FACULTY INFORMATION FOR COVID-19 RESPONSE AND MOVEMENT TO ONLINE EDUCATION

Likely still not perfect…but better!

VERSION 3.0

ETBU ONLINE EDUCATION

Dr. Colleen Halupa

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Copyright Guidance for Online Courses

This establishes guidance regarding the use and distribution of copyrighted materials under fair use standards and the TEACH Act. Copyrighted materials can be used for educational purposes under "fair use" principles and the TEACH Act. Section 107 of the United States Government Copyright Act provides guidelines on fair use principles for educators, scholars, and students who use and reproduce copyrighted material without the need to get written permission. This law governs print and electronic material. For full text of U.S. Copyright Law, see http://www.loc.gov/copyright/title17/. A no-cost Fair Use evaluation tool can be found at http://librarycopyright.net/resources/fairuse/.

On November 2, 2002, the "Technology, Education and Copyright Harmonization Act" (TEACH Act), part of the Justice Reauthorization legislation (H.R. 2215), was signed into law by President Bush. This Act revised Section 110(2) and 112 of the U.S. Copyright Law governing the conditions under which accredited, nonprofit educational institutions in the U.S. may use copyrighted materials without permission from the copyright owner and without payment of royalties.

Copyright and Fair Use
When copyrighted material is used without written permission for educational purposes, the user must always ensure the material is properly cited before it is distributed to students.

There are four factors that govern "fair use." Fair use:

- Applies when the use of the material is for an educational purpose only (it cannot be for profit).
- Applies when the material was created for the purpose of criticism, comment, news reporting, teaching, scholarship, or research.
- Will not have an effect on the potential fair market value of the copyrighted work.
- Applies if amount of the material used is insubstantial compared to the length of the copyrighted work. Fair use is usually a short excerpt; in addition, the material must be properly cited.

An excerpt of no more than two pages or 10% of a work (whichever is less) is the rule for the use of special works (U.S. Copyright Office, 2009, p. 6). To qualify for fair use, the tests for brevity (how much you can copy) and spontaneity (how many times you can use it) must apply.
Using something repeatedly over multiple semesters is not considered fair use. If an excerpted material is going to be used multiple semesters, the professor should obtain permission from the copyright holder as soon as feasible.

In general, the following might be used under fair use for **a limited time**:

- A chapter from a book (never the entire book)
- An article from a periodical or newspaper
- A short story, essay, or poem* (only one work each from an anthology or individual work)
- A chart, picture, or diagram from a book

*Poetry must consist of 250 words or less or a maximum of 250 words from a larger poem. Prose must be 2,500 words or less.

The following **does not qualify** as fair use:

- Making multiple copies of different works that substitute for the purchase of books or periodicals
- Copying and using the same work from semester to semester
- Copying and using the same material from several different courses
- Copying more than 9 times in a single semester (U.S. Copyright Office, 2009, p. 7)

TEACH Act Guidance for Copyrighted Materials on a Learning Management System

If instructors and/or institutions wish to take advantage of the opportunities provided by the TEACH Act for using copyrighted materials on a Learning Management System (LMS), they must reasonably:

- Limit access to copyrighted works to students currently enrolled in the class;
- Limit access only for the time needed to complete the class session or course;
- Inform instructors, students, and staff of copyright laws and policies;
- Prevent further copying or redistribution of copyrighted works; and
- Not interfere with copy protection mechanisms.

Use of copyrighted materials must be under the supervision of an instructor. LMS courses provide a course context in which the role of the instructor and the instructor's control over the materials are clearly defined.

- Only students enrolled in the course should have access to the copyrighted materials; the instructor must ensure that copyrighted materials are available only to students enrolled in the course.
- The copyrighted materials must not be available to students after the class session or course is complete.
- The copyrighted materials must not be copied and redistributed to others.
- Instructors must provide a warning in the description of the content that notifies students that copying and redistributing these materials is a breach of copyright law.

If instructors use materials in their online courses and "fair use" or the "TEACH Act" does not apply, they are responsible for obtaining copyright permission and paying royalties.

Public Domain Materials

Public domain materials may be used freely by anyone for any purpose without obtaining copyright permission. Public domain materials are materials where the copyright is not owned. This can be because 1) the copyright period has expired or 2) the material was never copyrighted.

All works created by the U.S. Government and their employees are in the public domain from the moment they are created. In the U.S., public domain can only be assured if the work was published more than 95 years ago (if published before 1978) or 70 years from the author's death (if published in or after 1978). In addition, it is possible for a work to be public domain in one country and copyrighted in another.

Although newer works also may be in the public domain, the user must ensure that it is not copyrighted. Use of public domain materials can still raise problems concerning trademarks, rights of publicity, and

related rights in individuals portrayed in the material. For educational purposes, public domain material must still be properly cited.

GUIDANCE FOR USE OF VIDEO ONLINE

1. Video in online courses should never exceed 5-10 minutes per clip. Students tend to ignore or fast forward through long video clips, particularly lecture videos. They are more likely to watch something that shows them how to do something (like a math problem). If you need to do a longer video, break it into several small videos instead.

2. Video should not be overused. Video is best used to reinforce major concepts or to provide specific guidance (such as in solving a math or science problem).

3. The video should be enjoyable to watch. Students tend to enjoy video that has a voiceover where they are shown how to do something or shown pictorials rather than "talking head" videos.

4. Start out the video by stating the purpose; viewers want an overview of what they will be seeing and hearing.

5. Videos should have a standard naming convention so students know what they are and so you can find them in YouTube—see section on YouTube.

6. Record the video in a quiet setting to minimize background noise and ensure there is proper lighting if you are using the webcam.

All videos must be able to be uploaded to YouTube to meet the ADA Requirements that went into effect 1 January 2018. YouTube provides close captioning and transcripts.

CREATING VIDEOS

There are numerous programs that can be used to create lecture videos. It is really the instructor's choice.

HIGHLY RECOMMENDED: BEST FUNCTIONALITY/DOWNLOADABLE TO KEEP

https://zoom.us/

Perhaps the best is Zoom (which is free) because you can create a meeting, record it and share any screens (such as PowerPoints). If you have a separate camera, you can even turn the camera and move it to capture you solving math problems in a piece of paper. It even includes a video of the instructor in the corner. The recording is also in the correct file type to be loaded into YouTube.

This site includes video tutorials, but it is very self-explanatory.

ZOOM

1) Set up free account.
2) Enter your personal meeting room.
3) Click the meeting is started.
4) Make sure the microphone is not muted and click on the video (bottom left)
5) Click record (bottom of the screen) to begin recording before you share your screen.
6) Share your screen (if applicable).
7) At the end, unshare your screen and select stop recording.
8) The video will automatically process and will show up on your screen when done. There will be three files. The largest MP4 is your video.
9) This can be loaded to YouTube.

CONFERENCES (CANVAS) RECOMMENDED FOR SYNCHRONOUS SESSIONS ONLY

1) Recorded videos only saved for 14 days
2) Videos cannot be downloaded
3) However, conferences can be created by students so this is a way student can meet in the LMS to do group projects.

   https://community.canvaslms.com/docs/DOC-10738-67952724138

VOICEOVER POWERPOINT: HIGHLY RECOMMENDED

1) The best feature of voiceover PowerPoint is you can record one slide at a time. That way if you make an error you only have to re-record that slide rather than the entire presentation.

2) If you use this option DO NOT save it as a PPT File. When saving it at the end save it as an MP4 so it can be uploaded to YouTube. It can be converted if you forget but this can tie up your computer for hours.
3) You can also turn on video so the students can see the instructor with PPT.

OFFICE 365

https://support.office.com/en-us/article/record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c

NOTE: You must ensure the Record feature is checked in Options for PowerPoint.

CELL PHONE VIDEO (Good for candid, informational video)

How to upload a video from your cell phone to YouTube.

https://support.google.com/youtube/answer/57407?hl=en

WEB CAM VIDEO Programs (GOOD BUT NOT AS MUCH FUNCTIONALITY)

YouTube Web Cam Capture (FREE)

https://www.youtube.com/watch?v=ppoBJtsErxA

Screencastomatic (Free)

https://screencast-o-matic.com/

LOADING VIDEOS TO YOUTUBE

In order for the University to meet ADA requirement, all instructor-created lectures **MUST** be loaded to YouTube because it has a closed-captioning program. If this is not done, the university can be subject to thousands of dollars in fines. In addition, depending on how many you plan to use, you may use all of the memory in the Canvas course, so this is the best way to embed video in your courses.

A YouTube Account Specifically for this has been created.

1) Go to YouTube and click Login in the Upper Right Corner.
2) YouTube runs from GMAIL so if you have a Gmail account you must log off first. This can be done in the dropdown menu in YouTube next to the login.
3) THERE IS AN INSTITUTIONAL YOU TUBE ACCOUNT. THIS IS WHERE YOU UPLOAD YOUR VIDEOS. We took the passwords off the web since the chaos started to settle somewhat for potential security reasons. The chance is slight, but we did not want to take it moving forward. THE USERNAME AND PASSCODE CAN BE FOUND

IN THE COVID-19 ANNOUCEMENT ON CANVAS YOU WERE ASKED NOT TO DELETE.

4) Label your video with LASTNAMECOURSEIDVIDEOTOPIC for easy searching later on.

   EXAMPLE: HALUPAHIED5306EdPhilo

   NOTE: This is not online education's YouTube account that is used regular by online education to load videos in online courses. This is a separate account.

5) Only the following file types are compatible with YouTube:

   • .MOV • .MPEG4 • MP4 • .AVI • .WMV • MPEGPS

   • .FLV • 3GPP • WebM

UPLOADING VIDEOS INTO YOUTUBE

1) Click the camera icon with the + sign on the right near the login.
2) The video will load and process. The URL will show up. This URL is the one that should be copied and put into either a page, discussion or assignment in Canvas. Make sure the link is active in Canvas.
3) Videos can later be put into playlists if they are labeled and can be identified.

You can create your own folder in the channel or upload them under COLLEEN HALUPA.

<mark>LINKING THE VIDEO IN CANVAS ALLOWS IT TO STREAM AND THIS DOES NOT NEGATIVELY IMPACT STUDENT BANDWIDTH</mark>

Videos can be linked to pages, discussions or assignments in Canvas. If it is a course activity (not graded) use PAGES. If it is graded, then link it to that assessment. The linking process is exactly the same in all of these places.

1) Go to Pages

2) Go to View All Pages (top left)

3) Click + Page. Name it and create it.

4) Click into the Page

5) Paste the URL you got in YouTube into the large text box. If it is underlined when you pass your mouse over it, then it is linked (if you copied link in YOU Tube it will be right—if you copied the link in YouTube yourself it may or may not be). If it is linked hit SAVE. Then you should see a gray box that will eventually turn into the video as it finished loaded from YouTube.

6) If it does not do this, Edit the Page again.

7) Click the Paperclip in the toolbar and paste the URL there.

8) Save and it should link and the same will happen as above.

9) If it does not do this after these two things

       -Put the URL into your browser to see if it is correct. If it is not you can go back into YouTube and get it

       -If it is correct copy it from your browser.

       -Edit the page again

       -Copy over the link you have in there with your mouse.

       -Click the broken paperclip to remove the bad link

       -Put the right URL in.

ONLINE TESTING

1) ALL online tests in Canvas must be created uses QUIZZES. Start creating an assignment as usual, but assignment type must be changed from ASSIGNMENT to QUIZZES.
2) To randomize questions, test banks must be used. Quizzes created directly in Canvas will present to all students in the same order. The only tests/quizzes that should be created directly in Canvas are essay questions.
3) However, other types can be loaded into Canvas and test banks can be created using either publisher textbook Canvas test files or Respondus 4.0

CREATING TESTBANKS USING PUBLISHER TEST BANKS (TO BE DONE BY FACULTY MEMBER)

If you are using a publisher bank and import it into Canvas you should check and delete any bad questions. To do this:

1) Go to Quizzes

2) Click 3 vertical dots top right

3) Click manage test banks

4) Click on name of bank

5) You can then review all the questions in the bank. On the right side of each question is a pencil (edit) or a garbage can (delete the question)

6) It automatically saves. BE CAREFUL not to delete questions you want. If you do you will have to add them back in the back using the Add Question feature on the right. You will have to cute and paste the question and each prompt individually. Otherwise you will have to reload the bank again (but name if differently so you do not confuse them.

LOADING PUBLISHER TEST BANKS

The zip file must be unzipped into individual chapters which must be saved to your computer individually.

1) Go to Settings
2) Click Import Content on the Right
3) Select QTI files (at bottom)
4) Select Chapter 1 from your computer and process.

This will put all questions into Test Banks by individual chapter. To access them

1) Click on Quizzes
2) Click on three vertical dots at the top screen on the right
3) Click manage test banks

4) You will see each test bank in the course

This will also create individual quizzes with all questions for each chapter in Quizzes. These should all be deleted.

1) Next you will create a quiz in Canvas.
2) Go to Assignments, click + and change type to Quizzes. DO NOT ENTER POINTS. Points come from individual questions.
3) Go into More Options.
4) Type in instructions and click appropriate settings.
5) On the top above the text box is a vertical bar. Select Questions.
6) Select Create Question Group. Click Select Bank—this will take you to your test banks for each chapter. Edit number of questions you want pulled and the points for each. ALL TESTS SHOULD ADD UP TO 100 points if you are using weighted averages. If you are using straight points, then the test is however many points you have determine.
7) Click Create Group. You have to repeat this for every bank you are pulling from and then save at the end.

If this process does not work and it is a Canvas-specific file please email chalupa@etbu.edu and Online Education will work with the files. If files do not load, Respondus formatting below is always an option.
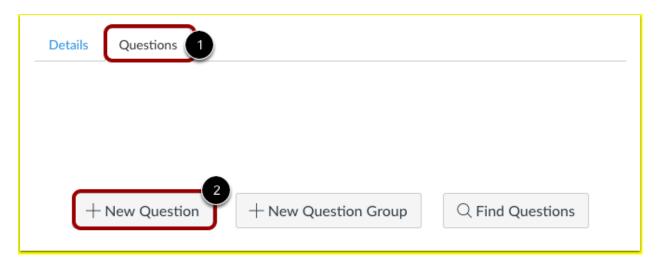
HOW TO BUILD SHORT QUIZZES ONLINE USING CANVAS

This is useful for multiple choice quizzes with less than 10 questions and creating essay tests. QUESTIONS WILL NOT BE RANDOMIZED. All students will get the quiz/test in the exact same order.

1. Go to Quizzes or Assignments (here you can put it under the correct gradebook category if applicable).
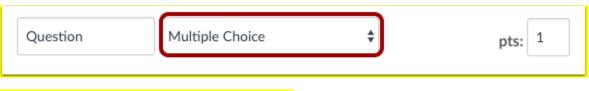
In Quizzes Click + Quiz

In Assignments click a + in the group you are placing the quiz in and make sure to change the assignment type from Assignment to Quiz. Do not put in any additional info –just save it. Then click on it to open it.
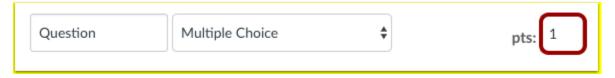
2. You will enter the quiz where there are two options above the large textbox. The first is details. Put all quiz details in there (this is addressed both in the Faculty COVID-Guide as well as in the handout that was sent regarding building test banks to all faculty on 3/26/2020

3. Next click on Questions and + New Question

5. Set point value for the individual question.

6. Cut and paste your question prompt in the large textbox.

7. If it is a true false or m/c question, paste each individual answer in each of the different small answer boxes below.

8. Click the arrow to code the correct answer (on the left of the answer boxes).

9. Save the quiz and it is done. Publish it when you are ready.

CREATING TESTBANKS FROM WORD DOCUMENTS (RESPONDUS 4.0)

Before this can be done, word documents must be formatted exactly. If the publisher uses tables for test question formatting, the questions must be copied and pasted into a new document without formatting or Respondus will not accept the test.

RESPONDUS 4.0 FORMATTING

TO BE DONE BY FACULTY FOR ALL WORD DOCUMENT TESTS

Respondus is a tool used to import questions from a Word document (or other text file) into Canvas. Rather than manually entering each question into Canvas, Respondus can do it all at once. Respondus requires very specific formatting.

Please format tests that are done on word documents in the following manner:

It is imperative that you include the "Type:" statements for questions other than single-answer multiple-choice or True/False. Without it, Respondus will assume it is a malformed multiple-choice. "Type:" should appear on the line before the question number and question text. Answers should appear immediately after the question line.

You must include an asterisk before the correct answer choice with no space after the asterisk.
You must include a space after the number of the question.
Please separate test pools by document.
No more than one occurrence of a number should appear within a single document.

(For example, if you have a 1. from Chapter 1 and a 1. From Chapter 2, you will either need to split the test pool into separate documents or renumber the questions.)

General feedback can be imported by placing the tilde "~" symbol in front of the feedback for a correct answer. The @ symbol can be used to indicate the feedback for incorrect answers. There must be at least one space to the right of the ~ and @ symbols and the text you want displayed for the feedback. The feedback must appear after the question wording

The formatting seems picky and unforgiving, but this is due to the way Respondus handles the automatic processing.

MS Word users: you will also need to ensure automatic numbers and automatic letters are turned off, or ensure that Word does not perform this action for you. Disabling this feature can vary from one version of Office to the next, so contact IT for assista*n*ce. You may submit your files as .doc, .docx, .txt, or .rtf formats.

EXAMPLES OF QUESTIONS CORRECTLY FORMATTED FOR RESPONDUS

There must a space between the previous question final response (i.e. d) and the new question prompt below it.

Single-answer, multiple choice. You do not have to put in a TYPE if everything is multiple choice (Type M and True/False which is also Type M)

1. What color is grass?
        a. orange
        *b. green
        c. purple
        d. pink

True False

The TRUE must always be the first option with FALSE as the second. Denote the correct answer with a *. It can be mixed with other M/C questions on one test document.

2. The "T" in ETBU stands for the word Teachers.
        a. True
        *b. False

Multiple-answer, multiple-choice

You must include the Type: MA line for the system to process as a multiple answer. Denote the correct answers with a *.

Type: MA32. Which of the following are cities in East Texas?

        *a. Nacogdoches
        *b. Tyler
        c. Ft. Stockton
        *d. Longview

Essay (*Must go on a separate document for submission if used in the same test as multiple choice or true/false---this is because essay questions are usually more points than M/C. Doing this also allows the essay questions to be randomized*)

You must include the Type: E line for the system to process as an essay question. There is no automatic processing for essay questions. The answer field does not need to be fully completed, but Respondus will expect some answer field to process, so "a. This is the answer" would suffice.

Type: E

4. Explain the water cycle.
    a. This is the answer.

Fill-in-the-blank <mark>*Must go on a separate document for submission if used in the same test as multiple choice/true false or essay---this is because essay questions are usually more points than M/C. Doing this also allows the essay questions to be randomized)*</mark>

You must include the Type: F line for the system to process as a fill in the blank. Use the _ characters to denote the blank. All possible correct answers follow with a,b,c order.

Type: F
<mark>5. _____ invented the radio and brought it to popularity.
     a. Guglielmo Marconi
      b. Nikola Tesla</mark>

<mark>**Matching** *IT IS NOT RECOMMENDED YOU USE THIS!! IT CAUSES ERRORS.*</mark>

You must include the Type: MT line for the system to process as a matching question. The left side is as presented to the student, the right side are the options with the correct matches, denoted with the = between them, no space.

Type: MT
6. Match the chemical element with its atomic number.
a. Ge=32
b. O=8
c. B=5
d. Es=99
e. Rn=86

USING RESPONDUS 4.0 INFORMATIONAL ONLY SO YOU UNDERSTAND THE PROCESS IS COMPLEX. <mark>*This process will be done by Online Education or Administrative Assistants.*</mark>

1) You must know what type of document you are loading (rft, docx, doc) because this is an old program and you cannot see file types other than the ones you specify.
2) The program uses Single Sign On, so when the ETBU password changes, it must be changed in Respondus.
3) You must be enrolled as an instructor in any course you plan to import files to in Canvas. Otherwise the course will not come up in the pick list in Respondus.

Importing Questions

1) Go to Import Questions

2) Select File Type (docx, doc, rft)

3) Browse for document. If you cannot see it, you have the wrong file extension type.

4) Next name the document i.e. READ 5317 Quiz 1 (no special characters)

5) Select import

6) You must do multiple checks here to prevent problems later

- *If you imported 20 questions, make sure 20 were accepted. If not, check your formatting and redo the process (you will have to select a new name for the file). If the problem occurred with only one question you can edit it and add it in Respondus*
- *If you get a warning that there are no answers this means the answer is not coded; this can be fixed in Respondus—write down the question numbers with the errors. The system will make all uncoded answers have a. as a correct answer which will be wrong most of the time.*
- *If many questions start with the same suffix "Which of the following?" you will get a warning that can be ignored---the system will indicate it numbered them.*

No Errors on Import

1) Go to Preview/Publish

2) Click Publish and go through the screens

3) Select the course you want it to be imported into (Critical step)

4) When the system is done it will let you know.

5) Repeat this for each quiz or test.

6) This will create test banks that can be used in the same way as in the Canvas publisher test bank option above.

Errors on Import

1) Go to Preview/Publish

2) Go to Preview and check every question. If you got an error for no answer, make sure all questions that have "a" marked as a correct answer is correct.

3) In this screen you can also cut and paste a missing question, the answers and code the correct answer.

4) When all errors have been resolved, you can Publish the quiz like above.

5) Repeat this for each quiz or test.

6) This will create test banks that can be used in the same way as in the Canvas publisher test bank option above.

The test then has to be created in CANVAS.

HOW TO CREATE TESTS IN CANVAS
AFTER THE TEST BANK HAS BEEN LOADED IN RESPONDUS

IMPORTANT NOTE: ALL QUESTIONS LOADED THROUGH RESPONDUS ARE PLACED IN THE TEST BANK FUNCTION SO QUESTIONS CAN BE RANDOMIZED. THIS DETERS CHEATING AND IS THE RECOMMENDED WAY TO TEST ONLINE SINCE STUDENTS WILL GET QUESTIONS IN A DIFFERENT ORDER. IF YOU DO NOT WANT THEM RANDOMIZED, YOU WILL HAVE TO INDICATE THAT ON THE EMAIL WHEN YOU SEND THE FILE TO ONLINE EDUCATION, OR AFTER THE COVID-19 EVENT, THE ADMINISTRATIVE ASSISTANTS.

IMPORTANT NOTE: In order for your test questions to be randomized, all of the questions have been loaded into the test bank function. This gives you significantly more flexibility in creating a test where students get questions in a different order. In addition, it allows you to build one test with multiple types of questions and assign different points to each category. Each different type of question must be submitted on a different document.

CHECK TO MAKE SURE YOUR TEST BANKS ARE IN YOUR COURSE (HAS BEEN LOADED THROUGH RESPONDUS)

1) Go to Quizzes.
2) Click on the 3 dots at the top right.
3) Click manage test banks

This is where all of the questions we have loaded are. When you create the test, you will be pulling from these. Please ensure the ones you requested loaded are there. The person who loaded it will be in contact with you. Communicate with them if there are issues.

CREATING THE NEW TEST

NOTE: THIS CAN DIFFER SLIGHTLY IF YOU ARE USING WEIGHTED AVERAGE OR STRAIGHT POINTS IN YOUR GRADEBOOK
>   **-If you are using straight points, your test value (points) is whatever you want it to Be**
>   **-If you are doing weighted averages, ALL TESTS HAVE TO BE 100 POINTS.**

This is CRUCIAL to keep the gradebook accurate.
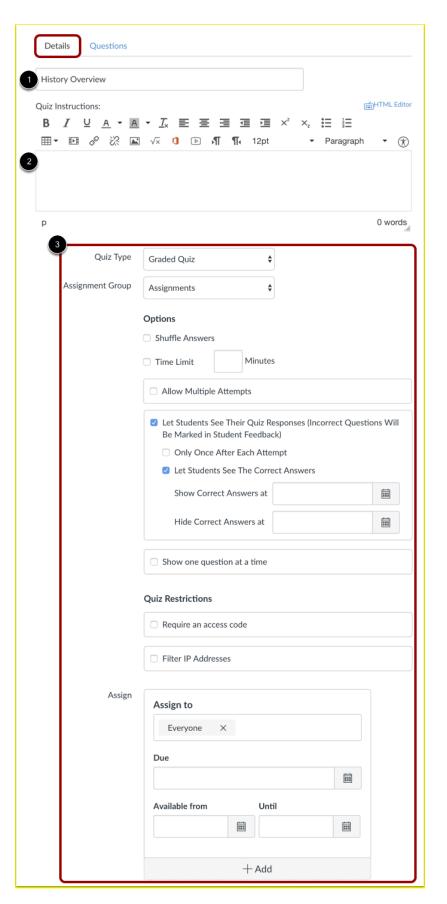
CREATING TESTS: SIMPLE TESTS ONE TYPE OF QUESTION

8) Next you will create a quiz in Canvas.
9) Go to Assignments, click + and change type to Quizzes. DO NOT ENTER POINTS. Points come from individual questions. If you do not change it to Quizzes, an assignment will be created instead. This is the only thing in Canvas you cannot edit. If you do this, you have to delete the assignment and repeat the process using quizzes.

NOTE: If you are using weighted averages, you have to move the Test under the correct Group (i.e. Tests worth 20%). This is critical to ensure your gradebook stays correct.

10) Go into More Options.
11) Type in instructions and click appropriate settings. Put in the test time.

Details | Questions

(1) History Overview

Quiz Instructions: HTML Editor

B *I* U A ▾ A ▾ I_x ≡ ≡ ≡ ≡ ≡ x² x₂ ☰ ☰
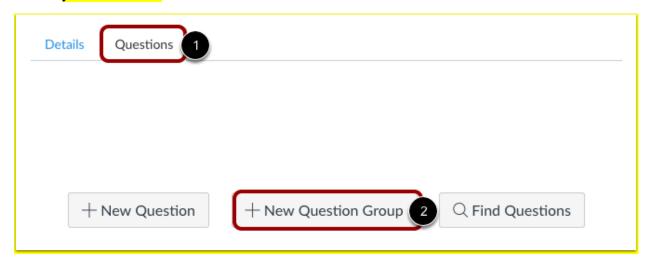⊞ ▾ ▦ 🔗 ✂ 🖼 √x O ▶ ¶T T¶ 12pt   ▾ Paragraph   ▾ ⦿

(2)

p   0 words

(3)

Quiz Type   Graded Quiz   ↕

Assignment Group   Assignments   ↕

Options

☐ Shuffle Answers

☐ Time Limit   [   ] Minutes

☐ Allow Multiple Attempts

☑ Let Students See Their Quiz Responses (Incorrect Questions Will
  Be Marked in Student Feedback)

   ☐ Only Once After Each Attempt

   ☑ Let Students See The Correct Answers

   Show Correct Answers at   [   ] 📅

   Hide Correct Answers at   [   ] 📅

☐ Show one question at a time

Quiz Restrictions

☐ Require an access code

☐ Filter IP Addresses

Assign

Assign to

Everyone   ✕

Due

[   ] 📅

Available from   **Until**

[   ] 📅   [   ] 📅

＋ Add

20

NOTE: Usually for multiple choice questions you allow 1 minute per question; because of internet slowdowns I have been allowing 1 ½ minutes. Fill-in-the-blank questions are approximately the same. For essay questions the average is 15-20 minutes per question.

DO NOT Shuffle Questions

12) On the top above the text box where you put your directions is a vertical bar. Select "Questions."
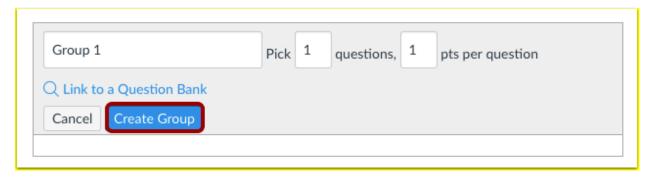13) Select **Create Question Group**. This allows you to randomize. This is the only function you should use.

14) Click **Select Bank**—this will take you to your test banks that have been loaded.
15) Enter the point per question and how many questions you want pulled from the bank. For instance, if you have a 50-question test and you are using weighted averages, you would enter 50 questions and enter 2 points for each. IF YOU USE WEIGHTED AVERAGES IT HAS TO ADD UP TO 100. If you are using straight points this is not the case.

16) Click Create Group.   Then save the test.
17)

You now can go back and click on the Test/Quiz and and turn it on when you are ready and enter the due dates.

Don't forget to use the Moderate Function to add attempts or additional time for accommodations.

DON'T FORGET TO GO BACK AND DELETE THE ORIGINAL TEST IN THE GRADEBOOK THAT WAS BUILT AS AN ASSIGNMENT. OTHERWISE YOUR GRADEBOOK WILL BE INCORRECT.

CREATING TESTS: COMPLEX TESTS WITH MORE THAN ONE QUESTION TYPE SEE SCREEN SHOTS IN PREVIOUS ITEM

1) Next you will create a quiz in Canvas.
2) Go to Assignments, click + and change type to Quizzes. DO NOT ENTER POINTS. Points come from individual questions. If you do not change it to Quizzes, an assignment will be created instead. This is the only thing in Canvas you cannot edit. If you do this, you have to delete the assignment and repeat the process using quizzes.

NOTE: If you are using weighted averages, you have to move the Test under the correct Group (i.e. Tests worth 20%). This is critical to ensure your gradebook stays correct.

3) Go into More Options.
4) Type in instructions and click appropriate settings. Put in the test time.

NOTE: Usually for multiple choice questions you allow 1 minute per question; because of internet slowdowns I have been allowing 1 ½ minutes. Fill-in-the-blank questions are approximately the same. For essay questions the average is 15-20 minutes per question.

DO NOT Shuffle Questions

5) On the top above the text box where you put your directions is a vertical bar. Select "Questions."
6) Select **Create Question Group**. This allows you to randomize. This is the only function you should use.
7) Click **Select Bank**—this will take you to your test banks that have been loaded.

8) Enter the point per question and how many questions you want pulled from the first test bank (i.e. multiple choice questions) NOTE: True/False questions are treated the same as M/C questions and will be in the same bank.
9) Enter the points per question and how many questions you want pulled from the second and subsequent banks bank (i.e. essay or fill-in the-blank questions)

EXAMPLE:

You are using weighted averages. The test has to be worth 100 points/percent. You have a test that is 50 m/c questions and 5 essay questions. You would create the first question group, link to the M/C bank and tell it to pull 50 questions at one point each. Click "Create Group." Next, click "Create Group" a second time. Tell is to pull 5 essay questions at 10 points each and link to the essay bank. Click Create Group. Check at the top and you will see that the test is now 100 points.

10) Save the test.

You now can go back into the Test/Quiz and and turn it on when you are ready and enter the due dates.

Don't forget to use the Moderate Function to add attempts or additional time for accommodations.

TEST WITH IMAGES

Images may or may not go through from Respondus to Canvas. If you have any images in your test you must check it before administering it. This is a time consuming process. I highly recommend you not use images unless you have to.

1) Go to Quizzes

2) Click three vertical dots on top right.

3) Click Manage Test Banks

4) You will see a list of test banks.

5) Click on the name of the bank where your test has images.

6) All the questions will pop up. Unfortunately the questions are not numbered so you will have to screen by question prompt. Scan for the question to see if the image is there.

7) Do this for each bank that has images.

IF THE IMAGES ARE NOT THERE

1) Copy the image that is missing from the test. Save it to your computer as a JPEG File. You have to repeat this for every image that did not come across.

2) Go to the Canvas course. Go into Files and upload into this area each one of these images. Make sure you name them so you know what they are.

2) Go back into the Test Bank and Find the Question.

3) On the left side, when you hover over it you will see a pencil. Click it.

4) A tool bar will come up. There is an "EMBED IMAGE ICON"

5) Click on this, browse for the image and follow the prompts.

6) Click Update Question below the question and you should see the image in the question.

7) You only have to save at the question level if you update something in a question. There is not a global save in the test bank function—it saves automatically.

If you have trouble contact Dr. Halupa and she will set up a Zoom session.

You Tube Link for demo of this procedure

https://youtu.be/8dWKnrD_tzc

**ADDING ADDITIONAL TEST ATTEMPT
(STUDENT INTERNET INTERRUPTION)
OR TO MODERATING TESTING (USED FOR ACCOMMODATIONS)**

1) This option allows you to add additional time or an additional attempt on an online test to an individual student.

Here are screen shots

https://community.canvaslms.com/docs/DOC-13076-415250753

NOTE: If you put in open and close dates for the test, this will prevent a student from retaking the test. In addition to using the Moderate function to add another attempt if the student experiences an error, you must also go in and Edit the quiz to extend the date for that particular student.

1. Go to Quiz

2. Click Edit

3. At the bottom you will see where the quiz was assigned to everyone, as well as the due dates and open and closed dates.

4. Below that is a + sign. Click the plus sign and instead of assigning it to everyone, assign it only to the student with the problem.

5. Add new due dates. It is recommended you do not add an end date because if the student experiences additional problems you will have to do this step again.

AUTOGRADE FEATURE IN ONLINE TESTING

1) Test questions that are multiple choice and true false questions will automatically grade and will go into the gradebook. However, if an error occurred when Respondus moved questions into Canvas (which can occur occasionally which is why I recommend you review the test banks used to that quiz or test before publishing it). To review:

1) Go to Quizzes

2) Click 3 vertical dots top right

3) Click manage test banks

4) Click on name of bank

5) You can then review all the questions in the bank and let Dr. Halupa know if something needs to be fixed and what it is. Please send her the question and the responses.

GRADING ONLINE QUIZZES WITH ESSAY AND FILL IN THE BLANK QUESTIONS OR IF YOU ARE GIVING EXTRA CREDIT

1) Click on quizzes in assignments. Click Speed Grader.

2) The test will show up for that student. If there are any questions that need to be graded, they will be noted in a list at the top.

3) You have to enter the total points earned in each of these questions listed after you review them.

4) At the bottom of where the test is displayed you have to save the changes. Wait until it updates on the grade box in the right side of the screen where you can enter comments.

5) Then go back to the right side of the page and add any comments you might have and submit them. This saves the changed grade.

https://community.canvaslms.com/docs/DOC-13949-4152816809

ADDING EXTRA CREDIT TO A TEST (FUDGE POINTS)

1) At the bottom where you save is a box called "Fudge Points." Add the extra credit or credit for bad questions. Remember if you are not using every question in the test bank not all students may get this bad question. It is too unwieldy to screen them all. It is easier to give the credit to all students for that question.

2) DO NOT use the Curve Grade Features. It really does not work the way you expected, and some students' grades will be lowered. This does not add a certain number of points—Fudge Points does this.

3) After you enter "Fudge Points You Have to Save it on the Bottom of the Left side and then wait for it to update and click the submit button and add any comments on the right.

https://community.canvaslms.com/docs/DOC-12769-4152235923

HOW TO CHANGE ASSIGNMENT SETTINGS
TO MOVE TO ONLINE SUBMISSION

1) Click on assignment

2) Click Edit in upper right corner

3) Below the large text box is "Submission Type." It currently likely says nothing or you may have changed it to in-class.

4) Click in the arrow next to it for a pick list

5) Select online submission. Additional settings will pop up.
      -Click on "Text" since this allows the student to send you a message with the assignment
      -Click on "Online Submission"
      -If you are using the Plagiarism tool it should not change this just check it to be sure.

6) Click "Save" at the bottom of the page

DISCUSSIONS

1) Discussions should be created in the Assignments Tab.

2) Be sure to click "Threaded Replies" to keep threads more manageable.

3) If you want students to be able to attached documents or files to the discussion you have to turn that on setting on. Go to Discussions, click the three vertical dots and click the box to allow students to attach files.

Here is the process with screenshots:

https://community.canvaslms.com/docs/DOC-13016-4152724374

COLLABORATIONS

1) Canvas has a wiki program that utilizes Google Docs. The instructor can see who has added and deleted content to a document. This could be used for group research projects or to create a living list for students to sign up for research paper topics (as soon as one student takes a topic, all other students can tell this topic has been already taken).

2) The instructor must create a Gmail account to use this function.

3) Here are screen shots on how to do this:

https://community.canvaslms.com/docs/DOC-12799-4152719674

RESPONDUS LOCKDOWN BROWSER

1) During the COVID-19 Pandemic Respondus Lockdown browser is available to all faculty. This is a program that can be used to deter cheating when students take tests online.

2) This program locks the student's computer or device as he/she is taking the test so the student cannot access other screens. If the instructor needs the students to access at outside resource, this can also be accommodated.

3) The link to the browser is on the Canvas course menu near the bottom.

4) Please see the following instructor tutorial.

https://web.respondus.com/he/lockdownbrowser/resources/

5) Below is a quick start brochure for instructors:

https://web.respondus.com/wp-content/uploads/2019/08/RLDB-QuickStartGuide-Instructor-Instructure.pdf

5) Attached is a brochure that shows your students how to use the Respondus browser.

https://www.respondus.com/downloads/RLDB-QuickStartGuide-Instructure-Student.pdf

6) Post this link for your students. It explains to them step-by-step how it all works.

https://web.respondus.com/respondus-lockdown-browser-the-student-experience/

DUMMY ASSIGNMENT

It is highly recommended you create a "dummy quiz" before you publish the actual test so students can load the Lockdown browser.

To do this:

1) Click on Quizzes

2) Click + Quiz

3) In the EDIT Mode there are two horizontal bars over the large text box "Settings and Questions."

4) Go to Questions.

5) Click Add Question

6) Add a M/C Question (default) 1 Point

In the prompt of the question type:

I was able to successfully navigate Lockdown Browser.

In Response 1 Type Yes

In Response II Type No

7) Publish this and inform students this is a test to load the browser. Students who do this successfully need to answer YES.

8) After everyone has tested it delete this quiz or you will have an extra point in your course.

VIEWING RESPONDUS LOCKDOWN BROWSER VIDEOS

1) You do not have to view all videos; it is recommended that you only view the videos of students you suspect of potentially cheating since viewing all is very time consuming.

2) Go to Lockdown Browser in your course.

3) Find the quiz you want to check and click the down arrow to the left of the exam.

4) A menu will pull up. Click "Class Results."

5) If the students have taken the exam there is a + symbol by their name. Click on that + and the video feed will be displayed.

6) An additional feature is that you can designate if it is high or low priority and you will come back later.

7) You can review an individual student's video. The entire feed will be available. You can speed the video up to x8 to speed evaluation, then stop and reverse to review any suspicious activity you note upon screening.

8) Click the button at the top right indicating you reviewed the video when you are done.

NOTE: THANKS to Scott Morris for being the first one to try all of this to help me work out the bugs so the rest of the faculty will not have as much difficulty. Thanks Scott!!

EVALUATING STUDENT ACTIVITY IN CANVAS

To get a quick report to see overall activity in the course

In the Course:

1) Go to Settings

2) Click on Course Statistics

3) The tabs at the top are interactive and display different types of data

Here are screen shots:

https://community.canvaslms.com/docs/DOC-12967-4152724567

How do I view course statistics? | Canvas LMS Community

Course statistics give you a glimpse into which Assignments, Discussions, and Quizzes are engaging students and what might be improved in the future. It

community.canvaslms.com

This is likely the tool that will be most helpful to use at this time.

For those who want to deep dive statistics on individual students and their activity in the course, you have to use New Analytics on the Home page.

I attached an informational handout and some screen shots that show how to find an assessment mean score (i.e. online test) However, just like the tool above there is a horizontal menu at the top where you can access different types of data so the process is the same.

CONTACT INFORMATION

ONLINE EDUCATION

CONTACT	EMAIL	PHONE
Dr. Colleen Halupa	chalupa@etbu.edu	Office (903) 923-2038 Cell (903) 930-7031
Mildred Savannah	msavannah@etbu.edu	

APPENDICES

PLAN COVID-19

PLAN
TEMPORARY DELIVERY OF ONLINE EDUCATION IN PLACE OF CLASS MEETINGS

If East Texas Baptist University (ETBU) were to close, faculty can use the Canvas Learning Management System to deliver course content. All ETBU faculty have all been trained in basic functionality and how to create assignments in Canvas since this is required to create a course gradebook. However, there are some additional functions faculty can use to deliver education at a distance they may not routinely use.

1. Assignments: assignment settings will have to be set to "Online." Recommend the text box also be selected so students can send the instructor a message with the assignments.

2. Discussion forums: Discussion forums are created in the same manner as assignments. However, when the Assignment is created, in the first step, the assignment type must be changed to "Discussion." If this is not done, and it is created as an assignment, this cannot be edited, for a graded activity that would have taken place in the classroom assignment will have to be delete and a discussion created. This is the only setting in Canvas that is frequently used that cannot be edited.

3. Synchronous sessions: Instructors can use Conferences in Canvas to do synchronous meetings. The instructor clicks on Conferences and creates one indicating the date and time in the notes to the students. The instructor can then invite all students to the link. The students access the conference by clicking Conference on Canvas and entering the session. All students enrolled in the class can attend this session at the same time. The session can be recorded and the recording shared.

   An alternate mechanism for synchronous sessions is the free program Zoom. This program has potentially additional functionality if the instructor needs to provide additional material real time since it has screen share capability. This program is free but if more than four people are in the session, then the maximum length of the session is 40 minutes.

4. Tests/quizzes: These are multiple options for creating quizzes:
   - Entering questions and answers one at a time
   - Using Canvas publisher test banks to create test pools to randomize questions assigned to each student
   - Using Respondus to move properly formatted questions into Canvas. Respondus license is needed to do this. Online Education has two licenses and some schools may have purchased a license. An individual license is $75 but this can be assigned to the department administrative assistant who can load tests for all faculty if necessary. An institutional license is $1675 and might be considered depending on the length of the institution closure.

Online education can provide tutorials to faculty as needed to faculty who currently do not use this function.

5. Collaborations: this is a wiki program that utilizes Google Docs. The instructor can see who has added and deleted content to a document. This could be used for group research projects or to create a living list for students to sign up for research paper topics (as soon as one student takes a topic, all other students can tell this topic has been already taken).

March 9, 2020

Dr. Colleen Halupa

FACULTY EXPECTATIONS

WEEK 1 (16-22 March 2020)

1. Provide a minimum of two opportunities for engagement with your students. We're not talking about just having them turn in an assignment, this is an interaction of some sort – email, synchronous session, discussion board with responses from YOU, etc. You can do it any way you like but encourage engagement. In a time when we are practicing social distancing, this provides not only opportunity for formative assessment of the new material you are trying to cover, but also for human interaction (even if only through technology). Given the emotional struggles of many of our students, this is also a way we can demonstrate care for them and help them feel connected rather than isolated.
2. Keep the Class Moving Forward – While everything will need to be adapted and much may have to be adjusted, we don't want to lose momentum or halt progress in covering material. Don't just cancel class this week or leave them to only do assignments that were previously assigned.
3. In light of #2, if you assign assessments (graded or not), they should be due no later than Sunday night at midnight. We don't want class from this week to spill over into next week.
4. If you have a student who is completely unresponsive – doesn't turn in an assessment or assignment, isn't logging in, etc. please email or call them. If you continue to get no response, please email the student's name to academicsuccess@etbu.edu so someone from Academic Success can follow up.
5. Keep your office hours virtually. Make sure students can access you through email, online in Canvas or Zoom, or by phone during your normal office hours.

WEEK 1 and Beyond after 16 March 2020

Longer Closure

ENGAGMENT
1) Instructor Engagement: Instructor engagement is crucial for online success. Grading papers, or homework is not student-instructor interaction-- nor is testing. That is student-to-content interaction. Discussions, conferences, emails, announcements and phone calls are examples of instructor-student engagement.

2) Peer-to-Peer Engagement: Ensure you have some sort of engagement peer-to-peer online **each week** to decrease transactional distance, increase student engagement and facilitate progress through the course. This also provides a sense of belonging which is crucial, particularly for students used to attending face-to-face courses. The discussion forum is usually used for this; however, it does not have to be a discussion question. You can post items (articles, videos, etc.) and have students comment and ask questions about it. You can have students share work and comment on each other's work, work on group projects or homework online by creating discussion groups and splitting students into groups (the computer can even assign a leader) or through conferences (students can schedule their own conferences and invite other students). These types of activities replace video lecture in online courses in most cases. Video

lectures should be targeted to specific things students have to perform. Discussion allows the give and take interaction asynchronously that occurs in classroom discussions.

GRADING

3) Quicker grading turnaround times are required in online courses than in face-to-face courses. The student is relying on quick feedback to make improvements. If the due date was Sunday everything should be graded as possible in a maximum of five days (Friday) so students can fix any errors before the next Sunday evening submission if submissions are dependent on one another (i.e. a paper one week and then also an additional one the next, or math skills needed to do the next week's homework).

ACCREDITATION CONSIDERATIONS
4) Ensure the course will still have minimum audit hours of 112.5. engagement hours. If you teach 3 hours a week you will lose 9 hours over three weeks. *This does not mean that if you had 3 hours of lecture every week, you have to do three hours of online lecture video.* In fact, this is not recommended since students will likely not watch it. Online conversions are different and are based on what a C student would do on their own with no one to help them that is with them. A reading that you will lecture on that you audited as 5 hours for an online class may take a student 10 if they are online and using electronic textbooks. The time required for a test is not only the time to take the test but also study on their own. Equivalency guidance specific for online is attached.

Format Equivalencies

⬜

METHOD	DESCRIPTION	HOURLY EQUIVALENCY
Reading assignments	All (online, hybrid and face-to-face)	It takes approximately 2-3 hours for a C student to assimilate material in an average college textbook chapter written to a 12th grade or higher reading level; if the book is highly technical it will take longer
Discussion Boards	Online and Hybrid	It takes the average student about ½ to 1 hour to research, formulate and post a substantive post to a discussion board. If the post is more significant in nature and requires the student to read and assimilate a case study, this time should be increased
Discussion Board Reading and Response	Online and Hybrid	It takes the average student about 2 hours a week to read in and engage in discourse in a discussion board per discussion question

Journal and Blog Posting	Online and Hybrid	It takes the average student about ½ -1 hour per blog or journal entry
Instructor Led Video Presentation/Online Lectures	Online and Hybrid	Counts 1 to 1 for direct instructional time the same as in a face-to-face classroom. If the video has exercises students must complete at certain places in the video, also add the time it would take the students to complete these exercises to the total video length
Other Videos Posted by the Instructor (from YouTube, etc.)	Online and Hybrid	Counts 2: 1 for direct instructional time in a face-to-face classroom
Chat Rooms, Skype, Google Hangout, Adobe, Collaborate and other online meeting programs	Online and Hybrid	Counts 1 to 1 for direct instructional time the same as in a face-to-face classroom
Student Created Video	All	Counts 5 to 1 which includes scripting and actual creation
Viewing PowerPoint slides	All	It takes a C student approximately 1 hour to read and assimilate 25-30 slides with notes. This can vary due to complexity of topic and the amount of information on the slides.
Case Studies	All	It takes approximately one hour for a student to read and analyze an average case study
Tests/Quizzes	All	Counts 1 for 1 for prescribed length of test or quiz
Studying for Tests and Quizzes	All	The average student studies 1-2 hours depending on length and requirements of test or quiz
Homework	All	This varies depending on length and difficulty of homework
Computer Labs	All	This counts 1 for 1 for the prescribed length of time given by the instructor. If lab is self-paced, then approximate the amount of time it would take a C student to do this computer lab
Lab Sessions	All	This counts 1 for 1 for the prescribed length of time given by the instructor. If

		the lab is done online and student must video and upload lab, add ½ to 1 hour to approximate lab length.
Simulations	All	Calculate the length of time it would take the average C student to complete the simulation
Wikis	All	This varies depending on length and difficulty of project. Allow extra time for the student to familiarize himself with the wiki program
Essays (no references)	All	Calculate the time it would take a C student to review the material, write the essay and edit it.
Research Papers	All	Calculate the time it would take a C student to do the research (find appropriate reference articles), write the initial draft, complete the reference list and then final edit.

What is New Analytics?

Document created by **Canvas Doc Team** 😎 on Nov 16, 2019•Last modified by **Canvas Doc Team** 😎 on Jan 18, 2020
Version 4

- Like • Show 0 Likes0
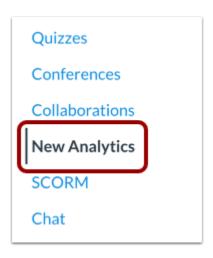 - Comment • 4

- **View in full screen mode**

New Analytics is an LTI tool installed at the account level and can be made visible in all courses.

Data is refreshed in New Analytics every 24 hours. Only active student enrollments are included in data for New Analytics.

Users participating in New Analytics can provide feedback in the New Analytics User Group about future analytics feature development. This tool will replace the current analytics feature at the course and user levels on March 21, 2020.
New Analytics Performance

New Analytics performance is measured using a course weight, which is the number of students in a course multiplied by the number of assignments. The majority of Canvas courses carry a course weight of less than 50,000 (students x assignments). Any courses with a higher course weight are not currently supported.
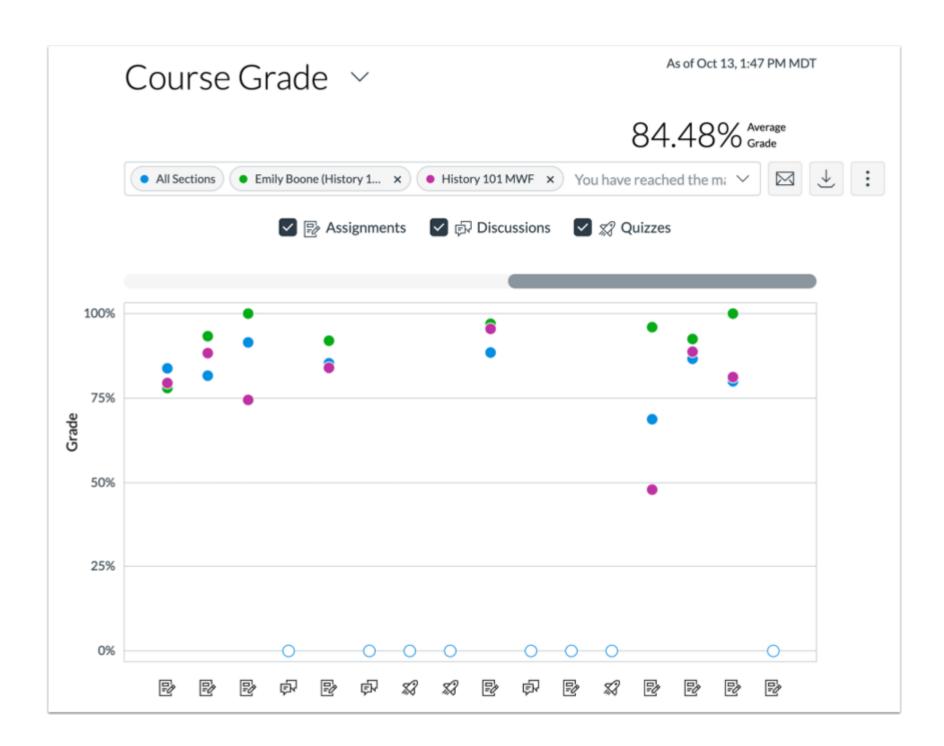
New Analytics Access

New Analytics can be accessed from Course Navigation. By default, this link is hidden in Course Navigation in each course and must be enabled.

To enable New Analytics, open Course Settings and view the Navigation tab. Move the New Analytics link to the *enabled* section and save the page.
Note: Admins can remove the New Analytics LTI from Account Settings. If the New Analytics link is not available in the Navigation tab for a course, New Analytics is not available for the entire institution.

When Would I Use New Analytics?

Course Grade ⌄

84.48% Average Grade

(● All Sections) (● Emily Boone (History 1... ✕) (● History 101 MWF ✕) You have reached the ma ⌄ ✉ ⬇ ⋮

☑ 📝 Assignments   ☑ 🗨 Discussions   ☑ 🚀 Quizzes

Currently, New Analytics allows instructors to track average course grades for student submissions using an interactive chart graph or table. Data is for viewing only and cannot directly be changed.

Page views and participation metrics include an aggregate across all devices, including Canvas mobile apps.

Use New Analytics to:

- View average course grade analytics as an interactive chart graph or a data table
- Compare the course average with an individual assignment, course section, or student filter using the chart graph comparison or data table comparison
- View average weekly online participation analytics as an interactive chart graph or a data table
- Compare the course average weekly online participation analytics with an individual student or section using the chart graph comparison or data table comparison
- Send a message to all students based on specific course grade or participation criteria
- Send a message to an individual student based on specific course grade or participation criteria
- View course grade and participation analytics for an individual student

You are here

Here is a website that gives you FAQs for analytics
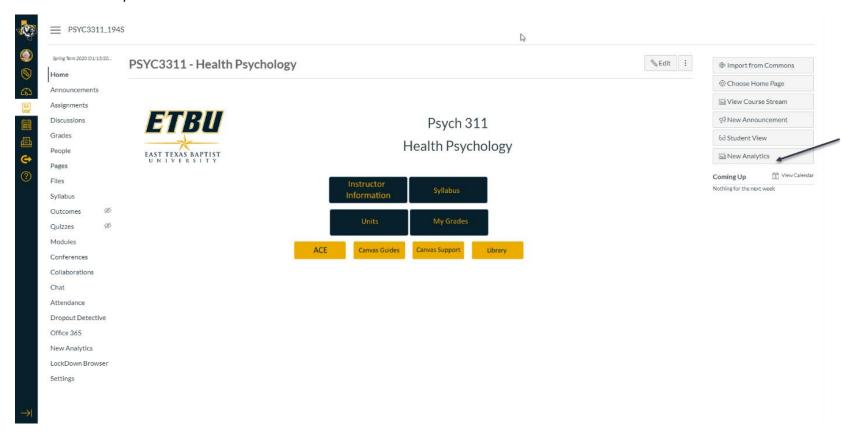
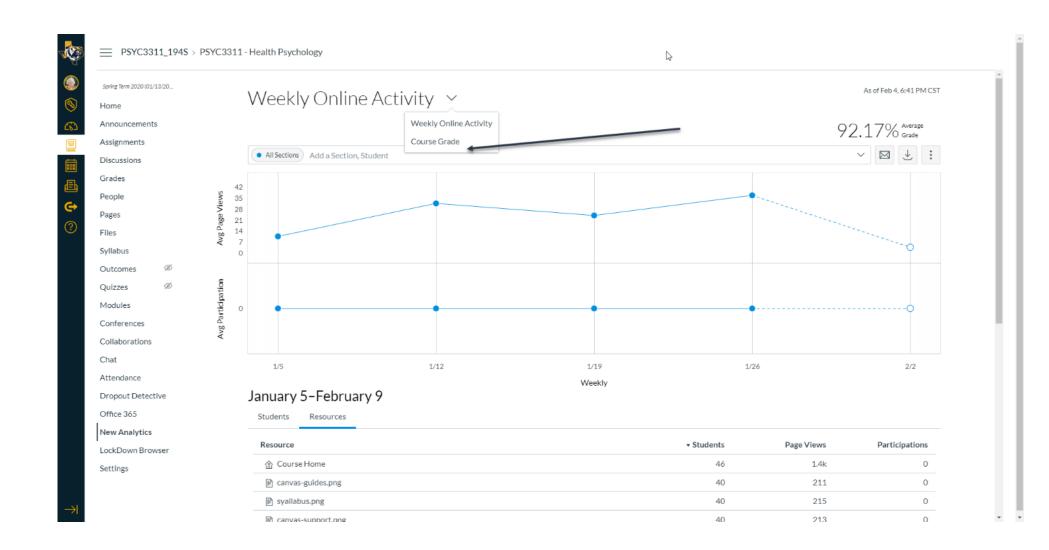https://community.canvaslms.com/docs/DOC-15878-analytics-beta-table-of-contents

APPENDIX D

New Analytics

Get Assignment Mean and Other Data by Drilling Down

Click on New Analytics

At the top click on the carat next to the Weekly Online Activity and Change it to "Course Grade" option.

In section, student or assignment box type in the name of the assignment you want to get the average for: