

# || KSU CETL Resource List for Online Instruction



**KENNESAW STATE  
UNIVERSITY**  
CENTER FOR EXCELLENCE IN  
TEACHING AND LEARNING



The COVID-19 pandemic forced KSU instructors to emergency remote/distance education in spring and summer semesters. As we continue instruction into the 2020-2021 academic year, a growing list of KSU-developed resources is now available to help instructors plan and facilitate research-based online instruction within our current challenges.

The following list of resources is categorized by function, including: (1) resources for online course design and implementation, (2) resources for adjusting online instruction due to health pandemic, (3) resources for adjusting online instruction due to reignited push for racial justice, and (4) research-based, accessible resources about online instruction.

This list was updated November 2020. More recent lists of technological resources can be found at KSU's [CETL](#), [BCOE Tech Sessions](#), [Digital Learning Innovations](#), or [UITS](#) websites.

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## 1. Resources for online course design

*If you are looking for the basics of online course design, this list is the best place to start. These resources will help you orient yourself with best practices in online instruction and access additional resources and training on best practices related to asynchronous and synchronous technology.*

### Getting Started in Online Course Design

Digital Learning Innovations (DLI) has a series of [getting started resources](#) suitable for new online instructors. In addition to the getting started link, here are specific resources to help you get started in online course design:

- [Upload Your Syllabus](#)
- [Manage and Share Grades](#)
- [Meet Online with Students](#)
- [Prompt Students to Action](#)

The Bagwell College of Education (BCOE) has also developed a video titled [Basic Online Course Design](#) to help instructors get started.

### Accessibility in Online Course Design

KSU's Academic Web Accessibility has resources for [Getting Started](#) in designing a course of any format, which includes four aspects of accessibility that will always be the faculty developer's responsibility: the [Faculty Four of Accessible Development](#) include alternative text, captioning and transcripts, document formatting, and accessible resources. Here is a [Course Accessibility Checklist](#).

DLI has several resources on [how to make course content accessible](#) when designing your online course. Their resources include:

- [Creating an Accessible Microsoft Word Document](#)
- [Creating an Accessible Microsoft Excel Document](#)
- [Creating an Accessible Microsoft PowerPoint Presentation](#)
- [Validating the Accessibility of a PDF Document](#)
- [Creating Accessible D2L Course Content](#)

The Bagwell College of Education (BCOE) has also developed a series of technology videos to help instructors develop accessible online courses:

- [Accessibility Requirements](#)
- [Accessibility 101](#)
- [Accessibility 102](#)

KSU University Information and Technology Services (UITs) has put together [resources](#) explaining Ally, the online accessibility checker automatically integrated within D2L. Their resources include:

- [Ally Overview](#)
- [Reference Sheet](#)
- [Additional Resources](#)

### Enhancing Instruction in Online Course Design

Once you have the basics down, DLI's series on [Enhancing instruction resources](#) can help take your virtual instruction to the next level. These resources include:

- Deliver and Grade Assignments
- Provide Online Assessments
- Effective Practices for Maintaining Integrity in Online Exams
- Encourage Student Interaction
- Lecture using an Online Classroom
- Hold Virtual Office Hours
- Remotely Access Your Office Computer
- Record and Caption Your Lectures
- Upload Documents to OneDrive

In addition to the basics, research-based strategies exist for enhancing online instruction can be found in the book *Small Teaching Online*:

- [Overview](#) by Inside Higher Ed
- Lang, J. M. (2016). *Small teaching: Everyday lessons from the science of learning*. Jossey-Bass & Pfeiffer. Link [here](#).

### Instructional Design Principles

DLI has produced an [Overview of instructional design principles](#) to assist online instructors. For more detailed information about these principles, here are additional resources free to KSU instructors:

- Understanding by Design (Backward Design)
  - Understanding by Design in a Nutshell PDF [here](#).
  - Wiggins, G. P., & McTighe, J. (2005). *Understanding by Design: Vol. Expanded 2nd ed.* ASCD. Link [here](#).
  - Wiggins, G. P., & McTighe, J. (2011). *The Understanding by Design Guide to Creating High-Quality Units*. ASCD. Link [here](#).
  - Heineke, A. J., & McTighe, J. (2018). *Using Understanding by Design in the Culturally and Linguistically Diverse Classroom*. ASCD. Link [here](#).

- Universal Design for Learning
  - Meyer, A., Rose, D.H., & Gordon, D. (2014). *Universal design for learning: Theory and Practice*. Wakefield, MA: CAST Professional Publishing. Link [here](#).

### Resources for implementing KSU asynchronous teaching

KSU has several sets of resources to become familiar with asynchronous teaching technology such as general resources, D2L, and Recorded Videos via the KSU system Kaltura Media Space.

#### General Asynchronous Teaching Resources

- [Introduction to KSU's Asynchronous technology options](#) by KSU UITs
- [Overview](#) by BCOE Tech Videos
- [Instructor Presence](#) by BCOE Tech Videos

#### D2L resources

- [Discussions](#) by BCOE Tech Videos
- [Homepages](#) by BCOE Tech Videos
- [Intelligent Agents](#) by BCOE Tech Videos
- D2L Quizzes
  - [Quizzes Tool](#) by KSU UITs
  - [Quizzes Library](#) by KSU UITs
  - [Quiz Question Types](#) by KSU UITs
  - [Quiz Video Tutorial](#) by Brightspace
  - [Quizzes](#) by BCOE Tech Videos
  - [Rubrics](#) by BCOE Tech Videos
- D2L Discussions
  - [Online Discussions](#) by BCOE Tech Videos
  - Resources on discussion boards:
    - Bender, T. (2003). *Discussion-based Online Teaching to Enhance Student Learning : Theory, Practice, and Assessment*. Stylus Publishing. Link [here](#).
    - Brookfield, S., & Preskill, S. (2016). *The discussion book : 50 great ways to get people talking*. Jossey-Bass. Link [here](#).

#### Recording and Incorporating Videos Resources

- Kaltura
  - [Kaltura Capture - Guide for Students](#) by KSU UITs

- [Kaltura Capture - Guide for Faculty / Staff](#) by KSU UITS
- [Kaltura MediaSpace - Guide for Faculty / Staff](#) by KSU UITS
- [Kaltura MediaSpace - Captioning - Guide for Faculty / Staff](#) by KSU UITS
- [Kaltura MediaSpace - Video Quiz - Guide for Faculty / Staff](#) by KSU UITS
- [Install Kaltura](#) by BCOE Tech Videos
- [Create and upload a D2L video on Kaltura](#) by BCOE Tech Videos
- [Create a video quiz on Kaltura](#) by BCOE Tech Videos
- [Kaltura MediaSpace Quick Video Guide](#) by CETL
  - [Session Recording](#) by BCOE Tech Videos
  - [Set up a VoiceThread in D2L](#) by Bagwell
- [Create a VoiceThread](#) by Bagwell
- [iMovie](#) by BCOE Tech Videos

*Other Asynchronous teaching resources:*

- [Soft Chalk](#) by BCOE Tech Videos
- [Microsoft Forms I](#) by BCOE Tech Videos
- [Microsoft Forms II](#) by BCOE Tech Videos

**Resources for implementing KSU synchronous teaching**

KSU's resources for synchronous teaching technology includes general teaching resources, Blackboard Collaborate Ultra, Microsoft Teams, and Zoom.

*General Synchronous Teaching Resources*

- [Introduction to KSU's Synchronous technology options](#) by KSU UITS
- [Facilitating Highly Effective Synchronous Sessions](#) by BCOE Tech Videos
- [Engaging Online Learners Through Synchronous Meetings](#) from Engaged Student Learning: Essays on Best Practices in the University System of Georgia

*Blackboard Collaborate Ultra Resources*

- [Blackboard Collaborate Ultra Quick Guide](#) by KSU UITS
- [Blackboard Collaborate Ultra Full Guide](#) by KSU UITS
- [Part 1](#) by BCOE Tech Videos
- [Part 2](#) by BCOE Tech Videos

*Microsoft Teams Resources*

- [Creating and Joining a Microsoft Teams Meeting](#) by KSU UITS

*Zoom*

- [Getting Started with Zoom](#) by KSU UITS

## 2. Resources for adjusting online instruction due to the health pandemic

*“Well-planned online learning experiences are meaningfully different from courses offered online in response to a crisis or disaster... emergency remote teaching (ERT) is a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances. It involves the use of fully remote teaching solutions for instruction or education that would otherwise be delivered face-to-face or as blended or hybrid courses and that will return to that format once the crisis or emergency has abated (Hodges, Moore, Lockee, Trust, & Bond, 2020, p.1)”* The following list provides resources to support a shift to emergency response teaching.

Information on emergency response teaching, and the important distinction between this and traditionally defined online education can be found:

- Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The difference between emergency remote teaching and online learning. *Educause Review*, 27. Link [here](#).
- Milman, N. (2020). This is emergency remote teaching, not just online teaching. *Education Week*. Link [here](#).

Higher education and K12 educational resources suited to the pandemic can be found here:

- Jandrić, P., Hayes, D., Truelove, I., Levinson, P., Mayo, P., Ryberg, T., ... & Jackson, L. (2020). Teaching in the age of Covid-19. *Postdigital Science and Education*, 2(3), 1069-1230. Link [here](#).
- USC Rossier School of Education. (2020). Supporting Online Learning in a Time of Pandemic. Link [here](#).

Trauma-informed teaching strategies can support students in your classroom. KSU's 2020 SOTL Summit Keynote Speaker Dr. Mays Imad has written practitioner-orientated pieces based on neuroscience to support students learning during a pandemic:

- Imad, M. (2020). Leveraging the neuroscience of now; Seven recommendations for helping students thrive in times of trauma. *Inside Higher Ed*. Link [here](#)
- Imad, M. (2020). Hope matters: 10 strategies to support students and help them learn during the coronavirus crisis. *Inside Higher Ed*. Link [here](#)

Additional resources and advice for implementing trauma-informed teaching can be found [here](#) at this Chronicle of Higher Education article titled, “What Does Trauma-Informed Teaching Look Like?”.

### 3. Resources for adjusting online instruction due to reignited push for racial justice

*In Fall 2020, the KSU's Office of Diversity and Inclusion gave a workshop on racial justice explaining "why race is still an issue in higher education and contextualize[d] the role it plays in how access is provided, forms of discrimination, scholarship opportunities, financial aid, language within the classroom and academic pedagogy" (KSU Office of Diversity and Inclusion, 2020). This section contains resources to support online instruction during a time of reignited push for racial justice.*

KSU's Office of Diversity and Inclusion recommends these resources for anti-racism actions:

- [Unpacking the Invisible Knapsack](#) by Peggy McIntosh
- Kendi, I. X. (2019). *How to be an antiracist*. One World. Link [here](#).

KSU's Presidential Commission On Racial and Ethnic Diversity (CORED) provides forums and events for continuing dialogue on issues of race and ethnicity on the KSU campus. Students and faculty can find more information on their [Owl Life page](#) and upcoming meetings and events can be found [here](#).

KSU's [Presidential Task Force on Race](#) was formed summer 2020 and may provide forthcoming information on their website.

Several online resources exist to provide instructors support leading productive conversations about racial justice:

- DiAngelo, R. J. (2018). *White fragility: Why it's so hard for White people to talk about racism*. Beacon Press. Link [here](#).
- Kay, M. R. (2018). *Not light, but fire: How to lead meaningful race conversations in the classroom*. Stenhouse Publishers. Link [here](#).
- Landis, K. (Ed.). (2008). *Start talking: A handbook for engaging in difficult dialogues in higher education*. University of Alaska Anchorage. Link [here](#).
- Soehner, C., & Darling, A. (2016). *Effective difficult conversations: A step-by-step guide*. ALA Editions. Link [here](#).
- Sue, D. W. (2015). *Race talk and the conspiracy of silence: Understanding and facilitating difficult dialogues on race*. Wiley. Link [here](#).

#### 4. Research-based resources for online teaching

*Interested in understanding more research-based practices for online instruction, teaching during a crisis, or navigating social and racial justice? This list of resources is accessible to all KSU students, staff, and faculty by logging into KSU's library website and clicking the permalinks below.*

- Akamine Phillips, J., Risdon, N., Lamsma, M., Hambrick, A., & Jun, A. (2019). Barriers and strategies by white faculty who incorporate anti-racist pedagogy. *Race and Pedagogy Journal: Teaching and Learning for Justice*, 3(2), 1. Link [here](#).
- Boettcher, J. V., & Conrad, R.-M. (2016). *The online teaching survival guide: Simple and practical pedagogical tips* (Second edition.). Jossey-Bass. Link [here](#).
- Brookfield, S., & Preskill, S. (2016). *The discussion book: 50 great ways to get people talking*. Jossey-Bass. Link [here](#).
- Brookfield, S. (2019). *Teaching race: How to help students unmask and challenge racism* (First ed.). San Francisco, CA: Jossey-Bass. Link [here](#).
- Caulfield, J. (2011). How to design and teach a hybrid course: Achieving student-centered learning through blended classroom, online, and experiential activities. Stylus Pub. Link [here](#).
- Conrad, R.-M., & Donaldson, J. A. (2012). *Continuing to engage the online learner: Activities and resources for creative instruction* (1st ed.). Jossey-Bass. Link [here](#).
- Kendi, I. X. (2019). *How to be an antiracist*. One World. Link [here](#).
- Lang, J. M. (2016). *Small teaching: everyday lessons from the science of learning*. Jossey-Bass & Pfeiffer. Link [here](#).
- Martin, M., & Martin, D. (2015). *Online Teaching in Education, Health, and Human Services: Helping Faculty Transition to Online Instruction and Providing Tools for Attaining Instructional Excellence*. Charles C Thomas. Link [here](#).
- Meyer, K. A. (2014). *Student engagement online: what works and why*. John Wiley & Sons. Link [here](#).
- Miller, M. D. (2014). *Minds Online*. Harvard University Press. Link [here](#).
- Nilson, L. B., & Goodson, L. A. (2018). *Online teaching at its best: merging instructional design with teaching and learning research*. Jossey-Bass. Link [here](#).
- Riggs, S., Linder, K. E., & Ralston-Berg, P. (2019). *Thrive online: A new approach to building expertise and confidence as an online educator* (First edition.). Stylus Publishing, LLC. Link [here](#).



- Strait, J., Nordyke, K. J., & Furco, A. (2015). *eService-learning: creating experiential learning and civic engagement through online and hybrid courses* (First edition.). Stylus. Link [here](#).
- Thornburg, A. W., Abernathy, D. F., & Ceglie, R. J. (2020). *Handbook of Research on Developing Engaging Online Courses*. Information Science Reference. Link [here](#).
- Vu, P., Fredrickson, S., & Moore, C. (2017). *Handbook of Research on Innovative Pedagogies and Technologies for Online Learning in Higher Education*. Information Science Reference. Link [here](#).