

How do you prepare students to be successful online learners?

- Require students to take the student readiness quiz found at: https://gvsu.co1.qualtrics.com/jfe/form/SV_0iYQYArpbn59eVD
- Open the course at least two weeks ahead of the semester and send a personal email inviting them to review the course and reach out with questions.
- Create a video that highlights the major assignments in the course and provides a quick tour of the syllabus. The video can also highlight due dates and expectations.
- Create a separate video which provides a course tour of the Bb site and highlights specific tools/technologies that will be used in the course.
- Include a 'begin here' or 'start here' area in your Bb site and provide essential information, including a welcome letter, online expectations, course overview, and explain the next steps that students should take to begin their course activities.
- Include a breakdown on the time commitment for certain assignments or activities and expectations for engagement with content and engagement with peers.
- Include what the students can expect in terms of how soon "you" will be providing feedback (i.e. your turn-around time) and faculty responsibilities.
- Give students opportunities to play with new technology and Bb tools prior to major assignments.

What suggestions do you have to make sure that your online/hybrid students are reading the syllabus?

- Create a syllabus quiz (with the ability to have multiple attempts) but students must get 100% in order to progress to the first weeks' module. Quiz questions include: 1). When are my office hours? 2). Do we have any face-to-face meetings and if so, list the dates. 3). Where is my office located and what is my email address? 4). List the major assignments of the course? 5). Is extra credit allowed? 6). Are late assignments accepted?
- Create a scavenger hunt and turn it into an online assignment where students have to explore the Bb site and the syllabus to answer questions. Make the scavenger hunt required and worth points.
- Create a video that highlights the major assignments in the course and provides a quick tour of the syllabus. The video can also highlight due dates and expectations.

What types of assignments and activities are you having your students do to build community?

- Assign partners to review major assignments and provide feedback. Partners can also assess content against rubrics prior to the final due date.
- Use the Blackboard Wiki tool or Google documents to encourage collaboration on course assignments.
- Require students to attend at least virtual office hour appointment using Collaborate Ultra or other technology, such as your office phone.
- Send personal and individual emails to each student after they complete ice breaker activities referencing specific details from their ice breaker.
- After the whole class has completed ice breaker biographical information activities, summarize the information and provide a slide with that data or post as an announcement.
- In addition to the discussion board, use the private Bb journal tool to allow for reflective personal application of course content and then provide feedback/comments so that students now that you are reading their journals.
- Create a mid-semester anonymous survey and respond directly to the results (via Announcement/email) and make changes if appropriate and explain when changes can't be made.
- In addition to asking for instructor/course feedback, ask students to reflect on what's going well and what "they" could do differently to assist in their own learning.
- Mix it up and provide video announcements (along with written announcements). Students really like "hearing" and "seeing" their instructor. Heck, include your family pets in the video too!
- Provide personal, quality and timely feedback (especially and the beginning of the semester).
- When sending email or grade center comments, always include the student's name in the response and pull specific examples from their work so that they know you've spent time reviewing their submission.
- With student permission, rotate their ice breaker photo as your course banner and feature students throughout the semester. Use free photo editing tools to create collages of students to use as class banners.
- When appropriate, mix it up with alternative tools such as [Groupme](#), [Screencast-o-matic](#), [Padlet](#), [Flipgrid](#) and [Google applications](#) to encourage collaboration. Meet with instructional designers and eLearning specialists to review Blackboard tools and alternative tools.