



Online Course Design Matters! Let's Focus on Structure, Alignment, Accessibility and Support

Ashley Skylar, Ph.D, Online Course Services Manager Mary Bennett, CSU QLT Program Course Manager

June 29 - July 1, 2022

California Community Colleges

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Silver Linings: Reflecting. Revisioning. Rising

Session Objectives

- Download and access a 6 and 16 week course template in Canvas Commons.
- Discover strategies and ideas for creating a consistent course navigation with visually appealing design elements.
- Learn tips for "humanizing" and providing a "high touch" model of support

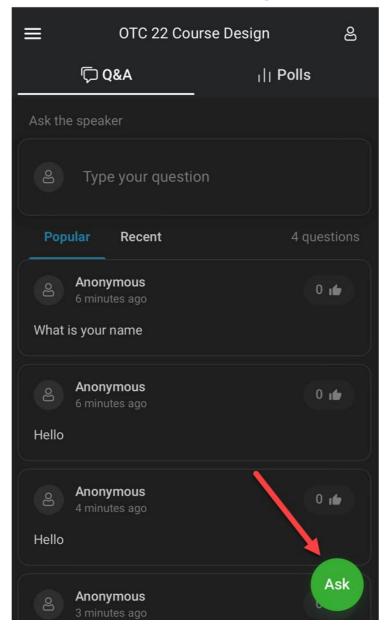


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Use Q&A in Slido to ask questions





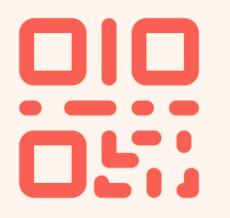
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Join at slido.com #9033134

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Your Campus Role

Faculty Instructional Designer Admin Other



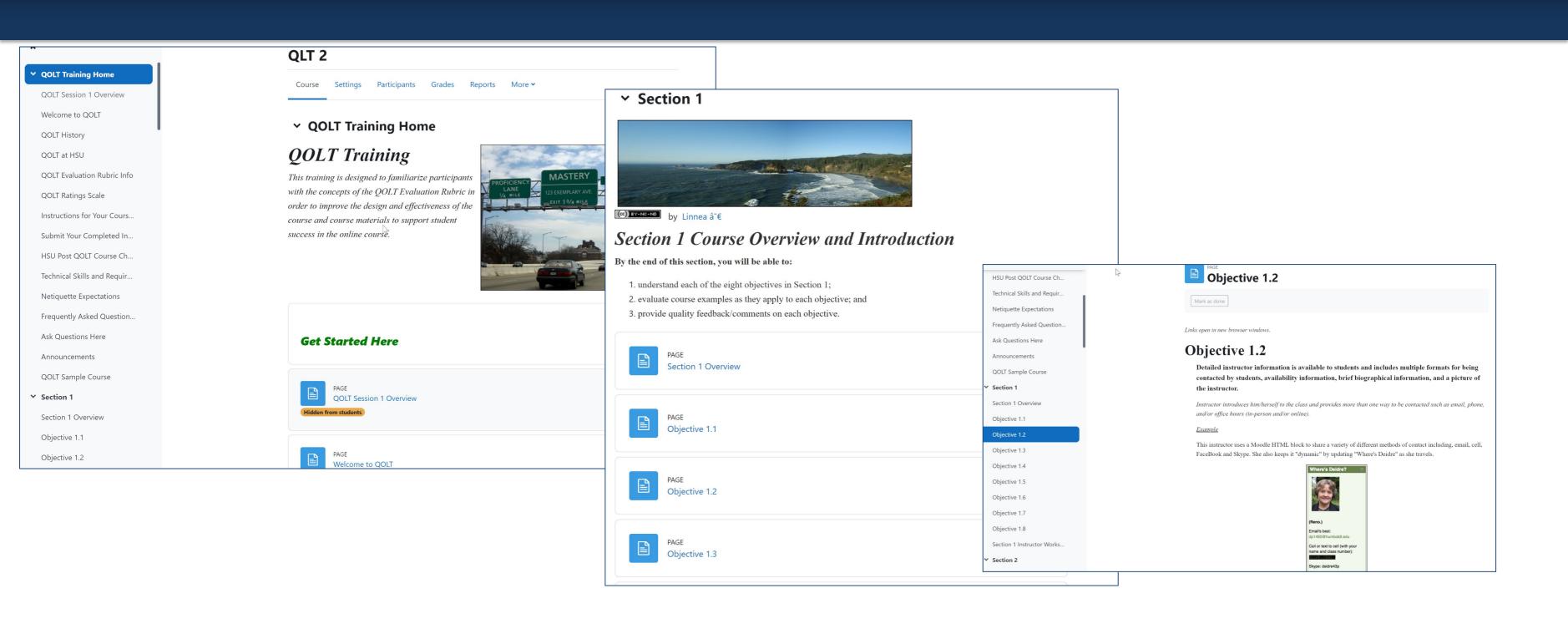
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Evolution of the QLT Training Courses - 2015 - Moodle Co





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Evolution of the QLT Training Courses - 2019 Canvas CO

QLT 2 - Reviewing Courses Using the QLT Instrument Oct. 28 - Nov 17 2019 QLT 2 - Reviewing Courses Using the QLT Instrument Oct. 28 - Nov 17 2019 AV Announcements QLT CSU **Question** Cafe quality learning & teaching Welcome to Reviewing a Course Using the QLT Instrument SPED 420 Pre-QLT This course is designed to teach a person how to apply the Quality Learning and Teaching (QLT) Instrument to conduct an effective pe QLT Instrument course. Many practical examples will be presented according to the 10 QLT sections and the corresponding objectives. This is a skill-bas objectives will need to be repeated to gain the practice needed to implement these skills on your campus and/or to become a CSU-Cer Your facilitator for this session is Cherie Vinopal (cvinopal@csusm.edu). Learning Outcomes: October 28 - November 17, 2019 By the end of this section, you will be able to: 1. Describe each of the objectives in Section 1: Start 4. Reflect on your learning of Section 1. Learning Activities: Have a question? Post it to the Question Cafe. LOST?? To access the Course Modules and all materials, click on "Modules" in the left navigation window. ourse content is offered under a CC Attribution 🖉 license. Content in this course can be considered under this license unless otherwise noted. **@ 0**

Section 1 Overview *

Welcome to Section 1. Course Overview and Introductions (8 objectives)

This section addresses how well the instructor is providing detailed welcome information about the course to support students' success. Information should describe student expectations in terms of time, participation, etiquette, communication, technical competency, etc.

2. Evaluate and rate the Pre-QOLT Course in terms of each objective:

3. Provide evaluative feedback/comments on each objective: and



1. Carefully read the Section 1 Objectives from QLT Instrument.

2. Read each section carefully taking note of the examples provided. If you need further examples, see QuaRRy.

3. Open Sample Pre-QLT Course (open in a new browser window)

4. Retrieve your objective from the Objective Generator Section One.

5. Complete the Submission of Peer Review Rating Activity for Section One.

6. Consider one of your four Journal Entries (ongoing) throughout this course.

7. Continue on to Section 2.

Previous



Home

vllabus

lodules

Course

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Objective 1.2 *

Detailed instructor information is available to students and includes multiple formats for being contacted by students, availability information, brief biographical information, and a picture of the

instructor.

Examples include instructor introducing him/herself to the class and providing more than one way to be contacted such as email, phone, and/or office hours (in-person and/or online).

Example

This instructor uses a Moodle HTML block to share a variety of different methods of contact including, email, cell, FaceBook and Skype. She also keeps it "dynamic" by updating "Where's Deidre" as she travels.



Email's best: in1450@hu shet this

Call or text to cell (with your name and class numb

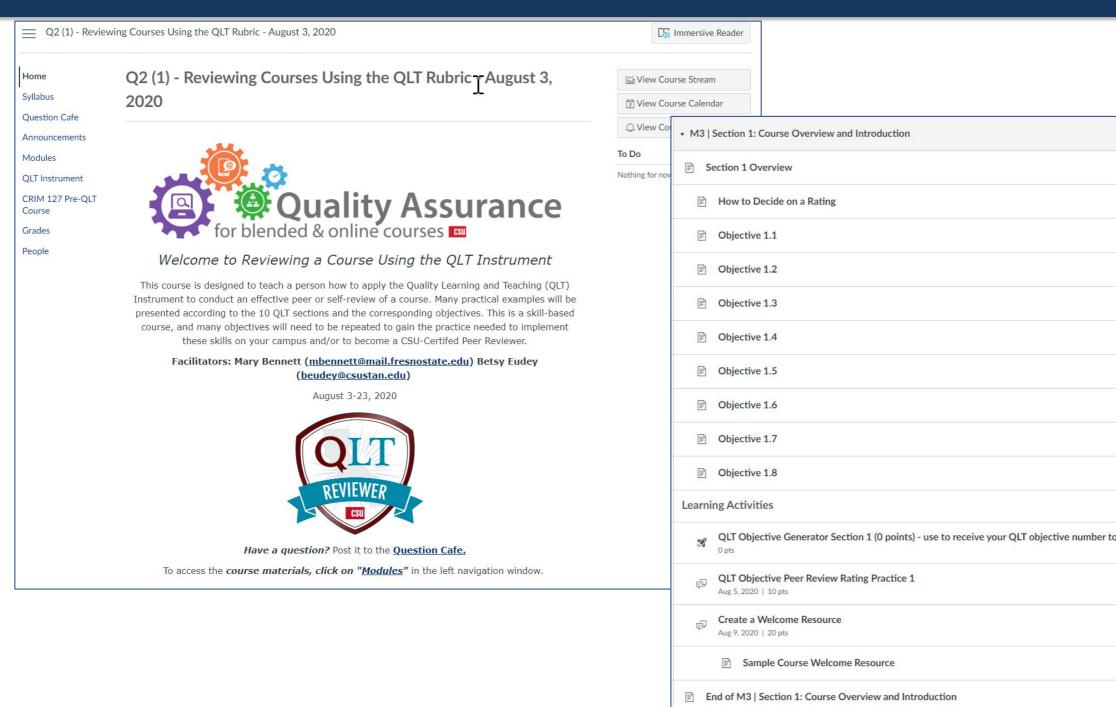
Skype: deidre43p

Facebook: https://www.facebook.com deidre pike



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Evolution of the QLT Training Courses - Canvas Fresno 2020



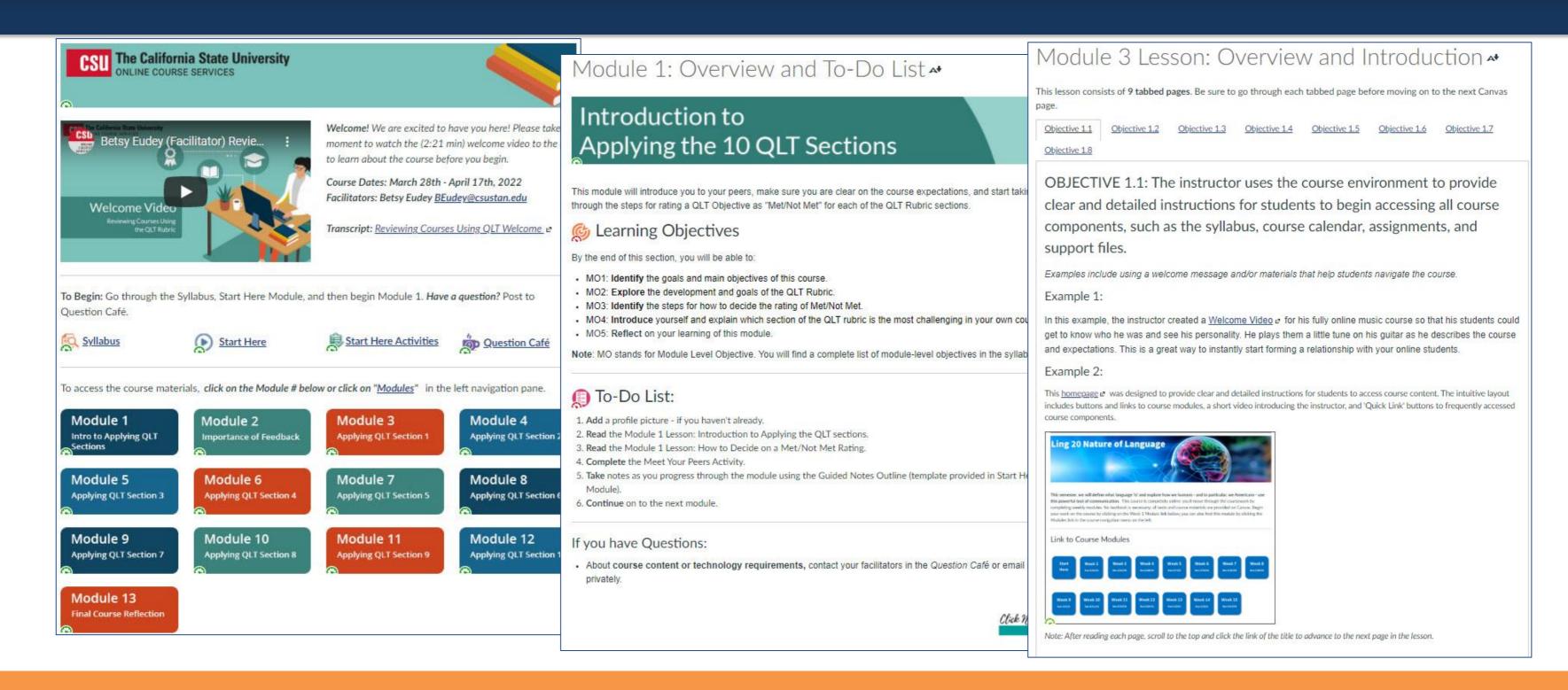


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 M3 Section 1: Course Overview and Introduction
E Section 1 Overview
How to Decide on a Rating
Objective 1.1
T Dijective 1.2
Dijective 1.3
Dijective 1.4
Dejective 1.5
Dejective 1.6
Dejective 1.7
Complexitient Dispersional Complexity of the second
Learning Activities
QLT Objective Generator Section 1 (0 points) - use to receive your QLT objective number to review 0 pts
QLT Objective Peer Review Rating Practice 1 Aug 5, 2020 10 pts
لتجامع Create a Welcome Resource Aug 9, 2020 20 pts
Sample Course Welcome Resource
E End of M3 Section 1: Course Overview and Introduction



Evolution of the QLT Training Courses - Canvas CO 2022



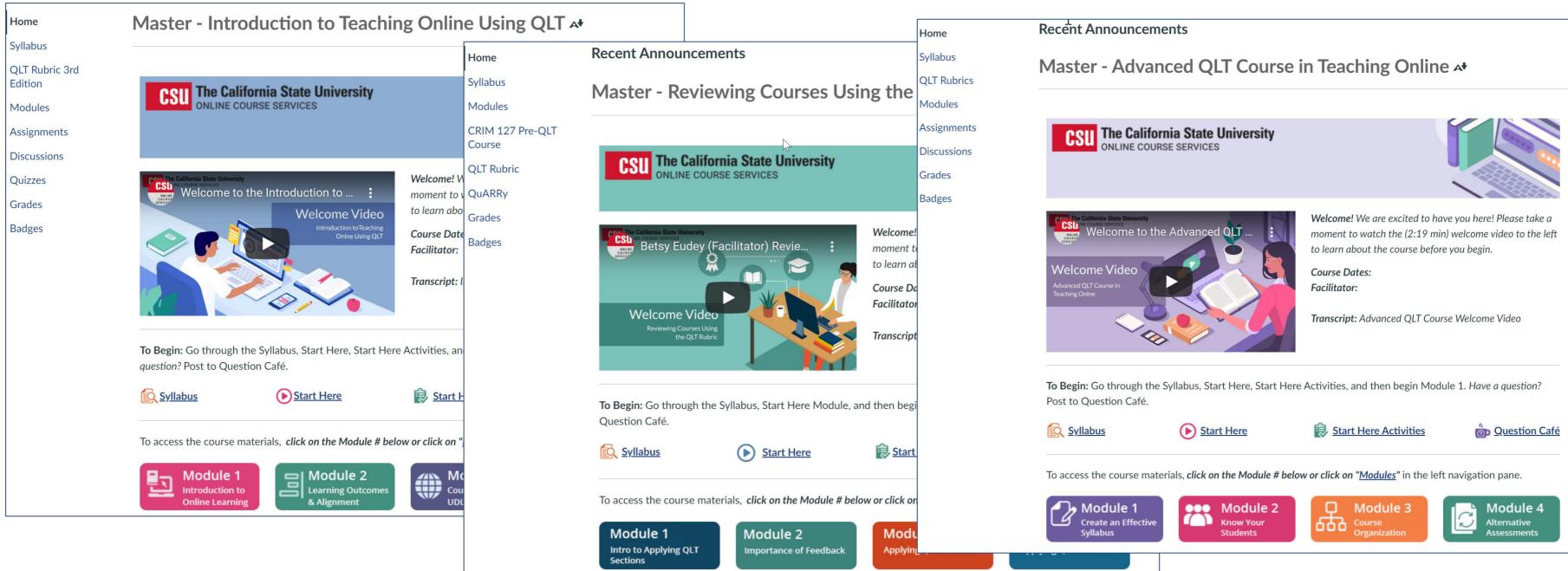


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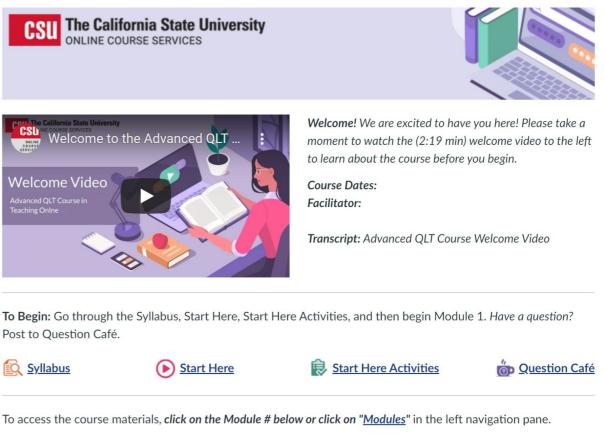
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Changes - Consistency of Branding Across all 3 QLT Courses





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Evolution of Course Changes

- Moodle to Canvas
- Created "Home" Landing Page
- Web Designer Create Branded Course Elements
- Lessons Use Tabbed Navigation
- Organized Content Consistent Headers
- Consistency across all three QLT Course
- Updated Lesson Content
- Added "Engagement Elements"

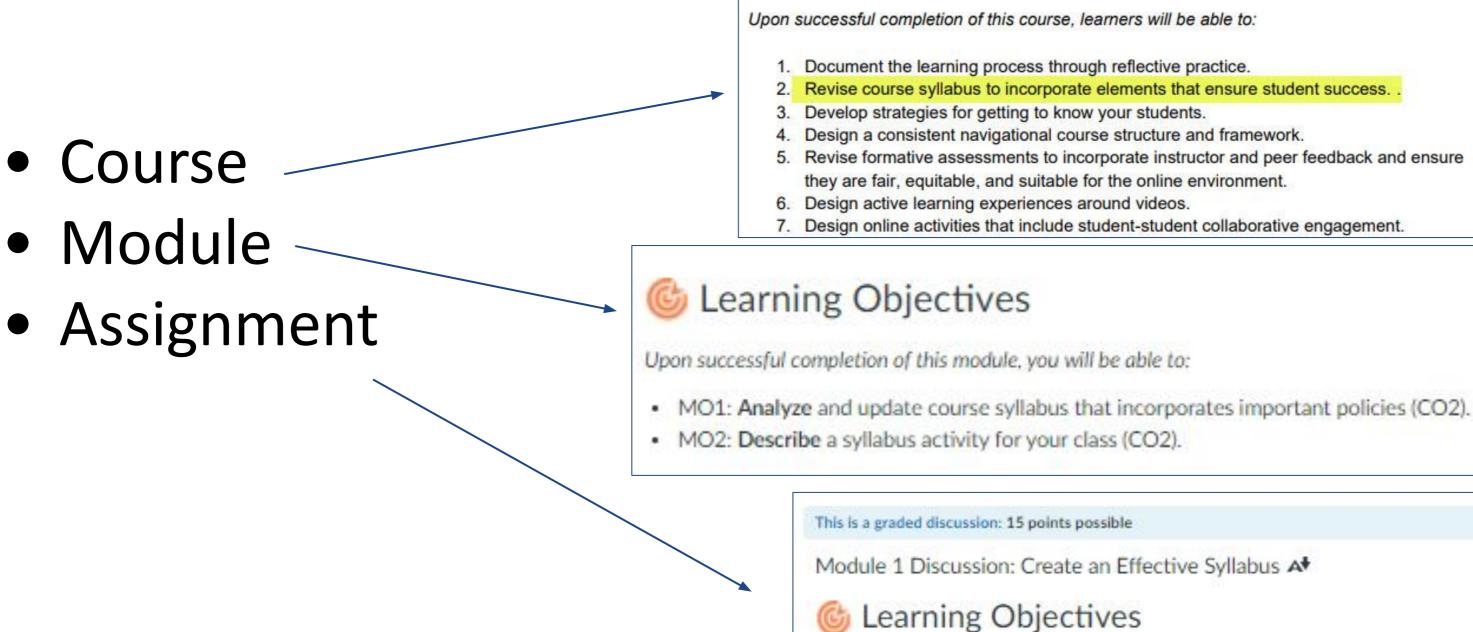


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Course Alignment



- Analyze/update course syllabus that incorporates important policies (MO1).
- Describe a Syllabus Activity that will ensure students have read the document (MO2).



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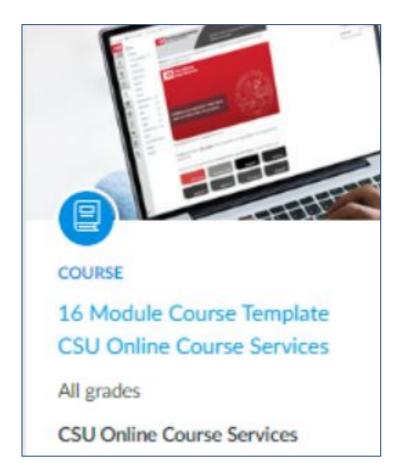
Course Level Objectives

- 5. Revise formative assessments to incorporate instructor and peer feedback and ensure

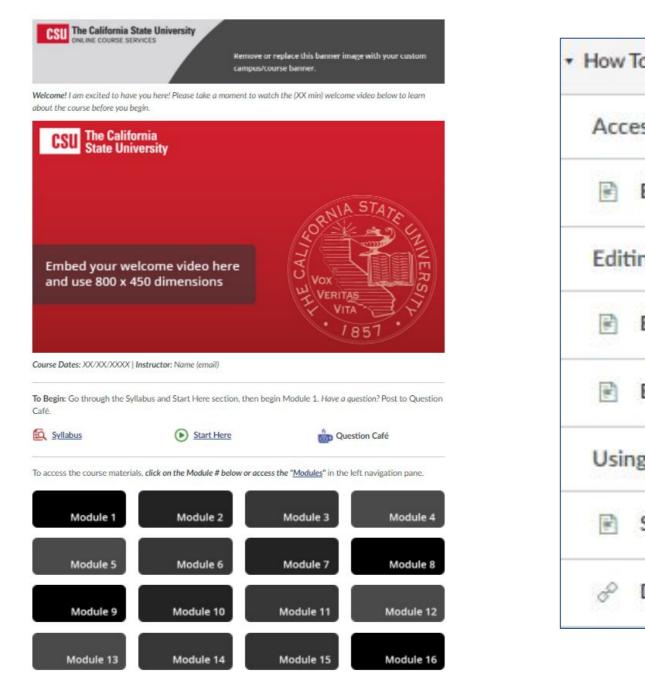


CSU Online Course Services Templates - Canvas Commons

• 6 wk & 16 wk



CSU OCS 16 Module Course Template **





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o Use This Template
essibility (Important - Read First)
Ensuring the Accessibility of this Template
ng the Course Pages
Editing the Course Homepage
Editing the Module Overview Pages
g Tabbed Lesson Pages (Advanced User)
Sample Tabbed Lesson Template (Advanced User)
Directions for Creating Tabs in a Lesson (Advanced User)



Slide 13

CSU Online Course Services Templates

Start Here Overview and To-Do List 🗸		t Here			
Start Here Module Overview		Start Here Overview and To-Do List			
In the Start Here module you will be exploring XXX. Once you have completed reviewing the materials, you will nee	e	Welcome and Course Navigation View	Module 1	: Title/Topic Overview •	
To-Do List	বহু	Question Café View	Module	1: Overview and T	
 Review X. Review X. List out the activities. List out the activities. List out the activities. Note: This is a Canvas page. After reading each Canvas page, scroll to the bottom right and click the Next button to advance of the scheme screen scree	B	About the Instructor View	In this module, you will learn about XXX (2-3 sentences providing an overvio		
	Start Here Course Resources Start Here Course Resources		Dbjectives		
	R	Using Canvas View			
	B	Weekly "Office Hours" Optional Zoo View			
	Start	Here Activities	To-Do List 1. abc 2. abc 3. abc 4. abc 5. abc Note: This is a Canvas page. After reading each Canvas page, scroll to the bottom right		
	X3	Learner Contract / Syllabus Activity 8 pts			
	\$3	Learner Profile Survey (Sample- Revi	ise)		
	ą	Start Here Discussion: Introductions	•		



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A					
To-Do List	Module 1: Module Title/Topic - Due Week XX				
	Module 1 Overview & Lesson				
of the module).	Module 1: Title/Topic Overview				
	Module 1 Lesson: Title/Topic Pg. 1				
	Module 1 Lesson: Title/Topic Pg. 2				
	Module 1 Lesson: Title/Topic Pg. 3				
ective. Each module-level objective has the associal	Module 1 Lesson: Title/Topic (Advanced User: Tabbed Lesson)				
	Directions for Creating Tabs in a Lesson (Advanced User)				
	Module 1 Learning Activities				
	Module 1 Discussion: Title/Topic				
ght and click the Next button to advance to the next p	Module 1 Assignment: Title/Topic				
	Module 1 Quiz				
	Module 1 Summary				
	Module 1 Summary and Next Steps				





Course Completion Badges and Certificates

- **Stage 1**: Badges and Certificates were sent manually via email
- Stage 2: Badges released through LMS for download, Certificates sent manually via email
- **Stage 3**: Badges released through LMS for download, Certify 'em for Certificates via Google Form
- Stage 4: Badges and Certificates sent via Badgr bulk upload
- **Stage 5**: Badges and Certificates issued using Canvas integration

Sharing Badges on Social Media







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Slide 15

Tips for Improving Course Structure

- Welcoming home page "course links"
- Include instructor video
- Include clearly labeled buttons link to course modules
- Visually appealing
- Ensure consistent navigation across all modules
- Effective use of white space
- Chunk materials to reduce scrolling
- Module organization- "Bookending" (Summary: Beginning & Wrap-up)
- Module overview with to-do-list and objectives
- Use transparent assignment template
- Alignment between CLOs, MLOs, activities, assignments, and assessment
- Use available campus (or other) course templates



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What is your greatest challenge in regarding accessibility?

(i) Start presenting to display the poll results on this slide.

Accessibility - Images & Video

- Ensured all videos are captioned or removed
- Removal of decorative images throughout
- Reviewed/added/updated alt text descriptions





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image removed

Our ultimate goal is creating alignment. The first step is to look at what you are asking your students to do (CLOs) that you will define. Be thinking about the following questions to guide you in creating alignment of

1. What specifically, do you want your students to walk away with in terms of knowledge and/or skills?

What assessments will effectively measure their learning? What and how will you measure your stude states that students will be able to "design a model that describes the process of photosynthesis" and



Accessibility - Descriptive Labeling

- Descriptive Labeling for linked resources
- Tabbed Navigation
 - Visually Impaired Screen readers can more easily select a section of the content
 - Important to repeat the title/header of the tab with the <h2> html code and also use the <h3> html code for sub headers within the tabs / fragments

Along with netiquette, there are other important elements to include as you set the stage for the learning:

- Online Etiquette: A Brave New Electronic World a sample of what you might include in your netiquette expectations:
- Technical Competencies identify technical skills students need to be successful.
- Online Readiness Self-Assessment e help students prepare themselves for online learning
- Academic Integrity help students understand academic integrity as it relates to submitting online work
 - Postering and Ensuring Academic Integrity (downloadable PPT)
 - 7 Assessment Challenges of Moving Your Course Online (and a Dozen+ Solutions) et al.
- Online Communication and Facilitation consider the ways in which communicating online is different than face-to-face
- Online Syllabus Checklist to help you with what to include in your online syllabus

Module	2 Lessor
This lesson consists	of 4 tabbed pages. B
Backward Design	Considering CLOs



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n: Learning Outcomes and Alignment

Be sure to go through each tabbed page before moving on to the next Canvas page.

Writing CLOs Creating Alignment



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Accessibility - External Tools

Accessibility Statement

It is our goal that this class be an inclusive and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participate and/or demonstrate learning in this course, please contact <u>ocs@calstate.edu</u> to discuss reasonable accommodations.

Accessibility and VPATs for Tools Used in Training Course

Accessibility statements and Voluntary Product Accessibility Templates (VPATs) for tools used in this course:

- Canvas LMS Accessibility Standards
- Google Slides VPAT
- Google Docs VPAT
- Flipgrid and Accessibility
- H5P Content Type Accessibility
- Zoom Accessibility Statement
- TechSmith Accessibility
- GoReact Accessibility



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Tips for Improving Accessibility

- Tabbed navigation
- Alt text (intentional)
- ➡ Files "accessible" remediated or removed
- Removed external sites not accessible
- Input from visually impaired faculty member
- ensured all videos captioned or removed
- Descriptive labeling
- Removal of decorative images throughout/tag as decorative
- Reg. form include prompt to address accessibility needs
- Included accessibility statements for tools used
- Updated instructions removed barriers for access
- Accessible external tools First consideration



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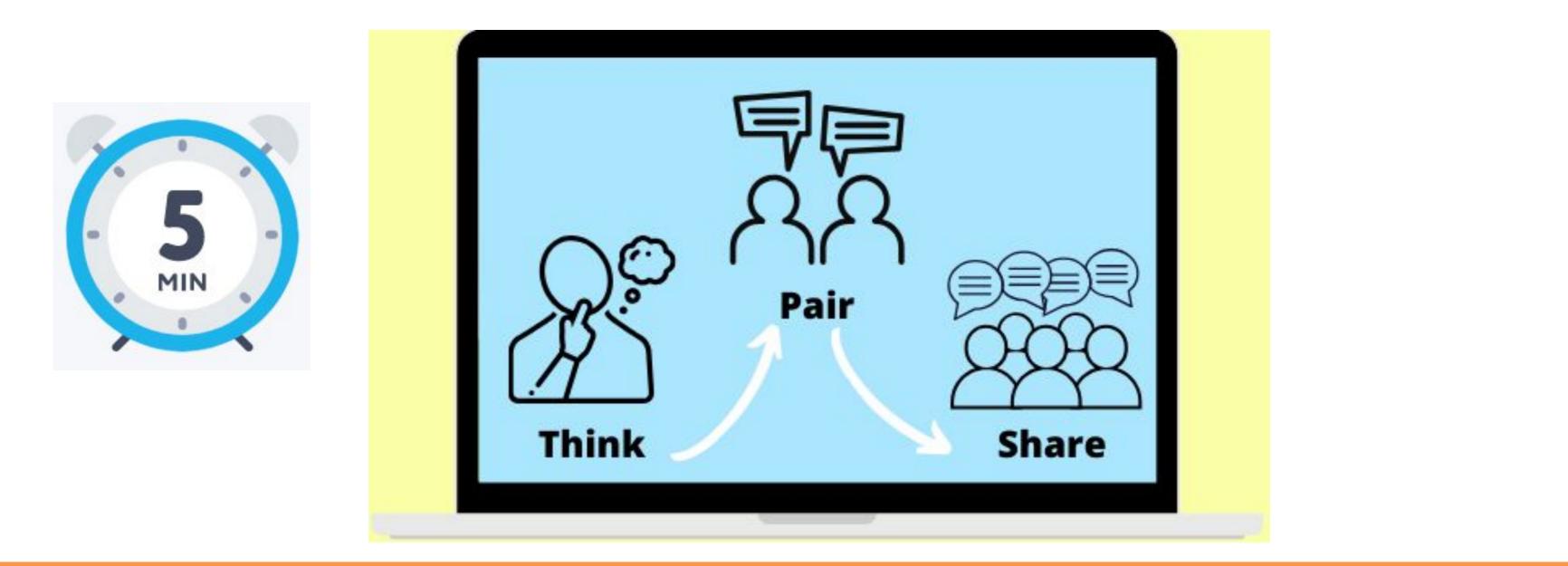


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Using External Tools to Increase Engagement

Share what external tools you have used effectively in your online class





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Using External Tools to Increase Engagement - Flipgrid

- Flipgrid is a social learning tool that promotes rich discussion
- Instructors post topics that allow students to respond using text, audio, or video

Name Pronunciation Activity

Record the correct pronunciation of your name, AND briefly describe, in less than 1-minute, the story of your name. Does it have a particular meaning? Nicknames? How did you get your name? How does your name 'fit' or describe you? You are also welcome to share your personal pronouns.

Reply to at least one peer and compose an audio response in which you correctly pronounce their name and share any commonalities in your stories.



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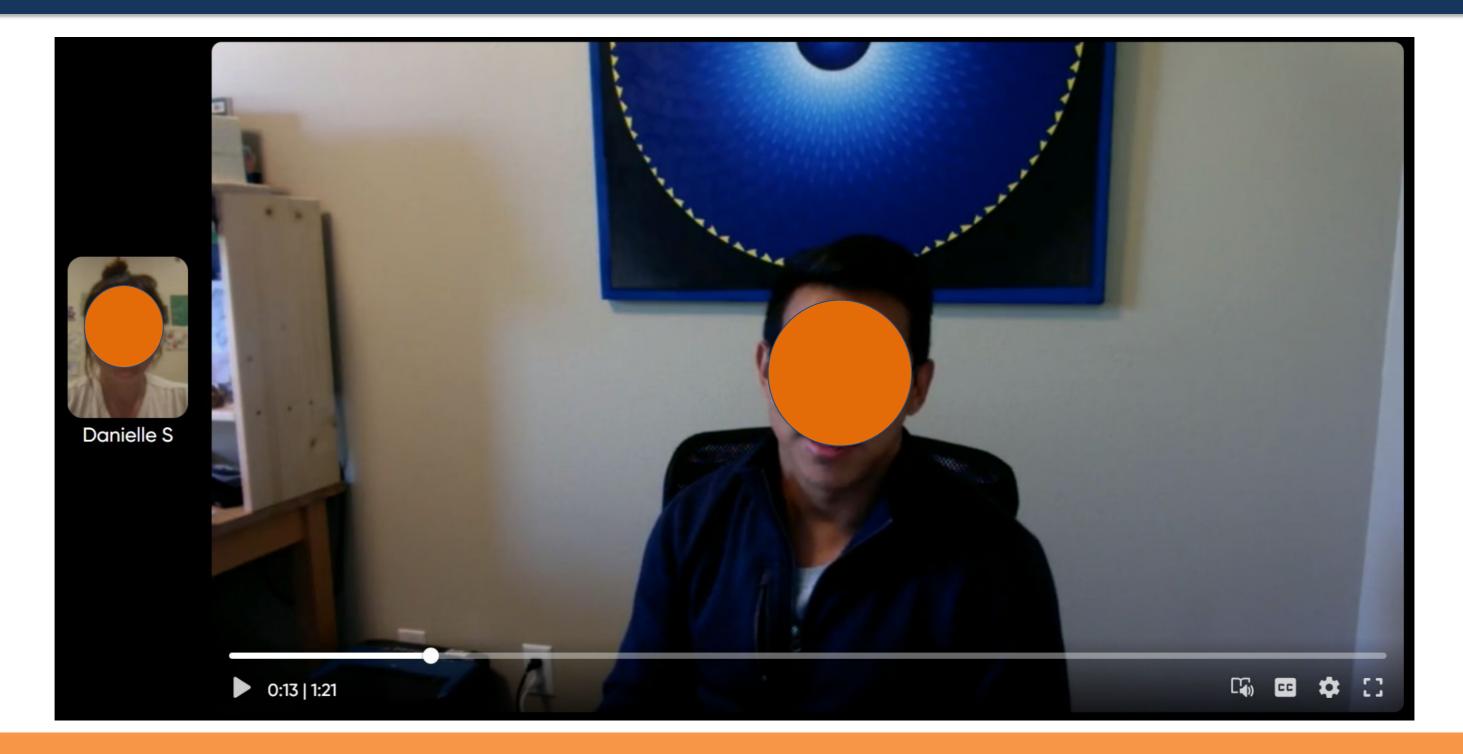
discussion and using text,





Slide 23

Flipgrid Activity





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Using External Tools to Increase Engagement - Google Slides

- Google Slides is a free cloud-based presentation tool
- Create, edit, and collaborate in real time
- Add-Ons for Google Slides extend the functionality

MEET YOUR PEERS

- First, grab a slide that no one is using and add your name.
- Next, replace the photo with your own photo or a Bitmoji avatar. Don't • have Bitmoji yet? Get it here.
- Design the slide to include your name, campus, department, and position • as well as one thing that your peers may not know about you. Also, share one strategy to transition from a face-to-face course to an online course. DO NOT CHANGE ANY SLIDE OTHER THAN YOUR OWN!
- In the speaker notes (BELOW) reply to two of your peers AND include your • name at the end of your reply. Do NOT use the Comment tool.



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Using External Tools to Increase Engagement - Google Slides

MARY BENNETT, "INSTRUCTIONAL DESIGNER

Fresno State Center for Faculty Excellence

Equity Minded Practice #2 Be Relational:Learn one thing about each student that has nothing to do with them being a student. Have students create a 1-minute video highlighting either a hobby, talent, favorite book, or anything else they would like to share.





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Using External Tools to Increase Engagement - Jamboard

• Jamboard is a free digital interactive whiteboard available in Google apps Jamboard Activity

As you watch the interviews, consider how their instructors delivered the course content in a way that helps the students succeed. Look for examples of UDL and add them to this Jamboard.



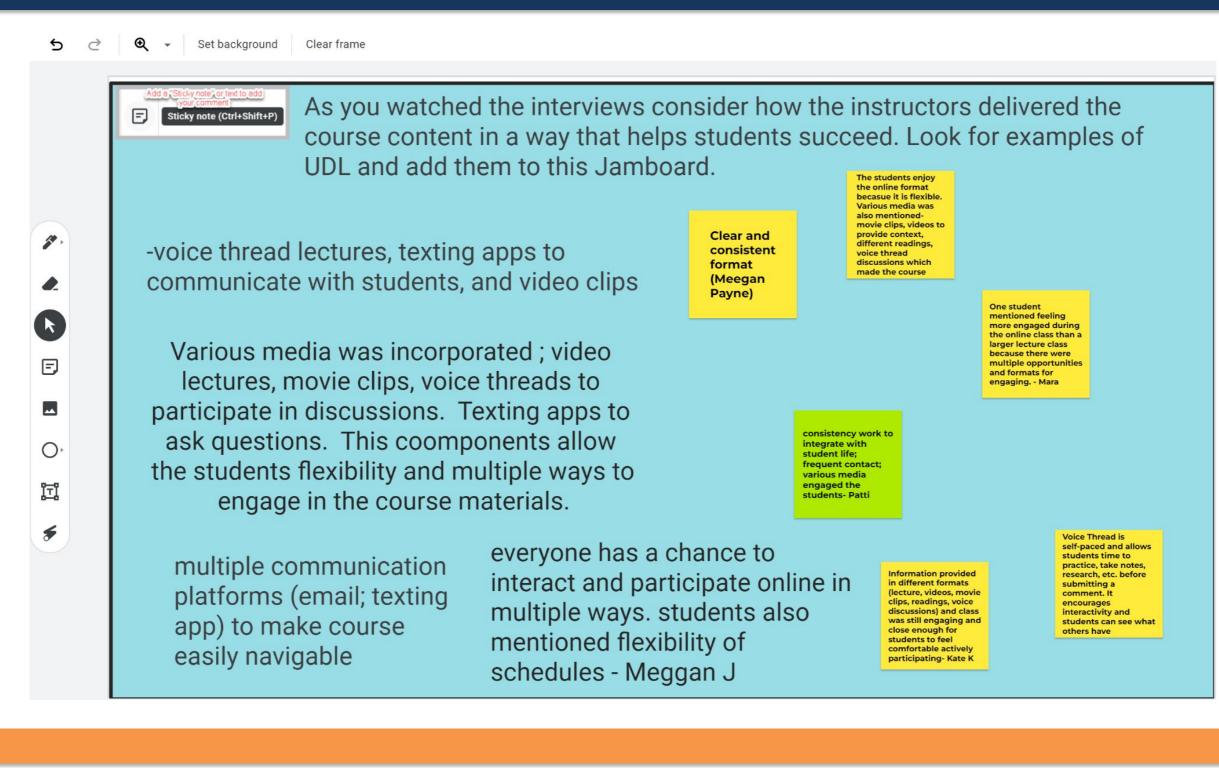


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Using External Tools to Increase Engagement - Jamboard





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Using External Tools to Increase Engagement - Perusall

- Perusall is a social e-reader
- Engages students outside of class
- Allows for collective, threaded annotating of readings
- Comments are collected into a single document, allowing instructors to see which topics students struggled with most
- Creates interaction by giving students space to respond to each other's comments.
- Student analytics are available
- Students' interactions with the readings can be scored and shared back to Canvas or other LMS's



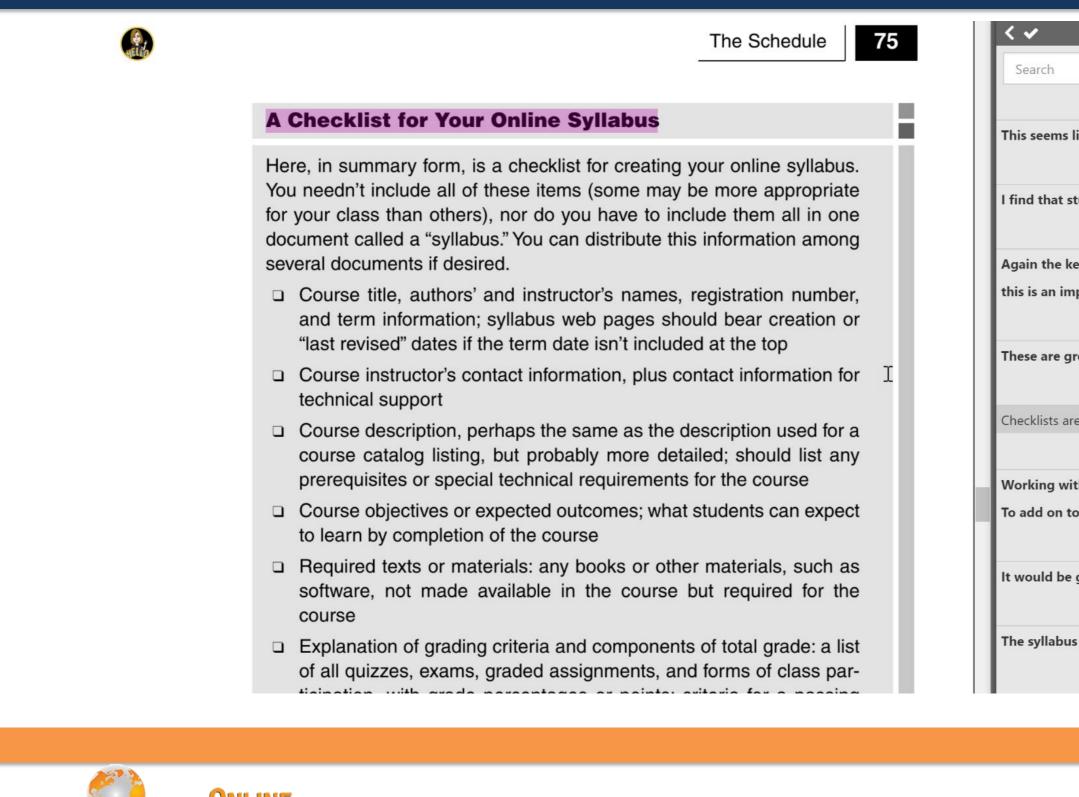
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Perusall



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Perusall Activity



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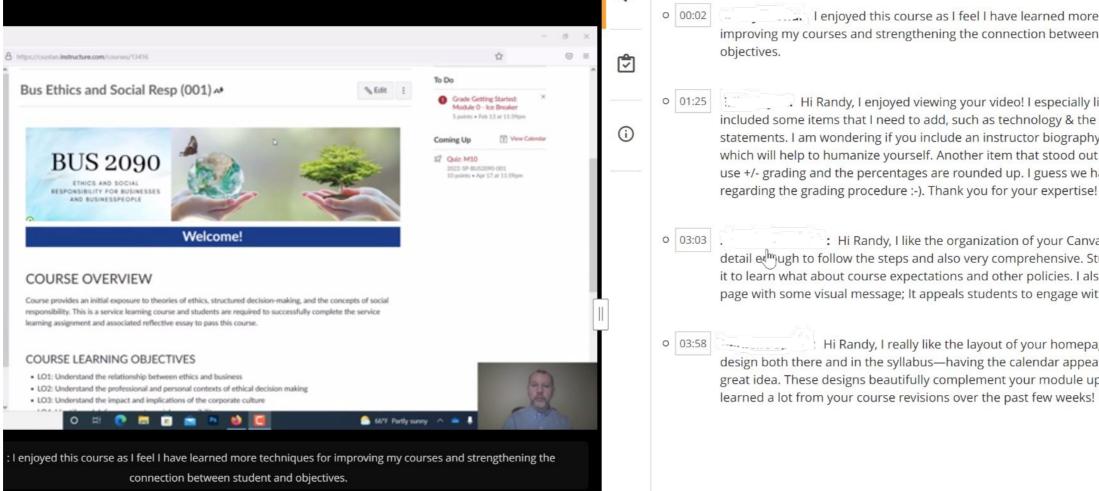
All conversations X	
h Q	2
Page 3	Q
ems like a no-brainer, but I get how we might not be thi	
Page 5	
hat students often think this in face-to-face classes. I2	•
Page 6	
he key is communication with studentsin a way that s	
an important detail	Q
Page 9	-
are great tips; I typically don't get into this type of d 2	
Page 11	
sts are helpful!	
Page 12	Smith
g with course designers to understand the psychology	
on to this point, providing "redundant" information in	r
Page 15	
d be great if the course description could offer measur	
Page 17	
labus seems to miss the course policy (e.g., academic h	



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Using External Tools to Increase Engagement - GoReact

- GoReact combines video + feedback
- Video Tour of Course Improvements





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goreact

I enjoyed this course as I feel I have learned more techniques for improving my courses and strengthening the connection between student and

. Hi Randy, I enjoyed viewing your video! I especially liked your syllabus! You included some items that I need to add, such as technology & the college mission and vision statements. I am wondering if you include an instructor biography or introduction video which will help to humanize yourself. Another item that stood out was the grading scale. I use +/- grading and the percentages are rounded up. I guess we have differing views

: Hi Randy, I like the organization of your Canvas tabs. They are detail edimugh to follow the steps and also very comprehensive. Students can easily use it to learn what about course expectations and other policies. I also like the welcome page with some visual message; It appeals students to engage with interest.

 03:58
 Hi Randy, I really like the layout of your homepage and the clarity of design both there and in the syllabus-having the calendar appear on the syllabus is a great idea. These designs beautifully complement your module updates. Thanks--I



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Using External Tools to Increase Engagement - H5P

- H5P makes it easy to create a wide range of interactive content
- Free and available through a browser or via LTI in the LMS









Accordion Create vertically stacked expandable items

Create an advent calendar

Advent Calendar (b...





Audio Recorder Create an audio recording

Chart Quickly generate bar

and pie charts

H 5 P





Dialog Cards Create text-based turning cards



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Agamotto

Create a sequence of images that gradually



AR Scavenger Augmented reality fun!



Arithmetic Quiz Create time-based

arithmetic quizzes



Collage

Create a collage of multiple images



Column Column layout for H5P Content



Cornell Notes

Take notes using the Cornell system



Dictation

Create a dictation with instant feedback



Documentation Tool

Create a form wizard with text export



Drag and Drop

Create drag and drop tasks with images





H5P Activity

Introduction to the QLT Rubric

QLT Rubric Sections

QLT Rubric Self-Check

Changes to Online Learning

A

Section 1. Course Overview and Introduction

Instructor gives a thorough description of the course, as well as introduces students to the course. The instructor uses the LMS (e.g., Blackboard, Canvas, Moodle, or other platform) to establish a positive learning environment and ethos of mutual engagement

The instructor allows students latitude/choice around course topics.

The instructor introduces the purpose of the course, the course format (online/blended), and any prerequisite knowledge required. If there are no prerequisites, indicate "None."

CORRECT! This example addresses (CORE) 1.3 Course description includes the purpose and format of the course, as well as prerequisite knowledge and competencies, if applicable.

Activities may include but not limited to mid-point surveys or blogs for reflection, peer review, self-check practice quizzes, draft of assignment submitted for instructor feedback, and exemplary assignment/samples.





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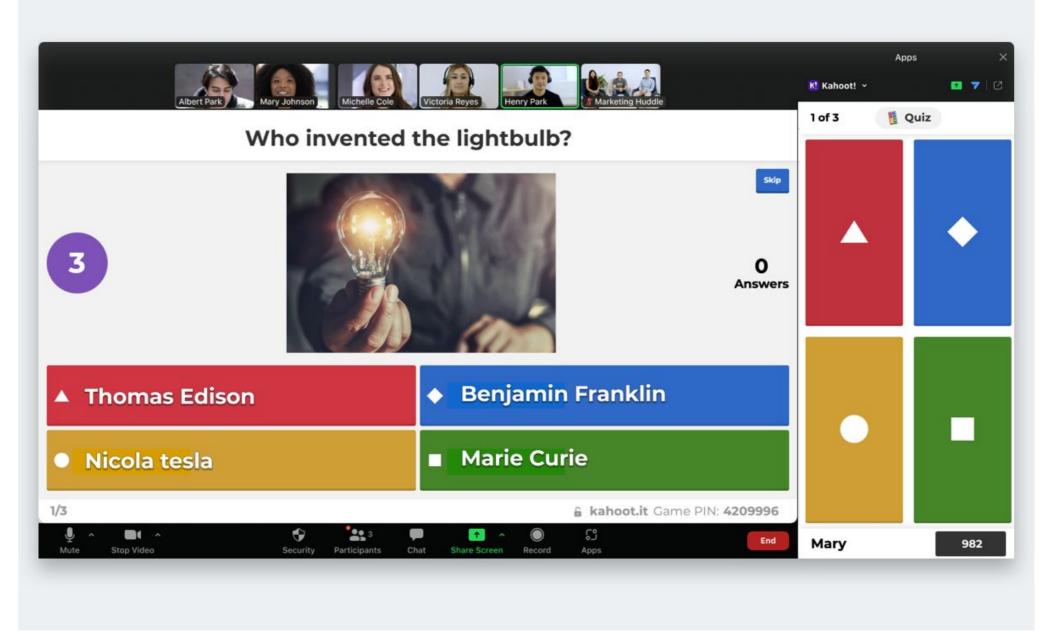




Using External Tools to Increase Engagement - Kahoot!

- Kahoot! is a free game-based platform used to create interactive questions
- Can be used for synchronous and asynchronous learning
- Play Kahoot! in the browser or on a mobile device







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Facilitation

Your Professional Development is only as good as

CSU The California State University ONLINE COURSE SERVICES

August 15, 2021

Recognition, CSU Online Course Services Course Facilitator

Dear Patricia Backer,

Since COVID-19, there has been an unprecedented growth to offer courses fully online for students across the system. In order to support all campuses in preparing their faculty and lecturers to redesign courses to the online learning environment, the Online Course Services Program expanded their training options to meet the demand. This summer, the Online Course Services Program managed 1,300 registrations, 54 courses sections and 25 certified CSU instructional designers and faculty facilitators.

The expanded trainings included offering 33 QLT and 21 QM sections of the following courses:

- QLT Introduction to Teaching Online
- QLT Advanced QLT Course in Teaching Online
- QLT Reviewing Courses Using the QLT Rubric
- QM Applying the Quality Matters Rubric
- QM Improving Your Online Course
- QM Designing Your Online Course

We would like to recognize and thank you for your contribution as an OCS facilitator. Thanks to you, many faculty and lecturers who will be teaching online in the fall will have become knowledgeable in effectively applying QLT and QM objectives to their courses. Your participation as a facilitator sharing your expertise and passion for online teaching and learning, as well as your commitment to quality is greatly appreciated. Thank you very much.



Asst Vice Chancellor

CSU ATS

Ashley Skyla

CSU ATS

Ashley Skylar, Ph D.

OCS Program Manager

Marla Gunasegaram, MLIS OCS Program Coordinator CSUATS

Mary Bennett, MA CSU QLT Manager CSUATS

your facilitators!







Gives Special Recognition To



For Your Outstanding Contribution Facilitating CSU OCS Training Courses

August 15, 2021

Leslie Kennedy, Ph.D. Assistant Vice Chancellor CSU ATS

Ashley Skylar, Ph.D. Online Course Services Manager CSU ATS

Marla Gunasegaram, MLIS Online Course Services Coordinator CSU ATS

Mary Bennett, MA CSU QLT Program Manager CSU ATS

QUALITY MATTERS

Mary Bennet

Ashley Sky

Marla Gunasegaram



Terri Linman San Diego



Santos Torres Sacramento



Brent Powel Stanislaus



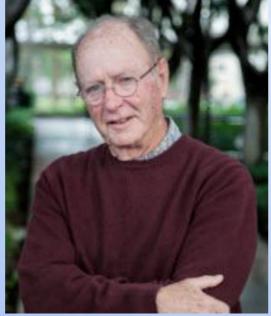
Kimberly Vincent-Layto Humboldt



Yingjie Liu San Jose



Maria-Aparecida Lopes Fresno



Casey Goeller Long Beach



Sabrina Roberts Northridge



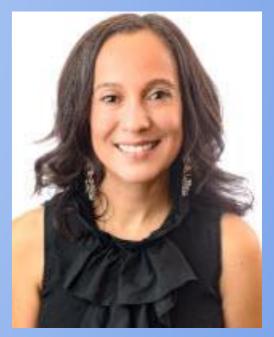
Annabella España-Nájera Fresno



Morgan Murphy Sacramento



Crystal Sims Sacramento



Alida Espinoza Fresno

Tips for Humanizing "High Touch & Intrusive Model" - Instructors

- Get to know your students Icebreaker discussion & learner survey
- Prepare & add "Welcome Video" to homepage
- Provide weekly "optional" zoom office hours
- Grade within 24-48 hr. following scheduled due date for an assignment
- Use video and/or audio in discussions & grading (humanizes)
- Send email reminders about activity due dates
- Send email reminders to students who have not submitted an activity yet (day before)
- Respond to at least $\frac{1}{3}$ of all discussion posts
- Provide personalized weekly summary announcements



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Tips for Humanizing "High Touch & Intrusive Model" -Managing Campus-Wide Professional Development

- Recruit campus "faculty leaders" to serve as facilitators
- Schedule facilitator launch meeting & mentor facilitators
- Provide script & Zoom background for facilitators
- Provide "instructor guide" tips, sample announcements & feedback bank
- Arrange "Topical-Based Speaker Series"
- Schedule "preview week"
- Check participant access to the course (before & during)
- Email campus department about participant progress
- Check PD consistently to ensure facilitators grade timely & nudge if necessary
- Monitor and offer facilitators assistance with grading as necessary
- Check to ensure facilitators are active in at least $\frac{1}{3}$ of all discussions
- Facilitator recognition ceremony/celebration



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Slide 38





What is one take-away you will implement right away?

(i) Start presenting to display the poll results on this slide.

Contact Information

- Ashley Skylar, Ph.D. **Online Course Services Program Manager** askylar@calstate.edu
- Mary Bennett CSU QLT Program Course Manager mbennett@mail.fresnostate.edu



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Strategies for Improving Course Design, Engagement, & Accessibility

Course Design - Tips for Improving Course Structure

- Welcoming home page with course links and instructor video
- Consistent navigation across all modules with clearly labeled buttons
- Chunk materials to reduce scrolling
- Module "Bookending" (Beginning & Wrap-up) & module overview with to-do-list
- Transparent assignment template
- Alignment between CLOs, MLOs, activities, assignments, and assessment

Accessibility Tips

- Tabbed navigation
- Remove decorative images/tag as decorative and always include alt text (intentional)
- All files, videos, and external sites are "accessible" or remediate/remove them
- Use descriptive labeling
- Include prompt to address accessibility on registration form and learner profile survey
- □ Include accessibility statements for external tools used (e.g, start here module & syllabus)

Facilitation/Instructors "Humanize & Intrusive High Touch Model"

- Develop "Welcome Video"
- Provide weekly "optional" zoom office hours for participants and announce them
- Grade within 24-48 hr. following scheduled due dates for an assignment
- Use video and/or audio in discussions and grading as appropriate to humanize yourself
- Remind" participants to catch up- send email to non-completers every day an activity is due
- Respond to ¹/₃ of all discussion posts (be active in discussions)

Managing PD "Humanize & Intrusive High Touch Model"

- Recruit "faculty leaders" to serve as facilitators
- Schedule facilitator launch meeting & mentor NEW facilitators
- Provide "instructor guide" tips, sample announcements & feedback bank
- Check participant access to the course (before & during) & communicate with Dept. Chair
- Check consistently to ensure facilitators grade timely & assist with grading if needed
- Check to ensure facilitators are active in at least 1/3 of all discussions

External Tools to Increase Engagement

- Ensure accessibility of tools provide VPAT in syllabus
- Check what external tools are available and supported at your campus
- Limit the number of external tools used
- Provide/develop support resources and tutorials
- Facilitators "model" use of the tool

6/2022



Colleges

Skylar & Bennett

