Nashville State
Community College

Online Learning @ NSCC

Summer Update | June 2022

Happy Summer!

Summer greetings from the Office of Online Learning! We hope you all got the chance to have a much-deserved break after the end of the Spring semester.

Don't forget, though, that Summer is a great time to refresh your online courses and revisit your online teaching strategies. The Office of Online Learning will be open through the Summer to assist with all your online teaching needs throughout the term. If you would like to discuss ways to improve your online/D2L course to help increase student success, accessibility, interaction, engagement, or design more efficient methods of assessment, please feel free contact us at **online.learning@nscc.edu**, or take some time to review our new and updated resources below.

New Course Design Academy: Accelerated Courses

The OOL is happy to announce that we have developed a new **Course Design Academy for designing Accelerated (10-week or 7-week courses),** which is available for all NSCC instructors. This self-paced course provides a primer and tips for converting full-term 15-week courses into a compressed or accelerated format. Plus, if you complete the course, you can earn a **Training Certificate and badge**!

Please email us if you would like to be enrolled in the training.

Summer Workshops

Getting Ready for the Semester

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Start the summer off strong! This workshop will provide you with tips and tricks for maximizing your summer term prep in D2L. Topics will include:

1. General tips for teaching in an accelerated 10-week format
2. Copying or importing existing course components

3. Updating your course content for the current term
4. Effective "Getting Started" content and introductory activities for online
5. Establishing course expectations and communication routines

Workshop Organizer: Dr. Anna Young, Online Learning

Respondus Monitor/Lockdown Browser Faculty Training Workshop

[Recording Link](#)

This comprehensive training webinar is intended for instructors who plan to use LockDown Browser and/or Respondus Monitor with online exams. LockDown Browser is a custom browser that prevents digital cheating during an online exam. Respondus Monitor is a companion product for LockDown Browser that deters cheating when students take online exams in non-proctored environments. Students use their own computers with a standard webcam to record assessment sessions.

The training covers:

- How to use LockDown Browser to prevent digital cheating in proctored testing environments
- How to use Respondus Monitor in non-proctored environments, to protect exam integrity and confirm student identity
- The student perspective using each application
- Efficient review of the assessment data collected, including the Review Priority system, timeline, and milestone features
- Best practices and tips for success with both applications

Workshop Organizer: Respondus Team

Simplifying Grading: Optimizing your D2L Gradebook

[Recording Link](#)

This workshop will offer tools for simplifying and expediting the grading process for D2L assessments. Learn how to navigate the D2L gradebook, set up a gradebook that reflects course requirements, create grade categories and items, and enter and manage grades.

Workshop Organizer: Dr. Anna Young, Online Learning

Technology Updates

D2L: New "Quiz Creation Experience" Coming Soon

D2L plans to unveil a new "Quiz Creation Experience" by the time of the Fall semester. For more information, see the blog post from D2L, "[Welcome to the New Quiz Creation Experience](#)." The Office of Online Learning will also prepare updated guidance on the new interface once it is released.

D2L: "Disable Right Click" is going away

D2L plans to retire the setting "Disable right click" for Quizzes by August 2022. If you wish to disable the right click option for students taking quizzes and exams, we recommend using [Respondus LockDown Browser](), which has a similar suite of options.

Zoom: Redesigned Whiteboard

Zoom's whiteboard function recently underwent an update which allows for improved collaboration and sharing during meetings. For more information, see [Introducing Zoom Whiteboard]().

Resource Highlight: Kaltura

Kaltura is our preferred video recording, editing, and management option for faculty at NSCC. It features an especially robust auto-captioning tool that can apply captions to *any* .mp4 file you upload through the tool. It is also useful for monitoring student engagement with your video content. It can allow you to add a quiz at the end of a video or track student engagement using the Analytics tool.

Plus, there is no need to download any software! You already have access to Kaltura—it is a D2L integration that is available in all faculty course shells.

For more information about using Kaltura, review the [Kaltura Manual (PDF)]() or watch the [Introduction to Kaltura (19:32)]() video presented by the Office of Online Learning.

Recent QCDC Recipients

The following Nashville State faculty members recently completed the Quality Course Design Certification (QCDC) for online course development. Completion of this training certifies instructors to develop quality online courses following the standards and guidelines of the Online Learning Consortium (OLC) in assessment design, accessibility, and online student engagement. Congratulations!

Tammany Carter	Robert Ladd	Carl Weitlauf
Hamid Doust	Emily Naff	
Mark Helm	Flora Setayesh	

Faculty Spotlight: Robert Ladd

Our second Faculty Spotlight features Robert Ladd.

Before the pandemic, I did not have to give much thought to online engagement. Most classes I taught were in person, and my classes used NS Online for a small portion of the classwork. However, as we were all forced to take our classes virtual, I was also fortunate to receive a grant through TBR to develop Open Educational Resources (OER). Because of this experience, I learned many new techniques (ACUE, Universal Design for Learning, and Multimodal approaches), which changed the way I view textbooks, course shells, and online courses.
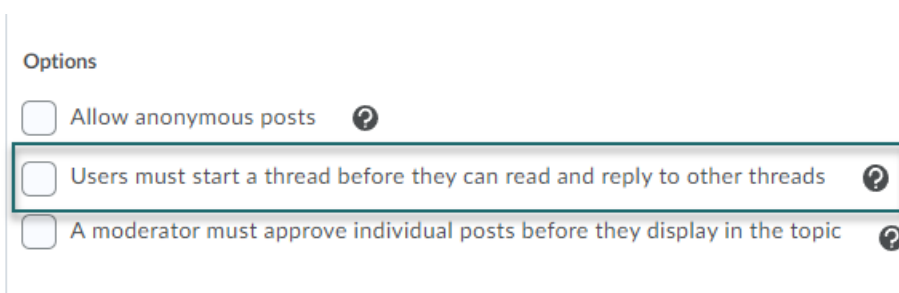
OER drastically increased my online course shell and textbook engagement across multiple virtual sections because it is a dynamic text, and students contribute to the creation process. The text is not a typical textbook. By developing it online through an OER platform, we (my students and I) created a multimodal text, which included videos that students found the most helpful, podcasts with further explanations, audiobook options, and quizzes built into the textbook. Everything is

integrated and tailored to the specific purpose of the course. Furthermore, students can give me real-time feedback, e.g., "I did not understand this example," and, after finding an example that does work, they see it reflected in the textbook. The feedback, overall, has been great, and I contribute the success of the pilot (over 70% of the class made a B or higher) to how OER and UDL have changed my approach.

Want to nominate someone for the Faculty Spotlight? [Let us know](#)!

Did You Know...?

Tired of repetitive student discussion responses? You can make it so that students must post first before they can see other students' responses to a D2L discussion board. This can help to ensure that students are doing their own work before seeing their classmates' responses to a prompt. When you create or edit a discussion topic, you can find this setting under **Options.**

Contact Us

Office of Online Learning

Nashville State Community College

[Email](#) | [Website](#)