Quick Start Guide for Transitioning to Online Instruction
Welcome to your new role as an online instructor! Please find below the basic steps you need to take to get class up and running.

1. Prepare your personal work space.
   a. Dedicate a space for online instruction. At a minimum, you will want to equip yourself with ample desk space, a computer with internet access, and a camera that is either a component of your computer or an external add-on. Be sure to test audio and video capabilities including considering what sounds and sights in your virtual work space might distract students and colleagues. Continue adding to this equipment list as you develop your individual plan for delivering virtual instruction.
   b. Organize all instructional tools and content, so they are easily accessible while you work.

2. Design your virtual classroom in Moodle for each course you teach. The goal is to house all course information in one place to simplify access for students. Think of your Moodle course as a “one stop shop” for everything related to the course. Encourage students to develop a habit of checking Moodle courses daily.
   o Communication
     • Add a Latest News block to each Moodle course. Announcements in Latest News will be your primary way to communicate directions to students. Use this block for announcements like “Quiz due April 3” or “Unit 5 now open.” Course announcements should be added weekly at a minimum. (NAVIGATE TO ADDING AND USING THE ANNOUNCEMENTS FORUM ON THE RESOURCES PAGE)

     As a secondary line of communication, when Announcements are posted in this block, Moodle automatically generates an email to the student accounts of course participants. If you usually communicate with your students via text messaging, consider sending a text asking students to check Moodle.

     • Be available to individual students through email and a regular office hour. You can also follow up with individual students through phone or video conference. Microsoft Teams provides the ability to video conference, including the capacity to share and control user screens. (NAVIGATE TO TEAMS ON THE RESOURCES PAGE) A virtual office hour or class meeting through Panopto would allow you to meet with several students or a whole class at one time, and these meetings can be taped and shared with anyone who can’t attend. (NAVIGATE TO VIDEO LECTURING ON THE RESOURCES PAGE)

   o Course Components
     Organize the class. Moodle is organized in sections called “topics.” The first section at the top of the course can be used for general, broad course information like the syllabus. Other sections can be organized by unit, topic, or week depending on the best fit for your curriculum and teaching style. Include all related content, assignments, and assessments under the associated section. To help students acclimate, keep the structure, not necessarily the content, of sections similar. Be sure to label each section with a title for clarity. (NAVIGATE TO MOODLE VIDEOS ON THE RESOURCES PAGE)

     ▪ Content--Deliver content through video lecture, reading assignments, external videos, etc. Forums or Chats in Moodle can simulate in-class discussion. Consider a combination of these methods for variety. (NAVIGATE TO RESOURCES PAGE)

     ▪ Assignments--Add assignments to reinforce content. Collect and grade in Moodle. (NAVIGATE TO ASSIGNMENTS ON THE RESOURCES PAGE)

     ▪ Assessment--Create assessments in Moodle to test knowledge. (NAVIGATE TO ASSESSMENT ON THE RESOURCES PAGE)

   o Gradebook
     Set up Moodle gradebook. All credit for academic grades should be collected in the gradebook. Please note that job readiness and attendance are not reported for online courses. (NAVIGATE TO GRADEBOOK ON THE RESOURCES PAGE)

3. Enhance the experience. Continue to adapt and evolve as you move forward. Now that the basics are in place, gradually improve the quality of your online instruction.