

1. Virtual Conferencing Tool - Zoom and Blackboard Collaborate

1.1 Can you record in BB Collaborate and Zoom, too? / How to record and share with students?

You can record both in Bb Collaborate and Zoom. Zoom records your synchronous session and provides a transcript after the recording is available. [Instructions on how to use record in Bb Collaborate & Zoom.](#)

1.2 How to conduct polling in Zoom?

Please find [link](#) to Zoom Polling.

1.3 How to set up breakout rooms in Zoom?

Please find [link](#) to Zoom Breakout Room.

1.4 How to use whiteboard feature in Zoom?

Please find [link](#) to Sharing a whiteboard.

1.5 How to use Zoom function practically and effectively interacting with students every day?

- Connect live meetings with students' online asynchronous activities. For example, building on students' online discussions, you can summarize some discussions, or highlight some confusions that students may have. Your live meetings will provide a chance for students to further practice their learning skills, or apply what they have learned in a high level. Before the meeting, you can even provide an outline of questions/topics for students to prepare.
- Follow [Video Conference Etiquette](#) to prepare and set up your live sessions.
- Communicate clearly your expectations for quality. Make active engagement a significant part of course grades. Consider active behavior such as providing evidence of having read the textbooks and viewed the videos, asking clarifying questions about learning content, or applying what has been discussed in a new situation. Refer to [Participation Guide](#) for Online Discussion - synchronous, graduate-level course.
- Engage students with diverse learning activities such as summarizing asynchronous activities, a brief lecture highlighting important concepts or misconceptions, encouraging group works using breakout rooms ([think-pair-share](#) activity), etc.
- Further promote student engagement by sharing screen, using annotation tools, doing polling questions, etc.
- In live discussions, ask questions that require all participants to respond. You can ask Socratic questions to help students clarify their thinking, ask leading questions and focus discussion on issues that aid student learning, provide explanations or demonstrations to help learners better understand the content, and inject knowledge from diverse sources.

2. Lecture Capture Tool - Mediasite

2.1 How do Mediasite and Blackboard Collaborate differ?

Bb Collaborate and Zoom are similar. they are both web conferencing tools. Mediasite is a recording tool that allows you to create videos on your computer to share for your students to watch later.

- [Information on Zoom and Blackboard Collaborate.](#)
- [Information on Mediasite.](#)

2.2 What is the advantage of recording an asynchronous video using Mediasite versus Zoom?

- Mediasite recordings allow you to embed quiz questions into the recording so you can gauge students' understanding and use that to plan your next class.
- Embedding questions into pre-recorded videos in Mediasite is helpful and helps students with their self-assessment.
- You can still hold Zoom sessions for Q&A separate from the asynchronous pre-recorded lectures. Having it recorded will also help on snow days during the regular year, etc.
- Limit your recording within 10 minutes to engage students and you can easily reuse.
- The analytics in Mediasite helps you collect data on "attendance"
- Editing recordings in Mediasite is easy and effective while it is limited to edit in Zoom (you can only edit the start & end times), although Zoom recordings did provide access to the transcript later.

2.3 How can we add questions/quizzing into our lectures in Mediasite? Can you send me instructions?

Yes, please refer to this [guide](#). You may also contact michael.a.gallo@villanova.edu in Multimedia Technologies for more information.

3. Questions on Blackboard

3.1 Is that Blackboard course available as a template?

Please note that Blackboard course templates are also available for use as a foundation in building your course – email support@villanova.edu to have one copied into your course shell.

3.2 Is there a specific date that our Blackboard courses become available to the students?/How do we make the course available to the students before the start date?

UNIT-CIT has set the course availability date to 1 week before the start of your class for classes that adhere to the traditional Summer I/II/III start dates. This means the following:

- If you teach a Summer I/III class with a May 27 start date, then your Bb course will automatically become available to your students on **May 20**

- If you teach a Summer II class with a June 26 start date, then your Bb course will automatically become available to your students on **June 19**

If your course has a start date different than what is listed above, then those courses will become available the week of May 11th. If you would like different date for when your Bb course will become available to students, please let UNIT-CIT know by contacting support@villanova.edu.

3.3 If we have already begun building our course and we then request that the template be imported will that essentially override what we have already done?

The template content will not override your current course, although you may have to rearrange your course contents to set up a coherent course design.

3.4 If a student is taking N grade, and you don't know when they will eventually take the exam, can you create an Exception case without a date of availability and then go back and set a date later?

Test exceptions are possible in Blackboard. Here are a few resources that outline how to do this

- [Villanova Documentation](#)
- [Blackboard Documentation](#)
- [Documentation from another institution](#)

Please note that Summer Bb courses will be available to the students according to the schedule set by the [Registrar](#) (until the incomplete period ends for that specific session). For the Summer semester, this typically means that courses available to students until mid-September.

3.5 Can we comment on student papers using Blackboard assignments?

Yes, you can directly comment on students' papers. Please refer to [Grade Assignments and Provide Feedback](#).

Note: On May 25, Blackboard will release a new inline grader tool called Bb Annotate, which will replace Box as the inline grader tool. Much of the same features will be available in Bb Annotate inline grader tools, more information can be found [here](#).

3.6 How do I give exams and quizzes when teaching language courses online?

Please refer to this guide on [creating tests and survey](#). You may also contact VITAL at vitalinfo@villanova.edu or through [consultation via Zoom](#) to schedule a date/time for a consultation. For technical difficulties, please contact UNIT-CIT at support@villanova.edu.

4. I've used discussion boards several times and I find they can feel very formalized and not a lot of conversation happens - they tend to not engage unless they feel they must. Any tips on increasing engagement there or making it feel less awkward?

- Provide provocative, open-ended, and critical thinking questions to encourage critical reflection & multiple perspectives. You may also gear topics so that student replies are applicable in practice, work, or other non-course related activities. Encourage learners to explore new ideas, share experiences, examples, ideas and feelings.
- Set up the expectations so students are not just replying to your discussion questions, but also generating knowledge and contributing to the learning content by actively sharing their reflections and experiences.
- Assign points and provide rubrics to guide the quality and quantity expectations of the discussions.
 - **Rubric** for Assessing Students' Contributions to Online Discussion Forum
 - **Rubric** for Grading Students' Postings to Asynchronous Discussion Board and/or Blogs - face-to-face, undergraduate-level courses
- Highlight quality posts so that good posts are not buried in the discussions and intervene when you see some misconceptions or other concerns.
- You can also set discussion boards so students have to post their original response before they can read and comment on others.
- You may also give students an opportunity to practice effective contributions without grading first - provide them with guideline and feedback, then develop a short rubric to assess discussion board contributions and share with the students for self-assessment purposes.
- If you have a large class, you may also consider assigning students to groups in Blackboard and each group of students can have their own discussions, and they can also summarize their group discussions and post on the big class discussion board.

5. Do you have a template or model for netiquette?

- [Netiquette - Ground Rules for Online Discussion](#)
- [Are You Teaching Good Netiquette?](#)

6. How can you get a class of over 90 students to engage?

- Start each class session by asking students to recall what was discussed in the previous session or connect with what they did in the asynchronous activities.
- Ask open-ended questions and having all students silently reflect on their answers before anyone shares to the broader class.
- Connect what students do to their lives, both now and in the future.
- Offer team-based, low-stakes assignments to promote student interactions.
- Divide students up into smaller groups: Try to form the students into smaller groups so they will get to know more of their classmates and have a chance to talk in a more comfortable environment.
- Diversify instructional activities such as think-pair-share, one-sentence summary, one-minute paper, ungraded quiz, etc.

- Utilize synchronous platform features such as enabling videos, screen sharing, chat, whiteboard, annotation, polling, etc.
- Provide etiquette for asynchronous and synchronous online discussions.