



ASSOCIATION FOR
EDUCATIONAL
COMMUNICATIONS &
TECHNOLOGY

Higher Education Crowdsourced Expert Resources with Commentaries

In response to the COVID-19 pandemic, AECT has generated a crowdsourced list of expert resources (e.g., articles, posts, videos, documents, slides) with recommendations for best practices for remote teaching and the transition to online course delivery. A community-based approach was taken for this project, with reliance on AECT members' expertise and knowledge to provide a robust yet concise index of curated resources with commentaries of evaluation and recommendations. We appreciate the quick responses from many AECT members who contributed to this project by making recommendations and writing commentaries for the best practices for online instruction. Some of the graduate students also joined the endeavor of this project. Without their help, we would not be able to put together this document within a very short period of time. We particularly want to thank Dr. Michael Grant, the current AECT President, who initiated a series of COVID-19 related projects, including this one.

The following resource indexes were provided to the voluntary contributors/commentators who were invited to make evaluations or recommendations on any of the five topics (i.e., communicating with students, delivering content online, ensuring accessibility, meaningful discussions, and online tests and assessments).

- From the Daniel Stanford, DePaul University and the POD Network listserv | <https://bit.ly/rtrresourcelist>
- From Jenae Cohn and Beth Seltzer, Stanford University | <https://bit.ly/stanfordteachingdisruption>
- From Stacey Margarita Johnson and Rhett McDaniel, Vanderbilt University | <https://cft.vanderbilt.edu/guides-sub-pages/dealing-with-the-unexpected/>
- From Florence Martin, University of North Carolina Charlotte | <https://bit.ly/2vTtklX>

Many additional resources were recommended by the contributors/commentators.

Then we edited and organized the resources and the commentaries to generate this document. We hope this resource index with commentaries is helpful to you, and we look forward to your feedback and welcome your comments, suggestions, and recommendations.

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Project Leaders / Editors

April 3, 2020

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Communicating with Students

Communication Tools

Zoom Meeting Materials

<https://drive.google.com/drive/folders/1w32PXOcLdjficCfpzA6yzidgoS-Ako-Y?usp=sharing>

Kalianne Neumann developed these materials for faculty in her college and university as well as her former students who are now teaching. The Instructor Checklist walks instructors through setting up a synchronous meeting, Joining in Participating in a Synchronous Zoom Class walks students through accessing a Zoom meeting, and the Zoom Etiquette Expectations for Students sets expectations for participating in a synchronous Zoom class.

Reach Students and Parents Where They Are

<https://www.remind.com/>

Remind is a mobile app that allows you to connect with your students in an efficient and quick manner, allowing them the freedom to obtain information either via text or email. Communicate with as few or as many students as you like, and customize your message for exactly the individuals who need to receive it. Remind is free and easily used by students, teachers, and even parents.

Use Communication and Collaboration Tools to Increase Interaction among Students and Between Students and Instructors

<https://drive.google.com/file/d/1ipBm5RQzMWXfLFbM3yVjrNfwCjo0IKy5/view?usp=sharing>

This resource is from the 2019 What Works Clearinghouse IES Practice Guide series Using Technology to Support Postsecondary Student Learning. This is Recommendation #1 from this practice guide. It has 6 guidelines for supporting interaction with great examples.

Providing Feedback and Feedback Tools

How to Give Your Students Better Feedback with Technology - Advice Guide

<https://www.chronicle.com/interactives/20191108-Advice-Feedback>

This is a clear and comprehensive advice guide on how to provide effective feedback to students using technology. Written in an instructional coaching tone, this resource promises value for educators from various educational settings. This advice guide provides examples about various feedback tools, including

rubrics, annotations, audio, video, and peer review, each of which offers the opportunity to communicate directly with students and guide their learning.

Strategies and Best Practices for Communicating with Students

QM Emergency Remote Instructions Checklist

<https://docs.google.com/document/u/1/d/e/2PACX-1vRzSgvQZDAbu9iG3Cxng3D2hlxiUZrzwVRj94MGPVDvY9exqxiSgOkuhKxkexPSxb12cb3QNqDTWSlc/pub>

The Emergency Remote Instruction Checklist prioritizes steps and strategies, focusing on communicating course changes to students and making sure we're connecting with them and providing timely feedback and guidance. It also includes tips if you're teaching remotely longer than planned, and connects remote teaching strategies to research-supported design standards.

Purdue Repository for Online Learning and Teaching - Principles for Online Teaching

https://www.purdue.edu/innovativelearning/supporting-instruction/portal/files/16_Principles_for_Online_Teaching.pdf

A how-to guide with evidence-based practices that talks about communication in a broader context. Created with context experts and reviewed by experts.

Best Practices for Communicating with Students in Online Classes

<https://dl.sps.northwestern.edu/blog/2017/05/best-practices-communicating-students-online-classes/>

Straightforward information about strategies and tools on how to communicate with online students, including topics such as providing opportunities for synchronous interactions, getting active in discussions, providing personal and meaningful feedback, and creating audio and video content to show personality.

E-Learning Industry

<https://elearningindustry.com/>

The E-learning Industry resource provides updated information about e-learning strategies and news, which is very helpful for educators, enabling them to keep up with the trending information, especially in the training setting.

Delivering Content Online

Digital Tools for Delivering Online Content

Google Classroom

<https://classroom.google.com/u/0/>

Google Classroom supports multimodality of instructional resources (audio, video, pdf etc.) and enables two way communication between the instructor and learners. It is part of the Google education suite of tools, available at https://edu.google.com/products/classroom/?modal_active=none.

Zoom Tutorials <https://www.youtube.com/playlist?list=PLg5JfHcZghUpZhgsAgAyQ9CppT8aps6Nw>

This is a playlist that includes 3 YouTube videos that take users through how to use Zoom. Each video has a specific focus: (1) Important Settings, (2) Using Zoom as an Instructor, and (3) Using Zoom as a Student.

Free Tool for Creating Screencasts Resource

<https://www.freescrerecording.com/>

Free Cam 8 is a free screen-capture video tool that instructors and teachers can easily use to shoot their online content videos. This tool can be used to prepare short lecture videos for students, in which the instructor can talk over the slides, charts, graphs, documents and anything else on the instructor's computer. You can also use another tool called Epic Pen to underline, and highlight, etc. on your computer screen just like you do on the whiteboard in the brick-and-mortar classroom. Here is the link to Epic Pen: <https://epic-pen.com/>.

Screencast. Video Creation for Everyone

<https://screencast-o-matic.com/>

Screencast-o-matic is a free tool to create online videos and screen captures. You can create up to 15 minutes of videos for free. You can also record your screen, edit your video, and edit your screen your videos for free. The free version has captions and you can save to your desktop. The Deluxe version is only \$1.65 per month.

Videoconferencing Alternatives: How Low-Bandwidth Teaching Will Save Us All

<https://www.iddblog.org/videoconferencing-alternatives-how-low-bandwidth-teaching-will-save-us-all/?fbclid=IwAR3AuOPmUMyAALL5cl68CmM5XGpVwNYOgBe8wjucwNTiTTypSO3Qc4wEiH0>

This article by Daniel Stanford is published in the IDD Blog, a service of DePaul University. It is helpful for instructors as they struggle with understanding how video should and should not be used for their remote

teaching. The author presents alternatives for video delivery, from high to low bandwidth and high to low “immediacy,” including trade-offs and benefits.

Digital Platforms for Delivering Online Courses

Open Arab Education

<https://www.rwaq.org/courses/education-communication-techniques/sections>

This is an open resource learning platform that helps Arabic-language educators by allowing them to add their courses as a training course, which provides a diversity of learners with resources and materials in their language. It also provides public forum discussion methods for the training material and a messaging center, as well as online tests and assessments. It supports media and allows large numbers of participants. It also provides evidence of completion after passing the required experiences and the assessments, that is, by issuing certificates.

Guidance & Resources for Teaching Online

Practical Tips by Faculty for Faculty - Teaching Remotely Together

<https://www.purdue.edu/innovativelearning/teaching-remotely/tips.aspx>

This resource, developed by Dr. Jennifer Richardson and Dr. Wanju Huang, of Purdue University, includes an extensive section on delivering course materials. This includes a good, brief set of examples for those without background in online teaching.

PoRTAL: Purdue Repository for Online Teaching and Learning

<https://www.purdue.edu/innovativelearning/supporting-instruction/portal/>

These are 22 resources written by experts in online teaching and learning. Each resource is a two-page document providing answers to basic questions (what, why, how) about online learning. They are evidence-based documents that contain citations for further investigation and keywords for easy navigation. Documents also provide specific examples for facilitating discussions, rubrics, and external resources. The purpose is to give fast and efficient answers to instructors and teaching assistants new to online learning.

Best Practices to Teach Online:

<https://www.youtube.com/watch?v=Dt6PGDLtWEc>

Dr. Florence Martin, Professor of Instructional Systems Technology at the University of North Carolina, Charlotte, developed this 22 minute video, and uses it in her courses. She begins the video by discussing the shift faculty often experience in beginning to teach online. She describes 10 strategies recommended by the University of New Hampshire and provides practical examples that faculty can use.

Adding Some TEC-VARIETY - 100+ Activities for Motivating and Retaining Learners Online

<https://tec-variety.com>

TEC-VARIETY is an online book by Curtis Bonk and Elaine Khoo that is available for free downloading from OpenWorldBooks. The authors introduce over 100 online learning activities that are based on 10 important motivational principles. These include: Tone/Climate, Encouragement, Curiosity, Variety, Autonomy, Relevance, Interactivity, Engagement, Tension, and Yielding Products.

Vanessa Dennen's Blog - Teaching Online During COVID-19

<https://vanessadennen.com/teaching-online-during-covid-19/>

Vanessa Dennen has published a series of blog posts about teaching online during COVID-19. Her blog posts are inspiring and practical, including topics such as "preparing to go online," "writing good discussion prompts," "video conferencing from home, distractions and all," "Checklists: Keeping everyone organized in an asynchronous class". Her advice is "People first. Content second. Technology third."

Quality of Online Education (QOE) Framework

<http://ciel.educ.ttu.edu/qoeweb/>

The Quality of Online Education (QOE) Framework developed by Center for Innovation in E-Learning, College of Education, Texas Tech University aims at improving the quality of online courses. There are six key actions among three agents (i.e., faculty, students, and content) in the framework that is represented in an interactive graphic. The interactive framework includes definitions and applications with examples for instructors. The visually represented framework is appealing and easy to follow, and it conveys an effective message.

AECT Instructional Design Standards for Distance Learning

<https://link.springer.com/article/10.1007/s11528-018-0282-9>

This is a good resource for designing online courses, and it works as guidance for instructional designers or instructors to ensure quality learning and instruction.

Building a Community of Learning

<https://www.snhu.edu/about-us/newsroom/2020/03/working-together>

Southern New Hampshire University (SNHU), one of the bigger online universities, offers free tips, tools and strategies here. It includes lots of PDF files as well as videos on such topics as uploading, sharing and captioning YouTube videos. Also from SNHU – "Top Education Leaders Release Free Online Resources for Educators, Frontline Workers, and the Public in Response to COVID-19 Pandemic" at <https://www.snhu.edu/about-us/newsroom/2020/03/top-education-leaders-release-free-online-resources> - This includes more resources and modules for higher education and K-12 instructors, as well as frontline healthcare workers.

QM Emergency Remote Instruction Checklist

<https://docs.google.com/document/d/e/2PACX-1vRzSgvQZDAbu9iG3Cxnq3D2hxiUZrwVRj94MGPVDvY9exqxiSgOkuhKxkexPSxb12cb3QNqDTWSIc/pub>

The Emergency Remote Instruction Checklist created by Quality Matters aggregates the fundamental components for a course to be moved quickly online in an easy-to-use checklist format. It also has subsequent sections describing components of courses that encourage student success and effective instructor workflow. It is *not* QM's rubric for online course quality; but rather it is specifically intended to support instructors in moving their courses online quickly.

Teaching and Learning Remotely

<https://provost.asu.edu/remote>

Arizona State University, one of the bigger universities with major online programs, has several great overall links to get instructors started. For example, “Teaching and learning remotely” page has two tabs: “Faculty Info” and “Student Info”. On the “Faculty Info” page, it has a tab linking to “Remote Teaching Toolkit”, which leads to a comprehensive toolkit at

<https://provost.asu.edu/remote/faculty/toolkit>. The Course Communications FAQ has a google doc that includes open access tutorials on many topics, such as Zoom, Canvas, and Proctored Exams. These are also deep open resources from before Covid-19, such as:

Welcome to Teach Online at <https://teachonline.asu.edu>, including video tutorials on best practices and assessment, and some tutorials on how to use digital tools, for example – Creating videos in YouTube and Posting in Canvas at <https://teachonline.asu.edu><https://teachonline.asu.edu/tutorials/>.

Innovating Through Excellence in Teaching and Learning Design

<https://flowerdarby.com/>

Flower Darby is an excellent practitioner of online learning. She is being followed on all the social media platforms. You may read excerpts from her book "Small Teaching Online", which offers small but impactful teaching strategies and best practices to build community and collaboration. The book shares minor changes educators can make in their online teaching practice that will result in significant learning gains for students.

Teaching Effectively during Times of Disruption, for SIS and PWR

https://docs.google.com/document/d/1ccsudB2vwZ_GJYoKIFzGbtmftGcXwClwxzf-jkkoCU/preview#

Although this resource has content specific to Stanford and Canvas, it provides a wide array of tips and resources for teaching online. The shared resources vary between technological and pedagogical tips with quick and easy access to use for a speedy online transition. For example, it has all the how-tos for Canvas and Zoom for instructors and students to refer to. Even better, there are pedagogical suggestions and other resources embedded in each suggestion. This resource is highly recommended. For example, the section on "Shifting your class online," provides straightforward information about three options for delivering instruction online. Both technical and pedagogical aspects are addressed; this section is at: https://docs.google.com/document/d/1ccsudB2vwZ_GJYoKIFzGbtmftGcXwClwxzf-jkkoCU/edit#heading=h.gpks4aqkm71k.

Show What You Know - Techsmith

<https://www.techsmith.com>

With Techsmith's Snagit and Camtasia, you can bring your videos to life. You can create gifs, and make robust tutorials all quickly. The Techsmith site also includes many “Resources to Effectively Transition to Remote Work and Learning,” including tutorials such as for screen capture and recording.

Emergency Remote Teaching Guidelines - Academic Technology

https://at.csudh.edu/remote_guidelines.html

This is a comprehensive site, developed by California State University, Dominguez Hills, to help instructors get started teaching remotely. It provides quick tips for online transfer, in addition to helpful

links to a variety of tutorials. For example, it includes information on how to: set up a Zoom meeting, and use Blackboard Collaborate. Also included are a number of tips for delivering a class asynchronously, including how to: facilitate a classroom discussion, record a lecture, share course materials, use tests and surveys in Blackboard, have students submit an assignment, and use group activities.

So You Want to Temporarily Teach Online

<https://www.insidehighered.com/advice/2020/03/11/practical-advice-instructors-faced-abrupt-move-online-teaching-opinion>

This recent article by AECT leaders, Dr. Stephanie Moore and Dr. Chuck Hodges, provides guidance and a level of expertise that is needed at this time. The article begins with a discussion of the basic needs of online students and instructors. There is a discussion of asynchronous compared with synchronous courses and communication issues, and then more in-depth coverage about issues such as interaction, collaboration, access to resources, and preparing the space in which to teach. The article thus provides guidance from those who understand the field, know what can go wrong, and can assist in creating quick ways for academics to be strategic in their response and activities.

Coronavirus Toolkit for Teaching

<https://lx.uts.edu.au/resources/coronavirus-toolkit/>

The University of Technology, Sydney, Australia, has compiled a list of guides based on academic feedback. This toolkit is key for instructors as it addresses important needs to help them get going immediately. For example, the first major link is: "Moving to Remote Teaching? Start Here, which links to "nine steps to get ready for remote teaching." Importantly, the resource is intended to grow as issues grow.

Online Course-In-A-Box - University of Illinois - Center for Innovation in Teaching and Learning

<https://citl.illinois.edu/citl-101/online-strategy-development/develop-or-revise-an-online-course/online-course-in-a-box/building-your-course/delivering-content/delivering-content-online>

This resource, part of the Center's Online Course-in-a-Box site, starts with a quick overview of best practices to keep in mind, along with links to more in-depth articles that are helpful. Guidance includes, among many topics, strategies and tools for recording lectures, using learning management systems, and teaching online.

Examples of Online Courses

UNCC - Development - ADMIN 8695 Adv Seminar in Teaching and Learning

<https://uncc.instructure.com/courses/111679/modules>

Examples may help those who are new to online teaching. This example of a Canvas course, developed by Dr. Florence Martin of the University of North Carolina Charlotte, shows how a course is actually delivered online. The link shows how Dr. Martin has structured the modules in her course.

Resources and Support During the Covid-19 Crisis

So You Want to Temporarily Teach Online

<https://www.insidehighered.com/advice/2020/03/11/practical-advice-instructors-faced-abrupt-move-online-teaching-opinion>

This article was written by two AECT members who are experienced online instructors, specifically for the move to online instruction resulting from COVID19. It has been viewed by many, tens of thousands of times, and it has been promoted online by many professionals who design and teach online classes.

Chronicle of Higher Education

<https://www.chronicle.com>

The Chronicle of Higher Education has a free “Academe Today” newsletter on the coronavirus and its impact on education. Either go to their main website or email: connect@chronicleintelligence.com.

For example, you may sign up for a free article collection – “Moving Online Now: How to Keep Teaching During Coronavirus” or “When Emergency Strikes: Lessons from College Closures.”

Meaningful Discussions

Strategies for Facilitating Meaningful Discussions - Getting Started

Facilitating Your Online Discussions - Purdue University - Purdue Repository For Online Teaching and Learning

https://www.purdue.edu/innovativelearning/supporting-instruction/portal/files/8_Discussion_Board_Facilitation.pdf

This two-page article provides instructors with quick, evidence-based ideas about how to facilitate online discussions, and so can serve as a quick-start guide for those relatively new to online teaching. It is essentially a how-to guide, including resources and examples of types of discussion posts.

Instructor Course Postings - Post with Intentionality, Post with Purpose - Purdue University - Purdue Repository For Online Teaching and Learning

https://www.purdue.edu/innovativelearning/supporting-instruction/portal/files/15_Instructor_Course_Postings.pdf

Given the current situation, instructors need to constantly communicate with their students online. Having a purpose in instructor posting is very important as that will help facilitate the online learning environment more effectively. This resource provides brief but practical tips for instructors on how to post with intentionality and purpose.

10 Tips for Effective Online Discussions - Educause Review

<https://er.educause.edu/blogs/2018/11/10-tips-for-effective-online-discussions>

This article, by Edwige Simon, is a straightforward set of tips for effective online discussions. Tips include ways to convey clear expectations, adjust to the discussion board, clarify your role, provide feedback and coaching, track participation, offer group and discussion board alternatives, create questions you care about, select discussion leaders, encourage note-taking, and know when it's time to stop posting.

Faculty Focus - Creating Effective Responses to Student Discussion Postings

<https://www.facultyfocus.com/articles/online-education/creating-effective-responses-to-student-discussion-postings/>

This is a brief article, but it has both practical and pedagogical suggestions for instructors for how to create higher quality online discussions by their own responses to students.

Strategies for Facilitating Meaningful Discussions - Learning More

Mastering Online Discussion Board Facilitation - Resource Guide

<https://teaching.temple.edu/sites/tlc/files/resource/pdf/MasteringOnlineDiscussionBoardFacilitation.pdf>

This is a very comprehensive guide to creating meaningful discussions for those that want to dive a little deeper. It was developed by TeacherStream LLC, and references and links are included throughout the guide. The guide begins with an overview of best practices, including for assessment, followed by a section on specific discussion strategies, including “ask experts”, debates, polling, role play, small groups, and peer review. There is a section on specific strategies for instructors in content areas, including language arts, social studies, math, science, the arts, and interdisciplinary learning. The work concludes with management tips.

8 Ways to Facilitate Meaningful Online Discussions in eLearning

<https://elearningindustry.com/facilitate-meaningful-online-discussions-elearning>

This online resource provides teacher’s with simplified tips on how to create effective discussions in an online classroom environment. It discusses the need for a conflict resolution plan in case the need arises. It also offers tips such as defining expectations and defining the role as the teacher. This resource is useful because it is easily digestible and offers tips and information that can easily be adopted by educators in online learning environments.

Teaching Effectively during Times of Disruption, for SIS and PWR

<https://bit.ly/stanfordteachingdisruption>

This guide provides more in-depth pedagogical guidance. For instance, the linked suggestions about writing discussion questions and orchestrated discussion are very valuable. In addition, these are sustainably useful.

Meaningful Online Discussions

https://docs.google.com/document/d/e/2PACX-1vTYTOkE3etchdplSc43KDgg75SKNOhmP7hBLSk9hDp_RzT7T9b-glWLNCKXMyqISSKZApZzLQU0BZs0/pub

This resource provides clear guidelines on how to facilitate asynchronous online discussions in a college course. The guidelines include initial advice, protocols for posting, an example of a rubric and criteria that can be used for evaluating online discussions. Guidelines are based on research evidence and published in the recent book: Dabbagh, N., Marra, R., & Howland, J. (2019). Meaningful online learning: Integrating strategies, activities, and learning technologies for effective designs. New York, N.Y.: Routledge.

Recommendation 1: Use Communication and Collaboration Tools to Increase Interaction Among Students and Between Students and Instructors

<https://drive.google.com/file/d/1ipBm5RQzMWXfLfbM3yVjrNfwCjo0IKy5/view?usp=sharing>

This resource represents Recommendation #1 from the 2019 What Works Clearinghouse IES Practice Guide series “Using Technology to Support Postsecondary Student Learning”. It presents six guidelines for supporting interaction, and each includes great examples.

Faculty Focus - Organic Online Discussions: Saving Time and Increasing Engagement

<https://www.facultyfocus.com/articles/online-education/organic-online-discussions-saving-time-and-increasing-engagement/?fbclid=IwAR3Gavux5D6a3CD7VBgPU6Q6DChAnXaFLWQpU560IUGQGQS01dZmDJwDXY>

This discussion style can be said to create the most meaningful discussions and interactions because it mimics our natural conversational style, encourages more interaction and connections, supports critical thinking, and is closest to classroom conversations. Some instructors have used it for years and found that it can work well.

Digital Tools for Discussion

Flipgrid - Empower Every Voice (Microsoft)

<https://info.flipgrid.com/>

Flipgrid is a great tool for encouraging students to create video responses to your grid questions or prompts and also to encourage learner-learner interactions in online courses, since students are also able to respond to each other's video responses. In an online learning environment where social isolation and psychological distance are common issues that have been shown to negatively influence online learner motivation, engagement, and satisfaction, using such tools as Flipgrid is very important and necessary to establish and maintain learners' perceptions of their own and others' presences as "real people", which in turn contributes to their sense of community. Flipgrid is a great tool that serves this purpose!

Online Tests/Assessments

Strategies for Online Assessment

Schreyer Institute for Teaching Excellence, Pennsylvania State University

<http://www.schreyerinstitution.psu.edu>

Penn State University's Schreyer Institute for Teaching Excellence has dozens of great resources for online assessment, for example: Adapting Assessments for Remote Teaching, and self-paced modules such as one on Online Assessment at

<https://sites.psu.edu/onlineassessment/> , Types of Online Assessments at

<https://sites.psu.edu/onlineassessment/gather-evidence/> , and Remote Teaching and Assessment

Strategies at <http://www.schreyerinstitution.psu.edu/RTandA> . You may also click under Tools and

Resources on their main home page, type in Online Assessment and find many great resources.

Teaching Online Resources - To Assist with Instructional Continuity during COVID-19

<https://bit.ly/2vTtklX>

This is a list developed by Florence Martin and colleagues of the University of North Carolina Charlotte, which is an excellent overall resource for online teaching. The online assessment and discipline-specific guides are the highlight of this collection. For instance, OpenOCHEM - is an interactive site designed to allow instructors to easily create, modify, administer and collaborate on homework assignments, quizzes and practice problems for chemistry. This resource site thus incorporates an assessment focus and the subject-specific interactivity. The collection also includes numerous references on designing and administering open-book exams.

Effective Assessment Practices for Online Learning - University of North Carolina Charlotte - Center for Teaching and Learning

https://www.youtube.com/watch?v=jxRz9O220XM&feature=emb_title

This YouTube Video (49 minutes) is a webinar on research-based assessment techniques from low level to high level skills, presented by Sam Eneman, which is part of the university's Teaching Online Webinar Series.. This is one of many resources on the list developed by Florence Martin of the University of North Carolina Charlotte noted above.

Faculty Focus - 7 Assessment Challenges of Moving Your Course Online (and a Dozen+ Solutions)

<https://www.facultyfocus.com/articles/online-education/7-assessment-challenges-of-moving-your-course-online-solutions/>

This article provides many solutions beyond the traditional online test and/or written paper, as well as addressing the most common concerns expressed by faculty new to online teaching.

Assessment Tools and Activities

<https://teaching.usask.ca/documents/distance-education/Assessment-Tools-Activities.pdf>

This document is part of a resource website with helpful links for faculty making transitions from face-to-face teaching to online teaching. It specifically lists different types of non-traditional assessments that can be conducted online, including self-performance review, case study analysis, blog, wiki, audio and video creation, learning portfolio, and annotated bibliography. It also discusses the considerations faculty should make when choosing the type of assessment.

Faculty Focus - Assessing Online Learning: Strategies, Challenges and Opportunities

<https://www.facultyfocus.com/free-reports/assessing-online-learning-strategies-challenges-and-opportunities/>

This free report, which is available after you provide an email address, consists of 10 articles providing advice about online assessment. Topics include authentic assessments, moving beyond multiple-choice tests, self-checks, assessing in writing courses, and assessing learners in the millennial generation. This resource would be valuable to any faculty member who needs some additional guidance in moving their assessments to an online format.

Faculty Focus - Using Interviews to Assess and Mentor Students

<https://www.facultyfocus.com/articles/educational-assessment/using-student-interviews-to-assess-and-mentor-students/>

This article describes how to use 5-minute interviews to assess and mentor students. Instructors may easily do this with web conferencing tools.

Practical Tips for Faculty by Faculty - Teaching Remotely Together

<https://www.purdue.edu/innovativelearning/teaching-remotely/tips.aspx>

The "Checking for Understanding" section of this document includes a focus on useful low key assessments to use while checking for understanding.

Strategies to Keep you Teaching - Florida State University - Emergency Online Instruction

<https://odl.fsu.edu/emergency-instruction>

This web site provides some good links for assessment strategies, plus tutorials for tools like Zoom, Canvas, and more, for example, at

<http://onlineinstruction.bbsupport.happyfox.com/kb/article/1532-online-alternatives-to-in-person-proctored-exams/>, as well as online alternatives to in-person proctored exams, including online simulations and labs, particularly for chemistry, from Merlot.

Dealing with the Unexpected: Teaching When Your Students Can't Make it to Class - Vanderbilt University - Center for Teaching (CFT)

<https://cft.vanderbilt.edu/guides-sub-pages/dealing-with-the-unexpected/>

This article by Stacey Margarita Johnson and Rhett McDaniel provides useful guidance as you get started with remote teaching. The CFT page also includes links to dozens of guides, including this one on Classroom Assessment Techniques, CATs, at <https://cft.vanderbilt.edu/guides-sub-pages/cats/>.

Best Practices for Online Tests

<https://community.pepperdine.edu/seaver/center-teaching-excellence/keep-on-teaching/online-tests.htm>

This resource not only discusses online assessment tools, but also addresses the roles of teachers and students during the assessment process. It includes information such as how to use technology tools to design and manage online exams, as well as how to help students prepare for online exams. This specific, step-by-step guidance is very helpful for teachers to conduct online exams.

Open Book Exams

A Guide for Academics - Open Book Exams

https://www.newcastle.edu.au/data/assets/pdf_file/0006/268980/Open-Book-Exams.pdf

This article from the University of Newcastle, Australia's Centre for Teaching and Learning, describes pros and cons of open exam book exams, how to design them, and examples of ways to use them, along with tables that show types and levels of exam questions, along with examples of each. This, too, is from the University of North Carolina, Charlotte's list at <https://bit.ly/2vTkIX>.

Digital Tools for Assessment

Formative: Real-time student responses. Long-term student growth

<https://goformative.com/>

Formative is a great free app for teachers and instructors to assess and evaluate student learning. They can assign different tasks and assignments to their students and give instant and quick feedback, which is of paramount importance for online learners, that is, timely and substantive feedback.

75 Digital Tools and Apps Teachers Can Use to Support Formative Assessment in the Classroom

<https://www.nwea.org/blog/2019/75-digital-tools-apps-teachers-use-to-support-classroom-formative-assessment/>

This article, by Kathy Dyer (Jan 31, 2019) is more K-12 instructor oriented, but could also be of value to faculty who do not have an LMS or assessment tools at their institution. Each tool or app is well-described and linked.

Ensuring Accessibility

Introduction to Online Accessibility

Inclusion, Equity, and Access While Teaching Remotely

https://cte.rice.edu/blogarchive/2020/3/13/inclusion-equity-and-access-while-teaching-remotely?fbclid=IwAR12N5I4stxvZja7_k6X38VipJs-943ixFIX6r8MZ8TleLQ8-ZzRVwah9o8

This resource analyzes the most fundamental problem of accessibility in online learning, that is, unequal access to technology, hardware, and software. In addition, it also reflects student-centeredness, considering the individual identity and needs of students so as to ensure that every student has equal opportunities to participate in online learning.

ADA Compliance for Online Course Design

<https://er.educause.edu/articles/2017/1/ada-compliance-for-online-course-design>

This is a brief but comprehensive article by Sheryl Burgstahler, Director of Accessibility Services for the University of Washington. The author focuses on tips for improving online accessibility, the standards behind it, and benefits for making your course accessible.

Accessibility Checklist - Online Learning Series: Accessibility

<https://www.dropbox.com/s/d2d3klomk78wtc1/AccessibilityChecklist.pdf?dl=0>

This is an accessibility checklist that provides quick guidance for how to make online courses, and MS Word, MS PPT and PDF documents and files accessible. It is part of the Texas Tech University College of Education's extensive resources on Online Accessibility at <http://www.depts.ttu.edu/elearning/accessibility/>.

OU Teach Anywhere Page on Accessibility

<http://www.ou.edu/teachanywhere/accessibility>

This resource is recommended because of its focus on some of the general considerations that need to be made in regards to accessibility, specifically digital accessibility (this information isn't school-specific). This page provides information on ways to contact the Accessibility and Disability Resource Center and request support, gives tips on how to provide accommodations for students in Canvas (university-specific), and provides links to additional accessibility resources/tools (general info).

Comprehensive Online Accessibility Resources

Introduction to Web Accessibility from WebAIM - Web Accessibility in Mind

<https://webaim.org/intro/>

Some say this is a top resource for those new to accessibility. As faculty transition to online courses, it is important that they do not leave students behind. This comprehensive guide introduces readers to the importance of accessibility on the web and provides them with a good place to start when making courses accessible for their students. It includes a discussion of people with disabilities on the web, how to implement web accessibility, and extensive advice on the principles of accessible design. These principles are then linked to descriptions and tutorials on how to implement them.

Accessibility ToolKit

https://docs.google.com/document/d/18xma_O3Yerz4qR1YmuEYaXwkGtEfibeADijSMTBy4Yg/edit?usp=sharing

This Google document, created by Designers for Learning, provides a comprehensive list of resources that designers and faculty can use in designing accessible courses. The document is organized based on the POUR framework (Perceivable, Operable, Understandable, and Robust), allowing designers and faculty to quickly find a guide for how to complete a specific task to make their course more accessible.

AccessCollege: The Faculty Room

<https://www.washington.edu/doit/programs/accesscollege/faculty-room/overview>

The Faculty Room is a space of the Do-It (Disabilities, Opportunities, Internetworking and Technology) Center, which includes extensive resources for improving accessibility, including many for STEM instructors and for students. The Faculty Room helps faculty and administrators at postsecondary institutions learn about how to create on-site and online courses that maximize the learning of all students, including those with disabilities. Funding for The Faculty Room was provided by the U.S. Department of Education, and is hosted by the University of Washington.

Disability Accessibility Basics

<https://www.peatworks.org/staff-training/digital-accessibility>

PEAT - Partnership on Employment and Accessible Technology - has some great resources for digital accessibility that are important when thinking about our students in the virtual environment. PEAT is funded by the Office of Disability Employment Policy. Included, for example, are extensive links for ways to make accessible such materials as: Email messages, PDFs, documents, images, presentations, social media, multimedia, and aspects of content management systems.

Disability Inclusion

Disability Inclusion Basics

<https://www.peatworks.org/staff-training/disability-basics>

PEAT - Partnership on Employment and Accessible Technology - also has some great resources for disability inclusion. Extensive links are provided to resources, webinars, and recommended videos on the topics of disability inclusion basics and disability awareness training. PEAT is funded by the Office of Disability Employment Policy.

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