

## Step 2: Classroom



[Alexandra Finley on Twitter](#). Reposted with permission from the author.

## Step 2 Overview

It's easy to understand why the Tweet posted above by University of Pittsburgh professor, Dr. Alexendra Finley, went viral among educators. You are being asked to overcome many obstacles with your teaching, with uncertain delivery and outcomes in the midst of a pandemic. Realizing all that you are being asked to do, we want to remind you that we are here to support you in every way we can. All of the processes, structures, and frameworks that we've put into place were created with you and the student in mind - to make this transition as smooth as possible. We can't promise unicorn riding lessons, but we can tell you that we are here for you in moving your course materials online every step of the way.

Step 1 brought you the opportunity to gather your thoughts and existing materials and provided you with templates and instruction on how to structure your course. Step 2 presents the bigger picture of the online classroom. We'll show you the eCampus framework that has been created for you (with simplicity and consistency in mind for you and your students). We'll provide information on matching up strategies and tools for online alternatives for in class activities. We'll point to resources to help you set up your eCampus course (including connecting to your Google Drive).

Start off with the TLCs Fall Hybrid Teaching Institute modules (listed below) to give you the background needed to take the tools and strategies for flexible online alternatives and online course materials into action.

## Step 2 Objectives

At the successful completion of Step 2, you should be able to:

- create alternative activities for the online classroom
- demonstrate how to use the eCampus Flex/Online shell for your course
- know how to connect the materials in your Google Drive to your eCampus course
- revise your Overview Pages/Sections to include online alternatives
- know where to obtain resources to assist you for Step 2: Classroom

## Step 2 Requirements

### Preparation Work

1. Complete all of the **Preparation Work** steps and **To Do** Activities from [CPASS Flex & Teach \(Step 1: Content\)](#).
2. If you were not able to attend the Step 2 CPASS Flex & Teach Webinar live, please watch:
  - CPASS Flex & Teach Webinar 3: Step 2. Classroom Webinar ([View Recording for June 24 Webinar on YouTube](#).)
3. Gather any new materials you may have created in Step 1 (Blueprint, Overview Page/s, Module Overviews).

4. Please read through the following [Fall Hybrid Teaching Institute \(FHTI\)](#) Modules before you begin creating online alternatives for face to face activities:
- Week 1 - Module 2: Exploring the Technology
  - Week 2 - Module 5: Learning Activities
  - Week 2 - Module 6: Assessment of Student Learning
  - Week 5:
    - Vanderbilt: Active Learning in Hybrid and Physically Distanced Classrooms
    - Wake Forest: Assessing Student Learning: Alternatives to Closed-Book Exams - Center for the Advancement of Teaching
    - WVU Webinar: Free Online Tools

*Refer back to:*

- Week 1 Folder - Module 3: Interactivity, Engagement, and Delivery
  - Week 2 Folder - Module 4: Creating and Curating Content
5. Refer to [eCampus 101](#). You can watch the entire webinar, or select links on the left of the screen in the webinar to learn about specific tools or aspects of eCampus. Keep in mind, that many of the links are already set up for you in your development shell, so you won't need to go through the entire process of setting your course up in eCampus.
6. Refer back to [Dr. William Beasley's How-To Guide for Faculty - Using MIX and Google Drive](#). This time, focus on Steps 4 and 5.

## To Do

1. Complete Activity: The Return of the Overview - Adding Online Alternatives
2. Complete Activity: Linking Google Drive Docs to eCampus
3. Complete Activity: Adding Other Elements to eCampus

***If you have any questions or need help with any of these activities, do not hesitate to contact us!***

## Links and Templates you'll need for Step 2: Classroom

- [Instructions for the Module/Overview Page Template, Google Drive, eCampus](#)

## Have a question about Step 2: Classroom? Have feedback or an idea to share?

If you have questions now or at any point in your preparation, or if you have feedback or ideas to share, please post to our [Piazza Forum](#). Similar to what we recommend in courses with a General Questions Discussions Forum (but outside of eCampus), we want you to be able to ask questions and share ideas. You never know, one of your colleagues may have already asked the same question or ran into the same situation and you may find the answer you've been looking for! If you have a question that you'd rather ask privately, please feel free to email Sean, Sherry, or Beth.

# Online Alternatives for In Class Materials, Activities, and Assessments

---

## Fall Hybrid Teaching Institute

Please review **Week 1 - Module 2: Exploring Technology** for more ideas on how to choose technology to pair up with assessments and activities. *The module goes into depth on the importance of lining up technology tools with your course objectives and your needs as an instructor.*

Please review **Week 2 - Module 6: Assessment of Student Learning**. *This module explores why we assess learning, some of the assessment terminology, some assessment strategies, rubrics, and academic dishonesty concerns.*

---

In Step 1, you gathered your course materials and drafted your Overview Pages (or Overview sections of your Module documents). We also talked about how we need to create online alternatives to in class materials, activities, and assessments. Now that we've built the overall structure of your course, it's time to revisit each week's/module's Overview Page/Overview.

## "What do you want your students to know/be able to do at the end of the course?"

Remember this question? We mentioned it in Step 1: Content, and we'll keep repeating it at every turn! It bears constant repeating as you look at your in class materials and activities and think about how you might approach their online alternatives.

We created [CPASS Flex & Teach: Strategies & Tools for Face-to-Face & Online Activities](#) that combines the "Tools by Use" information from the FHTI and information from the [Assessment & Learning Activity Glossary website](#) from the University of Michigan to help you create online alternatives for your face-to-face activities. (You can also use this Glossary for ideas for your face to face classroom, as well!)

The FHTI (and this grid) will give you a starting point for ideas of creating online alternatives. However, feel free to reach out to us so that we can help you think through the various options. So as not to overwhelm (as there are a lot of ideas) we only listed a few strategies per area of use to get us started.

This grid will be evolving as we continue to build more courses online. Send us ideas and tools that are working for you so that we can continue to provide the latest and most workable tool-to-strategy information we can!

---

## Fall Hybrid Teaching Institute

Please review **Week 2 - Module 5: Learning Activities**. *This module explores the types of learning activities you can use in your course, including active learning strategies. They also look at various tools for online discussions.*

---

As the FHTI goes into, activities are everything the students do outside of the lecture or content (quizzes, discussions, papers, and so on). Many of your activities are already created. Some of you already use eCampus (or other tools) for these activities. What we are looking to do now is take a look at what you have planned for each session/week/module (however you have organized your course) on your Overview Pages (or Overview sections in Module documents) and plan for adding in online alternatives for your in class activities.

## eCampus CPASS Flex/Online Dev Shells

---

### Fall Hybrid Teaching Institute

Please review **Week 1 - Module 2: Exploring Technology** for information about the importance of our Learning Management

System (eCampus). *This module will introduce the technology as a support to your instructional goals and techniques, and help you get started acquiring the technology skills you need to teach effectively.*

---

As CPASS faculty, you now each have a development shell in your eCampus space that corresponds with the course number/s that you are teaching this fall. (We need to give a shout out to the WVU B&E instructional design team for the idea of creating your own personal development shell!)

With the creation and installation of the CPASS eCampus Flex/Online shells, we took some of the decisions and work out from your task list. In the same train of thought to our content templates, the framework for our eCampus Flex and Online Shells was developed from best practices and quality design standards (navigation, student orientation, visible syllabus, technical support, etc.) and was created to help faculty organize and communicate their already existing course materials in an online format. We will point you to resources to guide you with online course material conversion.

The webinar (Step 2: Classroom) goes into an introduction to the CPASS eCampus Development Shell, so we won't repeat everything here. In addition, we are working on a "Developing Your Course Online" checklist that will step you through each part of the way. The bottom line is that we have navigation

(Outer Shell) and course content (Inner Shell) configured in a consistent manner for each course.

## Outer Shell

These are the links on the left side. We keep them in the same order for each course for student and instructor usability. You can turn on certain links that pertain to you (Zoom or Collaborate, for example). \*You will need to update the Syllabus link to link to your own copy.

## Inner Shell

The “Inner Shell” is linked to from the Course Content link on the left main navigation.

For consistency from course to course in CPASS, we recommend structuring your course materials in eCampus in folders labeled by weeks or modules. Ideally, each weekly/module folder should contain the following items:

*General Questions Discussion Forum*

*Course Orientation*

*Semester-Long Project (if applicable)*

*Week/Module folders (everything your student needs to complete in a Week or a Module is in this folder. Can hide/show items individually as you wish.)*

*Week 1 Overview page (See Week 1 Overview below)*

*Extra Content that can't be linked to from Roadmap/Overview page*

*Ungraded Assignments/Activities*

*Graded Assignments/Activities*

*Discussion Forum (Graded or Ungraded, but specific to topics of the week)*

Refer to [eCampus 101](#) for a comprehensive tutorial on using eCampus. You can watch the entire webinar, or select links on the left of the screen in the webinar to learn about specific tools or aspects of eCampus. Keep in mind, that many of the links and tasks in the tutorial are already set up and ready for you in your development shell, so you won't need to go through the entire process of setting your course up in eCampus.

For more information regarding eCampus (Blackboard) please visit [Blackboard Learn Help for Instructors](#). You can search for anything you need to learn how to do with eCampus. At CPASS, we are compiling a list of frequently used tools in eCampus to give you more direct assistance.

## Connecting Google Docs/Google Drive to eCampus

Review the Google Docs/Google Drive section from Step 1 to see how we are using Google Drive to store course materials.

As we mentioned in Step 1, eCampus remains the same. Remember, the only difference is, you are linking out to your content and materials that will be located on your Google Drive rather than uploading materials directly to eCampus.

You can refer back to [Dr. William Beasley's How-To Guide for Faculty - Using MIX and Google Drive](#), focusing on Steps 4 and 5 as well as our

## Activity: The Return of the Overview - Adding Online Alternatives

As we mentioned above, we are returning to our Overviews (pages or sections in Modules) to apply online alternatives for each of our in-class materials, activities, and assessments.

1. Open up one of your Overview Pages or sections that you created in Step 1: Content.
2. Look at one of your planned in class (face-to-face) activities and strategize on how you give it an online alternative. Use the [CPASS Flex & Teach: Strategies & Tools for Face-to-Face & Online Activities](#) document to help you decide what tools or strategies you will use.
3. Do this for each of your in class (face-to-face) activities on this Overview Page/section.
4. Keep in mind, it's a good idea to be consistent from week to week with your activities. You don't need to use new tools each week (in fact, we recommend not to!) Keep a similar pattern (perhaps readings, discussions, quizzes, interactions, etc.) and stick to it from week to week. This consistent structure will help you and your students be more comfortable as the weeks go on.
5. Once you are satisfied with your plans (and you know what tools you plan to use), visit the [CPASS Flex & Teach: Tools for Online Alternatives](#) document (also accessible



from the [CPASS Flex & Teach: Strategies & Tools for Face-to-Face & Online Activities](#) document) to learn how to use the tools for your particular materials, activities, assessments. The next step will involve connecting your Google Docs to eCampus.

## Activity: Linking Google Drive/Docs to eCampus

When you visit your fall development shell in eCampus, you will see that you already have one folder (called a Learning Module in eCampus) set up for your first Week or Module. You also have a link to an Overview Page/Module document. (You will need to change the Overview Page/Module document link to your own.) Now is the time to add in the other pieces to your week or module based on the materials, activities, and assessments you have planned in your Overview Page (or section).

Some of these materials will be from your Google Drive and need to be linked. Others will be created directly from eCampus.

First, let's handle the Google Drive documents. To share your Overview Page/Module document to eCampus, please follow the steps on the [Instructions: Module/Overview Page/Other Page Template, Google Drive, eCampus](#) page for each Google Doc you wish to create a Web Link for in eCampus. You may wish to have one Google Doc each week/module that links to

other Google Docs within that one document, rather than linking out from eCampus for each individual document.

## Activity: Adding other elements to eCampus

Next, looking through the [Blackboard Learn Help for Instructors](#), begin to add other pieces to your week or module (quizzes, discussion forums, assignments, etc.)

Once you have a week/module finished, move onto the other weeks/modules until your course is complete!

## Resources

Visit the [CPASS Flex & Teach/FHTI Resources Master List](#).

## Step 2: Summary

Remember that “wall” you had to go through in the beginning of this process? Hopefully by this point our templates and process have given you a route around that wall.

As the FHTI asked in Module 5, and we asked in CPASS Flex and Teach Step 1, you created a course structure and identified the activities and assignments for each week/module. In Step 2, you discovered strategies and tools for putting together alternative online methods for these activities and assignments. You started putting your online classroom together by connecting eCampus and your Google Drive. Now is the time to keep going! Continue to create these online alternatives for each week/module of the course while continuing to refine and curate materials to go along with them.

Remember, it’s not going to be perfect the first time out. Take a first draft-then revise approach. (Just be sure to keep your activities/assessments in line with your learning objectives!) If you try something new and it doesn’t work out, that’s ok! Try again using a different strategy or a different tool.

Next up, Communication. In Step 3, we will go over every aspect of managing your course online from what to do the week before the course opens, how often to communicate and give feedback, and what to do when the course wraps up. We’ll cover best practices when teaching online as well.

Reach out to us via the [Piazza Forum](#) or by email (Sean, Sherry, or Beth) with opportunities for feedback on your documents or questions you may have.

### Reminder - Complete all of the Step 2 Requirements!

Once you have finished reading this content and the accompanying external readings, double-check the [Step 2 Requirements](#) in the Overview Section to make sure you have completed all of the activities there.