

LTCC TEACHING & LEARNING

DE Best Practices Training



Dated November 1, 2019

**ADDITIONAL
TRAININGS
AVAILABLE**

DE BEST PRACTICES:
INTERMEDIATE/
ADVANCED

DE BLOCKS

SCOTT A. LUKAS

The LTCC DE Blocks are designed to provide an overview of successful DE education. Each of the blocks offers a compact yet insightful conversation about a foundation of distance education. As you begin this track, please have a look at the many blocks that are offered. The blocks not only represent a foundation in the sense of a building block, they also suggest, borrowing from the worlds of electronic music and circuits, the idea that the content from one block connects, holistically, to the content in another block. As you explore these short videos, feel free to jump from one to the next, in whatever order you choose. Good luck and we hope that these DE resources will be of benefit to you.

The information in this handout is intended to supplement the DE Blocks Videos. To get started on the video training, please go to:
<https://ltccteachingandlearning.com/de-blocks>

GETTING START WITH DE BLOCKS

DE BEST PRACTICES

Link to Video Content:

<https://ltccteachingandlearning.com/de-blocks>

Your High-Quality DE Course at LTCC			
Academic Rigor	Multi-Media	Instructor Presence	Syllabus
Feedback	Grading	Accessibility	Apps



You might be completing this work on a Website or a Canvas shell. In addition to the blocks, please consult all the available resources.



Notes:

The LTCC DE Blocks are designed to provide an overview of successful DE education. Each of the blocks offers a compact yet insightful conversation about a foundation of distance education. As you begin this track, please have a look at the many blocks that are offered. The blocks not only represent a foundation in the sense of a building block, they also suggest, borrowing from the worlds of electronic music and circuits, the idea that the content from one block connects, holistically, to the content in another block. As you explore these short videos, feel free to jump from one to the next, in whatever order you choose. Good luck and we hope that these DE resources will be of benefit to you.

DE Blocks are short, significant, connected, and focused on success.

FEEDBACK

DE BEST PRACTICES

Link to Video Content:

<https://ltccteachingandlearning.com/de-blocks>

EFFECTIVE FEEDBACK SHOULD BE:

- Regular and consistent (be sure to state specifics in your syllabus)
- Authentic and not canned, copied, or standardized (instruction should always be individualized)
- Specific in terms of grading criteria (rubrics) and in terms of suggesting improvement.
- Rooted in your disciplinary expertise.

Submitted: no submission time **MISSING**

Assessment

Grade out of 1

0

Assignment Comments

Add a Comment



Submit

[Download Submission Comments](#)

The Canvas inbox: an unlikely place for effective DE feedback.

ACADEMIC SENATE
for CALIFORNIA COMMUNITY COLLEGES
Celebrating 50 years

Log in | PDC | Calendar | Resolutions | Directory

Enter keyword or phrase **FIND**

HOME | ABOUT US | EXECUTIVE COMMITTEE | COMMUNITIES | EVENTS | AWARDS | SERVICES | PUBLICATIONS | RESOURCES

+ IN THIS SECTION...

Title 5 and Distance Education: Is Separate Course Review Enough?

Many colleges are aware of issues related to a lack of effective instructor feedback in their courses. The ASCCC recently spoke of such a concern, highlighted in their position paper.



Use feedback as an opportunity to create “chain conversations” between you and your students. This allows for more in-depth, personalized, and processual feedback loops with your students.

Within the Canvas LMS, feedback comes in many shapes and sizes:

- Written comments on assignments
- Discussion post responses
- Video conferences
- Inbox conversations

Effective feedback is one of the hallmarks of quality distance education.

WHAT TO INCLUDE

DE BEST PRACTICES

Link to Video Content:

<https://ltcc Teaching and Learning.com/de-blocks>

WHAT YOU MIGHT INCLUDE:

- Syllabus
- Modules
- At least one Discussion
- Assignments
- Resources
- Links
- Multi-Media (2-3 videos)
- Instructor Contact

Remember that you have an entire community out there willing to help you out. Just ask us!



Notes:

If you are starting from scratch, keep in mind that you can add more elements the second time that you teach the course. That being said, we will require the minimum foundations of your class to be in place prior to your class being offered at LTCC.



Be sure to check out the video, "A Basic Canvas Shell" for an overview of what you should include in a Canvas course shell.



ACCESSIBILITY

DE BEST PRACTICES

Link to Video Content:

<https://ltccteachingandlearning.com/de-blocks>

Accessibility, or making your Canvas content accessible to all students, including those with learning or other disabilities, is a foundation of quality DE instruction.



California statewide training standards, including those of OEI, POCR, and others require that content be accessible to DE students of all backgrounds.

Section D: Accessibility/ Content Pages



Section D of the rubric asks us to think about a very uncomfortable question: Does our course design accidentally create unsurmountable barriers or lock some students out of participating?

Unlike the other sections of the rubric, which are open to interpretation and may be met in multiple ways, the criteria for accessibility is either met, or not met. Accessibility is an important aspect of all our course material and tools, which means thinking through all the channels that need to be checked can be a big task. To make this more manageable, the rubric divides accessibility into several subsections: Content Pages, Files, and Multimedia.

In this section, we'll discuss the first sub-section of D, Accessible Content Pages. This subsection is focused solely on the content you put into Canvas using the text editor (Canvas calls this the Rich Content Editor). This includes the editor you use for:

- Content Pages
- Assignments
- Discussions
- Announcements
- Quizzes

Properly using the tools within the Rich Content Editor, like paragraph styles and bulleted lists, is relatively easy to do if you know the "rules." Below are the criteria in this section of the rubric. To learn more about formatting Content Pages, using the Rich Content editor, you can take the following courses:

- Online Education Standards & Practices (12 weeks)
- Creating Accessible Course Content (4 weeks)
- User-Friendly Pages in Canvas (1.5 weeks)

Consider enrolling in: Aligning Section D in Canvas (Self-Paced Course)



We will be developing more trainings and resources on Accessibility, so please stay tuned for future information, resources, and trainings on this important matter.

RUBRIC

DE BEST PRACTICES

Link to Video Content:

<https://ltccteachingandlearning.com/de-blocks>

Assignment Rubric Details ✕

104 Rubric
You've already rated students with this rubric. Any major changes could affect their assessment results.

Criteria	Ratings		Pts
Spelling and grammar Post quality in terms of spelling and grammar errors.	10.0 pts Full Marks Excellent spelling and grammar.	0.0 pts No Marks	10.0 pts
Text Reading Connection of at least one post to the readings for the week.	10.0 pts Full Marks	0.0 pts No Marks	10.0 pts
Analysis and Argument Quality of the post in terms of analysis and argument.	10.0 pts Full Marks	0.0 pts No Marks	10.0 pts
Relevance The relevance of the post given the topic of the sociology of deviance.	10.0 pts Full Marks	0.0 pts No Marks	10.0 pts
Total Points: 40.0			

A sample rubric: note the subdivision of the assignment into smaller measurable and gradable parts.



Consider using a rubric in your DE Canvas class. It may make your life as a DE instructor much easier.

Using a course rubric in your DE Canvas class may be a great way to reduce some problems that could come up down the road.

A lack of clarity in your grading may result in unnecessary questions from your students or even sense of doubt in them in terms of your abilities as an instructor.

In short, a rubric is an explanation for the grading of a particular assignment that is broken down into constituent parts or core areas related to mastery of the content of the assignment.



Notes:

MODULES

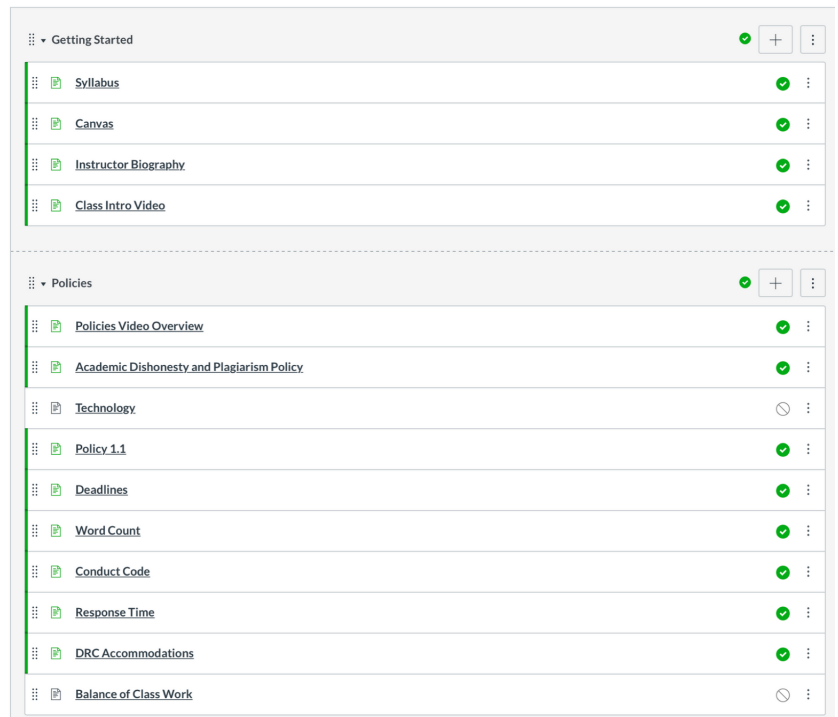
DE BEST PRACTICES

Link to Video Content:

<https://ltccteachingandlearning.com/de-blocks>

Modules are a very significant foundation of your LTCC DE Canvas course.

Modules are your friend.



Sample "pre" modules

WHY MODULES WORK:

- They help you organize the class.
- They help students navigate the class.
- They make the learning more meaningful.

Sample modules



DUE DATES

DE BEST PRACTICES

Link to Video Content:

<https://ltccteachingandlearning.com/de-blocks>


In this Block, we are addressing the dates on the calendar on which a specific assignment, discussion, or other form of assessment is due. They seem like a simple thing...Not always.

Assign



Assign to

Everyone X

Due

Sep 27 5:03pm 
Fri Sep 27, 2019 5:03pm

Available from **Until**

Sep 15 12am  Sep 27 5:03pm 
Sun Sep 15, 2019 Fri Sep 27, 2019 5:03pm

+ Add

Canvas has a very easy approach to assigning due dates to any assignment or discussion.

Somewhere in the assessment, you will have a choice of selecting dates that include: Due, Available, and Until.

As we cover in Academic Rigor, setting our students up with no standards in terms of deadlines may be akin to setting them up for life and professional failure. We think we are being nice, but we may be doing them a disservice. As a community of DE educators, let us commit ourselves to not allowing work extensions or makeups if they are solely for the student reason of "I forgot the assignment was due."

	THU	FRI	SAT
3		4	5
10		11 5:03p Personal Reflection 2	12
17		18	19
24		25 5:03p Personal Reflection 3	26

While Canvas has an approach to Due Dates that is simple, easy, and efficient, issues come up with students who may claim that they did not know when an assignment is due. Generally, with all of the built-in redundancy (such as the Calendar) in Canvas, this excuse is rarely legitimate.



While it is your choice to decide on makeup policies for missed work, we encourage you to apply strict, no-excuse, no-makeup due date standards. The reason for this is that a DE class never meets in person and we should use the due dates in the class as an opportunity to educate our students about deadline skills that they will need in work and future education.

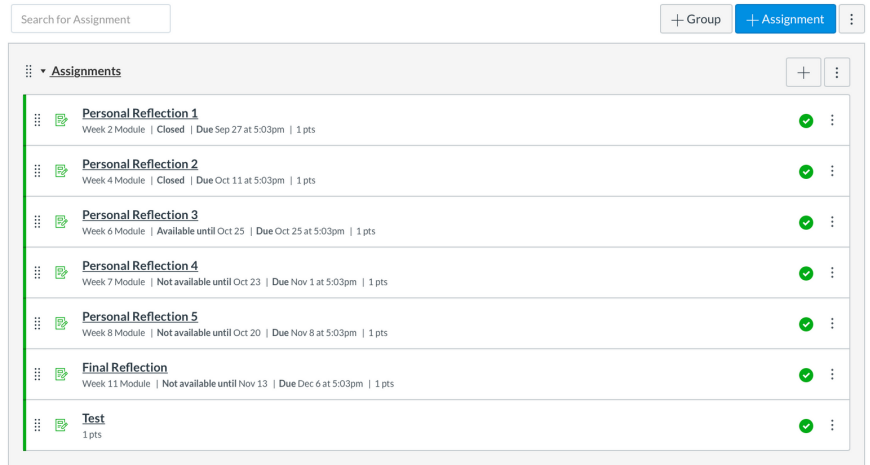
ASSIGNMENTS

DE BEST PRACTICES

Link to Video Content:

<https://ltccteachingandlearning.com/de-blocks>

One of the great joys of Canvas is that you can customize all of the content in your course. This includes your approach to Assignments.



The screenshot shows the Canvas 'Assignments' page. At the top, there is a search bar labeled 'Search for Assignment' and buttons for '+ Group' and '+ Assignment'. Below this is a list of assignments under the heading 'Assignments'. Each entry includes an icon, the assignment name, the week/module, availability status, due date and time, and the number of points. A green checkmark is visible in the right margin of each row.

Assignment Name	Week/Module	Availability	Due Date/Time	Points
Personal Reflection 1	Week 2 Module	Closed	Due Sep 27 at 5:03pm	1 pts
Personal Reflection 2	Week 4 Module	Closed	Due Oct 11 at 5:03pm	1 pts
Personal Reflection 3	Week 6 Module	Available until Oct 25	Due Oct 25 at 5:03pm	1 pts
Personal Reflection 4	Week 7 Module	Not available until Oct 23	Due Nov 1 at 5:03pm	1 pts
Personal Reflection 5	Week 8 Module	Not available until Oct 20	Due Nov 8 at 5:03pm	1 pts
Final Reflection	Week 11 Module	Not available until Nov 13	Due Dec 6 at 5:03pm	1 pts
Test				1 pts

ASSIGNMENT TYPES:

- Quizzes
- Exams
- Papers and written assignments
- Projects
- Group Work
- Discussions



Consider mixing up assignment types in your class so that you can provide opportunities for learners of differing styles to have an opportunity to succeed in your class.



Notes:



There are many types of and approaches to assignments, so be sure to select ones that work for your teaching and disciplinary style.

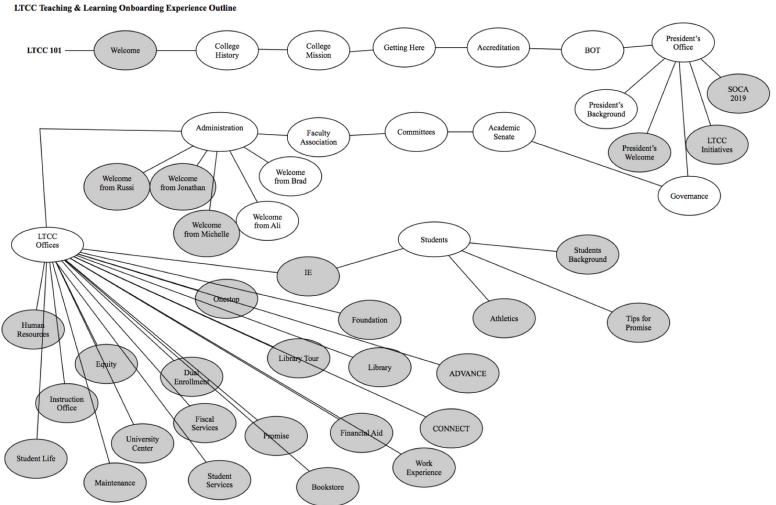
COURSE NAVIGATION

DE BEST PRACTICES

Link to Video Content:

<https://ltccteachingandlearning.com/de-blocks>

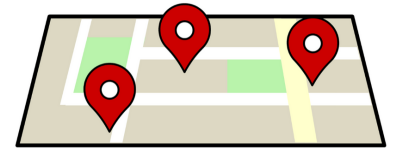
Course navigation is one of the most powerful ways to positively impact student learning. Course navigation represents the “architecture” of your class—the scaffolding that holds everything up.



Graphically organizing your class prior to building your Canvas shell is a great idea!



Be sure to include a “Getting Started” or similar page on the main Canvas page. It is important to state to your students how they should go about starting your class.



Utilize Modules as a way to establish effective course organization and navigation. If it is not clear, be sure to establish the ways in which the student should navigate the class.

Page title	Creation date	Last edit		
College Closed	Sep 9, 2019	Sep 9, 2019 by Scott Lukas	✓	⋮
Week 1 Recording	Sep 20, 2019	Oct 3, 2019 by Scott Lukas	✓	⋮
Week 1 Resources	Sep 14, 2019	Sep 14, 2019 by Scott Lukas	✓	⋮
Week 1 Work	Sep 9, 2019	Sep 9, 2019 by Scott Lukas	✓	⋮
Week 2 Recording	Sep 20, 2019	Oct 3, 2019 by Scott Lukas	✓	⋮
Week 2 Resources	Sep 14, 2019	Sep 14, 2019 by Scott Lukas	✓	⋮
Week 2 Work	Sep 9, 2019	Sep 9, 2019 by Scott Lukas	✓	⋮



We strongly advise against the “approach” in which you offer students a bunch of random pages in Canvas. In fact, you may wish to disable Pages from student view as they, unlike Modules, do not provide any meaningful sequential ordering or direction of the course content.

APPS

DE BEST PRACTICES

Link to Video Content:

<https://ltccteachingandlearning.com/de-blocks>

The Canvas LMS has a multitude of available apps. They are found by clicking on your Settings tab in Canvas and then Apps.

Apps include publisher's content, handy learning tools, and many other curated resources.



Notes:

A screenshot of the Canvas LMS 'External Apps' page. The page title is 'External Apps' with a 'View App Configurations' button. Below the title is a brief explanation of apps and a link to 'See some LTI tools that work great with Canvas.' There are two tabs: 'All' (selected) and 'Not installed'. A search bar labeled 'Filter by name' is present. The main content is a grid of 24 app logos, including Acccepti, acclaim, Accommodate HQ, Accredible, Active Learning in Sustainable Development, Adjust-All HQ, Adobe Connect, AEFIS, African-American History, ALEKS, ALEXANDER STREET (Music and Text and Video), American History, American Indian History, Amplify, Ancient & Medieval History, Andover FULCRUM, Apex Learning, ares, ArtistWorks.com FOR CANVAS, and ASSiSTments.

sample Canvas apps



Goal: investigate one app or other interactive teaching tool that you can incorporate in your next Canvas DE course.

DISCIPLINE CONTENT

DE BEST PRACTICES

Link to Video Content:

<https://ltccteachingandlearning.com/de-blocks>



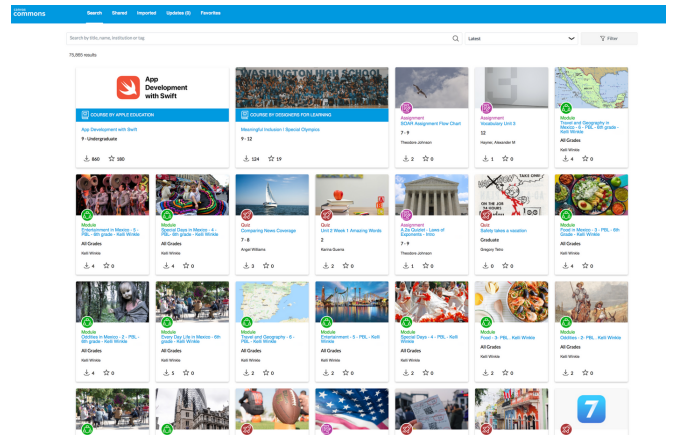
Whether you teach math, English, fire science, culinary arts, or any other subject, you likely know that the disciplinary content that you express through your expertise as a professor is some of the most valuable content that our students receive.



Reach out to your fellow discipline faculty for more help with the disciplinary content in your Canvas class.

It is important to stay up to date on your discipline content. We encourage any and all of the following in this regard:

- Reading professional publications
- Professional development
- Conference attendance
- Conference presentations
- Experiments, field studies
- Professional networking
- Conversations with faculty in your area/department



The Canvas Commons is a great place to locate discipline resources that are ready to import into your Canvas shell.



Use Canvas and available apps and other resources to provide your students the highest quality of disciplinary content in your Canvas DE class at LTCC



Notes:

ACADEMIC RIGOR

DE BEST PRACTICES

Link to Video Content:

<https://ltccteachingandlearning.com/de-blocks>

If you talk to many students, they would tell you that DE classes are by no means easy. Other students might say the opposite and perhaps state that DE classes are easy in that they lack academic rigor.

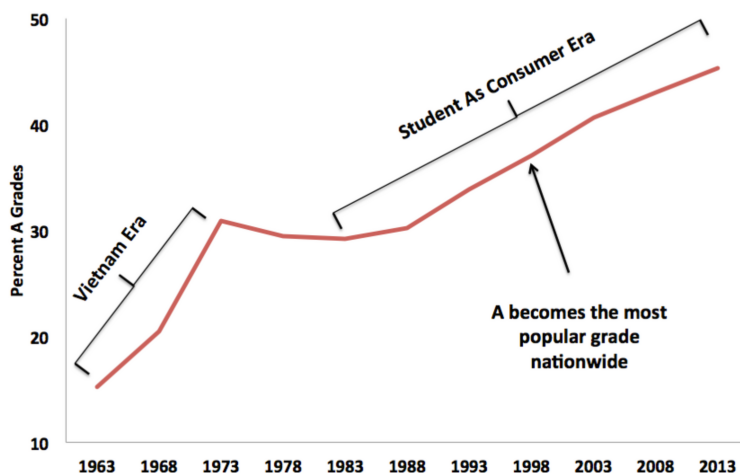


Your class needs to maintain high-quality academic standards.

As we are emphasizing in other segments of the training:

- Your course should have clear standards for grading and other requirements.
- Your course should not be a self-paced or correspondence course.
- Your course should reflect academic standards such that students must progress through the class in order to receive passing grades.
- Work in the class, such as reading, may not be optional for students.

50 Years of the Rise of the A Grade



Grade inflation is a concern of many DE instructors.



If on paper your class seems too easy, it probably is. Work on revision.



Notes:

INSTRUCTOR PRESENCE

DE BEST PRACTICES

Link to Video Content:

<https://ltccteachingandlearning.com/de-blocks>

Instructor presence refers to the ways in which your teaching and other educational skills are experienced and felt by your students. Instructor presence may be one of the most overlooked aspects of quality Distance Education. In fact, you may have heard stories of students taking classes in which the instructor is never heard from.

At LTCC, we are committed to the highest possible standards of distance education. We will accept nothing less than the best. If you are evaluated, we will look carefully at whether or not you demonstrate our required levels of instructor presence. If your course lacks this important component of distance education, you may be asked to revise your class. You may not be asked back to work in a future quarter if you do not fix these concerns with instructor presence in your class. If we do not hold these standards, it our students who suffer from a lack of instructor presence.

§55200. Definition and Application. This section defines DE courses to include asynchronous modes of delivery and unwaveringly asserts that "instruction provided as distance education is subject to the requirements of the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d)."

§55202. Course Quality Standards. The updated language now reads "The same standards of course quality shall be applied to any portion of a class conducted through distance education as are applied to in-person classes ..."

This section of the regulation, which still asserts that "Determinations and Judgements about the quality" of DE courses "shall be made with the full involvement of faculty" has been modified in two significant ways: It is now specific to "classes" as opposed to courses, and it now compares DE courses with "in-person classes" as opposed to "traditional classroom courses." The second of these changes is reflective of the fact that for many students, distance education may be just as traditional as in-person classes. Importantly, the first change accentuates that course quality applies to all classes; the specificity of this regulatory change emphasizes that educational quality must be ensured at the section level.

§55204. Instructor Contact. While this section had already established that DE courses include regular and effective contact, the regulation now broadens the requirement to encompass not only professor-to-student contact but also student-to-student contact. For colleges that have locally adopted the CVC-OEI Course Design Rubric or who are CVC-OEI Consortium colleges, that student-to-student contact is also a requirement of the rubric. The update clarifies that the contact can be synchronous or asynchronous but excludes correspondence as a means of maintaining regular and effective contact. The striking of "correspondence" from the previous language brings the requirements for regular and effective contact into alignment with §600.2 of the Code of Federal Regulations, which distinguishes between distance education and correspondence courses on the basis of regular and substantive interaction. The state and federal regulations require that faculty are actively participating meaningfully with DE students and creating learning environments where they engage meaningfully with one another.

§55206. Separate Course Approval. The most significant revisions are contained in this section, which now requires a separately reviewed addendum to the course outline of record for any existing or new DE courses, including hybrid courses. The addendum must "address how course outcomes will be achieved in a distance education mode" and specify how the course maintains regular and effective contact and adheres to the Americans with Disabilities Act and section 508 of the Rehabilitation Act. Many colleges already have a separate course review and approval process, but those that do not should take steps through their academic senates, curriculum committees, and DE committees to develop a procedure that adheres to this requirement. Colleges that do have such a process should review it to ensure that the updated requirements regarding regular and effective contact found in §55204 are reflected and that the process adequately addresses the other requirements of this section. The ASCCC paper Ensuring an Effective Online Program: A Faculty Perspective^[2] includes an appendix that directs to five California community colleges' DE course evaluation forms or addenda.

§55208. Faculty Selection and Workload. The update adds a new clause requiring instructor preparation: "Instructors of distance education shall be prepared to teach in a distance education delivery method consistent with local district policies and negotiated agreements." Local academic senates should share this updated language with union colleagues.

Title 5 Education Code mandates instructor presence in all DE courses. It is not optional, it is the law!



Notes:



One of the best ways to establish instructor presence is to create videos that feature your own personal content that you record.

NON-CORRESPONDENCE

DE BEST PRACTICES

Link to Video Content:

<https://ltccteachingandlearning.com/de-blocks>

A DE Canvas class is **NOT** a correspondence course.

A correspondence course is a self-paced class in which an instructor and student exchange work, in the past, through the mail.

If you have any questions about the differences between a correspondence class and a DE class, please reach out to us and ask.



Notes:



A cute bird, but not a metaphor for effective DE instruction!



DE education at LTCC needs to reflect the same standards of academic rigor, instructor presence, and student-student interaction that we note in a face-to-face course.

STUDENT-STUDENT CONTACT

DE BEST PRACTICES

Link to Video Content:

<https://ltccteachingandlearning.com/de-blocks>



As you can see in Education Code, student-student interaction is a required element of all distance education in the California Community Colleges.

§55204. Instructor Contact. While this section had already established that DE courses include regular and effective contact, the regulation now broadens the requirement to encompass not only professor-to-student contact but also student-to-student contact. For colleges that have locally adopted the CVC-OEI Course Design Rubric or who are CVC-OEI Consortium colleges, that student-to-student contact is also a requirement of the rubric. The update clarifies that the contact can be synchronous or asynchronous but excludes correspondence as a means of maintaining regular and effective contact. The striking of "correspondence" from the previous language brings the requirements for regular and effective contact into alignment with §600.2 of the Code of Federal Regulations, which distinguishes between distance education and correspondence courses on the basis of regular and substantive interaction. The state and federal regulations require that faculty are actively participating meaningfully with DE students and creating learning environments where they engage meaningfully with one another.

Student-to student contact in your DE class is the law!

As you create or revise your Canvas class, be sure to consider the best ways to achieve student-student interaction. One of the best ways to stress such interaction is the Canvas Discussion.



Notes:

[Week 11 Discussion](#)
Last post at Mar 21 at 4:59pm

[Week 10 Discussion](#)
Last post at Mar 15 at 9:27pm

[Week 9 Discussion](#)
Last post at Mar 7 at 3:52pm

[Week 8 Discussion](#)
Last post at Feb 28 at 4:43pm

[Week 7 Discussion](#)
Last post at Feb 22 at 10:31am

[Week 6 Discussion](#)
Last post at Feb 14 at 4:49pm

[Week 5 Discussion](#)
Last post at Feb 10 at 2:42pm

PLAGIARISM

DE BEST PRACTICES

Link to Video Content:

<https://ltccteachingandlearning.com/de-blocks>

Plagiarism refers to the lifting of information from non-original sources and using that work as one's own in a DE course. It is nothing short of an epidemic in DE education.

The screenshot shows a plagiarism checker interface. At the top, it displays "Light Check" and "Sources: 1 Pages: 1 Words: 165". Below this, a red bar indicates "88.28% of Similarity". The main area shows a document with text about semantics. A sidebar on the right shows a list of sources with a similarity score of 6.67 / 93.33. The sources listed are:

Similarity Score	Source
93.33%	1. https://www.dictionary.com/terms/semantics
36.97%	2. https://www.oxford.com/semantics
10.51%	3. https://www.oxford.com/semantics
10.51%	4. https://www.oxford.com/semantics
10.51%	5. https://www.oxford.com/semantics



Look out for plagiarism in the Class Discussions in Canvas.



STUDENT CONDUCT STANDARDS AND POLICIES

ACADEMIC DISHONESTY AND PLAGIARISM POLICY

Academic dishonesty and plagiarism are major concerns in higher education. Lake Tahoe Community College is committed to promoting honesty, integrity, and originality in all aspects of the classroom.

Lake Tahoe Community College defines academic dishonesty as:

1. Cheating on examinations, quizzes, or other forms of classroom assessment. Cheating includes copying off of another student's work in class or verbally getting answers or assistance from another student in class.
2. Having another person complete work for a class and submitting that as one's own.
3. Using data storage or transmission devices, including cell phones, audio devices (iPods), cell phones, PDAs, or cheat sheets to cheat or to complete work in the class.
4. Any other act that constitutes cheating or dishonesty in the classroom.

Lake Tahoe Community College defines plagiarism as:

1. Using another's language, work, ideas, or other original material

LTCC's Academic Dishonesty and Plagiarism Policy must be listed in every DE course that you teach.

Use the LTCC plagiarism program for all assignments if possible. As well, be sure to include:

- Links to LTCC's Policy
- Details about your specific course policy on plagiarism



My Action Plan for Addressing Plagiarism:

STUDENT BEHAVIOR

DE BEST PRACTICES

Link to Video Content:

<https://ltccteachingandlearning.com/de-blocks>

If left unchecked, inappropriate, aggressive, or unprofessional student behavior can turn a DE class into a circus.

STUDENT BEHAVIOR:

- Related to a class conversation.
- Related to a grade.
- Related to an interpersonal conflict between students.
- Related to immaturity/behavior.



Notes:



Be sure to check out the video, "Class Controversy" for an overview of student behavior issues in a DE course.



TIPS

- Try to deal with such scenarios with sober language, de-escalation, etc.
- Clarify your behavioral expectations.
- Emphasize that you are the authority figure in the class.
- Include a clear and comprehensive statement about Student Behavior in every DE class that you teach for us.



Be sure to reference the LTCC Student Code of Conduct in your DE course.

Removal from Class (Education Code Section 76032): Any instructor may order a student removed from his/her class for the day of the removal and the next class meeting. The instructor shall immediately report the removal to the Chief Student Services Officer (CSSO) or designee and the appropriate dean. The appropriate dean shall arrange for a conference between the student and the instructor regarding the removal. If the instructor or the student requests, the appropriate dean shall attend the

LTCC RESOURCES

DE BEST PRACTICES

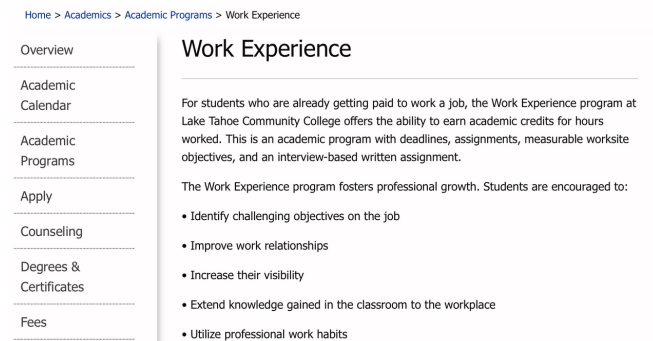
Link to Video Content:

<https://ltccteachingandlearning.com/de-blocks>

Connecting students with LTCC's many resources (wrap-around services) may increase their success at Lake Tahoe Community College.



You can also use the LTCC.edu Website to connect students with important resources or staff on our campus. For example, Work Experience.



Resources to Include in My Class:



The "LTCC 101" tab on the Teaching and Learning site, (www.ltccteachingandlearning.com) is a great place to go to learn about LTCC resources

LIBRARY/INFORMATION LITERACY

DE BEST PRACTICES

Link to Video Content:

<https://ltcc-teachingandlearning.com/de-blocks>

Sharing LTCC Library resources and Information Literacy with your students is a great step in terms of increasing their success in your LTCC DE Canvas course.

TIPS:



Consider incorporating one research project that takes advantage of the LTCC Library's available information and research resources.

Incorporate at least one resource in your class related to Information Literacy/Competency.

Please reach out to all of us and our Director of Library and Learning Services for more help.



Be sure to check out the videos related to the LTCC Library on the Teaching and Learning website.



Notes:

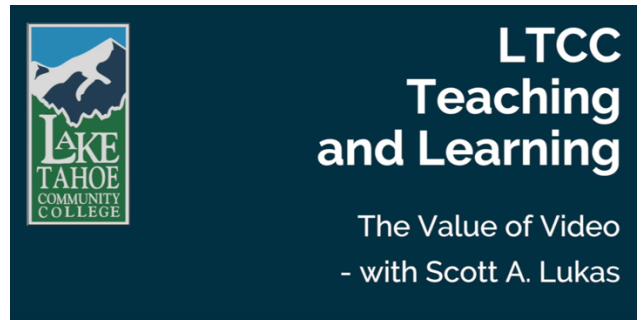
MULTI-MEDIA

DE BEST PRACTICES

Link to Video Content:

<https://ltccteachingandlearning.com/de-blocks>

Multi-media, such as video, apps, or other moving/active/immersive sources can make a Canvas class much more meaningful for a student. A goal of using multi-media, such as video, apps, or other moving, active, or immersive sources is to create a more immersive online environment for our students.



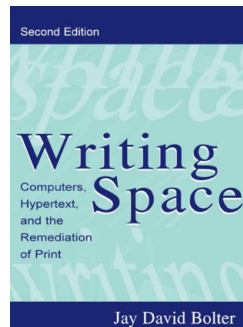
Be sure to check out the video, "The Value of Video" for an overview of incorporating video in a DE course.



GOALS:

- Create three videos for your next DE Canvas course. One of these might be an Instructor Introduction video.
- Investigate one app or other interactive teaching tool that you can incorporate in your next Canvas DE course.

Using video, multi-media, and apps can be a great way to create "immersion" in a DE course. Consider additional resources and readings related to immersion.



My DE Multi-Media Goals:

CANVAS APP

DE BEST PRACTICES

Link to Video Content:

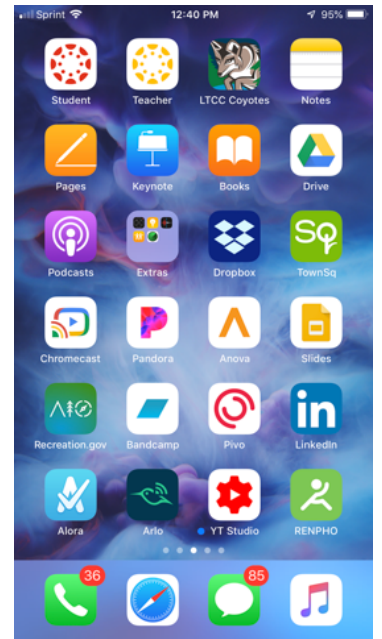
<https://ltccteachingandlearning.com/de-blocks>

The Canvas app is one of the most effective tools for course learning for our students and, even, course grading for our instructors.

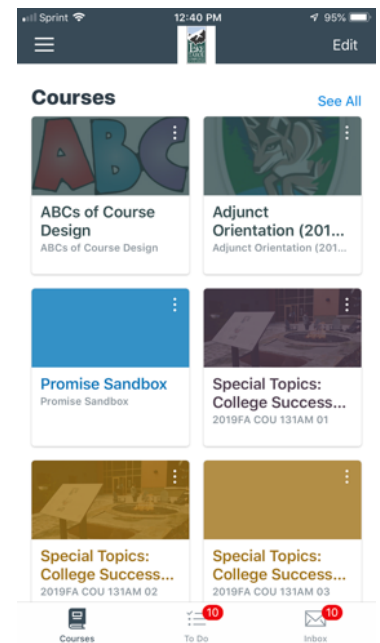
Use the Canvas app for your own grading. The app is not full-fledged in terms of the Web-based version as far as features, but it certainly is very handy!



Notes:



The Canvas App is available on Mac and Google/Android platforms. Download it today!



TRANSITIONS

DE BEST PRACTICES

Link to Video Content:

<https://ltcc Teaching and Learning.com/de-blocks>

This Block focuses on making the transition to being an LTCC DE instructor in the Canvas LMS. In all of these scenarios, you may need to:

- Complete our onboarding processes
- Complete our Canvas training
- Meet with your department chair, dean, or other faculty in the department



Some Challenges that I May Face in Transitioning to DE Instruction:

F2F → DE

ISP → DE

DE → DE

There are 3 possible transitions:
F2F to DE, ISP to DE, and DE to DE.



LTCC
Teaching and Learning

Scott A. Lukas
Faculty Chair of Teaching and Learning

Transitioning to DE Instruction

So, please just ask us...Good luck and check out our other videos and training resources. Especially, "Transitions" under Basics in the TLOE.

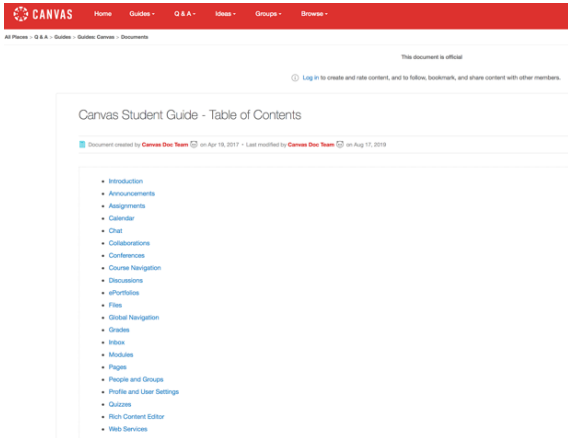
HELP

DE BEST PRACTICES

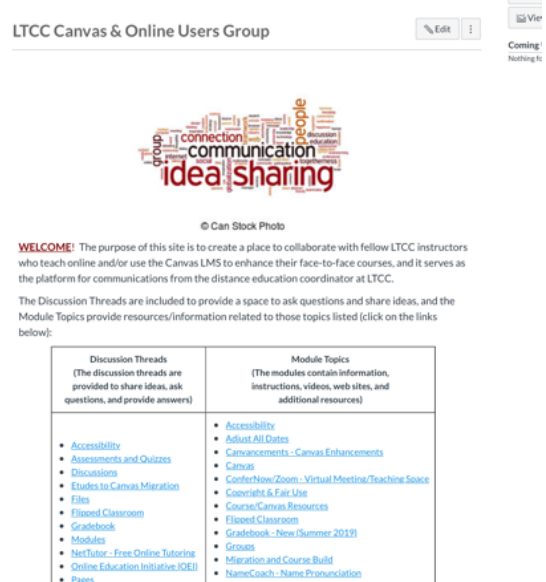
Link to Video Content:

<https://ltccteachingandlearning.com/de-blocks>

Throughout your journey at LTCC as a Canvas DE instructor, we want you to know that you are not alone. You will encounter problems in your journey, but don't get frustrated. Use the many online resources we have for you. Here are some possible resources for help that you may use.



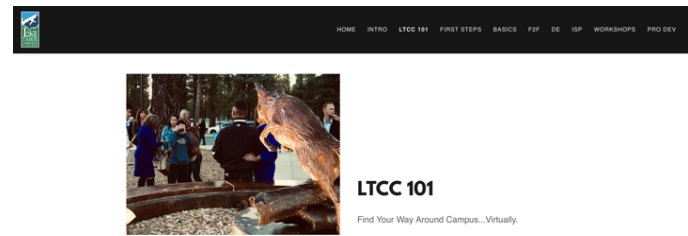
Canvas Student Help Guide



LTCC Canvas Users Group



LTCC.edu Website



LTCC 101
(www.ltccteachingandlearning.com)



LTCC T&L Experience
(www.ltccteachingandlearning.com)

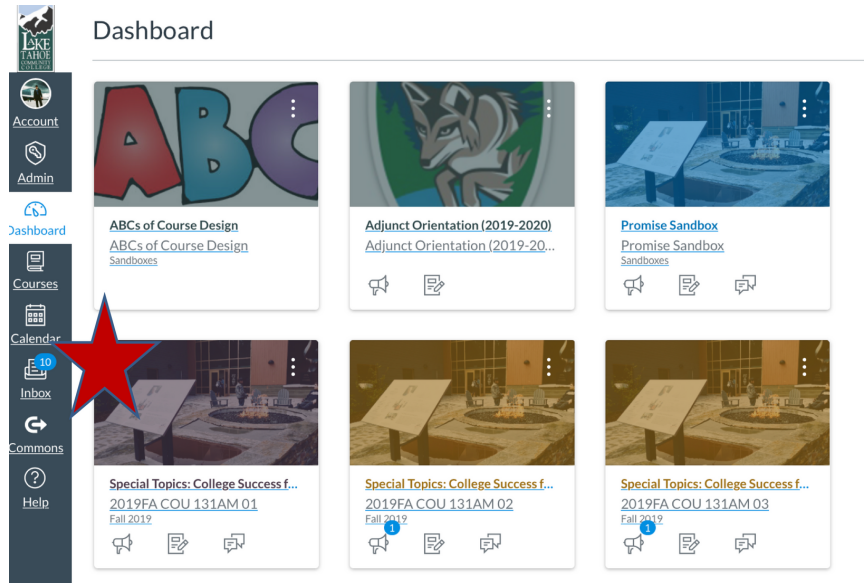
INBOX

DE BEST PRACTICES

Link to Video Content:

<https://ltccteachingandlearning.com/de-blocks>

The Canvas LMS has an effective tool for you to use to communicate with your students. It is known as Inbox. The greatest advantage of using the Canvas inbox is that it avoids the issues of e-mail. You get instant notification of a message and you don't have to deal with the clutter and spam of traditional e-mail communication. Also, many of our students don't use e-mail.



Use the Canvas inbox as a means of connecting with your DE students and as a means of assisting with student success in your classes.



Notes:

CAREERS

DE BEST PRACTICES

Link to Video Content:

<https://ltccteachingandlearning.com/de-blocks>

As LTCC moves to a Guided Pathways framework, there is an increasing focus on career information for our students. Depending on the discipline in which you teach, your students may have more or less expectation of entering a career field after completing your course or a degree/certificate pathway after your course.



My Ideas for Career Resources in My DE Course:

<https://www.bls.gov/ooh/>

<https://tahoecareerconnect.org>



As you develop or adapt your Canvas class for the next term of teaching, consider developing at least one career resource for your students in your Canvas class.

SLOS

DE BEST PRACTICES

Link to Video Content:

<https://ltccteachingandlearning.com/de-blocks>

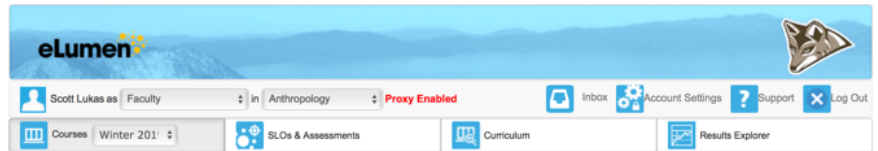
Student Learning Outcomes are a method of measuring student success in our courses. SLOs should be included in your Canvas course, likely on the Syllabus.

As you teach your Canvas class, review SLO performance and make adjustments to your assignments, pedagogical approaches, course content, and the like.



Remember: SLOs do not always correlate with grades.

You will be trained to learn the eLumen system if you are unfamiliar with it.



Activity Name	Activity Description	Scorecards	Import Scores
<input type="checkbox"/> ANT 110	ANT 110		

The eLumen system for entering SLO data.

Anthropology / 01 Actions ▾

	Complete Understanding	Strong Understanding	Moderate Understanding	Little to No Understanding	
	4	3	2	1	N/A
SLO:	Performance Ds:				
Apply the major theoretical and methodological approaches of applied anthropology.	Student exceeded the minimum expectation on the outcome or criteria.	Student met the minimum expectation on the outcome or criteria, and is developing beyond this level.	Student met the minimum expectation on the outcome or criteria.	Student does not meet the minimum expectation on the outcome or criteria, but is developing proficiency.	<input type="checkbox"/>
Apply the foundations of applied perspectives (praxis) and differentiate these from theoretical approaches in anthropology.	Student exceeded the minimum expectation on the outcome or criteria.	Student met the minimum expectation on the outcome or criteria, and is developing beyond this level.	Student met the minimum expectation on the outcome or criteria.	Student does not meet the minimum expectation on the outcome or criteria, but is developing proficiency.	<input type="checkbox"/>
Complete selected applied anthropological projects.	Student exceeded the minimum expectation on the outcome or criteria.	Student met the minimum expectation on the outcome or criteria, and is developing beyond this level.	Student met the minimum expectation on the outcome or criteria.	Student does not meet the minimum expectation on the outcome or criteria, but is developing proficiency.	<input type="checkbox"/>
Analyze the political, legislative, economic, and organizational issues that impact the development of applied anthropological projects in the field.	Student exceeded the minimum expectation on the outcome or criteria.	Student met the minimum expectation on the outcome or criteria, and is developing beyond this level.	Student met the minimum expectation on the outcome or criteria.	Student does not meet the minimum expectation on the outcome or criteria, but is developing proficiency.	<input type="checkbox"/>
Differentiate between the main forms and applications of applied anthropology, including public anthropology.	Student exceeded the minimum expectation on the outcome or criteria.	Student met the minimum expectation on the outcome or criteria, and is developing beyond this level.	Student met the minimum expectation on the outcome or criteria.	Student does not meet the minimum expectation on the outcome or criteria, but is developing proficiency.	<input type="checkbox"/>

A sample SLO report within eLumen.



Notes:

CANVAS

DE BEST PRACTICES

Link to Video Content:

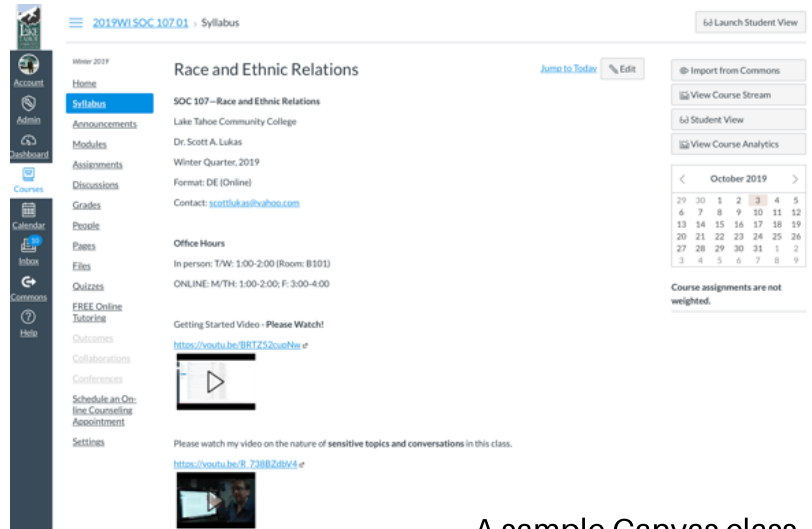
<https://ltccteachingandlearning.com/de-blocks>

The class that you are teaching for LTCC is offered through an LMS (Learning Management System) known as Canvas

If you chat with other faculty, they might agree that Canvas is:

- Easy
- Complete
- Customizable/Adaptable
- App-compatible
- Community-focused

Get trained on Canvas, complete our onboarding processes, participate in our trainings, and get started teaching DE for LTCC!



A sample Canvas class.



The Previous LMS, known as Etudes.

Current Grades (Here are your current course grades). Please e-mail me with any questions.

INTID: X

Assignment	Points Possible	Points Earned	Comments
Have E-Mail?	Yes/No	-	-
Listserv Registered?	Yes/No	-	-
Signed Agreement?	Yes/No	-	-
Biography Submission	5	-	-
Listserv Discussions	20	-	-
Listserv Paper 1	10	-	-
Listserv Paper 2	10	-	-
Webquest	25	-	-
Final Examination	30	-	-
TOTAL	100	-	-
Class Photo (Bonus)	3	-	-
Final Grade		-	-

The old days of custom-written html.

META MAJORS

DE BEST PRACTICES

Link to Video Content:

<https://ltccteachingandlearning.com/de-blocks>



In 2018, LTCC launched the development of SEM (Strategic Enrollment Management) and Guided Pathways. Part of the initiative was to create meta majors, which are meaningful groupings of majors (degrees and certificates) and which often connect to student success, career linkages, and the like.

Please watch the additional videos and read the resources related to meta majors. We will be rolling out more efforts that may impact your Canvas class in the future, so be on the lookout!



My ideas for meta majors :

LTCC's unique and innovative meta majors.

Discover Your Program With LTCC's Guided Pathways

Find your perfect fit, get on your pathway, graduate on time, and get to work! Introducing Guided Pathways at LTCC, a program that will help you explore your passions, get on the right academic path, network with others who share your interests, and graduate ready to launch your career.

First things first: it's perfectly okay if you aren't sure what major is right for you – Guided Pathways can help! Start by using the Guided Pathways Meta Majors icons and brief descriptions below to identify where your strengths and areas of interests fit. Once you know which meta major is for you, meet with an LTCC counselor to further explore the options and select the right major, program, and classes for you!



Arts, Languages, and Humanities

Create • Communicate • Connect

Discover the full human experience through oral communication, writing, and creative expression. Fine-tune your problem-solving and critical-thinking skills while nourishing your artistic side. Explore careers in education, performing and studio arts, journalism, or language and communications.



Business, Hospitality, and Leadership

Build • Lead • Invest

Learn customer relations and partnership building while developing your business management knowledge. Master the expertise needed to grow your own business, or the high-demand skills employers need. Career paths include accounting, event planning, hotel or restaurant management, culinary arts, or wilderness and outdoor education.



Health and Public Safety

Serve • Care • Protect

Support physical and mental health to help people and communities thrive. Learn how to work effectively in a team that saves lives during emergency situations. Get employed in counseling, emergency medicine, law enforcement, medical administration, or firefighting.



Society, Culture, and Education

Learn • Share • Enlighten

Explore human relationships, communities, and global connections while sharing your knowledge with others. Spark discussions about the inner workings of society and culture, and help create positive change. Open doors to jobs in counseling, education, social work, community development, cultural research, and human resources.



Science, Technology, and Environment

Explore • Discover • Analyze

Understand the physical world by using the scientific methods of observation, experimentation, and analysis. Deepen your knowledge of the natural world, and gain hands-on experience with advanced scientific tools. Ideal for careers in computer science, environmental engineering, medicine, or GIS mapping.

LTCC
Teaching
and Learning

SEM, Guided Pathways, and Promise
- with Scott A. Lukas

Have a look at this complete video overview of Guided Pathways and meta majors.

STUDENT SUCCESS

DE BEST PRACTICES

Link to Video Content:

<https://ltccteachingandlearning.com/de-blocks>

Just as we do in a F2F class, our work in a DE class should include a focus on student success. Student success refers to all the ways in which our students achieve their educational and life goals. We often speak of persistence and retention as part and parcel of student success. In short, this means that a student who takes classes in one term at LTCC comes back the next term to take more classes. College dropout rates are staggering. As a result, in 2019, LTCC created a Promise program that focuses on improving student success.

Your students' personal success goals will vary, but many would like:

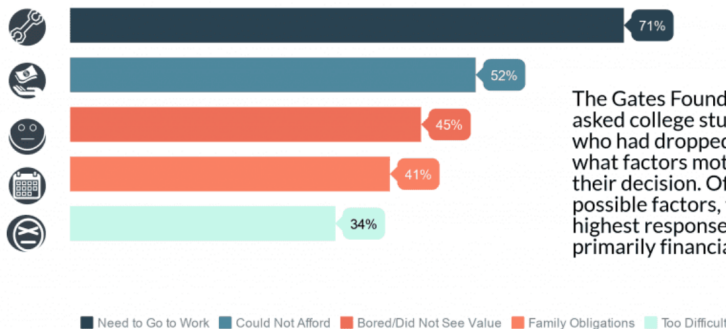


- a degree
- a certificate
- job skills
- personal enrichment



If you notice after reviewing grades that a student is struggling, reach out to her/him and inquire about how you can help. DE courses can sometimes be "quiet" in terms of our students reaching out to us, so sometimes we have to initiate that contact. If you don't hold DE office hours, consider ways of increasing instructor-student contact. Every teaching touchpoint that a student experiences (including Student Services) represents one less opportunity to drop out of school.

Why Students Drop Out



The Gates Foundation asked college students who had dropped out what factors motivated their decision. Of all the possible factors, the highest responses were primarily financial.



Are you surprised in terms of these reasons as to why students drop out?

DISCUSSIONS

DE BEST PRACTICES

Link to Video Content:

<https://ltccteachingandlearning.com/de-blocks>

Discussions are a true core of your Canvas DE course at LTCC. All courses need to have discussions of some form.

Remember that you need to be an active part of all class discussions. Discussions between students only are not effective. Effective DE classes require a facilitator (you, the discipline expert). Remember that Discussions are a core foundation in terms of providing effective Student-Student contact as well as Instructor Presence.



Notes:



[Week 11 Discussion](#)
Last post at Mar 21 at 4:59pm

[Week 10 Discussion](#)
Last post at Mar 15 at 9:27pm

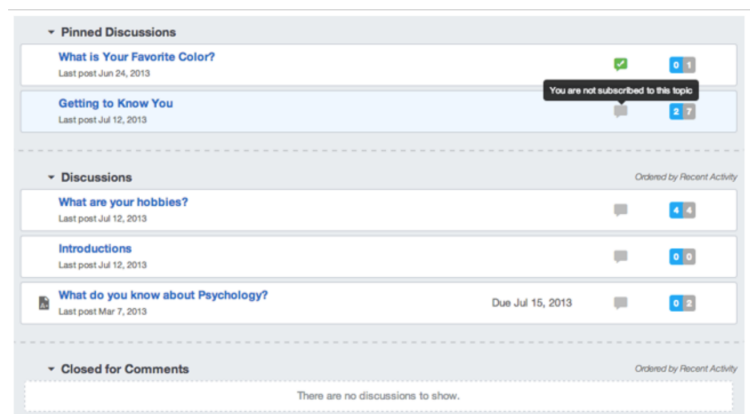
[Week 9 Discussion](#)
Last post at Mar 7 at 3:52pm

[Week 8 Discussion](#)
Last post at Feb 28 at 4:43pm

[Week 7 Discussion](#)
Last post at Feb 22 at 10:31am

[Week 6 Discussion](#)
Last post at Feb 14 at 4:49pm

[Week 5 Discussion](#)
Last post at Feb 10 at 2:42pm



Discussions within Canvas are very easy to create. Please remember to include a discussion in each DE course that you teach for us.

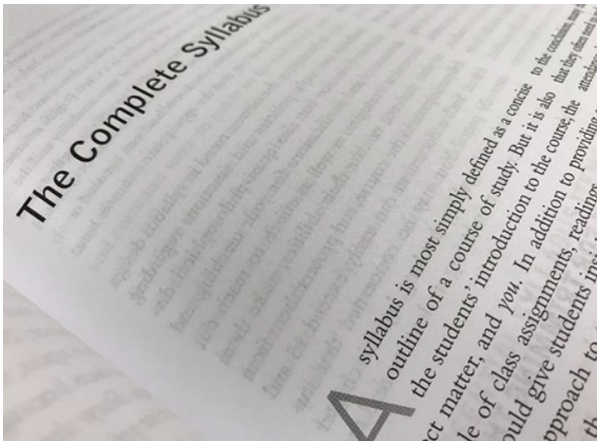
SYLLABUS

DE BEST PRACTICES

Link to Video Content:

<https://ltccteachingandlearning.com/de-blocks>

The syllabus is the foundation of your class. It is the boilerplate that establishes everything that students will encounter. It is the document that provides all of the rules and conditions of the student experience in the class.



Foundations

Contact	DRC	Expectations	Behavior
SLOs	Policy	Description	Grading
Resources	Requirements	Schedule	Texts



It is important to have a watertight syllabus. This is significant, especially in cases of grade disputes.



My Ideas for a Complete Syllabus:

GRADING

DE BEST PRACTICES

Link to Video Content:

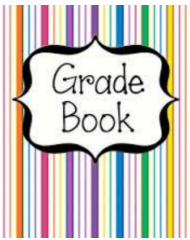
<https://ltccteachingandlearning.com/de-blocks>

Grades are the way in which we assess work in a class.

They appear on transcripts and can impact student financial aid, scholarships, admissions, etc.

Methods for Tracking Grades:

- Passport
- Canvas
- Traditional
- Personal spreadsheet



Notes:

Letter Grade	Grade Point	Percentage
A	4.0	94 - 100%
A-	3.7	90 - 93%
B+	3.3	87 - 89%
B	3.0	83 - 86%
B-	2.7	80 - 83%
C+	2.3	77 - 79%
C	2.0	73 - 76%
C-	1.7	70 - 72%
D+	1.3	67 - 79%
D	1.0	60 - 66%
F	0.0	0 - 59%

Grades are typically a/n A, B, C, D, F.



Gradebook Tips

- It is extremely important that grades be turned in by their due date.
- Grades can be a source of extreme student emotion.
- Avoid time spent on students and grades as in "I need an A to..."
- Have a watertight syllabus in the case of a grade dispute.

STUDENTS

DE BEST PRACTICES

Link to Video Content:

<https://ltccteachingandlearning.com/de-blocks>



Knowing more about our students is a vital part of creating and running a successful class. Community college students generally, and LTCC students more specifically, offer both challenges and opportunities for our faculty.

Issues and Concerns:

Socio-economic Challenges

Life Challenges

Demographics

Incredible Diversity

Academic Preparation

Promise Program

The Lake Tahoe College Promise program, launched in 2019, provides opportunities for students that did not exist in the past. If successful, the program could be rolled out as strategy for all LTCC students.



My Ideas for focusing on LTCC student needs:

STRESS

DE BEST PRACTICES

Link to Video Content:

<https://lcccteachingandlearning.com/de-blocks>



Stress, or intense emotional feelings that accompany times and contexts of great demand, can impact the best instructor and student alike. We should begin our conversations about DE instruction with a realization that assumptions about the ease of DE instruction may result in unfounded ideas that stress is not a part of the DE teaching and instruction environment.



My Ideas for focusing on stress:



Stress Tips

- Don't "binge" on Canvas (grading/assignment completion)
- Try to space out the work in a DE class
- Deal with contexts of inappropriate behavior in a DE class immediately
- Don't get frustrated by the technology
- As with all areas of life and work-life balance, take a break!

COMMUNICATION

DE BEST PRACTICES

Link to Video Content:

<https://ltccteachingandlearning.com/de-blocks>



Canvas offers instructors a variety of means of connecting with students. We should use the variety of communication tools within Canvas to encourage students' participation in our classes and to provide positive, and necessary, forms of instructor presence in the class.



Forms of Communication:

- Text
- Audio
- Video
- Hybrid

Accessibility Considerations

Message students, send an announcement, or create a survey that provides students an opportunity to receive the appropriate or preferred method of communication that connects with any disabilities that they may identify.



Communication Tips

- Use the methods of communication in your Canvas class that suit your content, style, and approaches the best.
- Do consider at least using more than one method of communication in your class.

FLOW

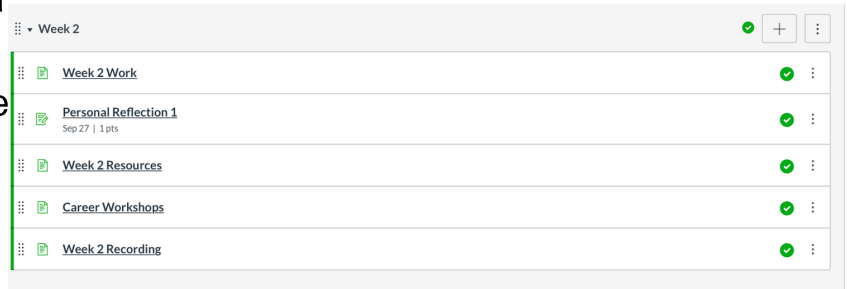
DE BEST PRACTICES

Link to Video Content:

<https://ltccteachingandlearning.com/de-blocks>



Course flow refers to the ways in which a student navigates from one chunk of Canvas content (whether a content page, video, discussion, quiz, assignment, announcement, or other source) to another.



Effective course flow is essential for a comprehensive and easy-to-use Canvas class for our students.

The issue of Flow is closely related to Navigation, Modules, and many other DE Blocks.



Tips for Effective Flow:

- Think about the order of things (content) in your class as you would in a F2F class
- Consider a pre-class organization template or chart to better organize the class. In addition to the content areas (“bubbles”), consider the movement between the items in the class and perhaps diagram them during your course design phases.
- Consider using Modules to their full effective potential in terms of creating effective class flow. Prerequisites or Requirements can assist greatly in this regard.



My Ideas for effective course flow:

THE FRONT PAGE

DE BEST PRACTICES

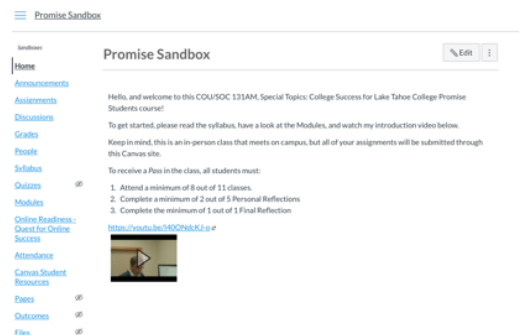
Link to Video Content:

<https://ltccteachingandlearning.com/de-blocks>



The Front Page is where students “land” when they first log in to Canvas.

Goal: To improve student ability to effectively and efficiently navigate your course from Day 1 of the class.



- **Front Page Tips:**
- From the home or front page, please indicate clearly how to begin the class.
- As well, provide the “road map” (such as Modules) that details what the students should do next and throughout the class.



My Ideas for an effective front page:

CANVAS ANALYTICS

DE BEST PRACTICES

Link to Video Content:

<https://ltccteachingandlearning.com/de-blocks>



Canvas Analytics are an effective way to gain more information about your students' interaction, work, and efforts in your class.

Canvas recently updated the analytics, called New Analytics, tool, so it's good to be sure that you are set up with the new tool. Go to "Settings" and click on Analytics to make sure it is set up in your Canvas class.

Idea: Using Analytics to change up design or navigation of a class. For example, you discovered through Canvas analytics that certain pages/modules are not being viewed by a majority of students. Following the viewing of the course analytics related to this particular item, you adjust the design issues within your Canvas shell.

"Message Students Who"

Viewed

Didn't View

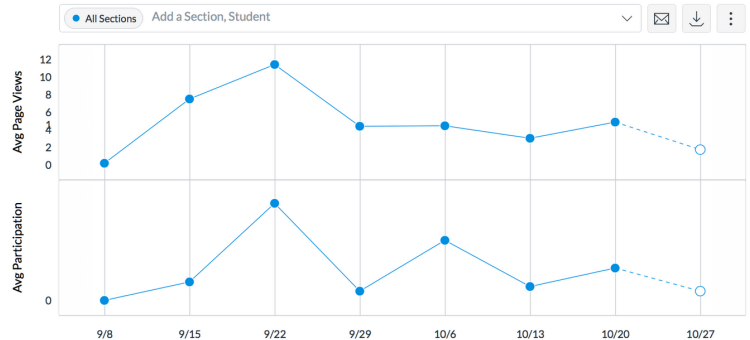
Participate

Didn't Participate

Weekly Online Activity

As of Oct 30, 12:39 PM PDT

78.06% Average Grade



REQUIREMENTS

DE BEST PRACTICES

Link to Video Content:

<https://ltccteachingandlearning.com/de-blocks>



Requirements and prerequisites are an approach in Canvas that allows you to be sure that students interact with your content in a particular order, time, or following an accomplishment in a previous module item.

To get started with requirements in your class, go to the Modules tab in your class.

Consider using requirements and prerequisites as a means of increasing student interaction with your course content.

Timing: balance of wanting to structure temporal elements of a class to benefit the learning and the grading/assessment with the desire of high-achievers wanting to look at or work with content ahead of the rest of the class.

Edit Module Settings

x

Week 1

Lock until

Prerequisites

[+ Add prerequisite](#)

Requirements

Students must complete all of these requirements

Students must move through requirements in sequential order

Student must complete one of these requirements

Week 1 Work

view the item

x

[+ Add requirement](#)

Remember: just be restrictive enough

CANVAS GRADEBOOK

DE BEST PRACTICES

Link to Video Content:

<https://ltccteachingandlearning.com/de-blocks>

The Canvas Gradebook was recently updated. Its new features are really easy to use and offer instructors excellent opportunities to both speed up grading and increase the quality of interactions with students in a given class.

“Message Students Who”

The “Message Students Who” feature is an effective tool in Gradebook that allows you to customize your messages to specific students in the class. For example, you might want to send a message to students who did not receive a specific threshold on a given assignment.

“Notes”

The Notes feature in the new Gradebook allows you to annotate by student in the Gradebook. These notes are not viewable by students and are provided only for the instructor.

Audio/Video Comments

As you know, you can provide text feedback in the Comments section of Gradebook for each student’s work. You may also consider using audio or video comments in the same Comments area of the Gradebook.

0	-	-	-	-	100%	50%	90%
0	📧	-	-	-	71%	50%	66.8%
0	-	-	-	-	86%	50%	78.8%
0	-	-	-	-	86%	50%	78.8%
0	-	-	-	-	0%	0%	0%
0	-	-	-	-	0%	0%	0%
1	📧	-	-	-	71%	50%	66.8%
0	📧	-	-	-	100%	50%	90%
1	📧	-	-	-	71%	50%	66.8%
0	-	-	-	-	0%	0%	0%
0	📧	-	-	-	71%	0%	56.8%
0	-	📧	-	-	57%	50%	55.6%
0	-	📧	-	-	71%	0%	56.8%
1	-	-	-	-	100%	100%	100%
0	📧	-	-	-	71%	50%	66.8%
1	-	-	-	-	86%	100%	88.8%
0	📧	-	-	-	71%	0%	63.11%
0	-	-	-	-	86%	0%	68.8%
1	-	-	-	-	100%	100%	100%
1	📧	📧	-	-	100%	100%	100%
1	-	-	-	-	86%	100%	88.8%
1	-	-	-	-	100%	100%	100%
0	-	-	-	-	86%	0%	68.8%
1	📧	-	-	-	71%	50%	66.8%



Gradebook Tip

- Use the Canvas Gradebook and its features in ways that connect with your technology, classroom, or other needs and that interface with your personal style as a faculty member.

AUDIO FEEDBACK

DE BEST PRACTICES

Link to Video Content:

<https://ltccteachingandlearning.com/de-blocks>

Audio feedback can be an easy way of providing personalized information to your students in a Canvas class.

Audio feedback can be used in any content area of the class.

Audio feedback may be used to personalize (show emotion and affect) your interactions with students (for example, in grading comments section of your class).



My Ideas for using audio feedback:



Audio Feedback Tips

- Consider using audio feedback if it makes sense for you.
- Consider a higher-quality microphone if your camera/smart device microphone isn't producing the best-quality audio.
- Consider using video to provide the additional visuals cues in your communication with students.

SURVEYS

DE BEST PRACTICES

Link to Video Content:

<https://ltccteachingandlearning.com/de-blocks>

Surveys represent an excellent way to assess students in a variety of ways in a Canvas class.

Surveys can be used to:

- Check-in on course comprehension
- Receive feedback about readings, assignments, or other course content areas
- Determine any necessary class accommodations (for example, disability and access to course content)
- Determine pre- and post-comprehension of course content



My Ideas for using surveys:



Survey Tip

- Consider using surveys in ways that will benefit both you and your students in a DE course.

GROUPS V. DISCUSSIONS

DE BEST PRACTICES

Link to Video Content:

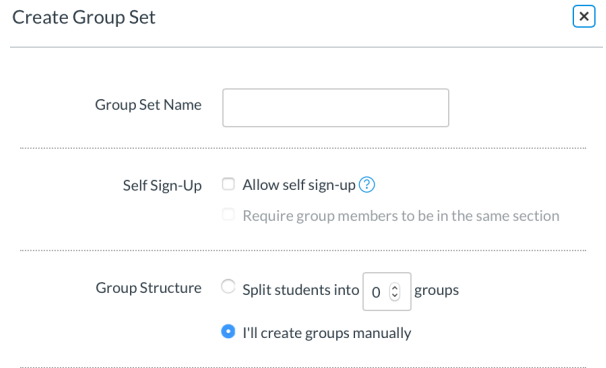
<https://ltccteachingandlearning.com/de-blocks>

Discussions are a vital part of all Canvas classes. They allow you to create necessary student-student interaction as well as instructor presence in our classes.

Discussions have their own challenges. Currently, Canvas does not have a built-in threading feature. We often have to create our own threads in Canvas through pre-set discussion topics or we have to encourage our students to “reply” under a previous discussion as opposed to “reply” at the top of the discussion page.

Another challenge with discussions is the fact that sometimes one or a few students can dominate the discussion topics, while other students are marginally engaged in the group conversations.

It is important to remember that Groups are only viewable by the instructor and the specific students assigned to a particular group in Canvas. As well, breaking your class into smaller segments may benefit the overall organization of the class and the interaction of the students, but it will lessen the amount of contact that students have with other students in the class, thus reducing the exposure of each student to the multitudes in the class. You will have to decide whether Groups work for you in Canvas given some of these specific issues related to the feature.



Create Group Set ✕

Group Set Name

Self Sign-Up Allow self sign-up ? Require group members to be in the same section

Group Structure Split students into groups I'll create groups manually

One option is to use Groups to focus on more intimate conversations among smaller groups of students. One idea is to break up larger chunks of reading into smaller bits (like separate chapters from a text or sections from a chapter). You could also use groups to create peer review processes or even structure pro and con arguments (sides) in a class debate.

Group settings allow for self-sign-up, assignment of group leaders, and even the randomization of group members culled from the class roster.

Consider: Pre-assessment if you plan to assign groups/teams, team charter, expectations, dealing with inactive group members

TECHNOLOGY

DE BEST PRACTICES

Link to Video Content:

<https://ltccteachingandlearning.com/de-blocks>



There is a value to having conversations (among faculty, and with our students) about challenges that we may all experience with technology.

If there is frustration about technology upfront, it can immediately hijack the learning about content that needs to take place in the DE class.

Don't get frustrated with technology, take some action!



Technology Tips (Faculty)

- Rely on available Canvas guides, trainings, and video resources
- Reach out to those with experience, including discipline colleagues
- Don't try to do everything in the beginning....build things up over time
- Don't use forms of technology that don't work for you
- Use an upcoming professional development to learn technology that is challenging
- Canvas is easy (with a little bit of work)



Technology Tips (Students)

- Let students know about Canvas guides
- Provide students with LTCC "getting help" resources related to technology
- Provide a reasonable expectation policy related to any technology issues (outages)
- Don't assume that all "young" students are technology natives
- Transform excitement for or experience with technology (even non-educational forms) into energy for classroom learning and teaching



EXTERNAL TOOLS

DE BEST PRACTICES

Link to Video Content:

<https://ltccteachingandlearning.com/de-blocks>



An External Tool is any tool that is external to Canvas that supplements the learning in your Canvas class.

Advantage: Interactivity, immersion, content delivery, engagement

Disadvantage: Lack of integration within Canvas

Examples

VoiceThread

Rotatecontent.com

Kahoot

Confer

Zoom

Ed Puzzle

Poll Everywhere

Marco Polo

My Open Math

Pronto

Goal:

Creation of a list of valuable external tools and some advice/testimonials about their use by our faculty

External Tools I Might Use:

