UNIVERSITY OF GEORGIA

College of Pharmacy

Toolkit for Flexible Teaching & Learning

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General Strategies for Teaching in a Hybrid or Online Format at the College of Pharmacy

The purpose of this resource is to outline a set of strategies and technologies that will support faculty at the College of Pharmacy in delivering hybrid and online courses. The document is divided into four sections:

Strategies for Actively Engaging Students in Hybrid or Online courses

Strategies for Delivering Information in Hybrid or Online courses

Strategies for Assessing Student Learning in Hybrid or Online courses

Promoting Student Engagement through eLC Architecture in Hybrid or Online Courses

Each section is comprised of a brief overview followed by a list of strategies and key technologies. Links to tutorials and other helpful information are included throughout.

Although this document was created to address the potential need for hybrid or online courses, we believe most if not all of the strategies and technologies can be adapted to be used in face to face courses as well. This guide is intended as a general reference. The instructional design and technology team is also ready to assist in custom planning based on your individual needs and course learning goals.

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1 Strategies for Actively Engaging Students in Hybrid or Online Courses

"Active learning methods ask students to fully participate in their learning by thinking, discussing, investigating, and creating. In active learning courses, students may be asked to practice skills, solve problems, struggle with complex questions, propose solutions, and explain ideas in their own words through writing and discussion" (Cornell University Center for Teaching Innovation). Reviews of the literature (Freeman et. al, 2014; Prince, 2004; Michael, 2006) show extensive empirical support for active learning. See the University of Georgia's Center for Teaching and Learning page for additional discussion on the topic (UGA-CTL Active Learning). The remainder of this section highlights some general strategies that may be useful across a range of situations. Each strategy is accompanied with information about key COP, UGA, and freely available technologies needed for fully and partially online course formats.

Engaging students during hybrid or online lectures

For hybrid or online courses that use lectures as a teaching strategy, the next four items point to some straightforward strategies and technologies for supporting students' thinking and engagement during class. The remainder of the section details additional approaches for actively engaging students in Hybrid and Online courses.

Strategy: Formative questions/polls for promoting reflection and driving discussion

Using a "student response system" to pose questions during your lecture will give students an opportunity to reflect on course content and will give you a window into how students are thinking about a given topic. Once students have responded to a poll, displaying the results offers a platform for driving discussion. Click here for a great discussion on the use of "student response systems" at the University of Vanderbilt.

Zoom (the preferred platform at UGA for hosting live online class sessions) has a built-in feature to allow for polling students. Click here for information on how to use it.	P1-P3 students in the PharmD program have licenses to use the "student response system" called Turning Point. Turning Point offers a range of polling options, including multiple choice, as well as open ended questions, and offers features such as "leaderboards" for structuring games. The Turning Point software can be downloaded for free here. And click here for helpful tutorials to get you up and running quickly.	Although not intended for live lectures, Kaltura's new "video quizzes" feature allows faculty to create video lectures with questions inserted for students to answer. Question types come in a range of formats, including MC, T/F, open-ended, or text reflection prompts. Faculty can review students responses, and the video quizzes can be associated with grade items in elc. Click here for UGA's documentation on how to use the feature
Key Technology Zoom Polling	**Key Technology** TurningPoint	**Key Technology** Kaltura Video Quizzes

1 Strategies for Actively Engaging Students in Hybrid or Online Courses

Strategy: Breakout Discussions

Small-group discussions among students during a lecture ensures that every student has an opportunity to grapple with ideas in the course and verbally articulate their thinking to others. Click here for details on some outstanding discussion techniques, many of which we believe can be applied in face to face courses or in live online class sessions using Zoom's Break-Out room feature (described below).

One of Zoom's best features for education may be the "Breakout Room" tool. "Breakout rooms allow you to split your Zoom meeting in up to 50 separate sessions. The meeting host can choose to split the participants of the meeting into these separate sessions automatically or manually, and can switch between sessions at any time." Click here for everything you need to know about configuring Break-Out Rooms in Zoom.

Key Technology
Zoom Breakout Rooms

Strategy: Back-Channel Chat

Online meeting spaces like Zoom offer students' access to a "back-channel" for communication not typically available in a classroom: the chat tool allows for texting questions and comments during the lecture or discussion. In some instances, particularly large classes of students, you might find that the chat tool actually leads to some students participating who otherwise tend to be hesitant to speak out. One note of caution- students may quickly become adjusted to only texting so if you want voice discussion as well be sure to let students know you'd like to hear them (see next page for additional information).

1 Strategies for Actively Engaging Students in Hybrid or Online Courses

Click here for a quick video overview of Zoom Chat.

Key Technology
Zoom Chat Tool

Strategy: Minute Paper

The minute paper is a strategy of stopping at the end of class (or during class) and asking students to respond briefly to some variation of the following questions: "What was the most important thing you learned during this class?" or "What important questions remain unanswered?" or "How does what we discussed in class today relate to what we discussed last week?" This easy to implement activity provides students with a structure for actively processing information for each class session and provides you with insight into students' thinking.

You can easily manage minute papers for live class sessions through ELC by posting the assignments as word documents in ELC "Content Modules" and having students use those same word documents to complete the minute paper and upload to an ELC "Assignment Folder". Click here for UGA instructions on using Content Modules in elc, and click here for UGA instructions on using "Assignment Folders" in elc. As students submit during class, you'll be able to review them in real time and provide feedback to the class based on what you see.

Key Technology
eLC Content Modules & Assignment Folders

1 Strategies for Actively Engaging Students in Hybrid or Online Courses

Strategy: Case-Based Learning

Many faculty at the College of Pharmacy recognize Case-Based learning (CBL) as a critical strategy for helping students learn to solve realistic problems. CBL is an established approach used across disciplines where students apply their knowledge to real-world scenarios. A case contains the story of a disciplinary problem or problems for which students make decisions and devise solutions under the guidance of the instructor (Yale Center for Teaching and Learning-CBL). The following links contain additional information about case-based learning as a teaching and learning strategy- Columbia CTL, University of Michigan CTL. The key technologies listed below will help support the implementation of case-based approaches, particularly in an online format.

At the most basic level, cases can be developed in word documents and posted in the content section of elc for students to access. Upon completing the case, students can upload it for your review to an ELC Assignment Folder. You'll be able to review the upload and provide written feedback and grades within the assignment folder. Click here for UGA instructions on using Content Modules in elc, and click here for UGA instructions on using "Assignment Folders" in elc.

Key Technology
eLC Content Modules & Assignment Folders

EHRGo is a simulated electronic health record platform available for students in the P2 year (12 week subscription both semesters) and P3 year (full coverage both semesters) of the PharmD program. EHRGo contains fully developed patient cases as represented through realistic health records, and can also be used to develop patient cases from the ground up. These cases can then be embedded in ELC for students to access. EHRGo allows students to engage with patient cases in a manner similar to real-world practice, and become familiar with critical healthcare technology. EHRGo can be accessed here. If you teach in the P2-P3 years of the PharmD curriculum and would like to use EHRGo, please contact Katie Smith (aksmith@uga.edu) and/or Russ Palmer (rpalmer@uga.edu) to obtain an account.

Key Technology
EHRGo (PharmD. P2-P3)

Strategies for Actively Engaging Students in Hybrid or Online Courses

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Access Pharmacy is a pharmacy education product from McGraw-Hill that provides access to pharmacy textbooks and also contains a range of other tools including case activities. Cases activities are included for the areas of Pharmacotherapy, Pathophysiology, Pharmacology, and Law among others. PharmD. students and faculty can get to AccessPharmacy at this College of Pharmacy link. The preceding link is the only way to get to the resource through the College of Pharmacy account. Once on the main AccessPharmacy page, click the "Cases" button to find case activities.

Key Technology
AccessPharmacy (PharmD)

PharmD. students have access to the following drug information websites through the College of Pharmacy: LexiComp, Facts and Comparisons, Micromedex, and AccessPharmacy. These resources are crucial real world tools for evaluating drug information during clinical case activities. PharmD students and faculty can access LexiComp, Facts and Comparisons, and AccessPharmacy through this page using their UGA MyID. Micromedex has separate credentials (univga/9ACDMDX) and can be accessed here.

Key Technology
Drug Information Resources (PharmD)

When implementing case-based learning, you may want to form students into groups in elc so that they can submit case assignments as a team. Once formed into groups you may also set up discussion boards that each team has private access too. Click here for instructions on setting up groups. Click here for setting up group assignment folders, and click here for setting up discussion boards.

Key Technology
eLC Groups Tool

1 Strategies for Actively Engaging Students in Hybrid or Online Courses

Sometimes you may want students to complete cases in groups so that they may share ideas and learn through discussion with one another, as is often the case in real-world problem-solving settings. Zoom is one meeting technology that you may offer as a standard for group communication so that all students have an option, although some students may already have a preferred tool. All students can set up a free UGA Zoom account for this purpose. There is a 40 minute meeting limitation, but if the time runs out students can rejoin quickly. Students can create an account by clicking "Sign In-Configure Your Account" at this link.

Key Technology
Zoom for Student Group Communication

Sometimes Case-Based Learning involves groups of students presenting their completed case activities to faculty and classmates. In an online course format, video presentation tools become an indispensable way for students to share their work. Many people think of PowerPoint for PCs or Keynote for Macs as tools for creating live presentations, but they actually work very well for developing recorded presentations because of their ability to add audio narrations slide by slide. The following short videos demonstrate the process: PowerPoint and Keynote. Once students have created such a video, they may upload it to Kaltura which is UGA's video hosting platform in elc as shown here. From there they can easily place the Kaltura video in an ELC assignment folder.

Key Technology
Student Presentation Tools: PowerPoint, Keynote & Kaltura

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Strategies for Actively Engaging Students in Hybrid or Online Courses

Strategy: Project-Based Learning

"Project Based Learning is a teaching method in which students learn by actively engaging in real-world and personally meaningful projects." (Buck Institute for Education-PBL Works). Click here for a wealth of information and resources related to Project Based Learning. The items listed below are some key technologies at UGA that you will need to implement project-based approaches in a face to face, hybrid, or online format.

At the most basic level, project assignments can be developed in word documents and posted in the content section of elc for students to access. Upon completing the project, students can upload it (documents and other project artifacts) for your review to an ELC Assignment Folder. You'll be able to review the upload and provide written feedback and grades within the assignment folder. Click here for UGA instructions on using Content Modules in elc, and click here for UGA instructions on using "Assignment Folders" in elc.

Key Technology
eLC Content Modules & Assignment Folders

Particularly relevant to Project Based Learning, you may want to form students into groups in elc so that they can submit assignments as a team. Once formed into groups you may also set up discussion boards that each team has private access too. Click here for instructions on setting up groups. Click here for setting up group assignment folders, and click here for setting up discussion boards.

Key Technology
eLC Groups Tool

You may want students to complete projects in groups, as is often the case in real-world problem-solving settings. Zoom is one meeting technology that you may offer as a standard for group communication so that all students have an option, although some students may already have a preferred tool. All students can set up a free UGA Zoom account for this purpose. There is a 40 minute meeting limitation, but if the time runs out students can rejoin quickly. Students can create an account by clicking "Sign In-Configure Your Account" at this link.

Key Technology
Zoom for Student Group Communication

Project Based Learning often involves groups of students presenting their completed projects to faculty and classmates. In an online course format, video presentation tools become an indispensable way for students to share their work. Many people think of PowerPoint for PCs or Keynote for Macs as tools for creating live presentations, but they actually work very well for developing recorded presentations because of their ability to add audio narrations slide by slide. The following short videos demonstrate the process: PowerPoint and Keynote. Once students have created such a video, they may upload it to Kaltura which is UGA's video hosting platform in elc as shown here. From there they can easily place the Kaltura video in an ELC assignment folder.

Key Technology
Student Presentation Tools: PowerPoint, Keynote & Kaltura

1 Strategies for Actively Engaging Students in Hybrid or Online Courses

Strategy: Threaded Discussion

Threaded discussions can be used to encourage users to share thoughts on course material with their peers. Click here for a good article from Inside Higher Education on new approaches to the use of discussion boards in online learning, and click here for additional tips from Educause.

Click here for UGA instructions on setting up discussion boards in ELC.

Key Technology
eLC Discussion Tool

Twitter is a freely available social networking site that allows people to communicate in short messages called tweets. Click here for an Edutopia article about facilitating class discussions on Twitter, here for additional ideas for using twitter in education, and click here for a research article describing how one teacher at the University of Georgia used Twitter to foster connections and community in a graduate seminar.

Key Technology
Twitter

Strategy: Reflective Writing

"We ask students to reflect so that they can practice critical thinking, see connections between different lessons, and synthesize information. Reflective writing (about lessons, experiences, and assignments) fosters students' awareness of their habits of thinking and helps them to develop and solidify productive ways of approaching problems (in school and beyond). Students are typically able to describe their experiences, but they need guidance from experienced thinkers — their teachers — to achieve deeper reflection." (Auburn Office of University Writing). The preceding link and this link from Auburn University offer useful resources for designing reflective writing assignments. The technologies listed below will be useful for creating reflective writing assignments in online, hybrid, or face to face courses at UGA (see additional information on the next page).

Strategies for Actively Engaging Students in Hybrid or Online Courses

1

At the most basic level, reflection assignments can be developed in word documents and posted in the content section of elc for students to access. Upon completing the reflection, students can upload it for your review to an eLC assignment folder. You'll be able to review the upload and provide written feedback and grades within the assignment folder. Click here for UGA instructions on using Content Modules in eLC, and click here for UGA instructions on using "Assignment Folders" in eLC.

Key Technology
eLC Content Modules & Assignment Folders

Many blogging/website platforms offer free options that students can use to develop reflective writing assignments throughout the semester to share with you and other students. This article compares some of the benefits and drawbacks of several platforms, and here are the links for creating free accounts at Weebly and Word Press.

Key Technology
Weebly, Word Press, or other Free Blogging Tools

For public reflections and responses to those reflections consider using the ELC discussion tool. Click here for UGA instructions on setting up discussion boards in ELC.

Key Technology
eLC Discussion Tool

Strategy: Low Stakes Formative Quizzing

Low stakes formative quizzes can be used to help students practice recalling information from memory without having to worry about grades. Widely cited research by John Dunlosky and associates has demonstrated that practice testing can be a highly effective study strategy for students (Dunlosky-Study Strategies that Boost Learning). One note of caution- Dunlosky's research on practice testing places an emphasis on information recall. Therefore, his findings may apply well for courses that have learning goals focused on remembering information for tests, but may have less relevance for courses with learning goals that focus on higher-level thinking such as real-world problem solving. The technologies on this page and the next page will be useful for implementing low stakes quizzing at UGA

ELC's Quizzing tool will allow you to develop a range of quiz types including multiple choice, true/false, and essay among others. Click here for everything you need to know about creating and delivering quizzes, and click here for information on quiz reporting features.

Key Technology
eLC Quizzing Tool

For live online class sessions, P1-P3 students in the PharmD program have licenses to use the "student response system" called Turning Point. Turning Point offers a range of polling options, including multiple choice, as well as open ended questions, and offers features such as "leaderboards" for structuring games. The Turning Point software can be downloaded for free here. And click here for helpful tutorials to get you up and running quickly.

Key Technology
TurningPoint (PharmD P1-P3)

Kaltura's new "video quizzes" feature allows faculty to create video lectures with questions inserted for students to answer. Question types come in a range of formats, including MC, T/F, open-ended, or text reflection prompts. Faculty can review students responses, and the video quizzes can be associated with grade items in elc. Click here for UGA's documentation on how to use the feature

Key Technology
Kaltura Video Quizzes

Access Pharmacy is a pharmacy education product from McGraw-Hill that provides access to pharmacy textbooks and also contains a range of other tools including low stakes quizzes. Flashcards, review questions, and other study tools are provided for a wide range of pharmacy topics. PharmD. students and faculty can get to AccessPharmacy at this College of Pharmacy link. The preceding link is the only way to get to the resource through the College of Pharmacy account. Once on the main AccessPharmacy page, click the "Study Tools" button to find a range of quizzes and quiz-like resources.

Key Technology
AccessPharmacy (PharmD)

Quizlet is a free online tool for creating flashcards and other study items. "Online users create study sets (terms and definitions) or use study sets created by others, including classmates. They then have multiple ways to study the information: virtual flashcards or typing in answers to written or audio prompts. There are also two games: match (drag the correct answer) and gravity (type the correct answer as asteroids fall)." (Harvard Education Magazine). Students and faculty can click here to create a free account.

Key Technology
Quizlet

2 Strategies for Delivering Information in Hybrid or Online Courses

Content delivery is an important component of any course, but it requires special consideration in an online or a hybrid teaching environment. Learning outcomes, class size and the nature of the information all play a role in the deciding on a method or methods for information delivery.

Strategy: Live, Online Lectures

This approach affords the instructor and students many of the benefits found in a traditional, face-to-face classroom. Participants can engage in active discussion and lecture material can be reframed or amended extemporaneously within the flow of the class.

Zoom is a web-conferencing tool that allows geographically dispersed participants to attend a virtual class in real-time. Instructors can share their computer screen to present lecture slides or other relevant materials, click here to learn how. Additionally, if you have access to a tablet, you can use the annotate feature for hand-written notes, calculations or on-the-fly instructions.

Key Technology
Zoom

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2 Strategies for Delivering Information in Hybrid or Online Courses

Strategy: Pre-Recorded Lectures

Asynchronous delivery provides flexibility for instructors to produce and students to access lecture materials on their own schedules. Instructors have the opportunity to generate a more polished lecture and students can review the lectures repeatedly for further clarification.

Zoom will allow a host to start a meeting with a single participant. Once the meeting is started the instructor can select "Record to the Cloud" and then present the lecture. Upon completion, a video file of the meeting will be processed and saved in the host's My Media in eLC.

Key Technology
Zoom

Presentation software provides a simple way for you to narrate your lecture slides and then save the presentation as a video file. For Windows users, click here for a guide for using PowerPoint. For Mac users, click here for a guide for using Keynote.

Key Technology
PowerPoint or Keynote

Kaltura Capture is a desktop recording tool integrated into eLC. This tool will allow you to capture any combination of audio, webcam and screen recording. Here's a video that introduces the tool as well as a step-by-step guide to creating a recording.

Key Technology
Kaltura Capture

Kaltura is a media storage and streaming tool that is integrated into eLC. Whether you use Zoom, PowerPoint or Keynote to create your video presentation, you will use Kaltura to upload and insert it into the appropriate content folder. Here are instructions to get you started.

Key Technology
Kaltura

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2 Strategies for Delivering Information in Hybrid or Online Courses

Strategy: Making various resources available in eLC

Resources can consist of online readings or materials that are linked through or uploaded to eLC. "Resources break the monotony of solid [lecturing] and add dimension to the learning experience. Provide students with a media-rich resource list or guidance for finding their own resources. This encourages students to go beyond the required materials and investigate on their own." (Essentials of Online Course Design, Vai & Sosulski, pg. 111). Some examples of resources include (adapted from A Guide to Authentic e-Learning, Herringtong, Reeves & Oliver, pg 125):

- Reference materials
- Webpages and websites (guidelines, etc)
- Primary sources of information
- Online journal and publications
- Virtual Cases/charts (EHRGo, AccessPharmacy)
- Real-life/workplace examples

Lecture content as well as relevant resources and related assessments can all be included in a single module within the content folder in eLC. Here is a tutorial about eLC modules.

Key Technology
eLC Content Modules

3 Strategies for Assessing Student Learning in Hybrid or Online Courses

Assessment is the process of gathering evidence of students' progress and development in order to provide feedback and decide how to further support their learning. The strategies and key technologies listed below will be useful for implementing assessment in an hybrid or online course at UGA

Strategy: Authentic Assessment and Rubrics

Authentic assessment is "a form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills" (George Washington University-CTL). Although traditional multiple choice tests are efficient to administer and may be useful for some learning goals that focus on information recall or basic comprehension, understanding if students have developed real-world skills usually requires some form of authentic assessment. Authentic assessment means asking students to engage in realistic problem-solving or project development aligned with the learning goals in your course, and providing feedback that will help them continue to improve both the process and product of their work. Many authentic assessment strategies are much less susceptible to academic dishonesty than traditional tests because authentic assessments are typically intended to be "open-book", just as projects in the real-world are "open-book". A rubric (or guide used to evaluate performance) is one tool that will support your use of authentic assessments. Rubrics define what is expected in a work product and what will be assessed. Click here for a useful guide on developing rubrics from the University of Texas Faculty Innovation Center.

Students can easily submit a vast array of work products (e.g. word and pdf documents, presentations, audio and video recordings, images etc) for your review through elc assignment folders. You can develop a rubric for any assignment folder. This will allow you to easily evaluate each student (or student team's) work with the rubric and provide a numeric score (if required) and written or audio recorded feedback. Click here for UGA instructions on creating assignment folders, and click here for UGA instructions on creating Rubrics.

Key Technology
eLC Assignment Folders & Rubrics Tool

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3 Strategies for Assessing Student Learning in Hybrid or Online Courses

Strategy: Traditional Testing/Quizzing

Traditional tests use questions with a limited number of answer choices. Formats include multiple choice, true or false, and matching among others. Although multiple choice tests are often geared towards factual recall and basic understanding, some educators argue that these types of questions can test higher order thinking as well. Coughlin and Featherstone (2017) provide a recent explanation of how to develop "high quality multiple choice questions" that assess students' interpretation, application of knowledge, and problem-solving abilities. Similarly, Al-Rukban (2006) provides a useful set of guidelines for the construction of multiple choice tests, including "single-best option" questions and "extended matching" questions. These articles advocate for the development of questions that students cannot answer by conducting a quick internet search, and thus may be particularly worthwhile for review should the need arise to deliver tests in an open book and/or unproctored environment.

ELC's Quizzing tool will allow you to develop a range of quiz types including multiple choice, true/false, and essay among others. Click here for everything you need to know about creating and delivering quizzes, and click here for information on quiz reporting features.

Key Technology
eLC Quizzing Tool

Examsoft is a testing platform used in the P3 year of the PharmD. curriculum. It allows for similar question types to ELC, but it offers the ability to tag the questions you create according to a set of categories, which allows for a greater depth of analysis into students' performance. It also includes a wide range of reporting features. If you teach in the P3 year of the PharmD program and would like to discuss examsoft, please contact Russ Palmer (rpalmer@uga.edu) and/or Katie Smith (aksmith@uga.edu) .

Key Technology
ExamSoft (P3 PharmD)

Strategy: Peer Assessment

"Peer assessment is a broad term for a range of activities that include students in the act of evaluating and providing feedback on the work of their peers. It can be formative, where students give feedback on each other's drafts before a final product is submitted, or summative, where students use a rubric to grade final submissions. Peer assessment is most commonly used with written work, but can also be used with presentations, performances, posters, videos and other types of assignments. It is also commonly used as a strategy for students to assess the contributions of their fellow students to group work and assignments. Students benefit from peer assessment in a number of ways: receiving more frequent and timely feedback than when the instructor is the only one providing it, getting feedback on drafts and being able to make improvements, and engaging in the critical analysis and reflection associated with assessing the work of their peers" (University of British Columbia Instructional Support). Click the preceding link for additional information about peer assessment strategies from the University of British Columbia.

TeamMates is a freely available online peer evaluation and feedback system for students. Using TeamMates may help students learn from one another through feedback, and may also motivate students to stay involved with their team and contribute fairly to projects because they know they will be evaluated by one another during the semester. Click here for useful information about TeamMates from the Duke University Learning Innovation Center, and click here for a video overview of how the system works. Any faculty can use TeamMates and students do not have to create an account to participate.

Key Technology
TeamMates

3 Strategies for Assessing Student Learning in Hybrid or Online Courses

Strategy: Concerns about Academic Honesty

The sudden transition to online learning in Spring 2020 highlighted some vulnerabilities with the use of traditional tests in the absence of proctoring solutions. However, as of August 11th, the University has adopted an online proctoring tool called Respondus Monitor. It is integrated into eLC and works with the eLC quizzing tool. Alternatively, you could consider asking students to submit assignments that are intended to be open-book. Such assignments are less vunerable to academic dishonesty and will vastly expand your options for assessing student learning.

Students can easily submit a vast array of work products (e.g. word and pdf documents, presentations, audio and video recordings, images etc) for your review through elc assignment folders. You can develop a rubric for any assignment folder. This will allow you to easily evaluate each student (or student team's) work with the rubric and provide a numeric score (if required) and written or audio recorded feedback. These types of assignments may be far less vulnerable to academic dishonesty because they often involve creative problem solving that is intended to be "open-book". Click here for UGA instructions on creating assignment folders, and click here for UGA instructions on creating Rubrics.

Key Technology
eLC Assignment Folders & Rubric Tool

According to the Office of the Vice President for Instruction, "Respondus Monitor is an AI-powered proctoring tool that functions as a plug-in for Respondus LockDown Browser. Like Respondus LockDown Browser, Respondus Monitor will be available free of charge to all UGA students and instructors. A Quick Start Guide for using Respondus Monitor and creating a quiz/test within eLC is available here. In addition, Respondus is offering several comprehensive training webinars in August for instructors who plan to use LockDown Browser and/or Respondus Monitor with online exams. Follow this link to register if you are interested."

Key Technology
eLC Quizzing - Respondus Monitor

4 Promoting Student Engagement through eLC Architecture in Hybrid or Online Courses

When designing a hybrid or online course, there are features of the eLC course architecture that help to orient learners, promote engagement and foster a sense of community. Beyond a content repository, eLC can provide added support to learners by grounding them in a course stucture and providing added clarity about expectations and goals throughout the course. Click here for additional guidance for thinking through the architecture of your course in an LMS (Learning Mangement System) like eLC.

Strategy: Develop a Clear, Consistent Structure

The course's layout and structure have a major impact on how engaging the course will be to learners. With some intent and consideration, the structure and layout can be welcoming and feel supportive to the learner. "Often times instructors have a lot of information that needs to be crammed into the online learning environment, which can create a disinviting learning environment. In order to create an intentionally inviting online environment, courses need to have a clear and consistent structure that offers intuitive navigation. Each module should have the same structure. The location of reading materials, assignments, tasks, collaborative opportunities, etc. always should be in the same location and format" (insidehighered.com).

eLC provides you with the tools and feactures that can help with structuring your Hybrid or Online course materials. Click here to download an exhaustive Beginner's Guide that will help you along the way.

Key Technology
eLC

Strategy: Create an Enhanced Electronic Syllabus

In addition to the standard syllabus requirements for a brick and mortar course, there are additional elements that leverage the electronic format to increase usability and clarity. (Adapted from University of Wisconsin's Online Course Syllabus Template)

- **Overview of Online Course Activities**: Provides simple instructions on the use of eLC activities in your course. Links to more detailed information and support documents.
- **Online Communication Guidelines**: Includes expectations for using technology tools such as discussion, e-mail, and chat for communication.
- **Nettique Guidelines**: A set of rules for behaving properly online. Click here for a description and example rules.
- **Discussion Board Guidelines**: Sample guidelines and grading rubric to support the use of online discussion activities in your course.
- **Technical Support Contact Information**: Information regarding support available for students using technology such as EITS, CoP IT & CoP IDTO
- **Campus Resources to Support Student Learning**: USG and CTL programs and resources that are available to assist students during their academic studies.
- **Interactive Schedule**: Link to modules/learning activities from within the body of the syllabus

For additional guidance on special considerations for creating an online syllabus, click here.

Strategy: Provide a Roadmap Throughout the Course

Particularly in a fully asynchronous online course, students can lose their sense of direction and get derailed without some way to make sense of the path for the course. It is important, therefore, to ensure that students are able to understand what they are doing, why they are doing it and when to it needs to be done. There are some structural elements that will help:

Welcome & Start Here: This is an opportunity to introduce yourself, talk through the goals and outcomes for the course, the course structure, as well as how and when students will be assessed. Here you can "set clear and explicit expectations for your course for both performance and interaction. This is especially important in the online environment, where there are fewer verbal or behavioral cues than in face-to-face courses" (onlinelearningconsortium.org). You could consider using a combination of written guidance as well as a short introductory video to provide to students. Click here for a more detailed discussion.

Course at a Glance Table: The Course at Glance Table is included as part of the courses' introductory materials. It can help to chunk out your learning outcomes and your syllabus in a succinct, visual format.

Module at a Glance: The Module at a Glance is included at the start of each content module to orient the student to the responsibilities and expectations of that particular module. This guide provides the student with an outline all readings, tasks and assignments required for the module, along with corresponding due dates for each item.

Checklist: An electronic checklist is a helpful tool that can help manage their workload and stay engaged with the learning process.

Content can be structured and organized in eLC using the content modules. Here is a tutorial about eLC modules.	Kaltura Express Capture works directly in your browser (Chrome or Firefox). It is intended for quick messages or check-ins with students. Express Capture is a useful tool if your need to update your course on the fly. Click here to learn how to use it.	eLC has a built in checklist tool that you can customize and make avialable to students to help keep them keep up with course activities and assessments. Click here for more information about adding a checklist to your course.
Key Technology eLC Content Modules	**Key Technology** Kaltura Express Capture	**Key Technology** eLC Checklist Tool

1 Reference Table: Strategies for Actively Engaging Students in Hybrid or Online Courses

Engaging Students in Live Online Lectures	
Strategy	**Key Technology**
Formative Questions/Polls	Zoom Polling Feature
	TurningPoint (P1-P3 PharmD Students)
	Kaltura Video Quizzing
Breakout Discussions	Zoom Breakout Rooms
Back Channel Chat	Zoom Chat Tool
Minute Papers	eLC Content Modules
	eLC Assignment Folders

1 Reference Table: Strategies for Actively Engaging Students in Hybrid or Online Courses

Strategy	Key Technology		
Case-Based Learning	eLC Content Modules	eLC Assignment Folders	
	EHRGo (P2-P3 PharmD)	Access Pharmacy (PharmD)	
	eLC Groups Tool	Drug Information Resources (PharmD)	
	PowerPoint/Keynote and Kaltura for Students		
Project-Based Learning	eLC Content Modules	eLC Assignment Folders	
	Zoom for Student Group Communication		
	PowerPoint/Keynote and Kaltura for Students		
Threaded Discussion	eLC Discussion Tool	Twitter	
Reflective Writing	eLC Content Modules	eLC Assignment Folders	
	eLC Discussion Tool		
	Weebly, Word Press, or Other Free Blogging Tools		
Low Stakes Formative Quizzing	Access Pharmacy (PharmD)	TurningPoint (P1-P3 PharmD)	
	Kaltura Video Quizzing	Quizlet	eLC Quiz Tool

2 Reference Table: Strategies for Delivering Information in Hybrid or Online Courses

Strategy	Key Technology	
Live Online Lectures	Zoom	
Pre-Recorded Lectures	Recording in Zoom	PowerPoint/Keynote
	Kaltura Capture	Kaltura Media Storage
Various Additional Resources	eLC Content Modules	

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3 Reference Table: Strategies for Assessing Student Learning in Hybrid or Online Courses

Strategy	Key Technology	
Authentic Assessments & Rubrics	eLC Assignment Folders	eLC Rubrics
Traditional Testing/Quizzing	eLC Quiz Tool	
	ExamSoft (P3 PharmD Students - Contact IDT Team)	
Peer Assessment	Teammates for Peer Assessment	
Concerns about Academic Dishonesty	OVPI Alternatives to Proctored Exams	

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