Online Teaching Tips at Koç University

1) **How can I start?**

**Start with your course learning outcomes.** Learning outcomes are the key in online teaching as well as face-to-face teaching. Be specific about your course learning outcomes and think about how to facilitate students’ achievement in an online environment. Your choice of online tools and platforms should be driven by your course learning outcomes. In other words, first think about your outcomes and then decide whether to design synchronous or asynchronous learning experience for your students by using the available technological platforms and tools at Koç University. The following sections will elaborate on this.

2) **What are my options for teaching online?**

You have 2 options.

Synchronous or asynchronous learning are the two different online learning formats.

- **Synchronous** learning enables you to design your course for real-time whereas asynchronous learning happens without any real-time interaction. If you prefer asynchronous learning, you need to prepare your course materials preferably in different formats (lecture notes, slides, short course videos not longer than 20-30 minutes, assignments, and their solutions, publishers’ resources, etc.), and make them available online. If you would like to design synchronous learning, you may convert your face-to-face class hour into an online lecturing hour to teach your material and interact with your students. Please remember that conducting a live session may be challenging, so you may prefer to start offering a live session not longer than 40 minutes.
- If you are new to online teaching, prefer to start with asynchronous learning format and start sharing your course materials by using platforms and tools that we have for online teaching.

3) **How will I share my online teaching format with my students?**

We highly recommend that you should send an e-mail to all students of a class (you may use IT’s course e-mail groups such as MECH201@ku.edu.tr or use e-mail tool of Blackboard) and inform them about the following issues:

- How will you share your digital course materials (F-Drive or Blackboard)?
- Which platform will you use (Panopto, Zoom or Teams), if you conduct live classes (real-time teaching)? Will you teach your live class at your class time? If not, when? How often will you teach your live sessions?
- If you share previously recorded videos with your students, when and where will you be sharing them (Panopto, Zoom or Teams)?
- What is the schedule of your course assignments? How will you make them available for your students? How do your students upload their digital files?
- Will you do any adjustments in the syllabus? How will you share the new version of your syllabus?
4) How can I communicate my expectations to students?

Make necessary revisions in your syllabus and publish it online. Students need a guideline where and how to start with the course materials, weekly assignments and due dates, and many other details that you may deem necessary to help them follow your online course in a structured format. You can prepare a weekly timetable that clearly shows your students the course materials to be studied and assignments to be completed during that week. Instructions for assignments should be simply and clearly stated so that students can easily follow them while studying on their own.

5) What kind of technologies are available for online teaching at KU?

We have various platforms, tools and resources that are available for online teaching at KU. Online teaching is not new to Koç University community. Koç University has gradually improved its educational provisions by integrating enhanced technologies. We have already had a well-established and well-maintained Learning Management System, Blackboard and a lecture recording and screen casting software, Panopto. Before making a choice about a platform for teaching a live class, please read the following items:

- For recording a course video (video recording of asynchronous teaching), we highly recommend the use of Panopto or Microsoft Teams.
- For conducting a live class (real-time/synchronous teaching), we highly recommend the use of Microsoft Teams, as Panopto has approximately one minute latency (students can follow you with a short delay; e.g. when they write their questions on the chat window, you will see it with a delay).
- Zoom for live teaching is available to all classes with less than 100 participants with 40-minute session duration limitation. If your class size is larger than 100 or sessions will be longer than 40 mins you can ask for an extended Zoom Edu license by submitting a Trackit request. Alternatively, you can use Panopto or MS Teams without any license restrictions. When you apply for a Zoom Pro license, please e-mail to both elearning@ku.edu.tr trackit system and the dean of your college/school/institute to get approval.
- Other than the three systems being offered, we received a variety of requests to use systems/tools such as Collaborate, Canvas, etc. for live teaching. We do appreciate suggestions and comments for alternative platforms. However, please note that it is impossible to purchase and support too many systems due to time and resource restrictions. IT and KOLT will provide support for only the following platforms and tools: F-Drive, Blackboard, Panopto, Zoom and Teams.
- For further info regarding mentioned tools visit: https://www.ku.edu.tr/online/

6) What are the key things that I need to pay attention to when preparing online materials?

Prepare your online materials accessible to all. Desktops, laptops and mobile phones are devices your students can use for online education. Your students may be using one of these devices with limited internet access. Therefore, when you are preparing your course materials, please keep this in mind and try to keep your
PowerPoint slides and videos short and easily accessible and downloadable with different devices. Also, try to provide your course materials in different formats. Try to prepare written, visual and/or audio materials to make them accessible to all students who have diverse learning needs.

7) Do I have to record video for lecturing?

No, but social presence does matter. Even if you do not prefer to record a video for lecturing, you may consider recording short videos to establish social presence. You can talk about the importance of a topic, tell a story or a case about your topic, give a real-life example or a quick review of previously taught materials. Sometimes students wish to have human presence and interaction.

8) How can I monitor students’ progress? What about students? How do they monitor their learning?

Monitor student work and give feedback to make students understand that you are available for help. Online quizzing is an effective tool for you as an instructor and for students who want to self-assess their learning progress. You can assign weekly quizzes in Blackboard and give deadline for submission. You can provide the answer key in Blackboard to help students learn from their mistakes. If you assign paper, project, etc. online, it would be helpful to provide the evaluation criteria such as rubric or some guidelines or some sample to convey your expectations about the assignment.