Distance Education Key Updates

D2L Updates

General D2L Updates

Syncs ≈ every 2 hours

Courses generated 60 days before start of term

Integrations being updated to LTI 1.3

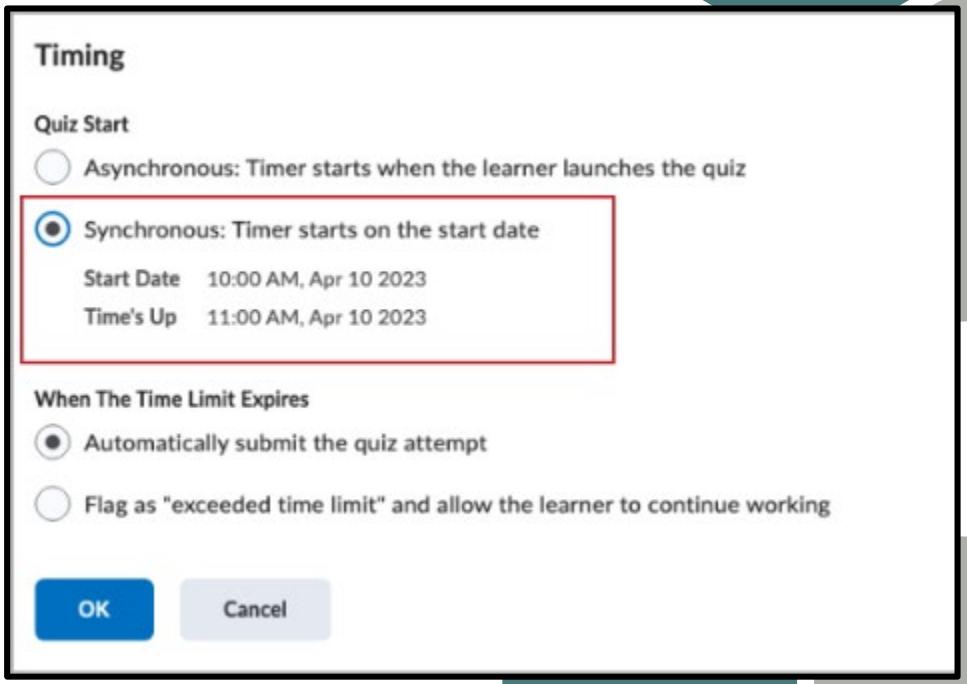
D2L Quiz Timing Changes

Setting changes:

- “Grace Period” depreciated
- Automatic submission or submission flagging
- Asynchronous/Synchronous options (coming in September)

In-quiz changes:

- Show/hide timer
- Timer warnings
- Quiz information link



Course Continuity Policy

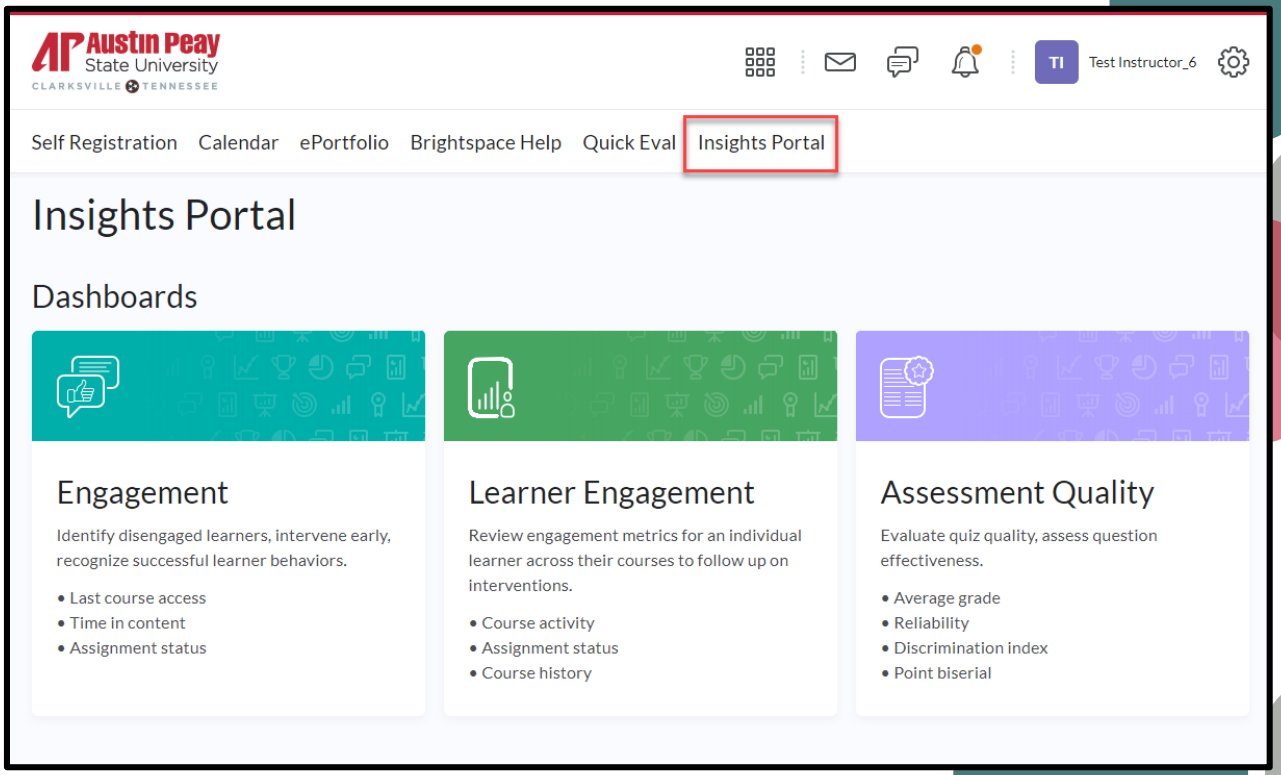
Syllabus

- Student access 2 **business** days before start of term
- No active participation prior to course start date

D2L Gradebook

- Grades for evaluated work must be posted

Insights Dashboards

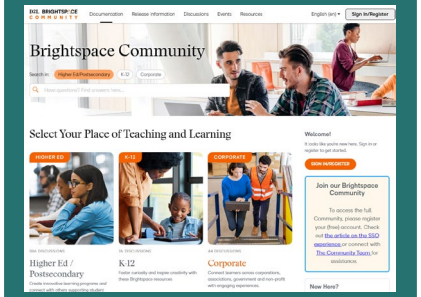


D2L Support Options

Distance Education Support Desk

Get Help

24/7 D2L Representative Support

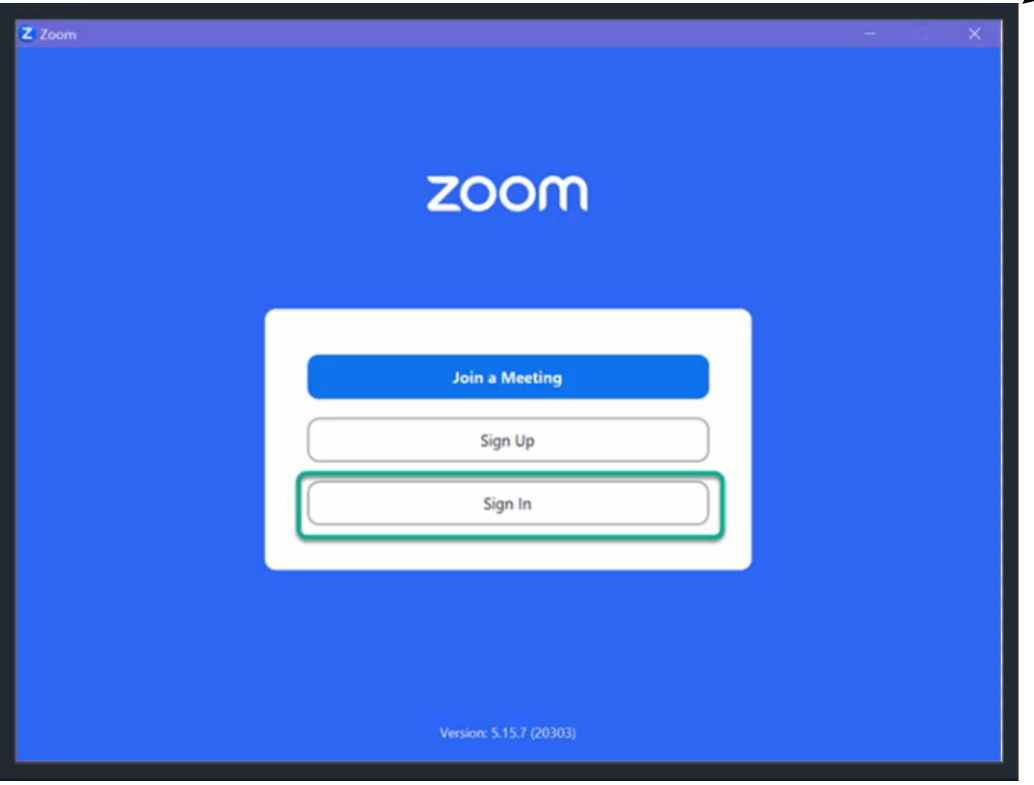


Brightspace Community

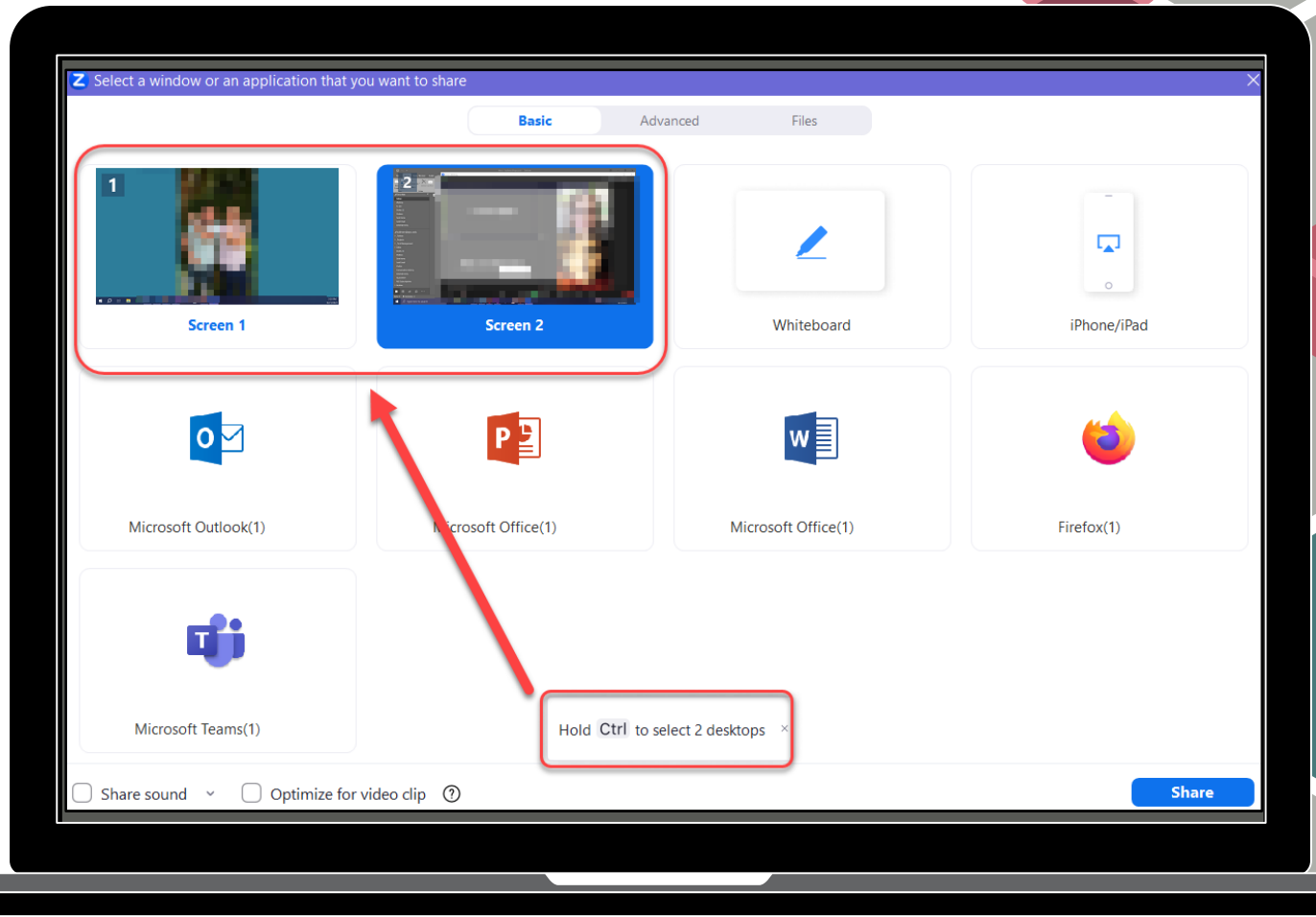
Instructional Tech Updates

Zoom Accounts

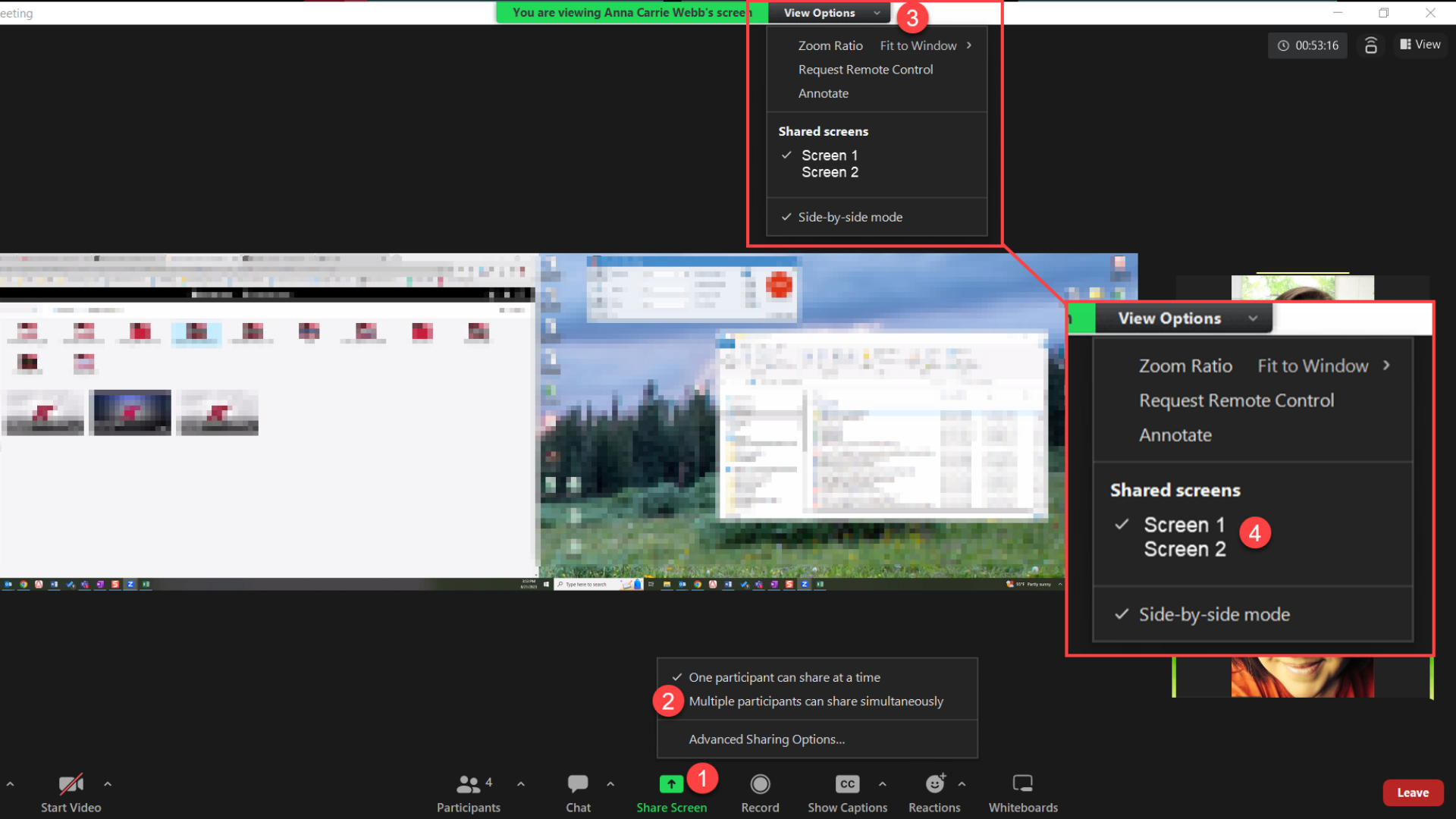
Use Zoom app & SSO
or
apsu.zoom.us & SSO



Zoom Share Screen Changes



How-to Link


You are viewing Anna Carrie Webb's screen
View Options
3
Zoom Ratio
Fit to Window
Request Remote Control
Annotate
Shared screens
Screen 1
Screen 2
Side-by-side mode
00:53:16
View
View Options
Zoom Ratio
Fit to Window
Request Remote Control
Annotate
Shared screens
Screen 1
Screen 2
4
Side-by-side mode
One participant can share at a time
2
Multiple participants can share simultaneously
Advanced Sharing Options...
Start Video
Participants
4
Chat
Share Screen
1
Record
Show Captions
Reactions
Whiteboards
Leave

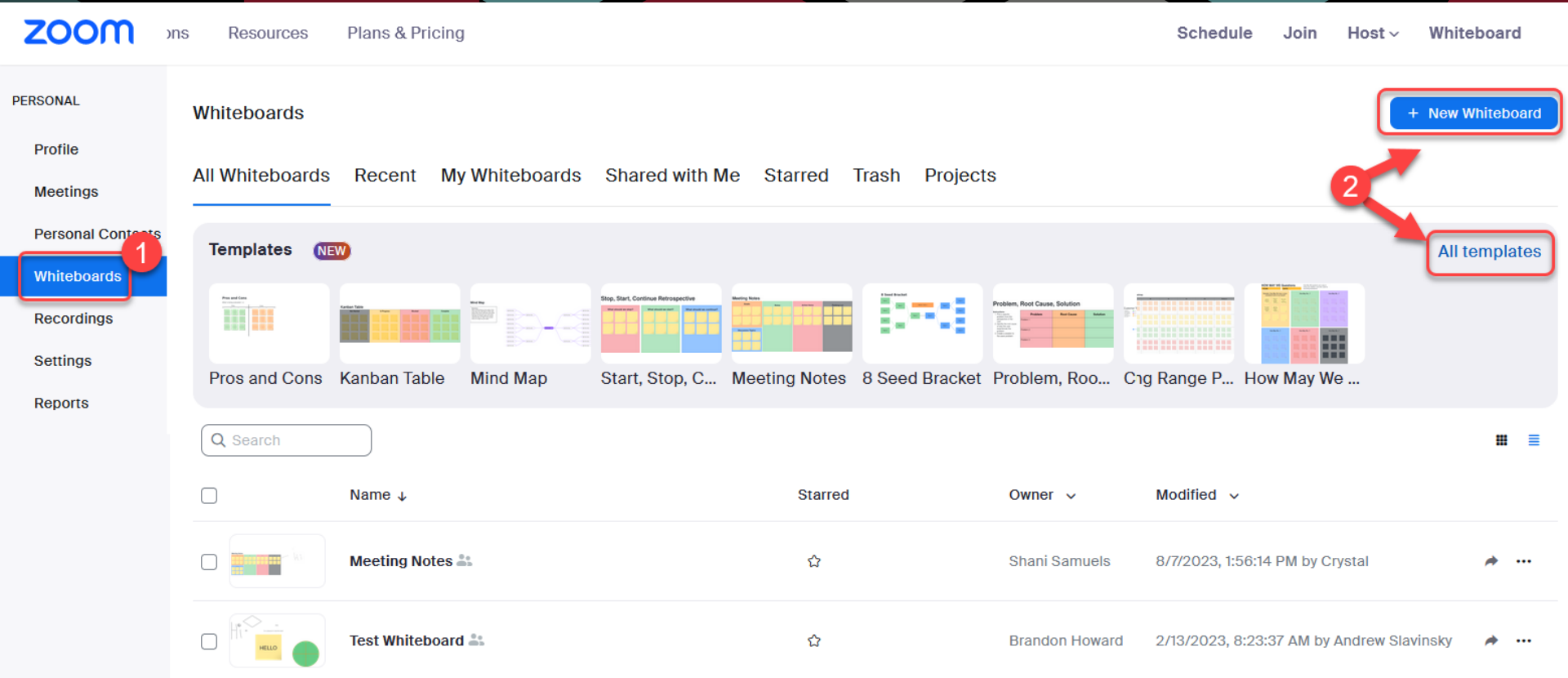
Zoom Whiteboards

New Whiteboards

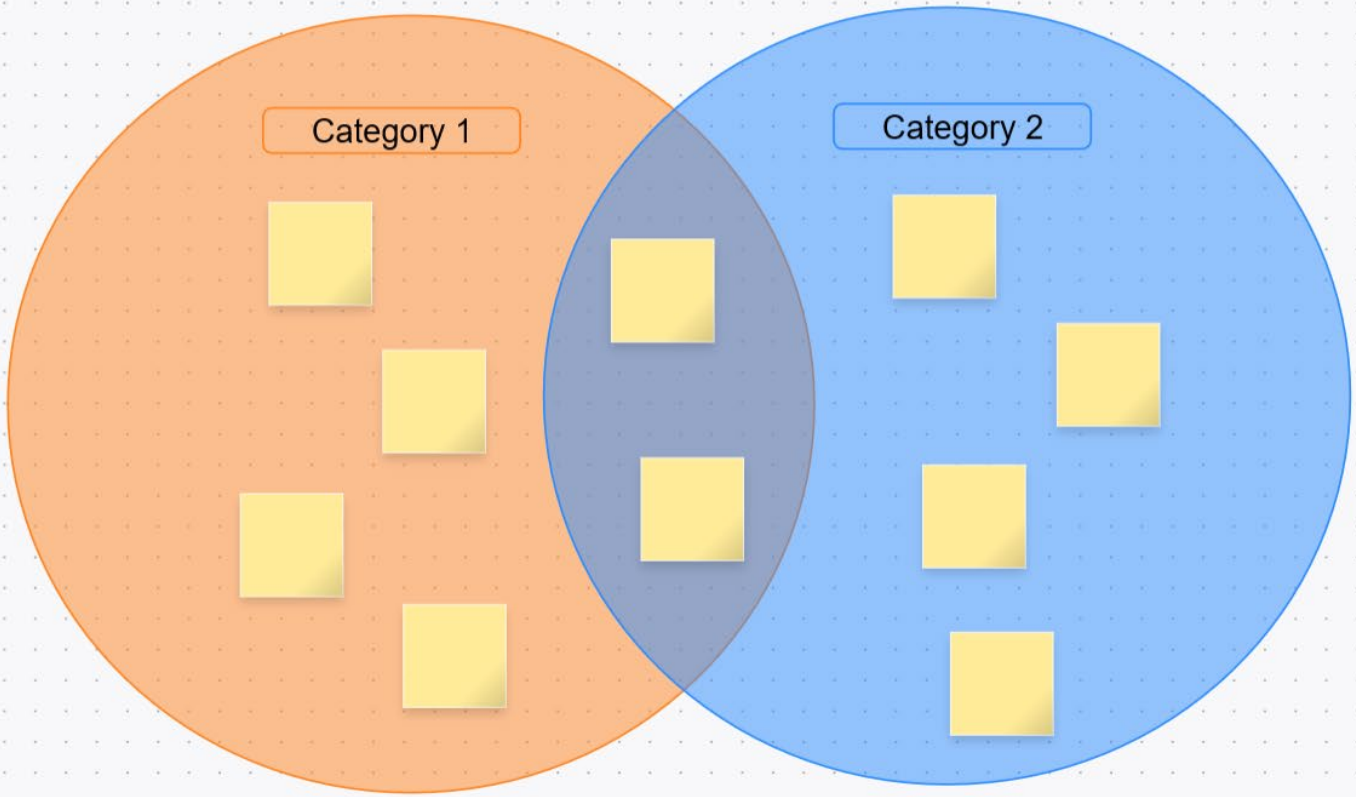
- In & out of meeting
- Whiteboards button
- Infinite canvas & expansive features
- Auto-saves
- Deletes after 120 days of inactivity

Classic Whiteboards

- In meeting only
- Part of screen sharing
- Basic
- Not auto saved


ZOOM
Resources
Plans & Pricing
Schedule
Join
Host
Whiteboard
PERSONAL
Profile
Meetings
Personal Contacts
Whiteboards
Recordings
Settings
Reports
1
Whiteboards
+ New Whiteboard
2
All templates
All Whiteboards
Recent
My Whiteboards
Shared with Me
Starred
Trash
Projects
Templates
NEW
Pros and Cons
Kanban Table
Mind Map
Start, Stop, C...
Meeting Notes
8 Seed Bracket
Problem, Roo...
How May We ...
Search
Name
Starred
Owner
Modified
Meeting Notes
Shani Samuels
8/7/2023, 1:56:14 PM by Crystal
Test Whiteboard
Brandon Howard
2/13/2023, 8:23:37 AM by Andrew Slavinsky

Venn Diagram



Mind Map
Table
Kanban
Card

Who can see what you share here

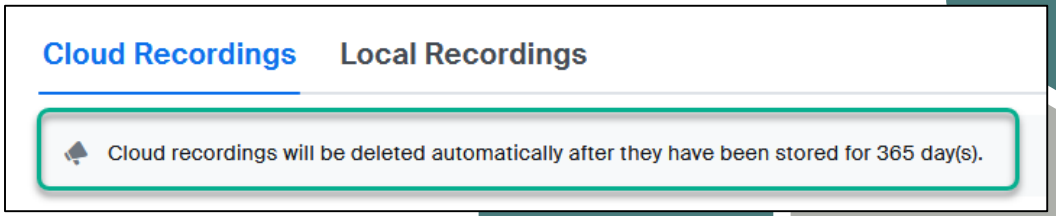
Recording Retention

June 30, 2023

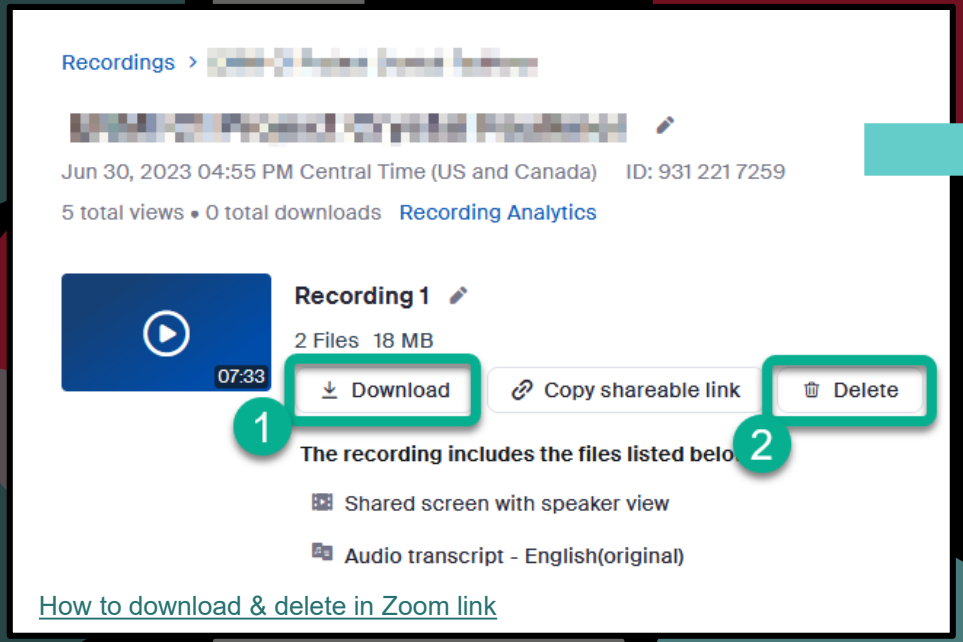
- Protected
- Deleted when…
  - You delete
  - Account deleted
- Review & delete often

July 1, 2023

- Retained for 365 days
  - Moved to Trash
  - 30 days to retrieve
- Review & delete often



Download & delete in zoom



How to download & delete in Zoom link

Upload videos into YuJa

YuJa How-To Link

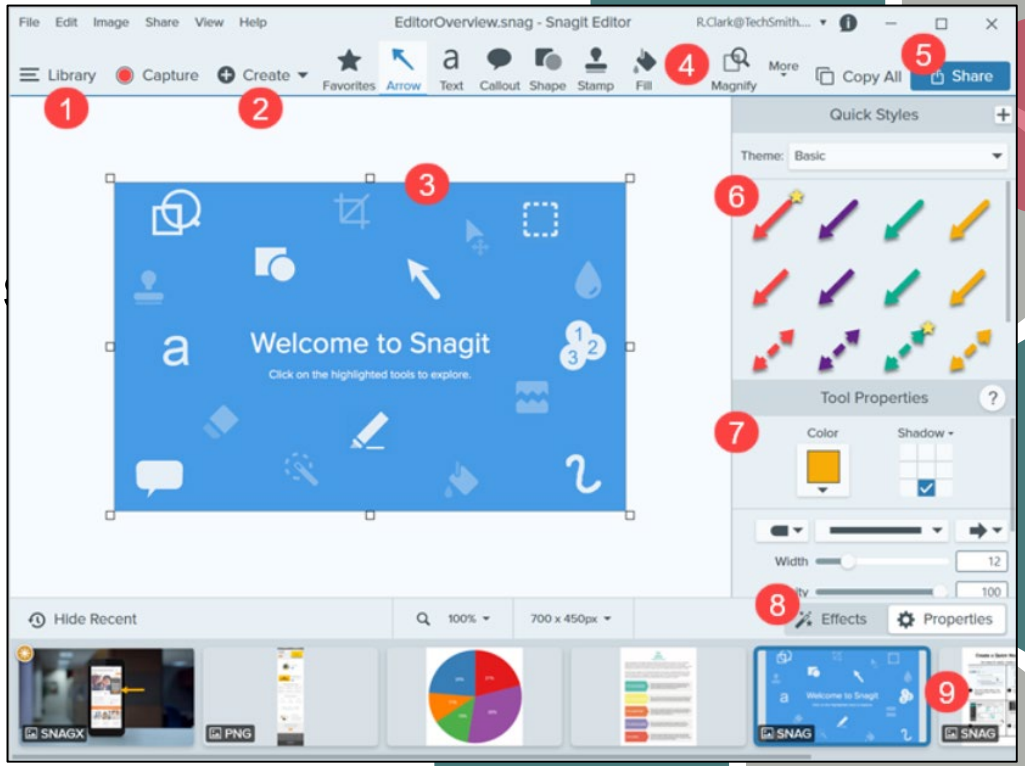
YuJa Advanced Faculty Training

- Sept 14, 11:30am-12:30pm CST
- Join Jerrick from YuJa for:
  - Quick YuJa overview
  - Video Editor
  - Analytics
  - Quizzes & Gradebook
- Zoom Join Link

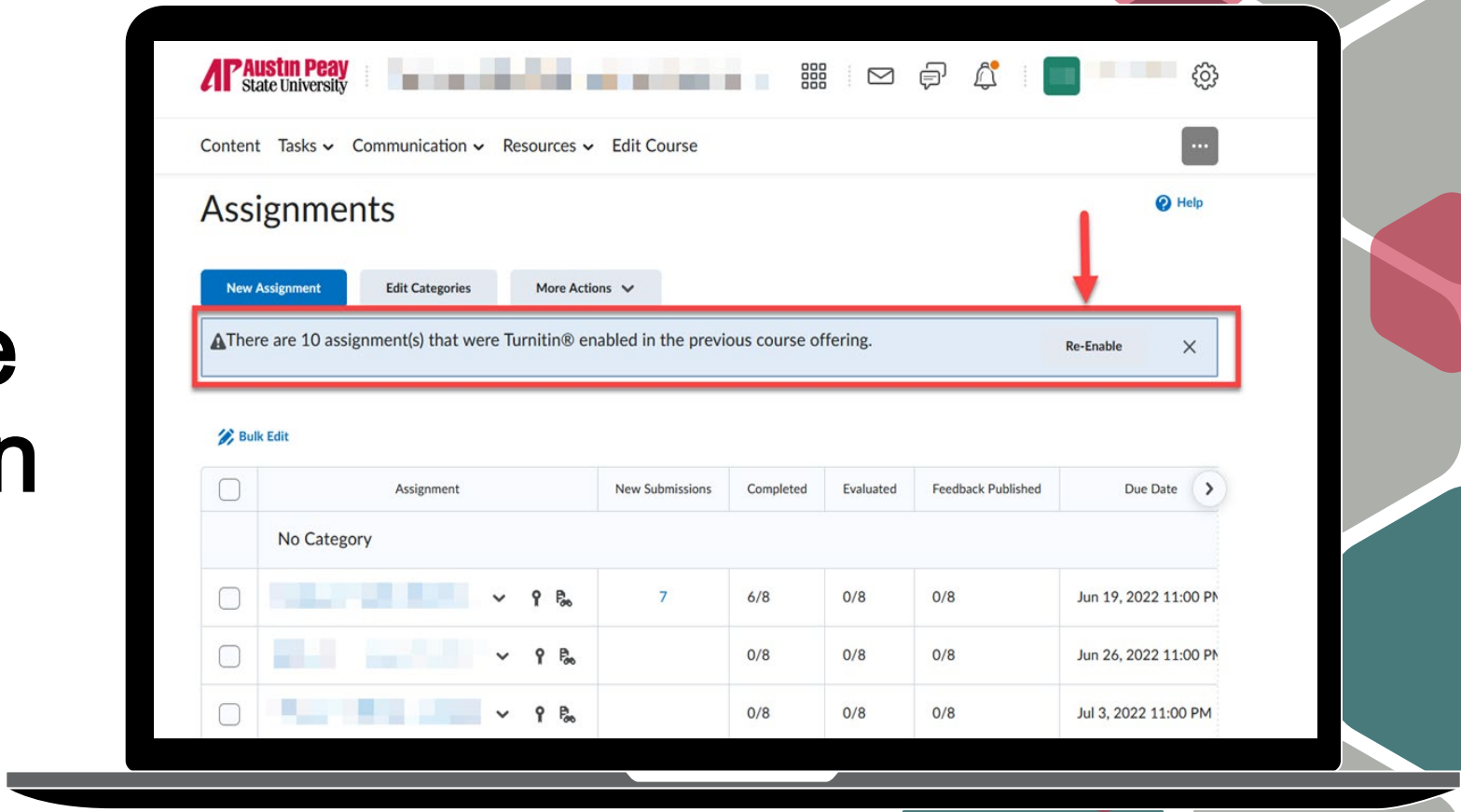
Reminder: Human captioning available

Camtasia & SnagIt

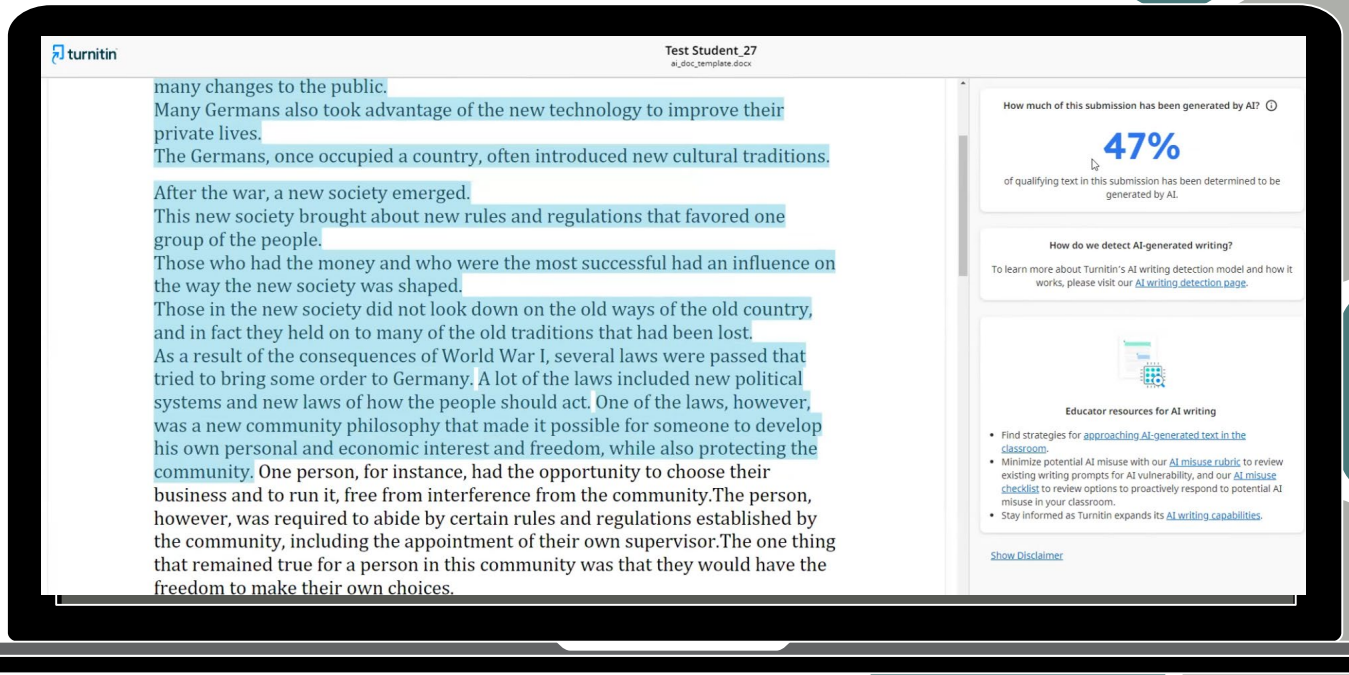
- Limited number of 2023 licenses
- New users & upgrades
- Available by request
- Request form link



Re-Enable Turnitin



Temp Access to Turnitin AI Score



[CAFE Generative AI Session #3 Link]

New Proctoring Resources

Online Proctoring Best Practices

Students may express concerns about online proctoring with their faculty (e.g. accessibility, religion, data privacy and security concerns, as well as hardware, software, and internet access and compatibility). The below best practices can help ensure a smooth experience for both faculty and students.

At-A-Glance

1. Conscientious usage of online proctoring helps ensure funds are distributed throughout the fiscal year.
2. Offer online proctoring to all students for the assessment. Individual students should not be identified to use online proctoring.
3. Notify students immediately and prominently about online proctoring requirements and expectations.
4. Provide a testing "window" of a couple days or more.
5. Provide testing alternatives and a clear process for students to request one.
6. Provide an alternative assignment option that does not utilize online proctoring.
7. Be very cautious when using web conferencing tools (e.g. Zoom, Teams, etc.) for online proctoring. Contact Distance Education for guidance.
8. Provide a practice exam with the online proctoring tool being used.
9. When setting up your exams in the online proctoring tool:
    - Be thorough and descriptive in the additional/special instruction open text fields. These fields are often visible to the student and/or proctor and help set clear expectations.
    - Be cautious with setting choices as some may make online proctoring less effective like allowing bathroom breaks and multiple attempts at the assessment. Always secure the assessment with a password.
10. After proctoring concludes, review the identity verification information provided by each student. Also, review any flags created by the online proctoring tool/proctor.

HONORLOCK	EXAMITY
Cost and Scheduling	
Flat-rate cost per year	Billed per student per hour
On-demand testing	Requires students to create a profile and schedule more than 24 hours in advance
Integration & Access	
Integrated within D2L Brightspace and works with D2L Quizzes with HonorPrep Guided Tour accessible at any time	Added to D2L Brightspace as an External Learning Tool and exams can be manually created or set up to automatically imported
Set-up	
Offers 1:1 AI-monitored sessions with Live Pop-in which includes: • Dual Monitor Prevention • Multiple Device Prevention • Search & Destroy • Keyword Voice Detection	Two Proctoring Level Options that both offer Human Audit: 1) Live Proctoring - live low-ratio proctoring; one proctor monitors multiple sessions at once 2) Live Authentication+Audit - 1:1 automated proctoring (AI) with no pop-ins
Customizable Settings such as: - Browser Guard & AI Extension Block - Disable copy, paste, and printing - Record web traffic	Settings determined by the online proctoring level
Optional Room Scans	
Critical Session emails sent to instructors for exam sessions with violations	

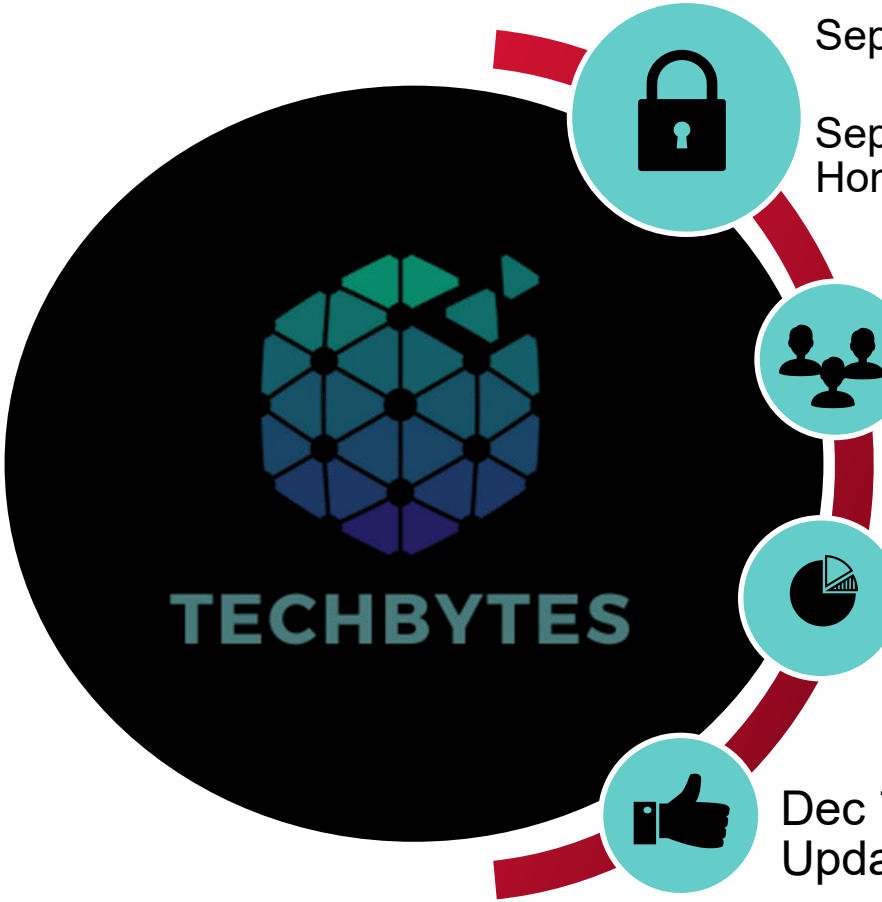
COMMONALITIES

Requirements

- Chrome Browser Extension and Minimum System Requirements
- Requires APSU Student or Government-issued Photo ID to assist with Student Verification
- Requires instructors to review student identity verification and flagged incidents

Offerings

- Practice Exam Options
- Exam Session Recordings with flags are provided to instructors
- 24/7/365 Support available for faculty and students both in and out of exam session
- Compatible with third-party exams (Pearson, McGraw Hill, etc.)
- Student Accommodations and Scheduling Exceptions can be made



Sept 7 – Online Proctoring 101

Sept 12 – Unleashing the Power of Honorlock

Oct 5 – Group Work & Peer Reviews in D2L

Nov 9 – D2L Insights Dashboard

Dec 7 – Spring Updates

TechBytes Link

Stay updated!

- DE Updates Website
- Monthly Newsletter

Updates Link

Instructional Design Updates

Regular & Substantive Interactions (RSI)

Why RSI?

- USDoE regulation 34 C.F.R. § 600.2
- Differentiates between correspondence and distance education
- Impacts financial aid eligibility
- Teacher-student interaction positively influences online learning outcomes.

Key Requirements

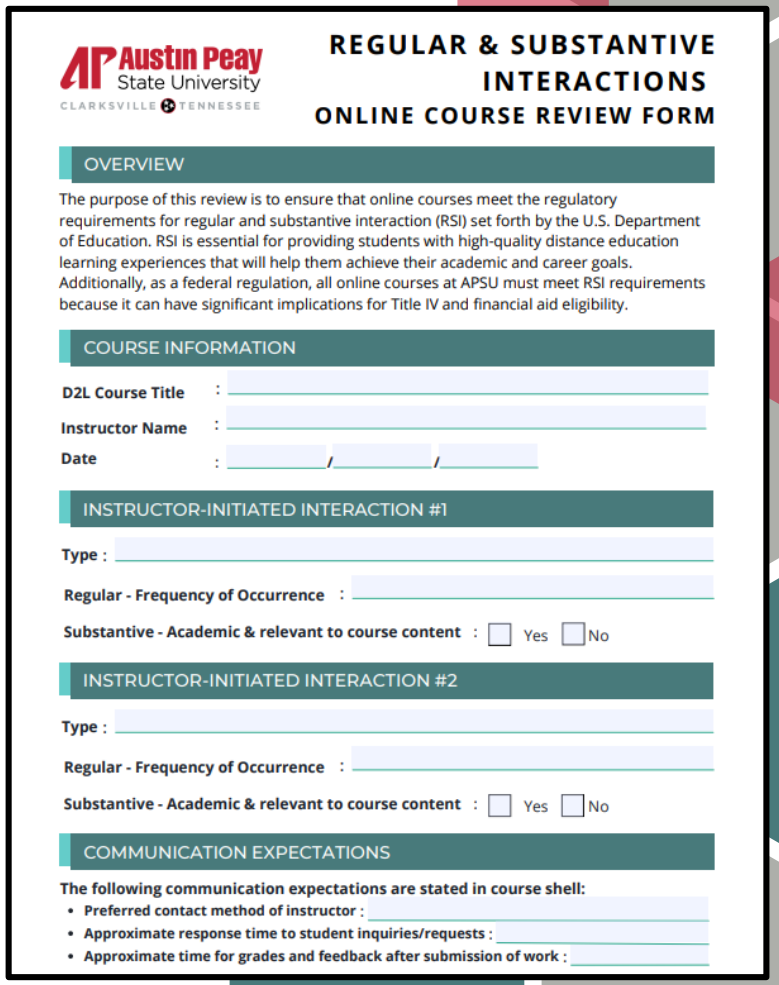
- Instructor initiated
- Scheduled and predictable
- Academic and relevant; includes at least **two** of the following:
  - Direct instruction
  - Academic feedback
  - Responding to questions
  - Facilitating discussions
- Monitoring student success

RSI Continued

Documenting Compliance

- Regulation states: “institution ensures”
- Online faculty self-report using fillable pdf
- File with course syllabus

www.apsu.edu/online/faculty



Austin Peay State University
CLARKSVILLE TENNESSEE

REGULAR & SUBSTANTIVE INTERACTIONS
ONLINE COURSE REVIEW FORM

OVERVIEW

The purpose of this review is to ensure that online courses meet the regulatory requirements for regular and substantive interaction (RSI) set forth by the U.S. Department of Education. RSI is essential for providing students with high-quality distance education learning experiences that will help them achieve their academic and career goals. Additionally, as a federal regulation, all online courses at APSU must meet RSI requirements because it can have significant implications for Title IV and financial aid eligibility.

COURSE INFORMATION

D2L Course Title :

Instructor Name :

Date : ____/____/____

INSTRUCTOR-INITIATED INTERACTION #1

Type :

Regular - Frequency of Occurrence :

Substantive - Academic & relevant to course content : ☐ Yes ☐ No

INSTRUCTOR-INITIATED INTERACTION #2

Type :

Regular - Frequency of Occurrence :

Substantive - Academic & relevant to course content : ☐ Yes ☐ No

COMMUNICATION EXPECTATIONS

The following communication expectations are stated in course shell:

- **Preferred contact method of instructor :**
- **Approximate response time to student inquiries/requests :**
- **Approximate time for grades and feedback after submission of work :**

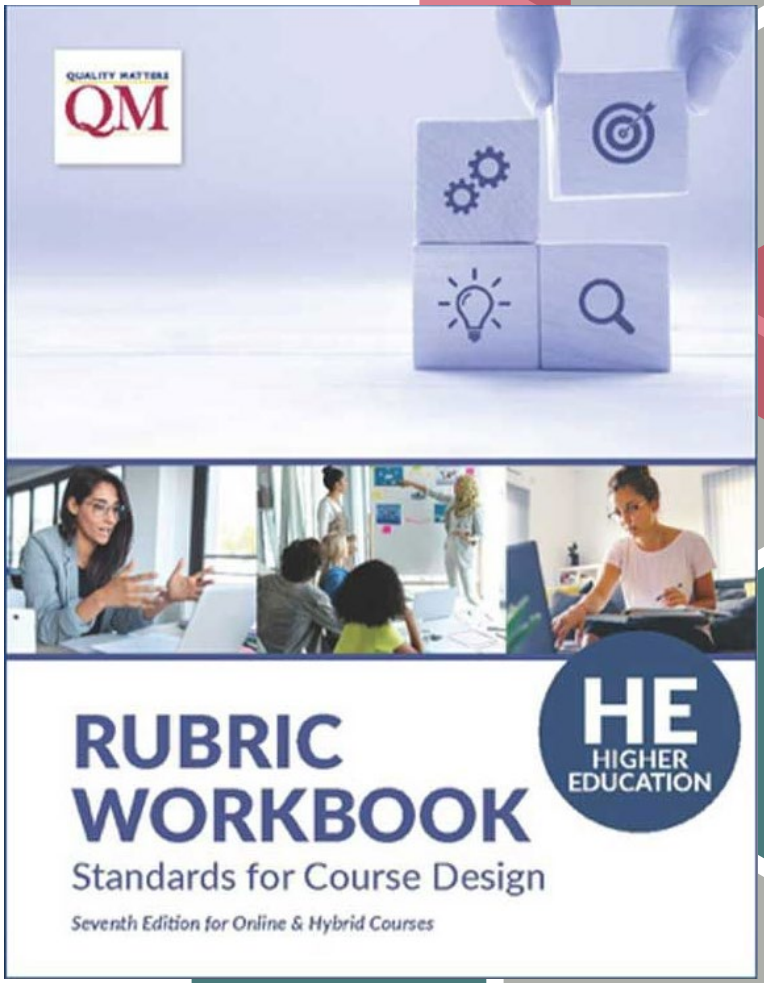
Quality Matters

Applying the Quality Matters Rubric (APPQMR)	
Virtual or F2F	Online
• Synchronous • 8 hours • Delivered in person or via Zoom	• Asynchronous • 2 weeks • Delivered in Canvas

QM Rubric Update

Changes to 7th Edition

- Self-paced update course
- Estimated 6-8 hours to complete
- *FREE* until January 4, 2024



AOQF Program

- Increase online course quality
- Promote compliance
- Five Fundamentals
- Get a course reviewed
- Become a Peer Reviewer
- Earn CAFE perks & points

Fundamental **1.A & 1.B**

- Welcome Announcement & Course Structure -

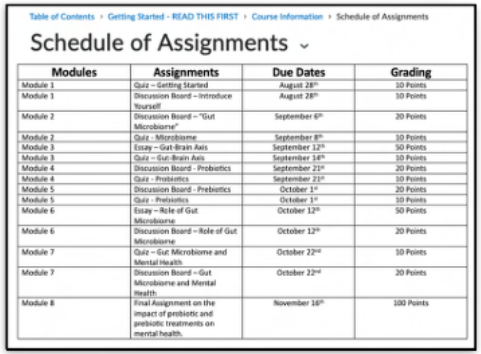
1.A When students first enter their courses in D2L, they are taken directly to the announcements page. Posting a welcome announcement directing students where to go next is helpful in eliminating frustration and ensuring learners feel supported on the first day of class. A welcome announcement should include:

- A brief overview of what the course is about and what they will learn.
- Directions on how to get started with the course.

You also might consider adding a welcome video, image, and/or links to the syllabus and other important course documents.

Example of a welcome announcement in D2L.

1.B Explaining the structure of the course and when assessments are due ensures learners know what to expect in the upcoming semester. By providing a course schedule with due dates and the number of modules in the course, learners can set realistic expectations and be better equipped to effectively manage their time. This type of information is usually found in a "Getting Started" module and/or the course syllabus.



AOQF Program

1 Course Review Application

The Course Representative completes the AOQF Course Review ticket to instigate an AOQF course review of an active course they are teaching.

2 AOQF Peer Reviewer

An AOQF Peer Reviewer is assigned to the ticket and added to the course. The AOQF Peer Reviewer will reach out to the course representative to establish a timeline and ask any questions.

AOQF Peer Reviewer Qualifications:

- Completed QM's APPQMR Workshop
- Completed the AOQF Peer Reviewer Workshop in D2L
- Taught an online course in the last calendar year
- Filled out the AOQF Peer Reviewer Application ticket

3 Course Review Form

The AOQF Peer Reviewer completes the review by completing the AOQF Course Review Form and attaching it to the AOQF Course Review ticket.

4 Course Meets Fundamentals

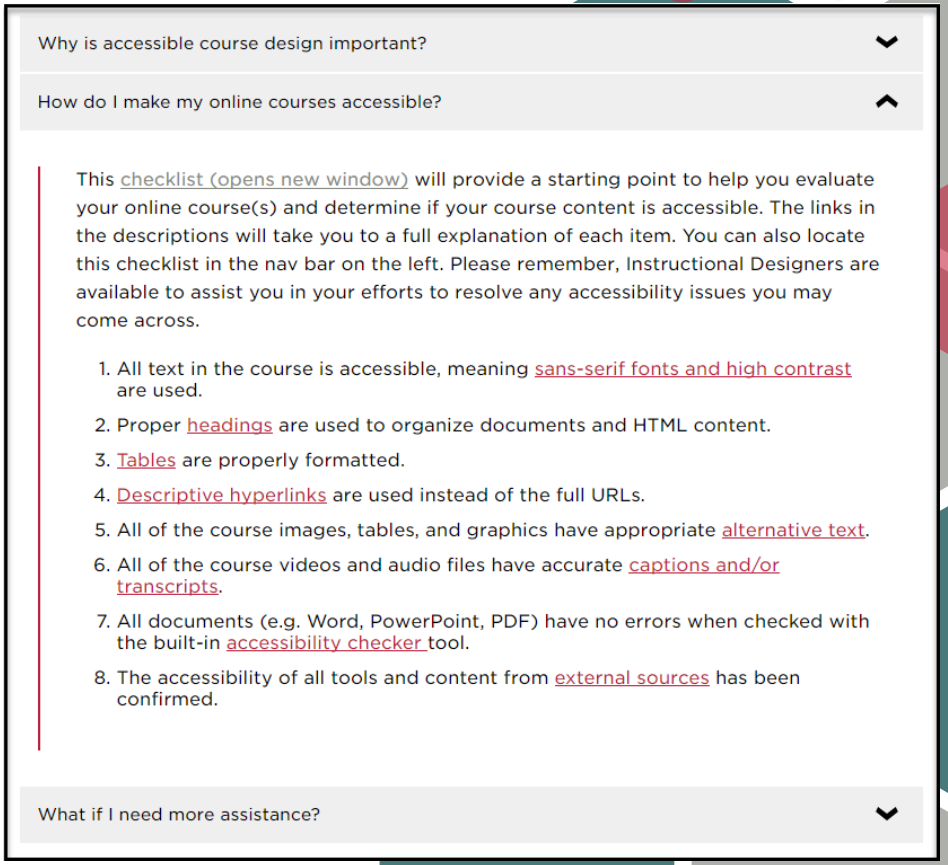
If the course meets all fundamentals, the ticket will be closed and a certificate will be generated.

or Course Does Not Meet Fundamentals

Distance Education will support the course representative in making changes to meet all fundamentals. Once changes are complete, the ticket will be closed and certificate will be generated.

Digital Accessibility

- New checklist on website
- The what, why, & how
- All instructional materials & learning activities must be fully accessible
- ID consultation



Why is accessible course design important?

How do I make my online courses accessible?

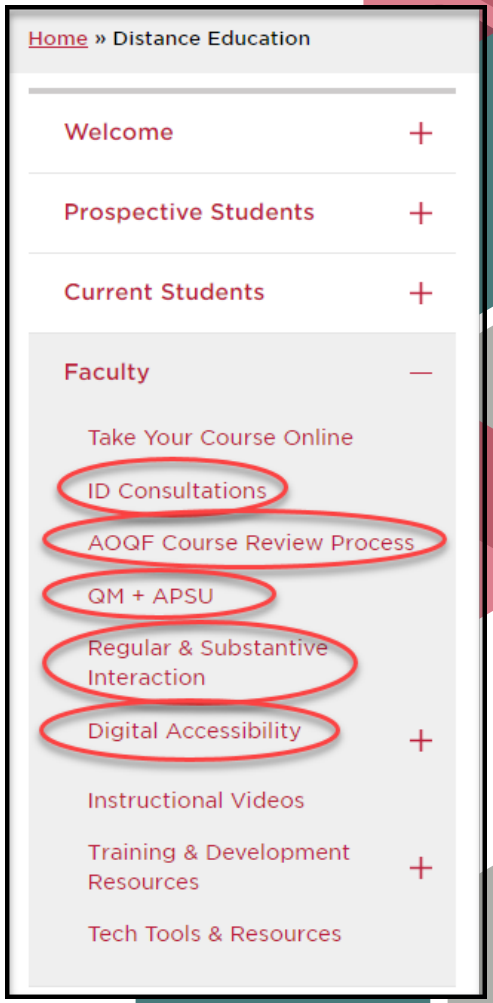
This checklist (opens new window) will provide a starting point to help you evaluate your online course(s) and determine if your course content is accessible. The links in the descriptions will take you to a full explanation of each item. You can also locate this checklist in the nav bar on the left. Please remember, Instructional Designers are available to assist you in your efforts to resolve any accessibility issues you may come across.

1. All text in the course is accessible, meaning sans-serif fonts and high contrast are used.
2. Proper headings are used to organize documents and HTML content.
3. Tables are properly formatted.
4. Descriptive hyperlinks are used instead of the full URLs.
5. All of the course images, tables, and graphics have appropriate alternative text.
6. All of the course videos and audio files have accurate captions and/or transcripts.
7. All documents (e.g. Word, PowerPoint, PDF) have no errors when checked with the built-in accessibility checker tool.
8. The accessibility of all tools and content from external sources has been confirmed.

What if I need more assistance?

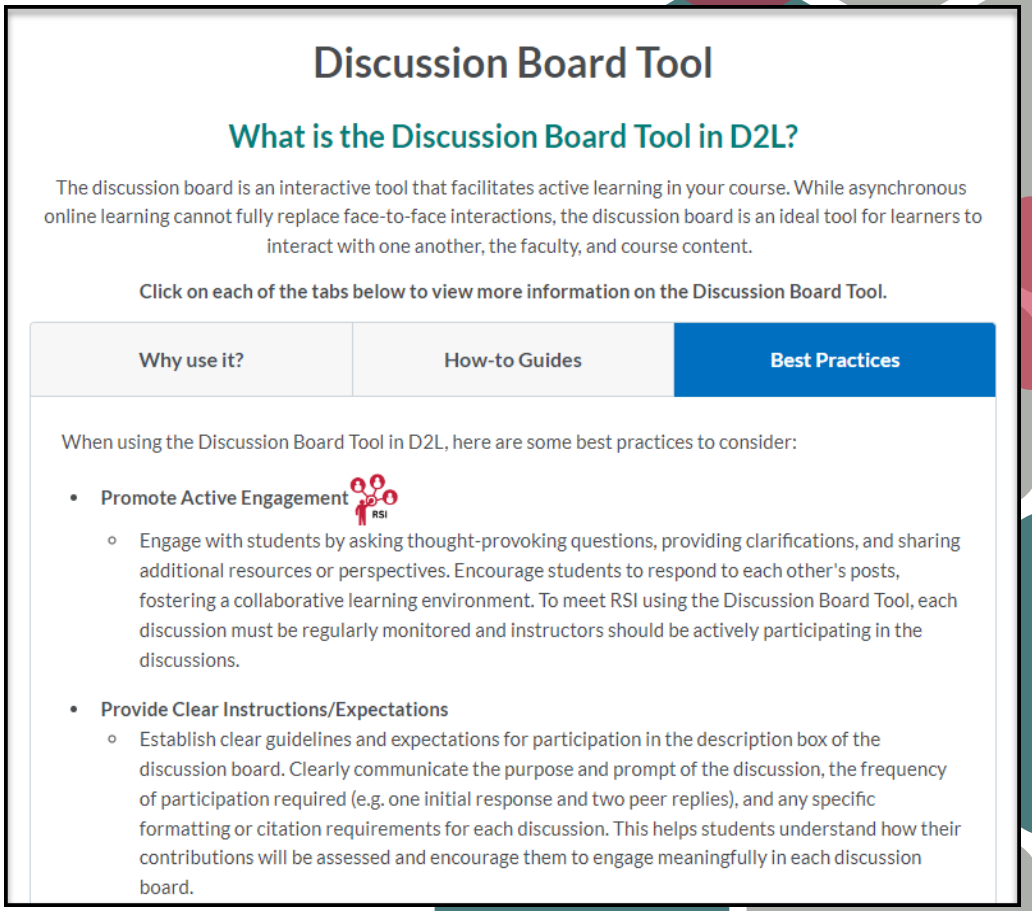
DE Website

- Look under the **Faculty** section
- Updates & additions:
  - ID Consultations
  - AOQF
  - QM
  - RSI
  - Digital Accessibility



Online Faculty Toolkit

- Self-registration
- Reviews the why, how, and best practices for the tools in D2L
- Regularly monitored & updated



Discussion Board Tool

What is the Discussion Board Tool in D2L?

The discussion board is an interactive tool that facilitates active learning in your course. While asynchronous online learning cannot fully replace face-to-face interactions, the discussion board is an ideal tool for learners to interact with one another, the faculty, and course content.

Click on each of the tabs below to view more information on the Discussion Board Tool.

Why use it? | How-to Guides | **Best Practices**

When using the Discussion Board Tool in D2L, here are some best practices to consider:

- **Promote Active Engagement** RSI
  - Engage with students by asking thought-provoking questions, providing clarifications, and sharing additional resources or perspectives. Encourage students to respond to each other's posts, fostering a collaborative learning environment. To meet RSI using the Discussion Board Tool, each discussion must be regularly monitored and instructors should be actively participating in the discussions.
- **Provide Clear Instructions/Expectations**
  - Establish clear guidelines and expectations for participation in the description box of the discussion board. Clearly communicate the purpose and prompt of the discussion, the frequency of participation required (e.g. one initial response and two peer replies), and any specific formatting or citation requirements for each discussion. This helps students understand how their contributions will be assessed and encourage them to engage meaningfully in each discussion board.

THANKS!

Questions?

You can find us at:

- online@apsu.edu
- 9312216625