

## Resources and Technologies:

### Video-Making Resources

#### *Recording Videos*

- [Kaltura](#) is a video management and creation tool that integrates with many LMSs allowing instructors and students to create, upload, manage, and publish videos. Kaltura has automated captioning and the ability to integrate quizzes into its videos. Your institution needs to subscribe to this resource.
- [Panopto](#) allows instructors to record, live stream, manage, and share videos on LMSs. The platform also allows educators to insert interactive elements within their videos, like quizzes, polls, and bookmarks. Your institution needs to subscribe to this resource.
- [VoiceThread](#) allows you to record yourself over a PowerPoint presentation with the additional ability for students to add text-based and audio-recorded questions. A free account allows for an instructor to create 5 voicethreads with a maximum of 50 slides per presentation.
- [Zoom](#) is a digital meeting platform that offers users audio, video, and phone options. It can additionally record meetings or be used to make videos. There is a limited free option that includes hosting up to 100 participants, unlimited one-to-one meetings, a limit to 40 minute meetings, and limited online features. However, some institutions have institutional plans with this company.

#### *Screencasting*

- [Screencast-o-matic](#) is a free screencasting platform that allows up to 15 minutes of recording and requires no special software for students (they just click on a link to listen). Some instructors use this to give students feedback or demonstrate a concept.
- [Screencastify](#) offers a screen recording extension for Chrome that instructors may use to walk students through a difficult process, like submitting an assignment for the first time.



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### *Editing Videos*

- [Apple iMovie](#) can operate free of charge on any MacOS or iOS device, including iPhones and iPads. iMovie allows for users to easily record, edit, and publish videos.
- [DaVinci Resolve](#) is a video editing software that includes mixing and visual effects. There is a free edition for MacOS, Windows, and Linux users.
- [HitFilm Express](#) is a free video editing software for MacOS and Windows users. It works best with users who have some experience with video editing.
- [Filmorago](#) is a free video editor for mobile devices (for iPhone and Android). It's easy to use, allowing users to import video directly from their phone, and it has plenty of editing features (music, cropping, titles, timing, etc.) to create and publish videos.
- [WeVideo](#) is a collaborative video editing platform. It does offer a free version, but if your institution subscribes to it, then your students can get all the functionality of the professional version. This is an ideal platform for team projects in virtual environments.

### *Captioning Videos*

- Your technology or accessibility offices might offer captioning free of charge. Be sure to check here first!
- [Google Slides](#) has an autocaption feature that must be turned on. Once on, it will caption you as you present in live-time. You can screencast your presentation to easily create a captioned video. The captioning is done automatically, meaning that it is likely there will be minor errors as your words are transcribed. This feature is free, but you need a Google account to use it.
- [Kaltura](#) is a video management and creation tool that integrates with many LMSs allowing instructors and students to create, upload, manage,



and publish videos. Kaltura has automated captioning and the ability to integrate quizzes into its videos. Your institution needs to subscribe to this resource.

- YouTube has the capability to [autocaption videos](#) that have been uploaded. If you select a language when you upload, you can have closed captions auto-generated and then correct errors, as needed. However, you can also manually close caption or upload subtitles with your video. This feature is free with a YouTube account.

### *Video Conferencing*

- [WebEx](#) is a video conferencing and meeting application that is often used for online training and webinars. There is a limited free option that offers a number of helpful services although this plan caps at 1GB of cloud storage.
- [Zoom](#) is a digital meeting platform that offers users audio, video, and phone options. It can additionally record meetings or be used to make videos. There is a limited free option that includes hosting up to 100 participants, unlimited one-to-one meetings, a limit to 40 minute meetings, and limited online features. However, some institutions have institutional plans with this company. Be sure to check out this [Introductory Handout](#), Auburn University.
- [BigBlueButton](#) is embedded within some LMS (like [Florida State University](#)). It functions much like Zoom, but students do not need additional software to join the meeting. They can join a conference via computers or phone.

### *Virtual Collaborative Technologies*

- [Google Drive](#): Google has a number of apps that can facilitate collaborative work, including Google docs, Google Slides, Google Drawings, and Google Hangouts. [Read about using Google docs to give feedback in this tech review from Research in Online Literacy Education \(ROLE\).](#)
- [Eli Review](#) is an online peer review management system. It links with some LMS systems. As a platform, Eli Review allows instructors to design peer review protocol, assign and manage peer review teams, and then view analytical data that reviews how the class did on the activity. Eli

Review has a free grace period of two-weeks or a single peer review; however, [during the COVID-19 outbreak, it has allowed instructors disrupted by the pandemic free use of its system for Spring.](#)

## Visual Design Resources

- [Canva](#) has a drag-and-drop interface that allows for students to design visual documents in a range of genres. They have a wide bank of templates, but many of their pre-made design elements are not included in a free account. [Read this tech review on Canva from ROLE.](#)
- [Freepik](#) is a repository of free, open-sourced images. Students can use these images in their presentations and designs without violating copyright, but they do still need to cite their sources.
- [Google Drawings](#) is a free, web-based diagramming software. Because it is part of Google Drive, it allows for easy collaboration among students.
- [Pexels](#) is a repository of free, open-sourced images. Students can use these images in their presentations and designs without violating copyright, but they do still need to cite their sources.
- [Piktochart](#) is a cloud-based application for designing infographics, flyers, posters, and presentations from existing templates. There is a free version with limited access to themes.
- [Powtoon](#) is a video maker that helps students create animated presentations and videos. There is a free version although not all of the template material is available to a free user. When users create an account, they receive free access to all materials for three days.
- [StoryboardThat](#) is an online storyboard creator that helps students with digital storytelling through an easy-to-use drag-and-drop interface. There is a free 14-day trial; however, after that this technology costs \$8.99 a month for teachers.
- [Unsplash](#) is a repository of free, open-sourced images. Students can use these images in their presentations and designs without violating copyright, but they do still need to cite their sources.
- [Wix](#) is a web design platform that allows users to build websites, blogs, and ePortfolios with ease. With free accounts available, the drag-and-drop makes web building easy (no coding knowledge necessary). Be sure to check out this [Introduction to Wix](#) from Florida State University

## Emergency Online Teaching Resources

In response to COVID-19, a number of educational organizations and institutions have developed emergency resources for instructors who might have to move their courses online.

- [Teaching Effectively During Times of Disruption, for SIS and PWR](#): This resource, developed by Stanford University, offers instructors common sense solutions to delivering lectures online, meeting with teaching teams, and leading peer review.
- [FCO Emergency Virtual Class Guide](#): This guide is meant to offer ideas and options for online instruction for faculty teaching FCO courses in the event of face-to-face classes being canceled due to an emergency. It provides a wide menu of options for both synchronous (live) and asynchronous (complete on your own time) activities that use a wide variety of technologies instructors and students can access for free and which can support written, oral, and visual communication.
- [Emergency Remove Teaching Guidelines](#): This resource began as a POD listserv discussion. It offers a range of institutional responses to COVID-19 as well as more information on COVID-19 within higher education.
- [9 Resources for When Coronavirus Moves Your Course Online](#): This *Campus Technology* article offers quick tips for moving courses online in the face of COVID-19 campus closures.
- [OLC Planning and Emergency Preparedness](#): This collection of resources supports instructors who are moving courses online due to emergency situations.
- [OWC Community Resources](#): The Online Writing Center community is a group of writing/learning center/studio administrators. These resources can help writing/learning center/studios who are moving their student support services online.
- [The Online Writing Instruction Community](#): An online, academic resource that provides a sense of community for online writing instructors around the globe and that encourages the use of recent online writing instruction (OWI) scholarship, the sharing of assignments, feedback, and course design ideas.

## Scholarship on Online Literacy Instruction (OLI)

- Borgman, J. & McArdle, C. (2019). *Personal, accessible, responsive, strategic: Resources and strategies for online writing instructors*. WAC Clearinghouse. <https://wac.colostate.edu/books/practice/pars/>
- Dockter, J. (2016). The problem of teaching presence in transactional theories of distance education. *Computers and Composition*, 40, 73-86.
- Garrison, R. D. (2017). *E-learning in the 21st century: A community of inquiry framework for research and practice*. Routledge.
- Hewett, B. L. & DePew, K. E. (Eds). (2015). *Foundational practices of online writing instruction*. WAC Clearinghouse. <https://wac.colostate.edu/books/perspectives/owi/>
- Hillard, L. P. & Stewart, M. K. (2019). Time well spent: Creating a community of inquiry in blended first-year writing courses. *The Internet and Higher Education*, 41, 11-24.
- Martin, F., Wang, C., & Sadaf, A. (2018). Student perception of helpfulness of facilitation strategies that enhance instructor presence, connectedness, engagement and learning in online courses. *The Internet and Higher Education*, 37, 52-65.
- Monske, E. A. (2016). Online Writing Instruction Principles and Practices: Now Is the Future. *Writing Program Administration*, 39(2), 152-160.
- *Online Literacies Open Resource (OLOR)* and *Research in Online Literacy Education (ROLE)* Resources: These resources include articles, technology reviews, and pedagogical practices relevant to online literacy instruction from GSOLE's two publications, *ROLE* and *OLOR*. [Creating orientation video](#)

[Using a blog](#)

[Google docs for collaborative writing](#)

[Feedback in Google docs](#)



[Orchestrating Discussion Boards](#)

[Screencast feedback](#)

[Voicethread for Multimodal Interaction](#)

[Using Google Suite for DIY Online Tutoring](#)

- Snart, J. (2010). *The perils and promise of blending online and face-to-face instruction in higher education*. Praeger.
- Spotlight Webinars: GSOLE offers a webinar series annually wherein online experts share their strategies on a particular OLI topic. Recordings of these webinars are available for you to watch.  
[Starting, Evaluating, or Revamping Online Tutoring](#)

[Moving WAC to the Web Part 1 Part 2](#)

[Training Novice Instructors to Teach Writing Online](#)

[Equity, Access, and the Next Decade of Digital Writing](#)

[Developing Online Writing Classes for Global Contexts](#)

[Let's Get Meta: Designing Interactive Webinars](#)

[Multimodal Classrooms](#)

- Warnock, S. (2009). *Teaching writing online: How and why*. National Council of Teachers of English.
- Warnock, S. & Gasiewski, G. (2018). *Writing together: Ten weeks teaching and studenting in an online writing course*. National Council of Teachers of English.



## Technology Resources for Students and Instructors

These are instructional resources developed to help students understand concepts that are commonly found in OLI courses.

*Instructional Videos, Florida State University*

[Introduction to Annotated Bibliographies](#)

[Developing a Research Question](#)

[Introduction to Genre](#)

[Introduction to Visual Analysis](#)

[Introduction to Multimodality](#)

[Introduction to Remix/Remediation](#)

[Researching Using Library Databases](#)

*Instructional Videos, Southwest Minnesota State University*

[Analyzing Scholarly, Trade, and Popular Sources](#)

[Introduction to Research](#)

[Choosing a Topic](#)

[Trouble Finding Sources](#)