KOLT Online Faculty Training  
Fall 2020

This online training package consists of six consecutive modules. It is quite concise but full of valuable resources; here, you can find everything you need to support your teaching in Fall 2020. We highly recommend that you go through each module, read and watch the KOLT and external resources at your own pace and at your own convenience, use the ready-made templates, and review the available educational technologies at Koç University (KU) to design your course for Fall 2020. Once you create your course, especially with the course design process that we recommend here, it may become easier to adapt its delivery to different or mixed modalities of teaching.

<table>
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<th>Modules:</th>
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| **I. What Will Teaching Be Like in Fall 2020?**  
This module details the teaching modalities at Koç University for Fall 2020 that were mentioned in President Prof. Umran Inan’s e-mail dated July 16, 2020. |
| **II. Designing a Hybrid/Online Course**  
Designing a course is the first step in creating learning-teaching experiences at any level of education. This module aims to equip you with the nitty-gritty of hybrid/online course design. Indeed, both hybrid/fully online and face-to-face teaching are grounded in similar pedagogical principles, so course design principles are pretty much the same for both types of learning. Today’s education must be student-centered, with learning at its core to maximize students’ learning experiences. You can start designing your course by identifying your learning outcomes and aligning them with assessment, learning activities, and course content. Module II will walk you through this design process step-by-step, with some useful resources. |
| **III. Using Technology to Teach a Hybrid/Online Course**  
If you are going to teach for the first time or improve your knowledge and skills in some of the available educational technologies, you will want to have a look at our essential “how-to” readings and videos in Module III. |
| **IV. Assessing Student Learning and Managing Grading in a Hybrid/Online Course**  
Hybrid/online education has changed our perceptions and practices for assessing student learning. Designing a course to create a cheating-free environment is possible if you aim for mastery learning to build intrinsic motivation and self-efficacy. High-stakes traditional proctored exams are replaced by continuous monitoring of student learning with frequently administered low-stakes assignments, tests, and several other alternative methods. Module IV presents you with some tips on how to design cheating-free courses with alternative approaches to assessment. |
| **V. Student Engagement and Interaction in a Hybrid/Online Course**  
Due to the social distancing requirements of the pandemic, in-person activities may not be possible in the classroom in Fall 2020. Module V presents a large list of online activities to be implemented during face-to-face (F2F) classes in which students on-site can be paired up or grouped simultaneously with students participating remotely. Alternatively, these activities allow you to engage all remote participants during synchronous live, online-only classes. You can also consider designing out-of-class collaborative assignments to improve students’ engagement in an online environment. |
| **VI. Helping Students Learn in a Hybrid/Online Course**  
Learning in a hybrid/online environment is a new experience for many students. You can support your students’ learning by using metacognitive skill-building activities or by providing them with useful tips that highlight important features of online learning and study techniques that result in learning. |

At the end of the last module, we also provide an additional resource bank for you to explore further.
MODULE I: What Will Teaching Be Like in Fall 2020?

This first module provides you with some brief information about the hybrid/online teaching modalities to be used in Fall 2020 at KU.

**Synchronous hybrid/online learning model** will be adopted at KU in 2020. This model will enable in-person and virtual participation of students in lectures and classroom activities at the same time. Classes with simultaneous participation of on-site and remote students will be recorded for asynchronous viewing later.

### MODULE I: ROADMAP

1. **A synchronous hybrid model** will be implemented in Fall 2020 at KU as follows:

   **F2F classes with synchronous participation and an online synchronous (live) class:**
   - The classes will be 50 minutes and meet three times a week.
   - 2 (classes) x 50 (minutes) classes will be scheduled as in-person, meaning that you will be teaching half of your students in class while the other half of your students will be joining your sessions synchronously from a distance.
   - Students will be rotating weekly for 2 in-person sessions. Students will be put into two groups ahead of time based on whether their KUSIS ID ends with an odd or even number. Some students will be in class and some students will participate in sessions via Zoom, alternating each week.
   - All in-person sessions need to be recorded and recordings will be shared with all your registered students via Blackboard.
   - **Each week**, in addition to 2x50-minute F2F classes with synchronous participation, a **50-minute live session via Zoom** will be scheduled. Please bear in mind that any changes in the timing of your live session may cause a conflict in your students’ schedules, so avoid making any changes to your live classes as scheduled by the Registrar’s Office.

2. Some courses will be taught **fully online**. The Registrar Office has the list of courses to be taught online in Fall 2020. Synchronous classes will be scheduled for these courses, so instructors of these courses need to offer live classes during their designated class time.

3. **Asynchronous (self-paced) materials should be shared in both synchronous hybrid and online courses.** Whether you teach a hybrid or online course, you need to share all course materials asynchronously in Blackboard. Your Blackboard course page should be the main environment for communicating with your students and managing all activities including sharing course materials, sending assignments, and conducting online exams.

**NOTE:** Please view Module II to learn how to design courses that can be adapted to both hybrid and online courses. Once you design your courses around learning outcomes, they can be adapted to different teaching modalities easily.

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MODULE II: Designing a Hybrid/Online Course

This second module is about designing a hybrid/online course. Backward course design principles, which do not vary across disciplines, can be followed to create a significant blended/online learning experience for your students. Developed by Wiggins and McTighe from Columbia University, Backward Course Design (known as Understanding by Design-UbD) is a process that starts with identification of learning outcomes, followed by determination of assessment methods, learning activities, and course content. All of these elements must be aligned and pivot on students’ achievement of learning outcomes at the end of the course.

Here is the roadmap for this module. Please find resources under the related module items.

### MODULE II ROADMAP

#### STEP 1: Course Design Essentials

You can make yourself familiar with the fundamentals of Backward Course Design before you start designing your course.

- Grant Wiggins, one of the developers of backward course design, gives a workshop on the fundamentals of it:
  - PART 1: [https://www.youtube.com/watch?v=4isSHf3SBuQ](https://www.youtube.com/watch?v=4isSHf3SBuQ)
  - PART 2: [https://www.youtube.com/watch?v=vgNODvsgzM](https://www.youtube.com/watch?v=vgNODvsgzM)

- You can visit the following web pages to learn more about Backward Course Design:
  - [https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/](https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/)
  - [https://wit.edu/lit/develop/backward-course-design](https://wit.edu/lit/develop/backward-course-design)

- When designing a blended/online course, Backward Course Design is an ideal design if you have a disabled student in your class:
  - [https://ualr.edu/disability/online-education/](https://ualr.edu/disability/online-education/)

#### STEP 2: Start Designing your Course

You can start designing your course by defining your learning outcomes, assessment methods, learning activities, and selecting your content.

- Write your course learning outcomes using KOLT resources
  - KOLT Tip Sheet: [Identify your course learning outcomes by using Bloom’s taxonomy of Learning](https://www.ascd.org/ASCD/images/siteASCD/publications/infographics/the-backward-design-approach-infographic.jpg)

- Determine your assessment methods
  - See Module IV

- Select your learning activities
  - See Module V

- Select your content based on your learning outcomes. This is the trickiest part because there is always a tendency to overload students with content that is not relevant to the learning outcomes.
  - You can use external resources to improve your course content and align it with your outcomes.
    - [http://videolectures.net/](http://videolectures.net/)
    - [https://www.merlot.org/merlot/viewSite.htm?id=9160704](https://www.merlot.org/merlot/viewSite.htm?id=9160704)
    - [https://www.oercommons.org/](https://www.oercommons.org/)
If you use external resources in your course, copyright issues need to be considered.

- [http://guides.lib.utexas.edu/copyright](http://guides.lib.utexas.edu/copyright)

You can use the KOLT template to align your course outcomes with assessment, learning activities, and course content. If you are new to online teaching, please read our online teaching tips.

- [KOLT Backward Course Design Template](#)
- [KOLT Tips for Faculty: Online Teaching_Instructors_FAQ](#)

**STEP 3: Organizing your Course**

After determining learning outcomes and their alignment with assessment methods, learning activities, and content, you can start organizing your course. Organization of a hybrid/online course requires detailed weekly plans/roadmap for students embedded in the syllabus as well as an online course page.

- You can prepare/review your syllabus by using the template in KUSIS. If you wish to add more items, like detailed weekly plans (please check Step 4), online class etiquette, or any other items, you can use the “Course Schedule” or “Other” part at the end of the syllabus template in KUSIS.
  - [Guideline for Creating Syllabus in KUSIS](#)
  - [A Sample of Creating Syllabus in KUSIS](#)

- If you are new to Koc University, you will learn more about how to use the official learning management system, Blackboard, to start designing your course page.
  - [See Module III to reach resources about Blackboard.](#)

- If you are already familiar with Blackboard, you can evaluate and start re-designing your Blackboard course page by adapting the principles of online education to enhance students' engagement and motivation. The design of the online course page is critical for the success of online courses. You can view resources prepared by the Association of College and University Educators (ACUE). Click on the following items to see the resources.
  - [Organizing your online course](#)
  - [Welcoming students to the online environment](#)
  - [Managing your online presence](#)

**STEP 4: Planning your Course**

You can start planning each class (you can embed your weekly plans into your syllabus or upload them to your Blackboard page as suggested in Step 3).

- For Fall 2020, you need to detail your weekly plans to clarify what you will be doing in F2F classes with synchronous participation and online synchronous classes. KOLT has prepared some weekly plan templates and examples for you.
  - For hybrid courses (F2F class with synchronous participation + an online synchronous class)
    - [Sample](#)
  - For online courses:
    - [Sample (1), Sample (2)](#)

- You may start recording course videos for students to view asynchronously before your online live sessions or as supplementary materials that can be accessible and viewed after class. You can record a video for topics that you plan to cover during your online live session every week. We recommend you keep your course video(s) short, not more than 7-10 minutes, and focus on ONE specific topic/concept per video. You can record more than one video, but each video should concentrate on ONE topic/concept. You will design
online activities for your 50-minute online class(es) concerning the topics that you cover in your course videos.

- You can watch this video from the Association of College and University Educators (ACUE): Recording effective course videos
- You can read the following article to learn five effective ways of recording a course video: https://link.springer.com/article/10.1007/s11423-020-09749-6

*We would like to remind you that designing your online course around only pre-recorded course videos may cause dissatisfaction on the part of students. Pre-recorded courses should be used for two purposes: (1) to assign students to watch the videos before your online session and use the entire session (50 minutes) to conduct activities to help students apply the concepts and topics that are taught in videos, or (2) to use pre-recorded course videos to scaffold when you teach a new topic or concept, or to further support student learning. If you still wish to teach only via pre-recorded course videos, you need to support student learning with asynchronous activities and virtual office hours or Question & Answer sessions. Online presence does matter, and you need to make yourself visually present to your students.

**MODULE III: Using Technology to Teach a Hybrid/Online Course**

This module is about educational technologies that you need to use to offer a hybrid or an online course at KU. The official learning management system, Blackboard has been in use for more than five years at KU. Your online course page should be pedagogically structured to maximize students’ learning experiences in a hybrid or online environment. Your Blackboard course page can have a welcoming video or a note that details some important aspects of your course and how students can navigate within the course page, as well as roadmaps for each week or module. If your weekly plans are detailed enough to cover the synchronous and asynchronous workloads of your students, you can use them in your online course page.

Here is the roadmap for this module. Please find resources under the related module item.

**MODULE III ROADMAP**

1. Creating an Online Course Page

   At KU, due to KUSIS integration, Blackboard automatically creates a course page for all courses each semester. Your course page will be the main platform for your online course. You can communicate with your students, share your course materials, give assignments, have a discussion, create collaborative group work activities, and give a quiz, a test, or an exam.

   - If you are a first-time user of Blackboard, please see our resources about Blackboard to learn how to log into the system and start creating your online course page.
     - About Blackboard and How to Login: Read/Watch
     - How to Start and Navigate in Blackboard: Read/Watch
     - How to Add Course Content and Materials: Read/Watch
     - How to Change Course Dates in Blackboard: Read

2. Recording Course Videos

   Recorded course videos are a valuable tool for learning in online courses, whether the videos are meant for asynchronous viewing, recorded during face-to-face sessions via lecture capture, and/or recorded during synchronous teaching (live session) and shared as supplementary material for later viewing.

   - If you wish to use a pre-recorded video for your course, the easiest low-tech method is to record your voice over your slides and share it in video format with your students.
     - How to add voiceover to your course slides: Read

   - You can use different technologies to record yourself, your desktop, PDF or other course materials if you wish to record a course video. At KU, we use Panopto as the official video
streaming software. If you are a first-time Panopto user, you will want to look through KOLT’s resource guides for using the software.
  - About Panopto: Read
  - How to Integrate Panopto into Your Blackboard Course: Read/Watch
  - How to Use the Panopto Recorder: Read/Watch
  - How to Edit a Video: Read
  - How to Trim a Video: Read/Watch
  - How to Add a Quiz to a Video: Read &Watch
  - How to Create a Panopto Assignment Folder in Blackboard: Read

3. Holding Live Sessions
   - You can hold live sessions via Zoom. We highly recommend you schedule live sessions even if you have pre-recorded course videos.
     - About Zoom: https://it.ku.edu.tr/en/how-to/use-zoom/
     - KOLT Tip sheet: The Benefits of Live Online Class Sessions

4. Webcasting
   - You may also record videos of your lectures without students in designated KU classrooms using the Panopto lecture capturing system.
     - How to start a Panopto Webcast: Read

MODULE IV: Assessing Student Learning and Managing Grading in a Hybrid/Online Course

Assessing student learning seems to be the most controversial topic in hybrid and online education. Low-stakes, alternative assessment methods and frequent assignments are strongly preferable to high-stakes, infrequent assessments that stimulate performance rather than mastery. The goal should be assessing student learning, not assessing how difficult your course is. This module will help you design and administer different assessment methods to assess student learning in a hybrid/online course.

Here is the roadmap for this module. Please find resources under the related module item.

**MODULE IV ROADMAP**

1. Online Quizzes and Exams
   - You can consider assessing student learning through frequent quizzing activities.
     - If you are using asynchronous videos, you can build quizzes inside these videos.
       - How to Add a Quiz to Video Recorded by Panopto: Read&Watch
     - You can use Blackboard to give assignments, quizzes, and exams, and easily and quickly grade them.
       - How to Use Tests and Quizzes in Blackboard: Read
       - Question Types in Blackboard: Read/Watch
       - About Grade Center in Blackboard: Read
       - How to Create and Use a Rubric: Read
       - How to Grade an Assignment: Watch
       - How to Use Turnitin in Blackboard: Read

   - You can use online polling systems to give students immediate feedback about their learning progress. You can use them as graded activities in live online classes.
     - Online Polling Tools:
       - Kahoot
2. Alternative Assessment Techniques

You can use different assessment methods to give students more diverse opportunities to show their learning over time in a hybrid or online environment.

- You may assess students’ oral performance or group work activities.
  - Oral exam
  - Group work activities
  - KOLT Tips for Faculty: Assessing Group Work Online

- The way in which you assess different alternative methods requires some pre-determined criteria for evaluating student work.
  - Creating and Using Rubrics

3. Creating Cheating Free Courses

Cheating may be an issue in an online environment, but it is possible to eliminate it from the beginning.

- You need to set clear expectations about the accepted norms and behaviors during online exams and explicitly share them with your students in the syllabus and remind them before your exams.
  - The Honor Code at KU as suggested and sent by the President Prof. Umran Inan to all Deans of Colleges/Schools and Directors of Institutes:
    - *I hereby certify that I have completed this exam on my own without any help from anyone else. I understand that the only sources of authorized information in this open-book exam are (i) the course textbook and (ii) the material that is posted at Blackboard for this class, available to all other students. I have not used, accessed, or received any information from any other unauthorized source in taking this exam. The effort in the exam thus belongs completely to me.*

- By changing your perceptions about course design, especially the way you design your assessment methods and learning activities, you can reduce cheating in your class.
  - KOLT Tips for Faculty: Creating Cheating Free Courses

- You can use technology in an effective way to reduce the risk of cheating. You can familiarize yourself with certain tools and features in Blackboard to avoid some of common pitfalls of online tests and exams.
  - KOLT Tips for Faculty: Preventing Cheating in Online Environment

- You can also use some of these simple strategies to reduce cheating in your courses.
  - 14 simple strategies to reduce cheating in online examinations

- Academic Integrity in Engineering and Science classes
  - https://www.lsu.edu/eng/chevron/resourcesandoutreach/academicintegrity.php

4. Sometimes students cheat because they do not know how to study for an exam.

- See Module VI to help your students improve their study strategies in the online environment.
MODULE V: Student Engagement and Interaction in a Hybrid/Online Course

The synchronous hybrid learning environment may make it more challenging to coordinate interactive activities of students who will be attending class simultaneously on-site or remotely. We strongly encourage you to design synchronous or asynchronous online activities and use some features of Blackboard and Zoom together with some online collaborative tools. The more these activities are used, the more engaged and motivated students will be in hybrid and online classes. The negative effects of limited socialization on students’ learning can be addressed with the integration of synchronous and asynchronous pair or group work activities.

Here is the roadmap for this module. Please find resources under the related module item.

### MODULE 5 ROADMAP

1. **Online Discussions**

   **Online discussion** is one the most used techniques for engaging students in online environment.

   - If you are going to open an online discussion in Blackboard for the first time, please view our guideline for using the discussion board in Blackboard.
     - How to Use Discussion Boards in Blackboard: [Read](#)

   - You can read the following resources about online discussions.
     - Planning and Facilitating Quality Discussions
     - Promoting Student Autonomy in Online Discussions
     - KOLT Tips for Faculty: How to Engage Students in Online Discussions

2. **Wikis and Blogs**

   You can ask your students to create wikis or blogs as a group work activity.

   - You can use Blackboard tools to incorporate the wiki or blog into your class.
     - Blogs: [https://www.youtube.com/watch?time_continue=73&v=UrqmOuWwxHA&feature=emb_logo](https://www.youtube.com/watch?time_continue=73&v=UrqmOuWwxHA&feature=emb_logo)
     - Wiki: [https://www.youtube.com/watch?time_continue=4&v=gLRwBYVMr3k&feature=emb_logo](https://www.youtube.com/watch?time_continue=4&v=gLRwBYVMr3k&feature=emb_logo)

3. **Online Tools and Activity Ideas**

   Activities that you already use in face-to-face teaching can be adapted to the hybrid or online environment.

   - **Collaborative learning activities** will be designed to improve student learning while also allowing students to socialize. We recommend a variety of user-friendly online tools to help you create these types of activities for Fall 2020.
     - Collaborative white boards allow you to gather students’ responses to a discussion question or upload a worksheet for students to complete:
       - Jamboard: [https://www.youtube.com/watch?v=6OTRZLNylic](https://www.youtube.com/watch?v=6OTRZLNylic)
       - Mural: [https://www.youtube.com/watch?v=mqFRh1MXSdM](https://www.youtube.com/watch?v=mqFRh1MXSdM)
       - Padlet: [https://www.youtube.com/watch?v=OPkg5q8nRbM](https://www.youtube.com/watch?v=OPkg5q8nRbM)
     - Collaborative reading platform can be embedded in your Blackboard course so that students can read a text as a group:
       - Perusall: [https://perusall.com/](https://perusall.com/)
     - Collaborative concept mapping tools to help students establish links among concepts they learn in your course:
       - Bubbl: [https://bubbl.us/](https://bubbl.us/)
- Different **instructional ideas** can be adopted to increase interactivity and engagement in online environment.
  - KOLT Tips for Faculty:
    - [Online Activity Ideas for Fall 2020](#)
  - Engaging students in **Math and Science classes** (for especially CS and CE instructors)
    - [https://math.mit.edu/seminars/esme/videos/2020-04-07_Levitt.mp4](#)
  - A variety of **instructional strategies** for online courses
    - [https://www.uis.edu/ion/resources/tutorials/pedagogy/instructional-strategies-for-online-courses/](#)
    - [http://learnmore.uncg.edu/blog/bid/182705/Tips-for-Successful-Group-Work-as-an-Online-Student](#)
    - [https://cft.vanderbilt.edu/2020/06/active-learning-in-hybrid-and-socially-distanced-classrooms/](#)
  - Engaging students in **readings** and **course videos**
    - [https://acue.org/online-teaching-toolkit/#sec6](#)
  - Teaching writing remotely (for especially Academic Writing instructors):
    - [https://cat.wfu.edu/2020/04/writingstrategies/?fbclid=IwAR20Lk8r8BS9UFIAzvajSByQXJJXJW7gVUMzcqvo4x1QnOcgBRROi7_ZQ](#)
    - [https://www.facultyfocus.com/articles/online-education/six-practical-approaches-for-teaching-writing-online/](#)

4. **Activity Ideas for LABs and PSs**

**Hands-on courses** and **science labs** in which student movement, interaction, and engagement are higher.

- Harvard University’s Derek Bok Center for Learning and Teaching prepared a website to help instructors learn how to teach hands-on courses such as LAB sessions online.
  - [https://bokcenter.harvard.edu/remote-labs](#)

Problem solving sessions can be taught online.

- At KU, PS sessions are important and will continue as usual in Fall 2020.
  - KOLT Tip Sheet (20): [Teaching Problem Solving Sessions Online](#)
MODULE VI: Helping Students Learn in a Hybrid/Online Course

Learning in a hybrid and online environment is a new experience for our university students who are trying to be mature, self-sufficient, and life-long learners. Self-regulated learning, a concept that simply refers to students’ self-discipline and acceptance of responsibility for organizing and executing actions to manage their own learning, is much more critical in the hybrid and online environment. Students can learn the skills for becoming a self-regulated learner. This last module aims to provide you with resources that you may use when helping students develop these skills in your Fall 2020 course(s).

Here is the roadmap for this module. Please find resources under the related module item.

### MODULE 6 ROADMAP

1. **Helping Students Learn**

Student learning can be improved if a course instructor shows interest in students’ learning. Conversing about students’ learning and progress in your course can be quite helpful for students, especially for those who struggle or even fail in your course despite all their individual efforts. Sometimes students lack the knowledge and skills necessary to learn in a new environment. Thus, you need to guide your students as they find their way in your online course.

- You can use KOLT tip sheets to support your students’ learning in an online environment.
  - [How to Be an Effective Online Learner](#)
  - [How to Enhance Students’ Self-Regulated Learning in your Courses](#)
  - [How to Help Students Develop their Metacognitive Skills](#)
  - [How to Create a Culture of Reading](#)
  - [How to Provide Extra Help-Scaffolding](#)
  - [How to Study: Spaced, Interleaved, and Retrieval Practice](#)
  - [How to Help Students Prepare for Exams](#)

- Here are some additional useful resources that may help you understand your students and help them learn better in your course.
  - [https://www.learningscientists.org/downloadable-materials](https://www.learningscientists.org/downloadable-materials)
  - [https://digitalpromise.org/initiative/learning-sciences/](https://digitalpromise.org/initiative/learning-sciences/)
  - [https://kpu.pressbooks.pub/learningtolearnonline/](https://kpu.pressbooks.pub/learningtolearnonline/)
  - [https://www.facultyfocus.com/articles/online-education/identifying-and-supporting-struggling-students-in-online-courses/](https://www.facultyfocus.com/articles/online-education/identifying-and-supporting-struggling-students-in-online-courses/)

2. **Buddy System for Online Courses**

You can encourage students help each other learn better in a hybrid environment.

- You can implement a buddy protocol for students following the course online.
  - [https://www.linkedin.com/pulse/wondering-how-accommodate-remote-learners-your-face-macharaschwili/?trackingId=wQTScFEUNuhI%2FSBPXq4XCA%3D%3D](https://www.linkedin.com/pulse/wondering-how-accommodate-remote-learners-your-face-macharaschwili/?trackingId=wQTScFEUNuhI%2FSBPXq4XCA%3D%3D)

### Resource Bank

1. If you are interested in learning more about creating a comprehensive learning experience, you may have a look at Universal Design for Learning guidelines. [http://udtguidelines.cast.org/](http://udtguidelines.cast.org/)

2. Creating a course map is one of the essentials of online learning.
3. Do you want to hear stories about how others teach online?
https://www.youtube.com/watch?v=D7vooDcxUaA

4. There is always room for improving (online) teaching.
https://www.chronicle.com/interactives/advice-online-teaching

5. What will happen to active learning? Can Active Learning Co-Exist with Physically Distanced Classrooms?

6. Are you ready to go beyond traditional assessment methods?

7. Faculty members all around the world share their ideas to spark innovation in online teaching.
Teaching Online in a Pinch
https://rise.articulate.com/share/6kgC8QxnyC81vj8hnZWP5BA1hFNTvm9H#

8. You may be interested in completing a MOOC for professional development.
Coursera Course: Resilient Teaching Through Times of Crises and Change
https://www.coursera.org/learn/resilient-teaching-through-times-of-crisis?

9. You may need more tips and guidelines for adapting to hybrid and online teaching.
https://www.pittwire.pitt.edu/news/expert-offers-tips-teaching-online
https://hub.jhu.edu/2020/03/12/how-to-teach-online-courses-coronavirus-response/
https://www.youtube.com/watch?v=X15hbktfuWo&feature=youtu.be
https://www.youtube.com/watch?v=s0lQJvBC_1f
https://www.youtube.com/watch?v=GCAaRZJFJAU

10. How can you claim that your online course meets some standards?
Quality matters: