

INNOVATION TODAY

JANUARY 2020



Brightspace Resources for Students

We have created a variety of how-to documents to help students learn how to navigate Brightspace. These resources can be found in the *Brightspace Mechanics* course (under Extra Resources). A few of these resources can be found on our [Brightspace Tips](#) page. More will be added in the future. Feel free to download these resources and provide them to students as needed. If you have ideas and suggestions for other helpful documents, let Kayla Willis know.

Teaching Online: Fundamentals

Join us for this semester's *Teaching Online: Fundamentals* course. Through this course, faculty will learn pedagogy and best practice strategies for designing and teaching online or blended (hybrid) courses. This course (or *Effective Online Instruction*) is **required** for all faculty teaching fully online or blended (hybrid) courses. If you have an interest in teaching online or blended courses, and have not taken this course, we encourage you to sign up in WebAdvisor today!

Evening Option: February 6 – March 5 (Thursdays only)
6:00-9:00 p.m.

Day Option: February 7 – March 6 (Fridays only)
1:00-4:00 p.m.



Santa visited LTC 222.

Teaching Online: Advanced

Have you completed *Teaching Online: Fundamentals*, but want to know more about teaching online? This semester, we will be offering *Teaching Online: Advanced*, a follow-up to *Teaching Online: Fundamentals*. In this course, participants will experiment with new teaching techniques, evaluate their personal teaching style, and practice using new tools for online courses. We will explore ADA compliance, teaching and learning styles, student engagement, and multiple means of assessment. This course starts **March 20**. Sign up in WebAdvisor.

What is a Blended Course?

Blended courses (previously known as hybrid courses) *blend* face-to-face courses with online courses. Part of the instruction for the course is delivered face-to-face and part of the instruction is delivered online. Check out these Frequently Asked Questions to learn more:



If I add my syllabus and assignments, does that make it a blended course?

- No, to meet the definition of a blended course, you must provide online instruction.

If I add in some online discussions and quizzes, will that make it a blended course?

- Not necessarily. Are you interacting during the discussions? Are you providing clarification and support for wrong/right responses? Are you providing specific, personalized feedback? Are you providing extra instruction (outside of the face-to-face meeting time) to help students understand and learn the content? Each of these weighs into the determination of whether or not instruction is occurring.

Can't I just meet with the students one day and then let them complete the assignments and course readings online for the other day we would traditionally meet?

- No, to meet the definition of a blended course, you must provide online instruction. Providing the reading assignments and coursework which would normally be required in a face-to-face class is not sufficient to meet the requirements of blended courses.

Why do I have to have an instructional piece online? Why is that important? Why can't I just offload some of the homework the students would have?

- According to SACS requirements, students must reach a specified number of contact hours for instruction. If you only meet for class once a week (for 1.5 hours), you are not meeting the requirements set forth by SACS. Students are missing out on crucial instruction in the course.

For a blended course, how much of the instruction should be online? How do I know if I am teaching a blended course?

- In a blended course, 50-85% of the instruction occurs online. If you are teaching a blended course, *at least* 50% of the **instruction** should be occurring online.



Happy New Year!

The Center for Teaching and Learning staff wish you all a Happy New Year and great success in 2020. Please don't hesitate to reach out to us if you need anything.