.* This free program will capture everything shown and done on a computer screen. For example, the program can convert a PowerPoint lecture to a video with voice content. The program requires a set of headphones and a microphone. See [www.screencast-o-matic.com](http://www.screencast-o-matic.com) for details.

*Doceri.* This program is for those who use iPads in teaching. It is similar to *Screencast-o-matic* but requires a subscription. The program makes it possible to project presentations from an iPad and record PowerPoint presentations with narration. See [www.doceri.com](http://www.doceri.com) for details.

*Prezi.* This application can help to effectively visualize information by creating zoomable content and allowing a more intuitive flow of information. It is possible to convert a PowerPoint presentation to *Prezi* and to add audio files to a *Prezi* presentation, as well as to convert a *Prezi* to a PDF. See [www.prezi.com](http://www.prezi.com) for further details.

*Jing.* This free application is similar to *Prezi* in its purpose and features. It captures a computer screen and thus allows the creation of effective presentations. For further details, go to [http://www.techsmith.com/jing.html](http://www.techsmith.com/jing.html).

*Slideshare.* This program makes it possible to upload and share presentations with other people. See [http://www.slideshare.net/](http://www.slideshare.net/).

**Creating Videos**

Videos are an effective way to present content to students who are not only used to digital input, but have also come to expect it. While it is relatively easy to upload YouTube videos
in Blackboard, these videos may not always meet the Americans with Disabilities Act (ADA) requirements. In order to make sure that the ADA standards are met, create customized videos. Listed below are links to resources on how to create videos using different applications:

- “How to Create Professional YouTube Videos for FREE” by Lewis Clifford: [http://youtu.be/At4QdGdwI7o](http://youtu.be/At4QdGdwI7o)

Here is a list of available applications for producing video content:

- Animoto: [http://www.animoto.com](http://www.animoto.com)
- GoAnimate: [http://www.goanimate.com](http://www.goanimate.com)
- Masher: [http://www.masher.com](http://www.masher.com)

Section H: Accommodating Students with Disabilities

To accomplish the goal of providing the best educational experience to all students at UHD, consider accessibility issues and the Americans with Disabilities Act requirements and ensure that students with disabilities get access to all course materials and functions. The Office of Disability Services at UHD can assist in preparing online courses. Here is the list of basic recommendations:

**Reading Materials**

Some course materials may not be compatible with JAWS ([http://www.freedomscientific.com/products/fs/jaws-product-page.asp](http://www.freedomscientific.com/products/fs/jaws-product-page.asp)), which is a screen reading software used by students with visual impairments. For example, some scanned materials may not be recognized by the program. Consider using simple word processing programs such as Microsoft Word or Notepad. Use headings to mark sections. Also, prepare scripts of all lectures in case a student requests them.

**Audio and Video Materials**

For all YouTube videos or any visual or audio materials, include captions. Consider adding short descriptions to any visual content in presentations.

To get other tips on working with students with disabilities, consult the following resources:

• “Online Course Design: 8 Tips for Teaching Students with Disabilities” by Kristen Przyborski: http://www.geteducated.com/elearning-education-blog/online-course-design-8-tips-for-teaching-students-with-disabilities/
• ADA.gov: http://www.ada.gov/

Section I: Blackboard Tools and Resources
When developing an online course, remember that the UHD Blackboard Support staff is always willing to help. The table below lists some of the essential tutorials for creating a Blackboard shell and uploading and organizing course materials.

<table>
<thead>
<tr>
<th>Resources</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UHD Blackboard Support</strong></td>
<td>• <a href="http://www.uhd.edu/blackboard/">http://www.uhd.edu/blackboard/</a></td>
</tr>
<tr>
<td>Faculty Contact: (713) 221-2786, <a href="mailto:bb@uhd.edu">bb@uhd.edu</a></td>
<td></td>
</tr>
<tr>
<td><strong>How to Get Started</strong></td>
<td>• <a href="http://www.uhd.edu/blackboard/essentials/faculty.html">http://www.uhd.edu/blackboard/essentials/faculty.html</a></td>
</tr>
<tr>
<td>This resource is for first-time users of Blackboard. It will answer initial questions about the course management software and its tools.</td>
<td></td>
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<tr>
<td>• Blackboard Learn Quick Start Toolkit (Basic Essentials)</td>
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<tr>
<td>• How do I log into Blackboard Learn?</td>
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<tr>
<td>• How do I view my class roster in Blackboard Learn?</td>
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<tr>
<td>• How do I upload a document into my Blackboard Learn course?</td>
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<tr>
<td>• How can I communicate with my students in Blackboard?</td>
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<tr>
<td><strong>How to Activate Your Students</strong></td>
<td>• <a href="http://www.uhd.edu/blackboard/documents/activating_students.pdf">http://www.uhd.edu/blackboard/documents/activating_students.pdf</a></td>
</tr>
<tr>
<td>Before the semester begins, it is necessary to activate the students. Here is a handout that describes how to grant students access to a Blackboard course.</td>
<td></td>
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<tr>
<td>• Activate Your Students</td>
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<tr>
<td><strong>How to Upload Information</strong></td>
<td>• <a href="http://www.uhd.edu/computing/ttlc/training/documents/bblearn/SP11/Content/Syllabus.pdf">http://www.uhd.edu/computing/ttlc/training/documents/bblearn/SP11/Content/Syllabus.pdf</a></td>
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<tr>
<td>The two handouts below will explain how to upload a variety of course materials.</td>
<td></td>
</tr>
<tr>
<td>• Uploading a Syllabus</td>
<td></td>
</tr>
<tr>
<td>• Blackboard Learn: Add Information</td>
<td></td>
</tr>
<tr>
<td><strong>How to Set up Discussions</strong></td>
<td>• <a href="http://www.uhd.edu/computing/ttlc/training/documents/bblearn/SP11/Content/Information.pdf">http://www.uhd.edu/computing/ttlc/training/documents/bblearn/SP11/Content/Information.pdf</a></td>
</tr>
<tr>
<td>Blackboard offers tools for organizing discussion threads.</td>
<td></td>
</tr>
</tbody>
</table>
Follow the steps described in the resources below to set up a discussion board.

- Blackboard Learn: Discussions
- Changing Forum Settings

### How to Create Quizzes, Tests, or Exams

Blackboard offers a useful quiz tool.

- Creating Tests/Quizzes
- Grading Tests/Quizzes
- Tests vs. Pools

How to Use **Turnitin**

To combat plagiarism, consider using Turnitin.

- Blackboard Learn: Turnitin

How to Use **Grade Center**

Blackboard offers options for recording and displaying students’ grades. These options make it possible to create and sort columns, create calculated columns for automatic grade calculation, and export grades to a computer. Here are several handouts that explain how to set up a grade book.

- Blackboard Learn: Add My Grades Area for Students
- Grade Center: Calculated Columns
- Blackboard Learn: Grade Center (Entering Grades)
- Blackboard Learn: Grade Center (Exporting to Excel)
- Blackboard Grade Center – Grading Schemas
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- Blackboard Learn: Grade Center (Exporting to Excel)
- Blackboard Grade Center – Grading Schemas
- Blackboard Grade Center – Sorting & Organizing Columns
How to Set up and Send Email in Blackboard
The email tool in Blackboard allows direct communication with students in specific classes.
• Blackboard Messages

How to Create Rubrics
The rubric tool specifies grading criteria and points and calculates the final grade.
• Blackboard: Creating a Rubric

How to Support Collaborative Projects
Blackboard offers a tool that will help students connect via video, text, voice, and document sharing. The following resource explains how to use the tool.
• Introducing Blackboard Collaborate

How to Use Respondus Monitor
This program makes it possible to record students while they are taking exams or quizzes.
• Using Respondus Monitor (Faculty)
• Using Respondus Monitor (Students)

Section J: Sample Course Materials
Blackboard offers sample courses. Use these courses to get design ideas and to understand the available tools and features. Sample courses are accessible through the links below:

• Exemplary Course Program:
  http://kb.blackboard.com/display/EXEMPLARY/Exemplary+Course+Program
• 2012 Blackboard Exemplary Course Award:
  http://www.youtube.com/watch?v=sYU5AjFD88
Section K: Resources for Teaching by Disciplines

Literature
http://www2.widener.edu/~cea/341stevenson.htm
http://web.ics.purdue.edu/~nip/601-links.html/
http://www.vcu.edu/engweb/
http://www.mla.org/store/CID44/PID383
http://andromeda.rutgers.edu/~jlynch/Lit/
http://people.virginia.edu/~jbh/literaryresources.html

Political Science
http://www.livingroomcandidate.org/online-resources
http://www.politicalresources.net/u-org_politics.htm

Professional Writing and Technical Communication
http://lib.uah.edu/researchassistance/guides/tc.html
http://www.stc.org/
http://www.plainlanguage.gov/
http://www.w3.org/
http://usability.com/

Psychology

Spanish
http://palabravirtual.com/
Section L: Works Cited and Supplemental Bibliography

Online Education


Collaboration

Assessment

Organizing Discussions

Providing Feedback

Student-Instructor Interaction


**Addressing Student Needs**


**Service Learning Activities**


**Evaluating Online Courses**


**Preparing Teaching Materials**