Professional and Graduate Studies
myWPclasses Guide

WARNER PACIFIC UNIVERSITY

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Section I: What is myWPclasses?

1. The Warner Pacific University (WPU) Learning Management System (LMS) is *Open LMS*, which is cloud based and operated by Learning Technologies Group (LTG) in London England. To provide consistency and simplify University branding, WPU has made the decision to call our LMS instance "myWPclasses." The WPU LMS is utilized for both online (OL) and face-to-face (F2F) courses.
2. Open LMS is based on Moodle, so you may hear the WPU LMS referred to as "myWPclasses", "Open LMS", or "Moodle", which all refer to the same system at the University; however, the preferred terminology when discussing the university's LMS is "myWPclasses." Because Moodle is an open-source application, it is broadly used in educational environments, including K-12 and post-secondary institutions.
3. You will find the myWPclasses home page at myWPclasses.warnerpacific.edu. Please use your WPU provided credentials to login.
4. Even though Moodle has become synonymous with OL education, it is not only a solution for OL courses. In fact, all PGS classes have an OL course site that supports the course, whether it is delivered in the OL or F2F modality. Instructors of F2F courses should use myWPclasses to support the in-class experience by posting supplemental resources, allowing students to collaborate using the small groups module, and accepting the submission of written assignments and presentations. Additionally, F2F students will access their course syllabus through myWPclasses and when you enter in grades, they will be able to access them there as well.

Shell Creation Timeline

Before getting started you need to make sure that a course has generated for your specific section. myWPclasses course shells are automatically generated based off a master course that has been previously created.

Three weeks (21 days) before your class is scheduled to start the shell will generate a duplicate of the master course shell for you to use with your students in your section. 20 days before a course starts the instructor will be automatically enrolled into the course with the role of teacher. *NOTE: sometimes when the autocreation process takes place courses can generate 20 days before or 22 days before the course is set to start. If your course does not generate 21 days before, please wait one more day to see if your course shell generates through the automated system. If your course still has not generated at this point, please reach out to Aaron Butler (abutler@warnerpacific.edu) for assistance.*

Students are automatically enrolled into your course shells as well. This takes place two weeks (14 days) prior to the courses start date. *NOTE: If a student joins the course after the students have been enrolled into your course you should not have to worry, the system will check for changes daily and any new students enrolled will have access the morning following the day they were enrolled.*

NOTE: If you have students in your course who drop before the course starts you may reach out to Aaron Butler (abutler@warnerpacific.edu) and ask him to remove them. Be sure to provide the students full name and ID number, and the full course/section ID. If the student drops the course after is has already begun the user CANNOT be removed from the course as the shell now becomes a part of the student's academic record.

Occasionally traditional students will be registered to take a PGS course. Traditional students should also be automatically enrolled into your course. Seven days prior to your courses start date. verify your roster with that of the list of participants in your course. If you find there is a student on your roster, but not enrolled in your myWPclasses shell follow the steps below to manually enroll these users into your course.
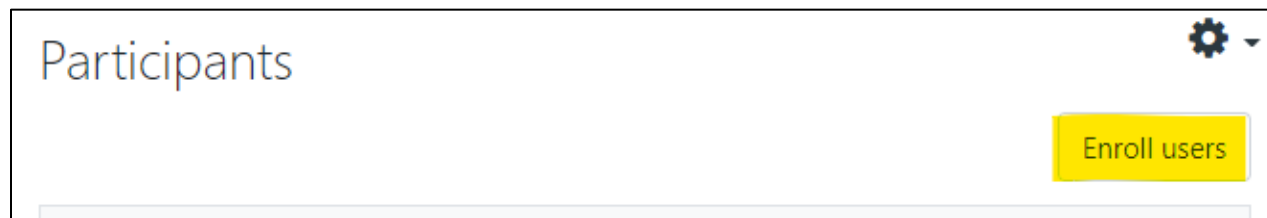
1. **Click** your course from your myWPclasses dashboard.
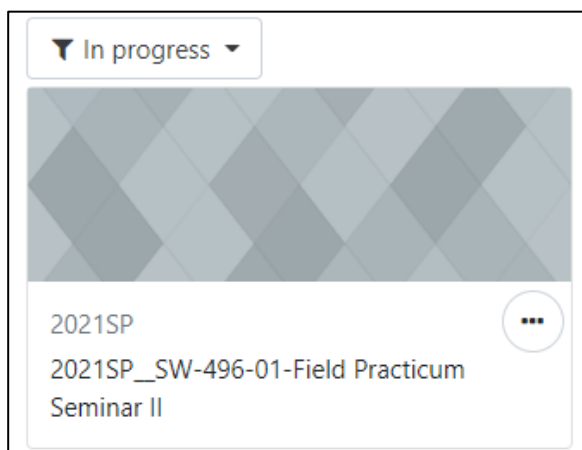
2. **Click** on participants near the top of the *navigation drawer*.
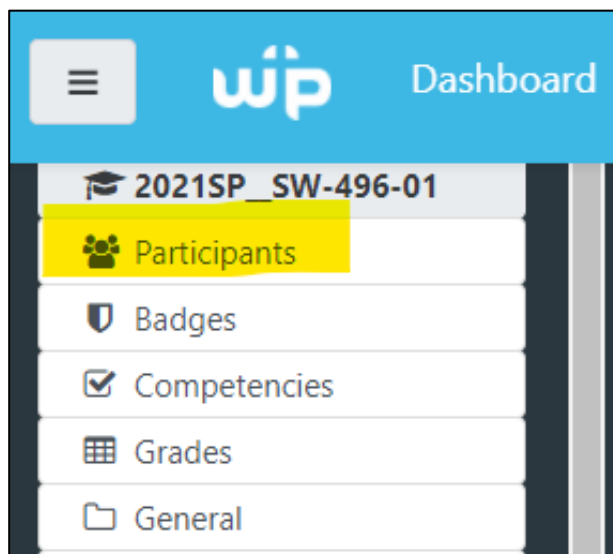

3. **Click** on *enroll users*:

4. **Check** to make sure the *assign role* drop down says **student**. In the search bar type in the student's name or ID number to add them. You may add more than one user at a time if necessary.

5. **Click** on *enroll users* in the bottom of the popped-up window to save your changes.


The Basics

To view the myWPclasses site, login at myWPclasses.warnerpacific.edu using your WPU login information. The myWPclasses page is divided into various elements. On the left side of the page, you will see the *Navigation Drawer* that is expanded and collapsed by clicking the *hamburger icon* ≡ located in the upper left corner of the page. You may always use the *Site home* link to browse for a course if it does not appear in the *Course overview* section of your *Dashboard*. This homepage contains a banner at the top of the page with links to the WPU Homepage, WPU Email, mywp.warnerpacific.edu, resources and Technical Support. If you need technical support, click on the *Technical Support* drop down menu and select *myWPclasses Course Support* to be directed to the 24-hour support helpdesk.
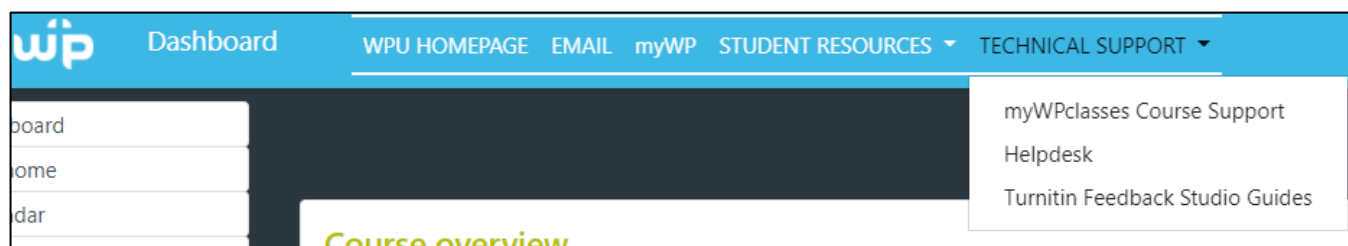
The myWPclasses Dashboard

When you login to myWPclasses, you are taken directly to your own personal *Dashboard* page. This is your home page in myWPclasses, and houses links to the courses in which you are enrolled and/or designated as an instructor or some other role. If you have several active courses, you may need to scroll down to the bottom of the page to find the course you are seeking as myWPclasses inserts new courses at the bottom of the list. You can click on *Customize this page* (top, right side) to rearrange your Dashboard page. This will allow you to add blocks that include a variety of resources including a calendar, activity reports, messages, etc. Additionally, you can limit the number of courses that show up in your course list and reorder them as needed.

If you want to hide courses from view you can do so by clicking on the *Three Dots* icon ••• within the courses block.
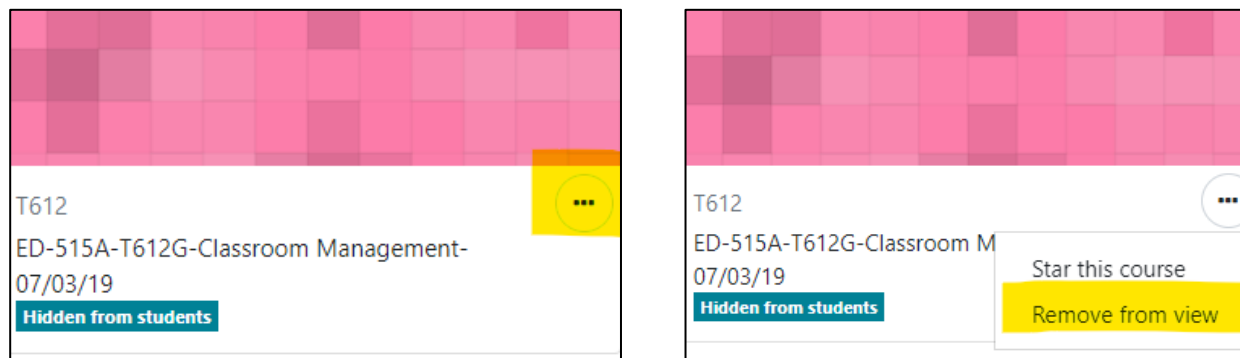
To view the other resources in myWPclasses, click on the title of one of your classes. This will take you to that course's general (i.e., home) page and display a whole new set of resources. An in-depth explanation of *PGS Faculty Resources* and *Student Resources* can be found in the sections below.

You will note that the *Navigation* drawer is still on the left side, but it now includes links to various positions within the course site itself. Below the *Navigation* drawer are persistent links to other areas in myWPclasses such as your *Dashboard* and *Site home.*

There is a drop-down menu next to your name/picture, with a *Down arrow* ▼ icon. In this drop-down list, you will find a very useful link called *Switch role to.* When you click on this link, the myWPclasses site adjusts to display a particular version of the course site that you designate. This is most useful when you are trying to ensure that the changes you have made to the course (e.g., making certain resources visible or invisible) are correct. Switch your role to *Student* and you will see the site as a student sees it. Once you have the information you need, return to the drop-down list, and click on *Return to my normal role* and you will see the instructor view of the course again.
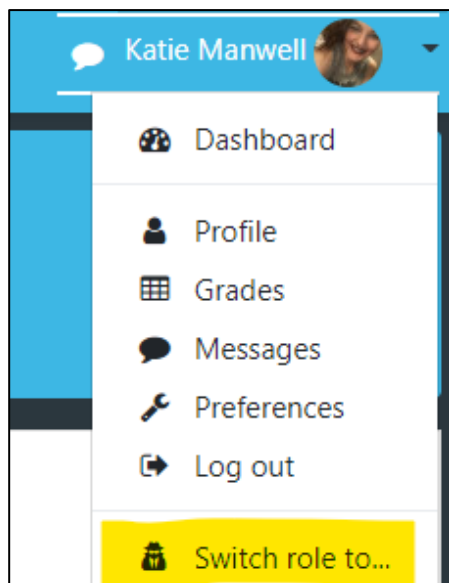
On the top banner you will see a resource dropdown link called *Student Resources.* These resources are geared toward students. The first option students can click on directs them to the university's library website. The second option in this drop-down menu is called *Success Resources* and directs students to resources that will be helpful during instruction. It has policy information, information on ADA accommodations, additional access to the library, and other resources to help students be successful.

PGS Student Resources

The Student Resources can be found in the main page of all the courses you are teaching as shown in the image below:
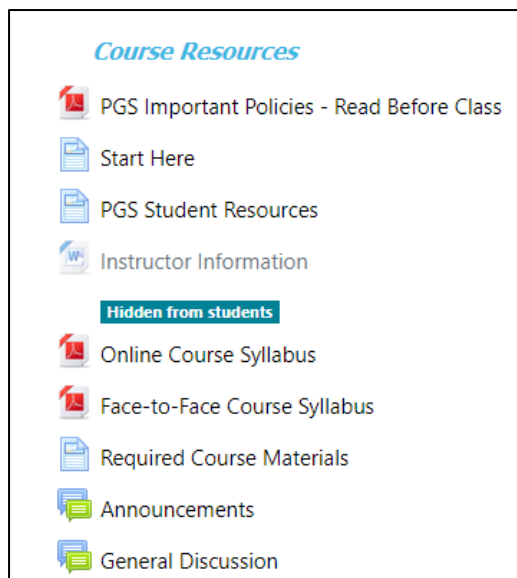

The *PGS Important Policies – Read Before Class link* leads to two polices on Video Recording Notifications and ADA Accommodations.

The *Start Here* link leads you to helpful tools for students when beginning a course.

The *PGS Student Resources* link leads to information on ADA Accommodations, academic policies of which all students should be aware (including information on academic integrity, the community agreement, technology requirements, and institutional policies), the attendance policy, the current Bulletin, copyright information, the PGS Directory, and the Faculty/Staff Directory.

PGS Faculty Resources

Faculty Resources can be found on the main page of all the courses you are teaching as shown in the image below:
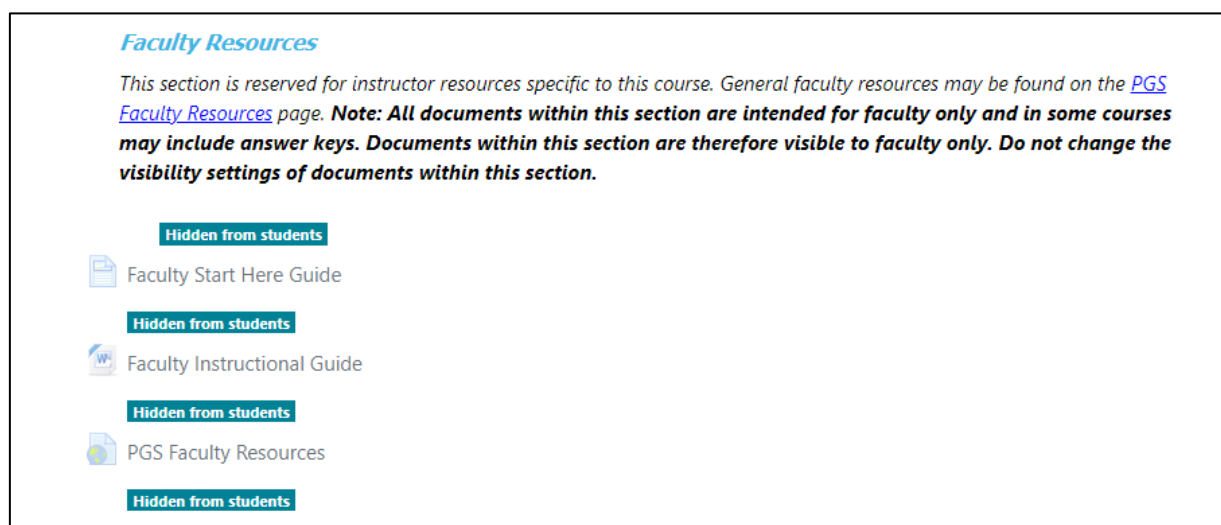
The *PGS Faculty Resources* page includes several very important and helpful documents, including, but not limited to:
1. The Course Launch Checklist should be completed *early* in the process of preparing for your class. These steps should be followed 2-3 weeks before class begins, so the course site is ready for students, who will begin to access the site 1-2 weeks before class begins.
2. Videos and documentation regarding posting discussions questions, using a FIG, etc.
3. Resources and instructions for managing learning teams.
4. Videos and tutorials on using Joule Grader and the OL Gradebook and creating groups.
5. Rubrics that are available within the course site.
6. Tutorial showing how to create groups.
7. A copy of the Faculty End of Course Evaluation.
8. Examples of available rubrics.
9. Link to the *Faculty Procedures Guide* Link to the Help Desk.
10. Information on OL facilitation.
11. FERPA statement.
12. ADA statement.
13. Information on preparing students for second-entry students joining a cohort.
14. Copyright information.
15. Link to student policies.

Student attendance is tracked using https://mywp.warnerpacific.edu and needs to be submitted accurately and on time. OL classes run from Monday to Sunday and need to be recorded the next Monday. Attendance for F2F courses should be submitted at the time the class is taking place. WPU is an attendance taking school and this can influence student Financial Aid disbursements and therefore it is essential that you are taking attendance at every class and making sure you are reporting attendance information as accurately as possible and in a timely manner.

NOTE: If you have a traditional student enrolled in your course you will need to follow the instructions on the next page to properly submit the traditional student's grades to the registrar:

From: Tonya Bryan <tbryan@warnerpacific.edu>
Sent: Friday, January 8, 2021 4:19 PM
Subject: Traditional Student Attendance

Good afternoon,

There is a traditional student registered for your PGS course that begins this week. Because our database classifies the student types differently in our system, you will need to submit their attendance separately each week. In addition to the PGS term, you will also need to select the traditional term in myWP in order to record attendance for everyone. Final grades will need to be submitted in a similar fashion. Please let me know if you have any questions.

I appreciate your help ensuring our records are accurate.

Sincerely,

**Tonya Bryan**
Senior Records Specialist

Navigation Drawer

On the left side of your screen is where the Navigation Drawer lives. This resource provides links to help you find and quickly jump to other courses you may want to access. The *Site home* link takes you to a master list of courses, organized by program. *The Participants* link will be in the Navigation Drawer when you are in a specific course. The *My courses* section creates a list of your courses that you can click on when in another course to navigate back and forth. When navigating in your courses, clicking on *Dashboard* will always take you back to your personalized home page. In addition, you will always be able to navigate back to the dashboard by clicking the word *Dashboard* next to the WPU logo above the Navigation Drawer.
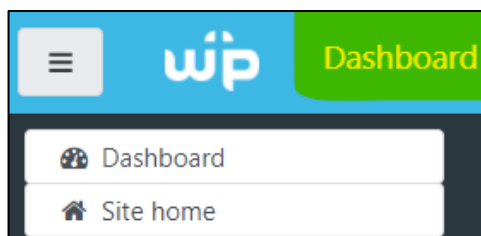

Course Administration

Access this resource by using the *Gear* icon ⚙ located in the upper right corner of every course's home page. This drop-down menu allows you to manage a wide variety of resources that are directly related to your course *(NOTE: this resource is only available after you have clicked on (entered) a course).* This menu contains the primary functions you will use in managing the course and will be reviewed in greater detail in the documentation for each functional area. This drop-down menu is found on the right side of the Course Title and Breadcrumb (i.e., navigation) header, which lives at the top of every course home page.
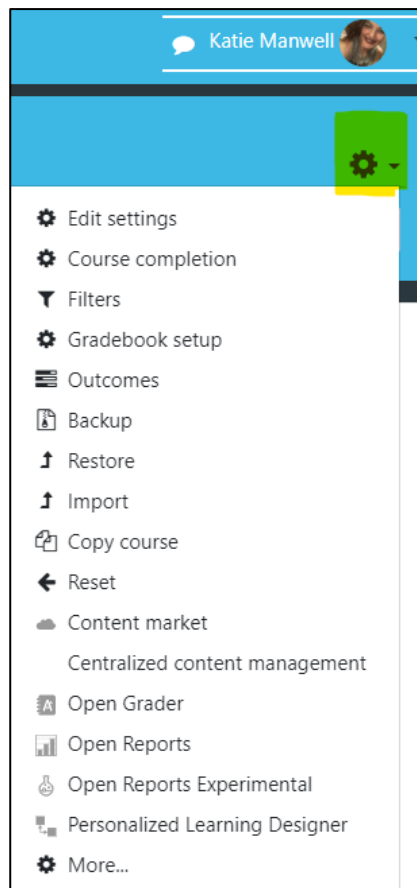
Activity and Assignment Administration

Access this resource by using the *Gear* icon ⚙ located in the upper right corner of every activity or assignment page, to manage a variety of resources that are directly related to that activity or assignment *NOTE: this resource is only available after you have clicked on (entered) an activity or assignment **and** turned editing on by clicking on the Turn Editing On button on the main page of the course.* This drop-down menu contains the primary functions you will use in managing activities and assignments and will be reviewed in greater detail in the documentation for each functional area. Additionally, activities and assignments may be edited through the *Edit* drop-down menu that appears to the right side of each activity or assignment after Course Administration editing is turned on.
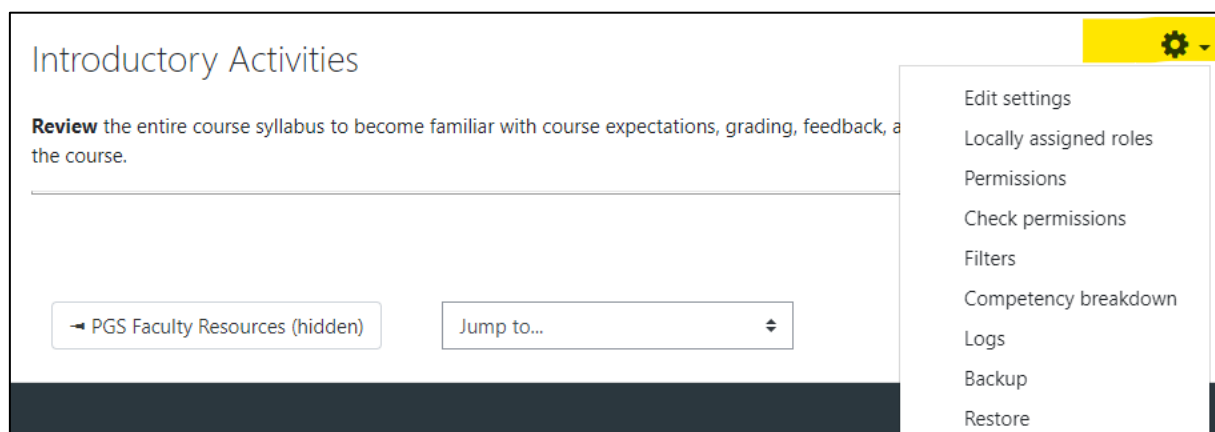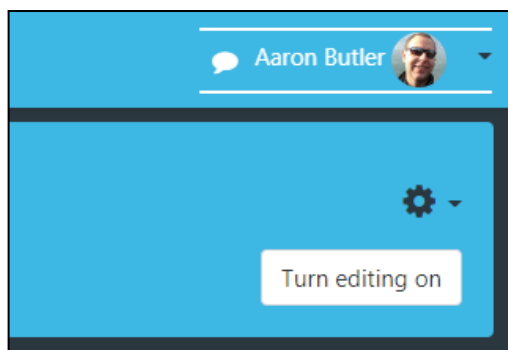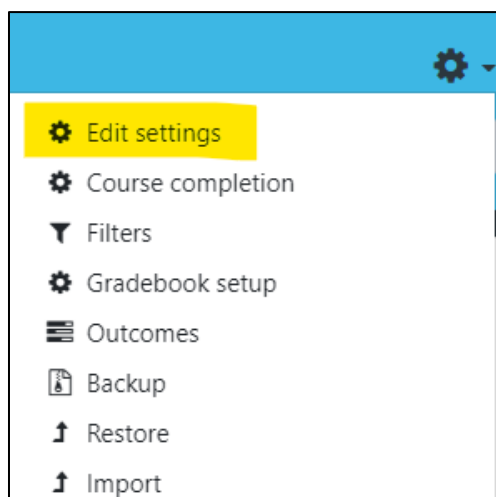
OR
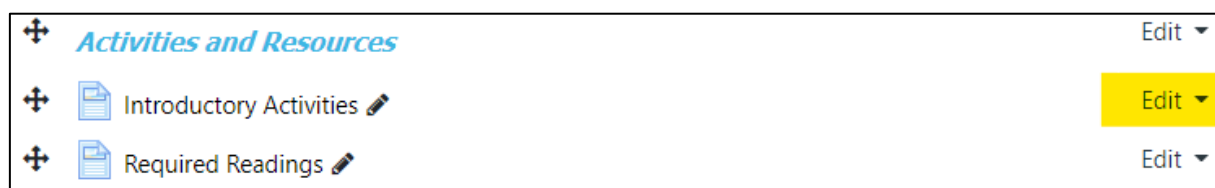
Section II: Preparing to Teach

To access myWPclasses, start by entering mywpclasses.warnerpacific.edu in your browser's address bar. When you get to the myWPclasses login page, log in using your standard WPU username and password. Logging in will take you to your Dashboard page, and you should see your name at the top. Any classes you are scheduled to teach will appear in the middle section under *Course Overview.*

The system typically auto-generates individual sections of a course and auto-enrolls the instructor three (3) weeks ahead of the course launch date. This gives the instructor one full week to make changes and adjustments to the course before students are auto enrolled two weeks ahead of the launch date. Should it become necessary to change the course after this window of time, the instructor may "hide" the course from students while editing, and then make the course visible when the editing is done. To change the course visibility setting, click on *Edit Settings* using the *Gear* icon ⚙ located in the upper right corner of every course's home page. The fourth option down on the *Edit course settings* page is *Course visibility*. Select *Show* if you want the course visible and *Hide* if you do not want students to see the course content. Course sites *must* be visible (i.e., set to *Show*) to students <u>at least one full week prior to the course start date; but two weeks is preferable.</u>

⚙ ▾

- ⚙ Edit settings
- ⚙ Course completion
- ▼ Filters
- ⚙ Gradebook setup
- ▤ Outcomes
- ▯ Backup
- ⬆ Restore
- ⬆ Import

General

Course full name	❗	❓	BUS-461A-U107L-Corporate Finance-10/14/20
Course short name	❗	❓	BUS-461A-U107L
Course category		❓	PGS / BSAC / U107
Course visibility		❓	Show ⬍

When opening your course site for the first time, the *Faculty Start Here Guide* link and the *Course Launch Checklist* should be your first stops. *The Course Launch Checklist* is located on the *PGS Faculty Resources* page linked on the courses main page as shown on the next page:

Assistance with Courses

If you need assistance with your course at any point during set up of your course please provide the full course name, including the section number, so the person assisting you can navigate to the correct place in myWPclasses. You can find this information at the end of the Breadcrumb trail in the course page banner as noted below. The portion of the breadcrumb highlighted in yellow is the information you need to provide.

In addition, if you need assistance with a student enrolled in the course, please send the student's ID Number along with their name in your correspondence. Student ID Numbers are available on the *Participants* tab located in the *Navigation Drawer* as pictured below. Click on *Participants* to navigate to the list of all students and teachers enrolled in your course. All the participants will be listed in alphabetical order by last name. The student ID Number can be found in the column titled *ID Number*. In addition, the students email address is available in this section if you need to reach out to a student via email.

First Steps

Once you are at your *Dashboard*, click on name of the course you are teaching. This will take you to the home page for that course. Scroll down past the *Course Description, Program Outcomes, Course Outcomes*, and *Course Resources* sections to the *Faculty Resources* section. Near the bottom of this section is a link called *Faculty Start Here Guide.* Click on the link and follow the instructions to prepare for your course.
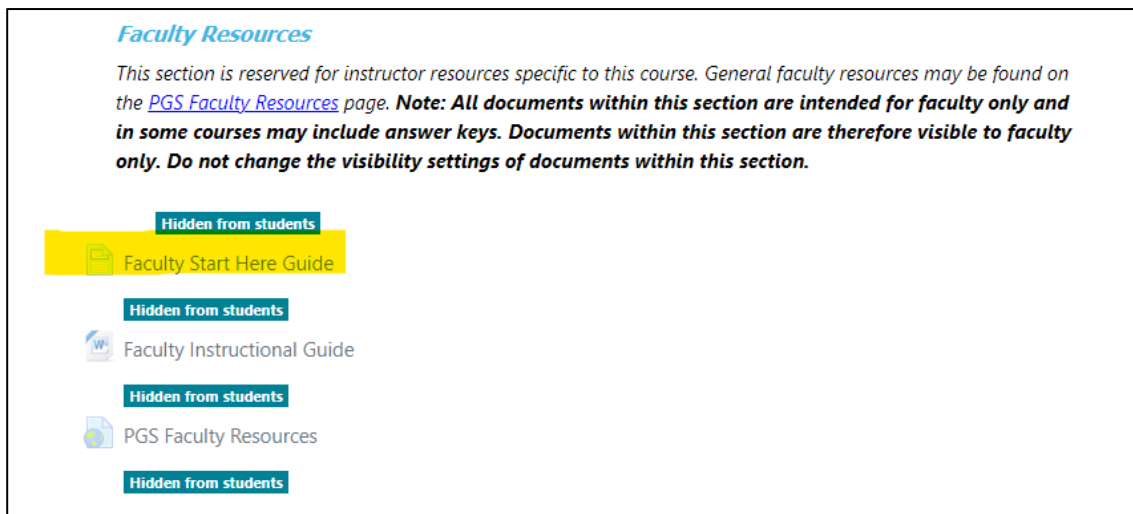
In the *Faculty Start Here Guide,* is a link that takes you directly to the *PGS Faculty Resources* page (described above). One of the most important documents on this page is the *Course Launch Checklist*. This checklist provides you with a comprehensive list of items to prepare before making the course visible.

Course Launch Checklist

The items on the *Course Launch Checklist* should be completed <u>at least two weeks</u> prior to the first day of class, to provide students enough time ahead of the course launch to prepare for class. Here are instructions for some of the items required.

Instructor Information

On the course's main page, under *Course Resources* there is a link entitled *Instructor Information*. This is a MS Word template that allows you to fill in your contact information, bio, and any additional notes you want to include. You are strongly encouraged to include the following information:

1. Your preferred mode of communication, i.e., how you want students to contact you.
2. Your general schedule for engaging in the course:
    a. Example: I plan to review postings and assignments on Monday, Wednesday, and Friday evenings, and am available for appointments by arrangement on Saturday morning.
3. Your policy on accepting late work. *NOTE: the institutional policy is that late work is automatically subject to a grade reduction, but instructors may override that policy at their discretion. If you do override the policy, however, it must be clearly communicated to students at the start of class.*
4. Any other important pieces of information you want students to know about you or the course.

To complete the "Instructor Information" form:
1. **Click** on *Instructor Information* to download the template. *NOTE: Depending on which browser you are using the file may download automatically. Follow your browsers method for downloading and saving files to your device.*
2. **Open** the document and fill it in with the information indicated, above.
3. **Save** the document on your desktop or in a location where you can easily find it.

4. **Return** to your course home page and click on *Turn editing on* using the *Turn Editing On* button located in the upper right corner of every course's home page.
5. **Scroll** down to the *Instructor Information* link and click the *Edit* drop-down menu and then click *Edit settings.*
6. **Scroll** down to the *Select files* area. Drag and drop **your updated file** into the box in the *Select Files* area.
7. When the file has uploaded, **delete** the blank *Instructor Information* template from the course by clicking on it and selecting delete. Select *Yes* to confirm deletion.
8. **Click** on *Save and return to course.*
9. The file is hidden from students, so you have time to fill out the template. Once you have uploaded your completed document to the *Instructor Information* area, click *Edit* next to the resource on the main course page and click *Show* so the document becomes visible to students.
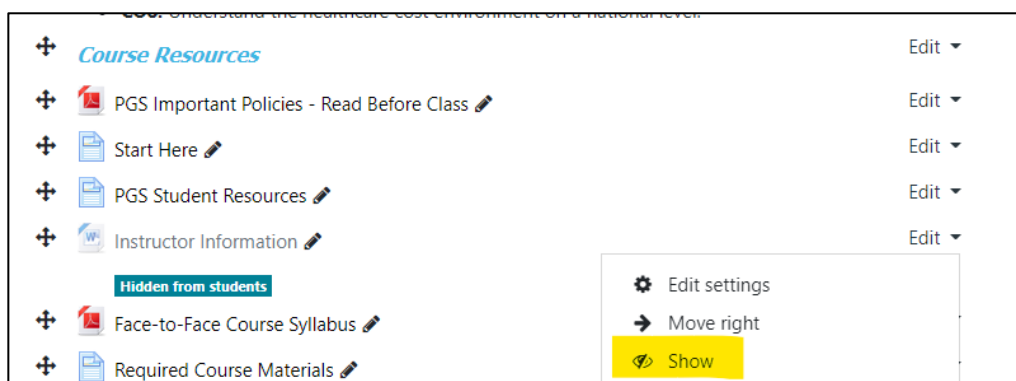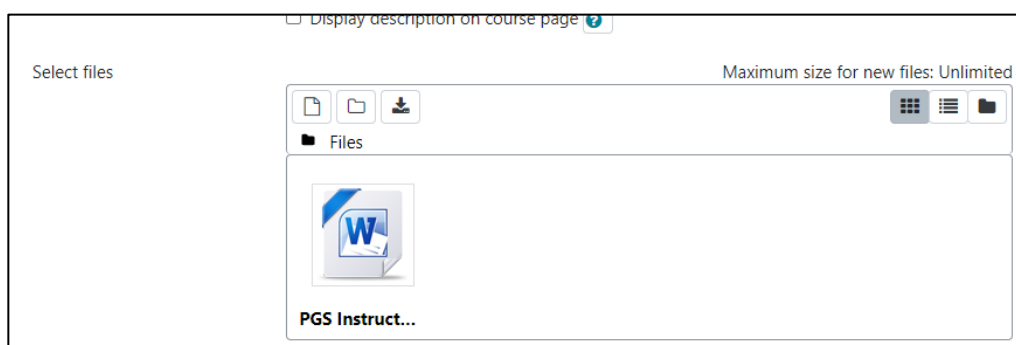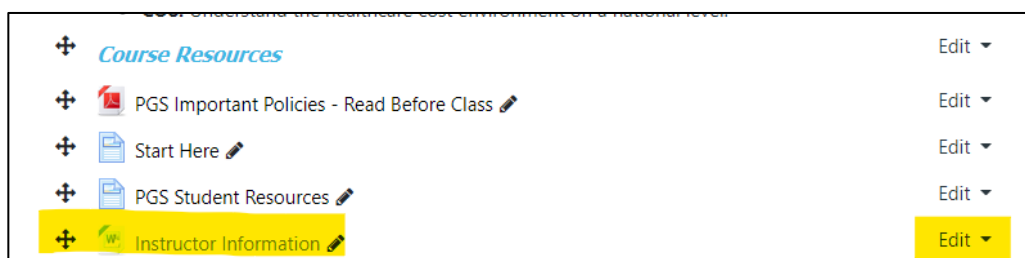
Syllabus and FIG

Step 3 in the *Course Launch Checklist* is to review the syllabus. It bears some explanation regarding the difference between the **F**aculty **I**nstructional **G**uide (**FIG**) and the syllabus. The FIG is a comprehensive document that describes all requirements for both OL and F2F versions of the course. It also includes instructor notes to help instructors in planning for and running their classes. The FIG is only
 visible to instructors. The *syllabus* is a subset of the FIG and is the master course document for students (both OL & F2F). It is important to review the syllabus carefully to ensure that you are familiar with it, and to identify any areas that might require clarification for students.

As you prepare to teach and move onto teaching the course be sure to review any faculty notes associated with the course and specific assignments and activities. Faculty Notes are designated by a light gray shading. There is a general faculty note and activity/assignment specific notes following any assignment/activity where notes were deemed necessary. The gray boxes shown on the next page are an example of faculty facing notes in the FIG:

Activities·and·Resources¶

Introductory·Activities¤		PREPARATORY¤	¤
Review·the·entire·course·syllabus·to·become·familiar·with·course·expectations,·grading,·feedback,·and·guidelines·for·succeeding·in·the·course.¤			¤
Online¶ ¶ **Post**·a·paragraph·or·two·to·the·*Introduce·Yourself*·forum·in·which·you·introduce·yourself·to·the·class·and·your·instructor.·You·might·include·information·about·your·work,·hobbies,·educational·and·professional·goals,·and·family.·Please·also·share·what·you·hope·to·gain·from·the·course·and·what·special·skills,·viewpoints,·or·abilities·you·bring·to·the·class.¶ ¶ **Read**·and·respond·to·the·introductions·posted·by·class·members.¤			¤
OL¶ ¶ Post·a·welcome·message·in·the·Announcements·forum.·You·may·wish·to·remind·students·to·review·the·course·resources,·including·the·syllabus,·online·course·layout,·discussion·forum·guidelines·and·functionality,·and·how·to·submit·assignments·and·check·grades.·Invite·students·to·submit·any·questions·they·have·about·the·course·to·the·forum·or·personally·to·you·via·email.¶ Post·your·own·bio·7·days·before·the·course·starts.·You·may·want·to·include·a·video·or·image·and·encourage·students·to·utilize·the·forum's·ability·to·upload·files·and·post·links.¤	**F2F**¶ ¶ ¤		¤

NOTE: If, while teaching, you find that an activity/assignment or general note could use additional notes that you believe would be beneficial to future professors of the course please email Lori Jass (ljass@warnerpacific.edu and Aaron Butler (abutler@warnerpacific.edu) with the course you are teaching, the week, and the assignment/activity within that course you are referring too, with any suggestions you may have to enhance the faculty notes. It is our goal to make sure the faculty notes are as up to date as they can be and as dynamic as they can be, so our students are getting the best experience.

If you find that a faculty note needs to be removed completely or changed please follow the same process as above but include why you believe the faculty note is no longer applicable or why it needs to be modified.

Our goal is to provide faculty with notes that provide variety to our students to meet their different learning styles and to keep students engaging with activities in different ways.

Because a lack of clarity regarding due dates and assignments is a frequent source of frustration for students, you are strongly encouraged to create a *Chart of Assignments* that lists all assignments due and their due dates. You can upload this document in the *Course Resources* area as follows:
1. In the upper right corner of the courses main page click the button that says, turn editing on.
2. **Scroll** to the bottom of the course overview section and click + *Add an activity or resource.*

3. Under the *Resources* tab select *File.*
4. **Type** a Name for the document.
   a. Example: Assignment Due Dates.

5. **Drag** and drop the document from the desktop or file on your computer into the *Select Files* area.
6. **Click** on *Save and return to course.* Your file will now be at the end of that week's section.
7. To move the file to another location in the on the page (with editing still turned on), click on the four-way arrow icon (✛) to the left of the resource and drag it to the location you want and drop it there. If you want it indented (e.g., a few spaces in, under the syllabus) click on the *Edit* drop-down menu and click the *Move right* arrow until it is in the correct position.
8. Be sure the *eye* icon is does not have a line through it. If it has a line through it, it will not be visible to students.

myWPclasses Site Preparation

Before you open the course to students, it is important to follow the steps listed below:
1. Using the *Gear* icon ⚙ located in the upper right corner of every course's home page, click *Edit settings*. If the Course start or end date are incorrect, put in the correct date in the corresponding field. NOTE: You must click the "Enable" checkbox before entering an end date if it is unchecked.

2. Also note that the field marked *Visible* determines if students can see the course or not. Until you have completed your preparation of the course site, set this to *Hide. NOTE: the course must be set to "Show" no later than one week prior to the course start.*
3. If you have made any changes in steps 1 or 2 above, click *Save and display.*
4. **Review** the links throughout the course site to ensure that they are working. If you find a broken link or other curriculum related issues, contact Aaron Butler (abutler@warnerpacific.edu).
5. **Check** to be sure video, audio, and other resources are functioning.
6. **Review** the course resources (FIG, required materials, assignments, tests/quizzes).
7. **Upload** any additional documents (e.g., Assignment Due Dates) to the *Course Resources* section or within the relevant week of the course.
8. **Upload** your completed *Instructor Information* document.
9. **Go** through each week and set the open, close, and due dates for assignments to define the window of time during which students can upload assignments.
    a. **Click** *Turn editing on* in the top right corner of the courses home page.
    b. **Scroll** to the assignment in question and click on the *Edit* drop-down menu and then click *Edit settings.*
    c. **Scroll** to *Availability.*
    d. *Allow submissions from* – this is the first date that students will be allowed to upload an assignment. Click on *Enable* and set the date using the dropdowns. *NOTE: that if you do not click Enable here, students will be able to upload assignments at any point prior to the due date.*

    e. **Set** the *Due date* by clicking *Enable* and setting the date.

    f. *Cut-off date* is the date students are no longer able to submit assignments. Click *Enable* and set the date to establish the time that students are no longer able to upload assignments. If you do not click *Enable*, students will be able to upload assignments past the due date.

   g.   **Click** on *Save and return to course.*
10. **Set** open and close dates for any quizzes/tests.
11. **Set** open and close dates for the PGS End-of-Course-Evaluation (EOCE) if desired. It is <u>very important </u>that you verify this resource is *visible* to students during the last week of the course and remind them to complete the evaluation.
       a.   **Click** the *Turn editing on* button in the top right corner of the course's homepage.
       b.   **Scroll** to the bottom of the last week in the course site.
       c.   **Find** the PGS End-of-Course-Evaluation (EOCE) and click on the *Edit* drop-down menu and then click *Edit settings.*
       d.   **Click** on *Availability.*
       e.   **Set** the range of dates to provide access. It is advisable to set the start date near the end of the last week and allow at least one week to complete the evaluation. You must click the *Enable* checkbox to set these dates.

Availability

Allow answers from   [12 ▼] [January ▼] [2021 ▼] [13 ▼] [10 ▼] 📅 ☐ Enable

Allow answers to   [12 ▼] [January ▼] [2021 ▼] [13 ▼] [10 ▼] 📅 ☐ Enable

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       f.   **Click** on *Save and return to course* at the bottom of the page.
       g.   **Hide** any resources you do not wish students to view by clicking on the *eyeball* icon (located in the *Edit* drop-down menu) next to the resource you want to hide. *NOTE: if you set a resource to hide (eye with a slash through it), you must set it to show again when you want students to be able to access it. The access dates alone will not override the hide setting.*
12. **Import** any personalized content you want to include from a previous instance of the course. Follow the steps *very carefully* to ensure that you do not create duplicate items in the course shell:
       a.   Get the section ID from the course that holds the <u>content you want to import.</u> To find the section ID, either look at the course title on your *Dashboard* or navigate to the course using the *Navigation drawer* on the left side of the screen. The section ID is shown in the course title (e.g., BUS-331A-A504F) and near the top of the page in the breadcrumb trail when you click into the course itself. Highlight the section ID and copy it to the clipboard, or write the number down, so you can use it later.
       b.   **Browse** to your **current** course (*the course into which you want to import the content*) and click into the course.
       c.   Using the *Gear* icon ⚙ located in the upper right corner of every course's home page, click *Import.*
       d.   **Scroll** to the bottom of the page and paste or type in the section ID from <u>step a</u> above into the search box. Click *Search.*

Find a course to import data from:

Select a course   Total courses: 3

	Course short name	Course full name
🔘	HCA-402A-MASTER-DM	HCA 402A (Finance in Health Care Organizations)

---

       e.   **Click** the radio button next to the course name and click *Continue.*

f. **Uncheck** all boxes except for *Include activities and resources.* Click *Next. NOTE:* **DO NOT CLICK** <u>Jump to final step</u> as *this will import ALL the content from the previous course into the new course. The safest way to proceed from this screen is to click* None *near the top of the page. This will deselect all the old course content. This protects you from importing unwanted items into the new course.*

Import settings

☑ Include activities and resources

☐ Include blocks

☐ Include files

☐ Include filters

☐ Include calendar events

☐ Include question bank

☐ Include groups and groupings

☐ Include competencies

☐ Include custom fields

☐ Include content bank content

Personalized Learning Designer Settings

☐ Include PLD data

☐ Include PLD log data

Jump to final step   Cancel   Next

g. **Scroll** through the old course and find the content you wish to import. Click the checkbox next to the section title in which the content resides. This will *open* that section, allowing you to check the individual content items that you want to import.

h. Once you have a checkmark next to the specific items you want to import, scroll to the bottom of the page, and click *Next.*
i. **Confirm** your selection(s) by looking for the green checkmark next to the items you wish to import. Only items with the green checkmark will be imported into the new course. If you wish to change any selections, click *Previous* and make the changes. When you are satisfied with the import, click *Perform import.*

j.   **Click** *Continue.*
k.   **Review** the course to ensure that items imported as requested.
l.   **Move** the items to their proper locations since myWPclasses defaults to adding the imported items to the bottom of each section.

Setting Up Discussion Forums

Weekly discussion forums are designed primarily for use in OL format courses, although the OL weekly discussion forums are available for use by F2F instructors. *NOTE: typically, for F2F sections these weekly conversations should take place within the classroom setting rather than OL through a forum*. Additionally, weekly discussion questions for F2F sections are considered a guideline for in-class discussion and not a strict requirement. Please note that the default instructions in the weekly discussion forums state the following: "**Face-to-Face Format Students:** Prepare to discuss weekly concepts and themes in this week's class session." Therefore, *F2F instructors should most often notify students before the course begins that discussion questions will be discussed during class sessions.* One exception would be if a particular F2F workshop must be canceled (e.g., due to inclement weather, instructor's illness, etc.), the OL discussion forum could then be set up to handle the missed class session as follows:

1. Go to the FIG to find the discussion questions for each week. Questions should be posted before granting the students access to the course.
2. **Scroll** to the appropriate week to view the contents.
3. **Click** the appropriate weeks *Weekly Discussion* link to enter the forum.
4. **Click** the *Add a new discussion* button to start a new discussion thread.
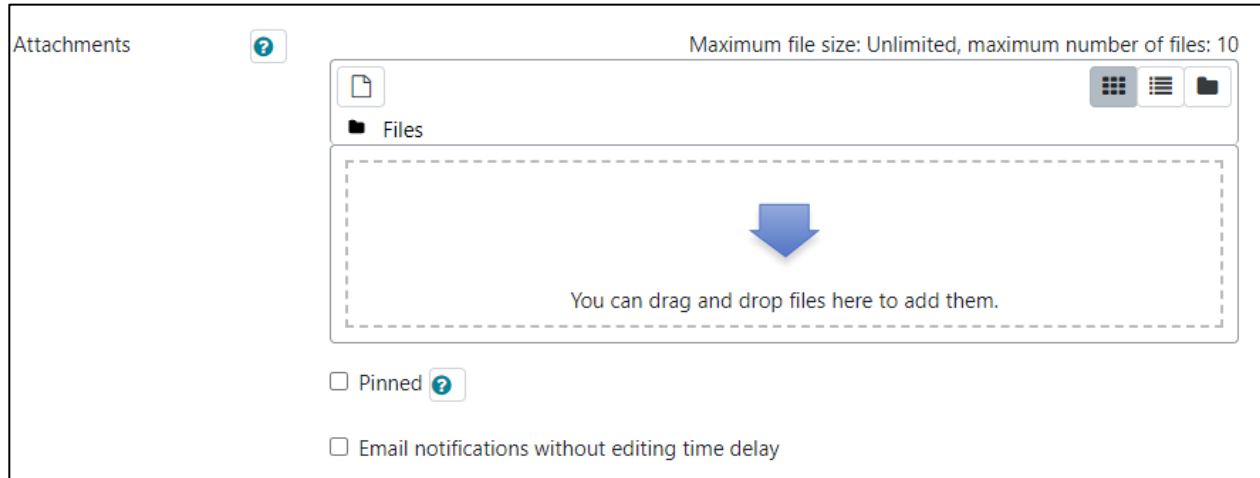
5. **Click** the *Use advanced editor* link to open the editing page.
6. **Add** an appropriate title in the *Subject* line.
7. **Copy**-and-paste discussion question verbiage (and any associated hyperlinks) from the FIG directly into the message window. (You may need to use keyboard shortcuts to do this in myWPclasses. Ctrl + C = Copy & Ctrl + V = Paste)
     a.   *NOTE: If you see a hyperlinked word (e.g., click here) in the discussion question, please note that the link MAY* break *when copied into the message window of the discussion forum. After posting the question if you find the link is not working, click the* edit *link to edit your discussion question and then do the following.*
     b.   **Right click** the hyperlinked word **in the FIG** and click *Copy Hyperlink.* Next, paste the link back into your version of the FIG in a convenient location by right clicking and choosing the *Keep Text Only* option. This will then provide you a full web address to copy and paste back into your discussion forum message window in

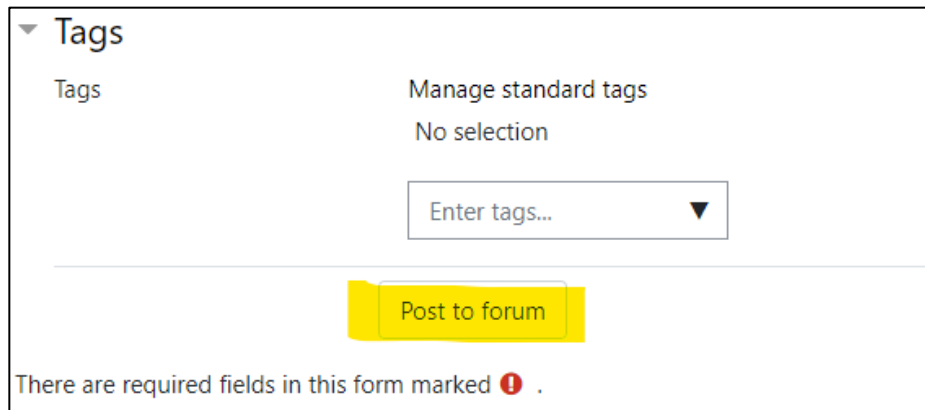myWPclasses (e.g., http://www.google.com). Additionally, you can simply go to the web video and copy the URL from the address bar and paste that into your DQ.

8. **Add** any applicable attachments by dragging and dropping them into the *Attachments* box.

9. **Click** the *Post to forum* button to post the new question.

10. **Repeat** this process for any additional questions as required by the course.

Setting Up Learning Teams/Groups

Follow the instructions in the Course Launch Checklist to determine how to assign learning teams for your individual course section. You will need to assign learning teams to GROUPS in the myWPclasses site to allow them to submit team assignments and you to grade on behalf of the team. This will also give students access to the Team Module at the bottom of the course site if applicable, so they can interact with their team members and work on projects together OL as needed.

To assign students to groups, use the *Gear* icon ⚙ located in the upper right corner of every course's home page, at the bottom of the list click *More* and then click the *Users* tab.
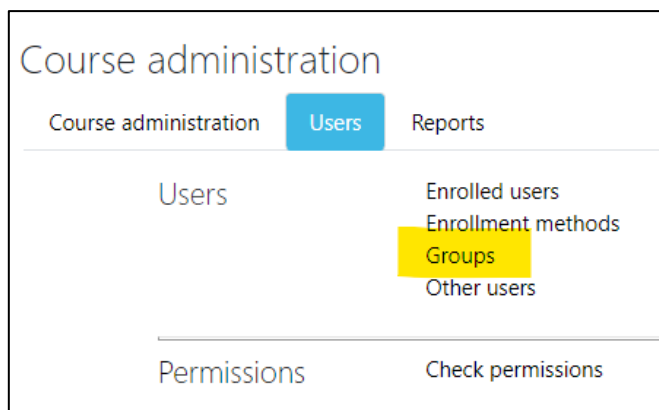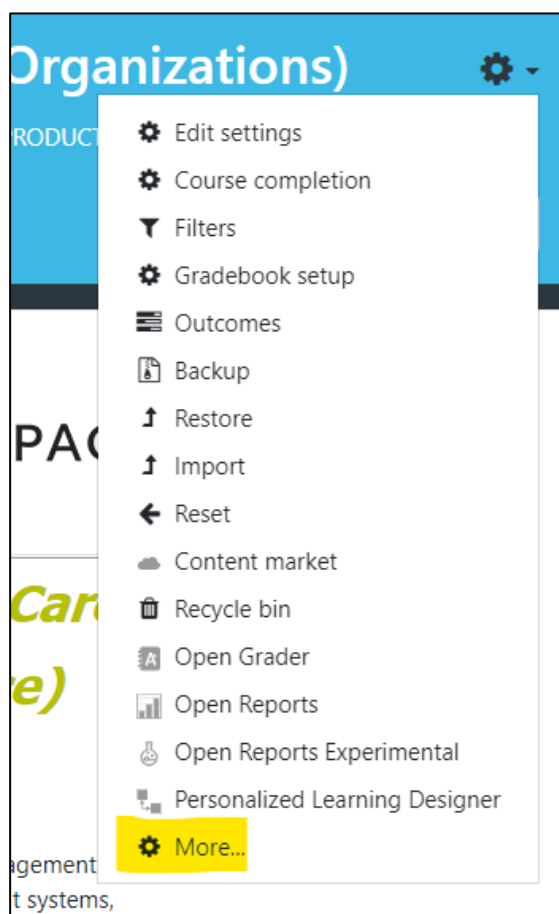
Next, in the Users section, click on *Groups.* You will see prebuilt teams in the *Groups* list, click on *Team 1* and then click on *Add/remove users* on the right side. This will bring up a list of all students in the course. To add a student to a group, highlight their name by clicking on it and then click *add* to add the student to the Team 1 group. Once all members of Team 1 are assigned, repeat the process for the remaining teams until all students are assigned to a group. To remove a user from a group, click on the group name and then click on the student who will be removed. Click *remove* to remove the student from that group.

HCA-402A-MASTER-G Groups

Groups   Members of: Team 1 (0)

Team 1 (0)
Team 2 (0)
Team 3 (0)
Team 4 (0)
Team 5 (0)

Edit group settings   Add/remove users

Posting a Welcome Message

One of the most important and effective things an OL instructor can do is **stay in touch with students** on a regular basis through the *Announcements* forum. This forum is set up so that students are automatically subscribed to receive email notifications of the items posted in the forum, and the forum also retains the messages so students can access them at any time. Sending a *Welcome* message when the course site is ready for their review is invaluable in getting the course started well.

To send a welcome message:
1. **Scroll** to *Announcements* under *Course Resources.*
2. **Click** on *Announcements* and then click *Add a new topic.*

Announcements

General news and announcements

Add a new topic

(No announcements have been posted yet.)

3. **Type** a descriptive title in the *Subject* box:
    a.   Example: Welcome to GEN 100A! Your course is open.
4. **Type** your message in the *Message* box. This is a good place to direct them to review the instructor information, syllabus, and assignment documents.

5. **Click** on *Post to forum.*
6. ***Once you have posted your Welcome message be sure that your course is visible to students!***
    a. Using the Course Administration *Gear* icon ⚙ located in the upper right corner of every *course's home page*, click on *Edit settings.*
    b. Under *General* settings, set the *Visible* toggle to *Show.*
   c. **Click** on *Save and display.*

Section III: Teaching Your Course

Managing Learning Teams

Once you have set up groups in myWPclasses, learning teams may use the Team Module (located immediately after the last week's module in most course shells – if there are no learning team assignments, there may not be a Team Module in the course shell) to interact with their team members. Once groups are set up, each team is automatically provided access to their *Team Forum* to facilitate their discussions, and a Wiki to facilitate collaboration. You can view the team's interaction in this module, but students can only view their own team's work.

Be sure you are familiar with the Learning Team resources, so you can direct students to find and use them appropriately.

1. In the *PGS Student Resources page,* located under *Course Resources* on the courses main page, click on *Academic Success and Learning Team Resources.*
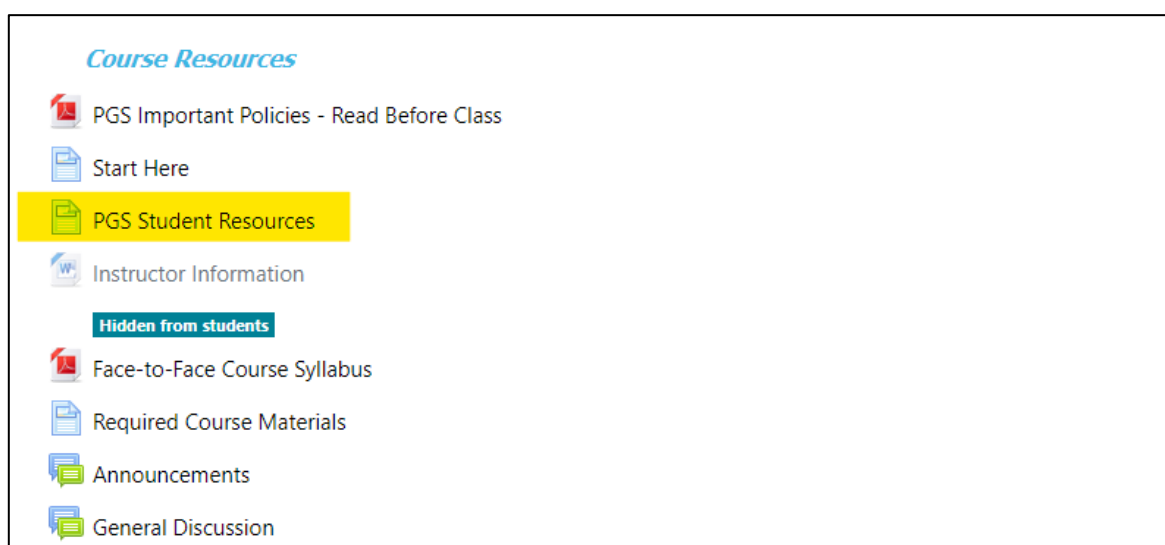
2. **Scroll** down to the bold header *PGS Project Learning Team (PLT) Resources.*
3. **Click** on the relevant document link to view and/or download.
   a. The *Learning Team Agreement Sample* shows students how to complete the *Learning Team Agreement.* We **strongly encourage you** to direct students to review this document and complete their own *Learning Team Agreement* before the end of the first week.
   b. The *Learning Team Agreement* is a downloadable, fillable form for students to use and save to their own files.
   c. The *Self-Evaluation Worksheet* is a helpful document for students to complete and share with one another before starting their project(s).
   d. The *Project Planning Worksheet* is useful for helping to track individual assignments and due dates.
   e. The *Team-Evaluation Worksheet* is the form each student should complete and submit to the instructor at the end of the learning team project, to evaluate their own and their colleagues' performance.

When you are grading learning team assignments, the grade should be composed of three parts: (1) the objective quality of the product, (2) the students' evaluations of themselves and their teammates' evaluations of them, and (3) your evaluation of the student's teamwork. To assist you in grading learning team projects, WPU has created a *Team Scoring Worksheet* that you can access as follows:

1. **Click** on *PGS Faculty Resources* located in the *Faculty Resources* section of the main course page.

2. **Scroll** to the bold header titled *Learning Team* Resources and click on *Project Learning Teams.*
3. Under the bold header *PLT General Resources* click on *Team Scoring Worksheet.* This will initiate the worksheet's download. Save the document to your desktop.

   a. **Open** the document (spreadsheet).
   b. **Determine** the grade of the objective quality of the project, on a 100-point scale. Enter that score in the blue box on line 13.
   c. **Review** the score the student assigned to him/herself on the *Team Evaluation Worksheet*, on a 25-point scale. Enter that score in the blue box on line 15.
   d. **Average** the scores that all other teammates gave the student on their *Team Evaluation Worksheets* to find the average score on a 25-point scale. Enter that number in the blue box on line 17.
   e. **Determine** the grade you assign the student, on a 25-point scale, for their teamwork and collaboration. Enter that score in the blue box on line 19.
   f. The spreadsheet will automatically calculate the final score based on three different options – weighing the objective quality of the project at 60%, 50% or 40%. Choose the appropriate weighted score. (*NOTE: that this must be consistent for all students.*) This is the final score for the learning team project.

g. *NOTE: If you graded the learning team project through the myWPclasses gradebook, it will have already recorded a grade in the gradebook for each of the team members. You will need to override that grade with this final computed grade. (See instructions on "Overriding Grades.")* It is helpful to give students information about how the first grade they see will be the grade on the objective quality of the project only and will be adjusted to reflect the teamwork grades.

Grading Group Projects

Generally, team assignments are already set up in myWPclasses to be graded as a group. This way, you can grade the project one time and the grading/feedback will post to all students in the group. To verify this, click the *Turn editing on* button in the upper right corner of the course's home page. Next, click on the *Edit* drop down menu to the right of the assignment in question, and then click *Edit settings*. Scroll down to *Group submission settings*, select *Yes* for Students submit in groups **and** Require group to make submission. Then select N*o* and *None* for the remaining two questions. Next, scroll down to *Common module settings* and be sure *Group mode* is set to Separate groups if the students are **not** to see other groups submissions. If groups **are** to see other team's work, then select Visible groups. Each group must now choose one person to submit the assignment on behalf of the group. When you grade the assignment, the grade and feedback you write will post to all members of the group.

Using Rubrics

Rubrics are a valuable component of grading in an adult environment for two reasons. First, they provide consistency in grading, which can sometimes fall prey to subjective evaluation. Second, and most important, they let the conscientious adult learner know what is expected in an assignment and how the assignment will be evaluated. For that reason, we strongly encourage the use of rubrics.

Fortunately, using rubrics in myWPclasses also makes grading substantially easier. There are three steps in using rubrics for grading: (1) setting/checking the assignment preference for a rubric grading method, (2) creating the rubric (if not using an existing template), and (3) grading the assignment using the rubric.

Note that in many cases, steps 1 and 2 will be already be completed and the preferences set in the assignment. But should you like to add a rubric or adjust an existing rubric, you may do so by following these instructions.

Please note the syntax for instructor created rubric titles is as follows:
- Course-Number_WK#_AssignmentTitle_InstructorLastName_Modality
- *Example*: BUS-261A_WK2_Paper1_Jass_OL

Building a Rubric and Attaching it to an Assignment:

1. **Click** the *Turn editing on* button in the top right corner of the course's main page.
2. **Click** on the assignment you want to edit.
3. **Click** *Advanced Grading* from the Actions Menu drop-down list in the upper right corner of the assignment for which you want to build/attach the rubric.
4. From the *Change active grading method to* menu select *Rubric*.
5. If there was a rubric previously defined, click *Delete the currently defined form* and then click *Continue.*
6. You will then be prompted to add your rubric. Choose one of the following.
    a. **Click** *Define new grading form from scratch* the first time you add a rubric to any of your courses.
    b. **Click** *Create new grading from a template* after you have created a rubric you can reuse it any time.
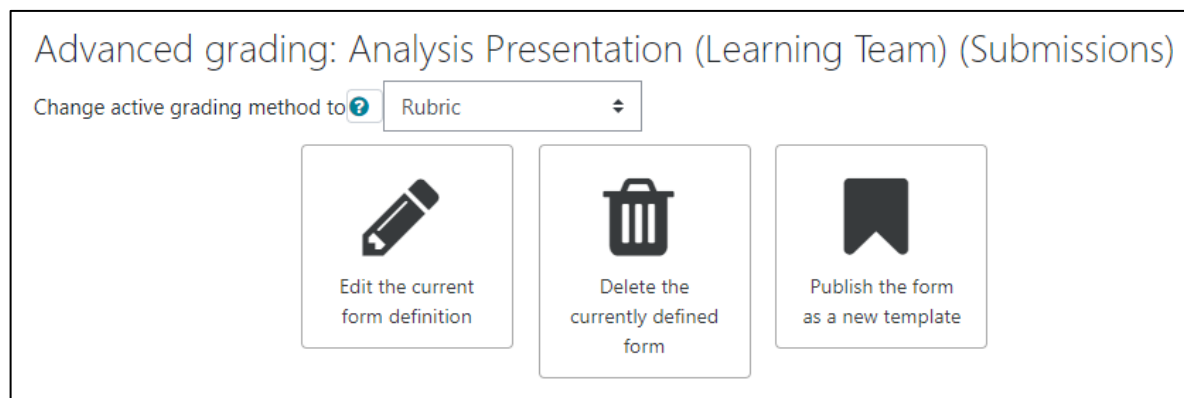
7. If you create a new rubric (or want to edit an existing template) type a new name for the Rubric. *NOTE: See correct rubric syntax above.*
8. Define the criterion and levels for row one to make them active by typing in the new information.
9. **Add** levels as needed for row one.
10. **Select** *Add criterion* to add new rows and type in the information as above.
11. **Select** your rubric options. All are on by default.
12. **Click** *Save rubric and make it ready.*

Rubrics are made up of rows and columns. The rows correspond to the different criteria of an activity. The columns correspond to the level of achievement expressed for each criterion. A description and point value for each cell in the rubric defines the evaluation and score of an assignment. You can create as many rubrics as you need. Instructors can add rubrics to assignments and advanced forums.

Generally, when creating rubrics, a minimum best practice is to have a level column for each of the letter grades along with a zero column for non-submittal (i.e., A, B, C, D, F, & Zero). More level columns can be added for additional grading granularity, but 6 columns are the practical minimum. This way, each level can be associated with a letter grade when using the rubric.

Grading with a Rubric:

1. **Click** on the assignment you wish to grade.
2. **Click** on *View all submissions.*

Separate groups   All participants ⇕

Grading summary

Hidden from students	No
Groups	0
Submitted	0

[View all submissions] [Grade]

3. For the student you are evaluating, click on the small check box to the left of their name.
4. **Click** the black *Grade* button in the Grade column.
5. The students work appears on the left side of the screen and the selected rubric appears on the right side of the screen. Select the rubric level that best describes how the student performed on each criterion. This must be done for each criterion for the grade to be calculated. Currently selected levels are highlighted in light green. If the rubric is re-edited later, the previously selected level is highlighted in light red.
6. **Scroll** down below the rubric to enter any general comments and/or to upload feedback files.
7. **Click** *Save Changes* (to return to the assignment) or *Save and show next* to grade the next student.
8. When finished grading, use the link in the upper left corner of the page to return to the course home page.

Course: HUM-211A-OO06M-Humanities Colloquy: War&Peace-11/18/19
Assignment: Week 1 Reflective Essay ⚙
View all submissions

◄   Page 1 of 1   ►   [⌗]   [▢]

myWPclasses Grading

There are several ways to access grading in myWPclasses:

1. *myWPclasses Grader* – Using the *Gear* icon ⚙ located in the upper right corner of every course's home page, click *Open Grader.*
   a. This is the best way to grade *discussion forums*, as it pulls all student posts into sequence for reviewing and grading.
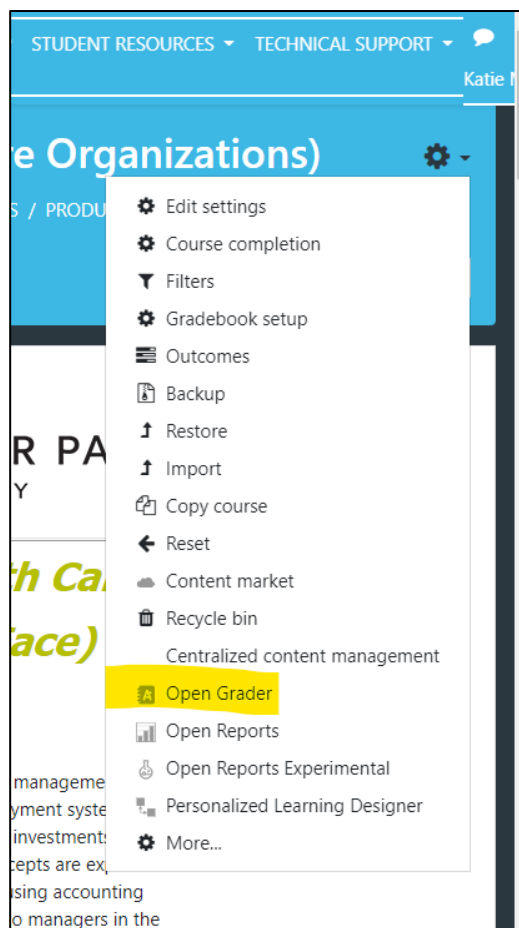
2. *Assignment Grader* – Click on the assignment title, and then click on *View All Submissions.*
   a. This is the best way to grade assignments using rubrics, described in detail above.

3. You may download all student submissions by clicking the drop-down menu entitled *Grading action* and then click *Download all submissions* when you are viewing the specific assignment you want to grade.

4. *Grade Report* – in the *Navigation drawer*, on the left side of the course home page click on *Grades – View – Grader Report.*
   a. This is the best way to see what each student has submitted to date.

5. *Single View* – this view is a subset of the *Grade Report* above. Click on the *Single view* tab **or** the Pencil icon in Grader Report view and you will be able to see either one assignment or one student at a time on the screen. You may override grades in this view as needed.

NOTE: **If students do not submit their assignments it is required that you put a "0" in for their score** *even if you have a late policy that allows for late assignments to be turned in. If you do not put a "0" as the score a student received if they are missing an assignment the grade total will not be accurate. When due dates approach/pass and you grade an assignment be sure to put a "0" as the grade for any student missing the assignment so their total score/grade when viewed will be an accurate representation of their progress in your course.*

Communicating with Your Students

The most important thing you can do as an instructor, especially in an OL environment, is to **communicate** with your students. MyWPclasses provides helpful resources for communication that track your contact within the course site itself, so you can keep track of your interaction with individual students.

To send an email to all students:

There are two basic ways to send an email to the whole class. If you want the communication to be sent to the students' email address *and* you want it posted in the myWPclasses site for reference throughout the course, post your communication in the *Announcements Forum*:

1. **Scroll** to *Announcements* under *Course Resources.*
2. **Click** on *Announcements* and then *Add a new topic.*
3. **Type** a descriptive title in the Subject box.
   a. Example: Welcome to GEN100A! Your course is open.
4. **Type** your message in the Message box. This is a good place to direct them to review the instructor information, syllabus, and assignment documents.

5. **Click** on *Post to forum.*

Another option is to send an email without posting to the Forum:

1. In the *Navigation drawer* on the left side of the page, click on *Participants.*
2. At the top of the enrolled uses list is a clickable square, click this to *Select all users.*

First name / Last name	ID number	Email address	Roles	Groups	Last access to course	Status
☐ —	—	—	—	—	—	—
☐ Jim Bruno			Teacher ✏	No groups ✏	39 days 10 hours	Active ⓘ ✿ 🗑
☐ Jason Edington		jedington@warnerpacific.edu	Teacher ✏	No groups ✏	60 days 4 hours	Active ⓘ ✿ 🗑
☐ Amy Karelitz			Teacher ✏	No groups ✏	Never	Active ⓘ ✿ 🗑
☐ Virginia Stanley		vpstanley@warnerpacific.edu	Teacher ✏	No groups ✏	Never	Active ⓘ ✿ 🗑
☐ Meredith Villa		@warnerpacific.edu	Teacher ✏	No groups ✏	6 hours 15 mins	Active ⓘ ✿ 🗑

3. Using the drop-down box next to <u>with selected users</u> chose *Send a message.*
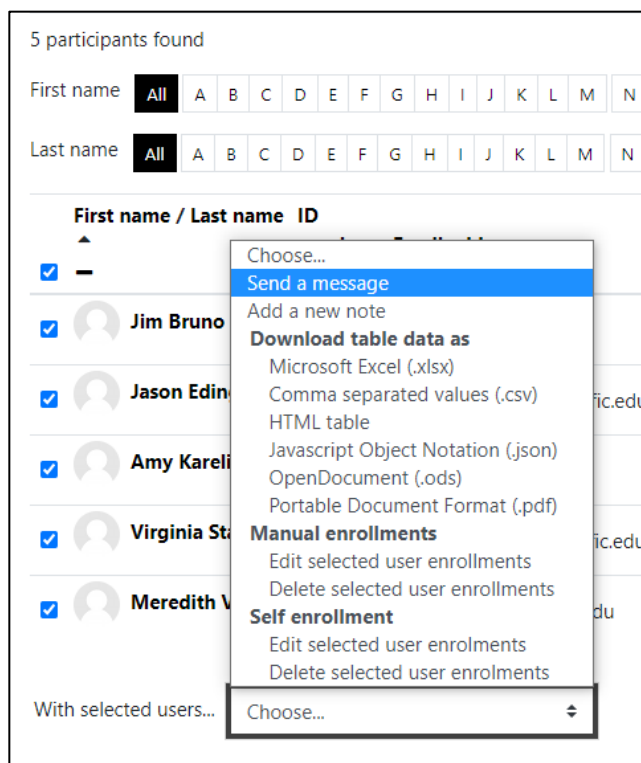
4. **Type** your email message in the <u>Message body</u> block and hit *Send message.*

<u>To send an email to a student/individual student</u>:

1. In the *Navigation drawer* on the left side of the page, click on *Participants.*
2. **Click** on the box to the left of the student you want to message (*Select* column).
3. Using the drop-down box next to <u>with selected users...</u> chose *Send a message.*
4. **Type** your email message in the <u>Message body</u> block and hit *Send message.* Email sent in this fashion will display in a communication thread within the myWPclasses shell.
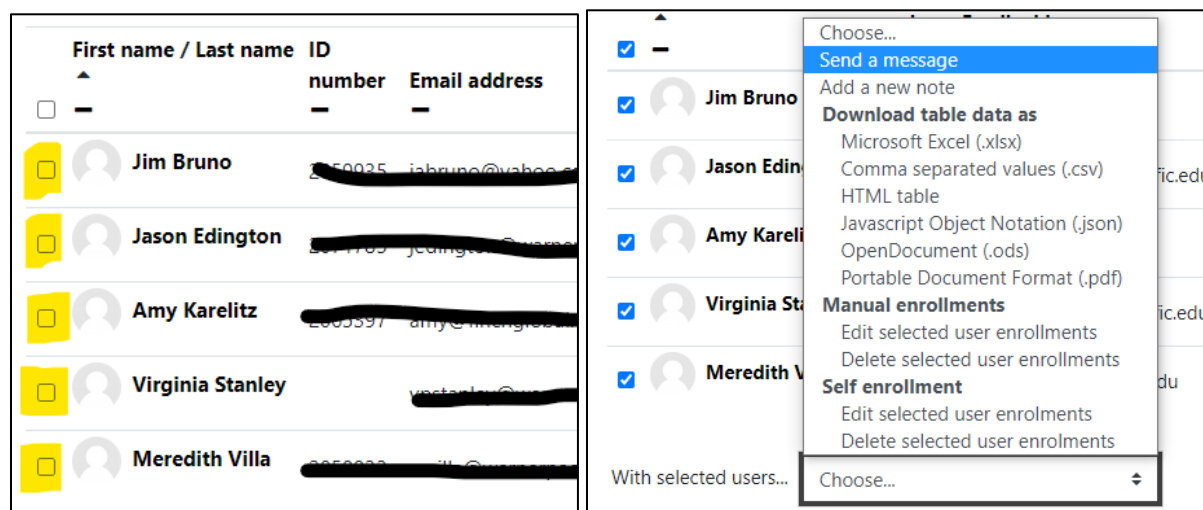
Submitting Grades

It is important to note that, though you can record and compute grades in the myWPclasses Gradebook, final grades must be submitted to the Records office through MyWP, NOT through myWPclasses. Once you have completed your grading in the myWPclasses gradebook, you can follow the instructions below to export the gradebook to Excel. You then email that spreadsheet to the Records office at PGSRecords@warnerpacific.edu.

To submit final grades:
1. In your myWPclasses course, click on *Grades* in the *Navigation drawer.*
2. **Click** on the *Export* tab.

3. All boxes should be checked by default, which is the correct export format. Please be sure to click the *Select All/None* button if not all the boxes are checked with a blue check mark.
4. **Open** the *Export format options* section and select the *Real, Percentage, & Letter* options.
5. **Click** *Download.*

6. **Email** the spreadsheet to the Records office at PGSRecords@WarnerPacific.edu
7. Next, Go to mywp.warnerpacific.edu in your web browser.

8. **Select** *Login Here* and enter your username and password.
9. **Click** on *Web Advisor for Faculty/Faculty Information* on the right side of the screen (under *Web Advisor*).
10. **Select** *Grading* and enter the appropriate term from the drop-down menu, then click *Submit.*
11. **Select** *Final* from the drop-down menu (PGS does not use mid-term grades) and then click on the course for which you are submitting grades and click *Submit.*
12. Using the spreadsheet, you downloaded earlier, enter grades for each student on the class roster.

End-of-Course Evaluation

The EOCE is automatically loaded into your myWPclasses site when it is created. It is in the last week of the course. Your only responsibility is to ensure that the evaluation is visible to students during the last week of the course (the default is to have the EOCE visible). After grades for the course have been submitted, you will receive an email at your WPU email address with your course evaluation results. Please remind students to complete the EOCE; **their feedback is critical.**

Section IV: Structure and Guidelines for OL Courses

This section focuses on courses that are specifically held OL, <u>but</u> some of the information contained in this section will be applicable for F2F courses as well. The section titled *Outside Programs Used* contains information on web-based programs and applications that may not only be beneficial to you and your presentations you give during the class sessions, but the presentations your students may need to give during the class session as well. Some of these resources can be used not only to enhance presentations but can be used during the class session to include technology into the classroom.

OL Policies

The following list encompasses important policies regarding OL courses:
1. The OL week runs from Monday to Sunday with Monday being day 1 of the week and Sunday being day 7 of the week.
2. For OL courses deadlines for assignments, including discussion questions, are at 11:59pm.
3. If you choose to host a synchronous session or if your FIG instructs you to create and host a synchronous session these are to be scheduled for Wednesday night between or from 6pm to 10 pm.
   a. If a student is an OL student and they are unable to attend your live/synchronous session, they cannot face any penalties. Rather, as the instructor, you need to record the session and post it into the course shell under the resources for the week the live session is taking place so students who are unable to attend may watch the live/synchronous session when they have time.
4. *Attendance* and *Participation* are **two different components**. Participation is connected to the discussion questions and if a student is not providing responses that align with the requirements you can mark the student down in their participation points. If a student is turning in their assignments, but you notice they are not active in discussion forums then the student would be marked present for attendance as they have shown they are active in the shell, but their participation grade may be adjusted to appropriately reflect the level of engagement in the class.

For OL Discussions students see the following instructions in their syllabus (this is for OL facing students only as F2F students have different requirements and their discussions will take place during their class session):

Discussion Requirements

This course includes a weekly *Discussion and Participation* grade.

<mark>Online</mark>

In Online format classes, this grade is based on participation in online discussion and activities and is graded according to the Discussion Rubric (located on your **Academic Success and Learning Team Resources** page) and the following requirements unless otherwise indicated:

By 11:59 p.m. on Day 3 of the week (Wednesday):
- Post a <u>substantive</u> initial response of at least 250 words to <u>each</u> discussion question thread.

By 11:59 p.m. on Day 7 of the week (Sunday):
- Post at least three <u>substantive</u> follow-up responses to your instructor or classmates.

For All Posts:
- Substantive posts must advance the conversation. Comments such as "good point" or "I agree" are not considered substantive unless they are followed by additional insights, provide relevant illustrations, or raise additional questions.
- Language used may be conversational but must be professional. Use appropriate spelling, grammar, and punctuation.
- Cite all sources using APA format.

- Remember that in an online classroom, discussion forums take the place of open dialogue in a F2F classroom. Do not post anything in an online forum that you would not say to a colleague in a F2F engagement.

Discussion questions are part of the student's <u>participation</u> for the course. Discussion questions are designed to take students beyond responding to yes, no, true, or false answers. The purpose of discussions is to have students dig deeper to apply what they have been learning in class to the real world. Their responses should follow the guidelines from their syllabus. Their responses should express higher level Blooms Taxonomy thinking as this requires the student to use the information in a new way or to find alternatives or to make judgements based on the evidence they have gathered on an external criterion.

Bloom's Taxonomy Verbs

Evaluation
Make and defend judgments based on internal evidence or external criteria.

appraise argue assess attach choose compare conclude contrast defend describe discriminate estimate evaluate explain judge justify interpret relate predict rate select summarize support value

Synthesis
Compile component ideas into a new whole or propose alternative solutions.

arrange assemble categorize collect combine comply compose construct create design develop devise explain formulate generate plan prepare rearrange reconstruct relate reorganize revise rewrite set up summarize synthesize tell write

Analysis
Break down objects or ideas into simpler parts and find evidence to support generalizations.

analyze appraise breakdown calculate categorize compare contrast criticize diagram differentiate discriminate distinguish examine experiment identify illustrate infer model outline point out question relate select separate subdivide test

Application
Apply knowledge to actual situations.

apply change choose compute demonstrate discover dramatize employ illustrate interpret manipulate modify operate practice predict prepare produce relate schedule show sketch solve use write

Comprehension
Demonstrate an understanding of the facts.

classify convert defend describe discuss distinguish estimate explain express extend generalized give example(s) identify indicate infer locate paraphrase predict recognize rewrite review select summarize translate

Knowledge
Remember previously learned information.

arrange define describe duplicate identify label list match memorize name order outline recognize relate recall repeat reproduce select state

Higher Order Thinking Skills

Lower Order Thinking Skills

OL Programs Used

WPU uses several programs outside of myWPclasses to enhance the classroom experience. Some of these programs and applications can be used in both OL and F2F modalities, while others are tailored more towards the OL environment.

McGraw-Hill Connect:

McGraw-Hill's Connect is a publisher based LMS that may be available if adopted with a course (see FIG). Before the start of class, you will need to create a McGraw-Hill Connect course that will accompany the course that has already been built in myWPclasses. If this is your first time teaching this course, please contact the WPU Instructional Materials Specialist and they will provide you with a copy of the correct McGraw-Hill Connect course that you can use. When contacting the Instructional Materials Specialist include the course you are needing a McGraw-Hill Connect shell for. If you have taught this course before you can choose to "copy" a past McGraw-Hill Connect course within the McGraw-Hill Connect system, just make sure that none of the assignments have changed in the FIG.

For more information on McGraw-Hill Connect you can access the Instructor Support Site by clicking on the following link: http://connect.customer.mheducation.com/start

NOTE: If you have assignments in your McGraw-Hill Connect shell you will need to transfer the grades over manually to the myWPclasses gradebook in your main course shell as McGraw-Hill Connect and myWPclasses do not automatically sync with one another.

Pearson MyLab:

Pearson's MyLab is a publisher based LMS that may be available if adopted with a course (see FIG). There are many resources in MyLab that you are free to explore and make available to students as an additional resource for your course. For more information on Pearson MyLab, you can access the Instructor Support Site by clicking on the following link: https://www.pearsonmylabandmastering.com/northamerica/educators/support/index.html. You can also contact the WPU Instructional Materials Specialist for additional assistance.

Before the start of class, you will need to create a MyLab course that will accompany the course that has already been built in myWPclasses. If this is your first time teaching this course, please contact Pearson customer support to obtain an instructor account (if you do not already have one). Next, copy the master course using the **course ID for your course** (this can be found in the FIG). If you have taught this course before you can choose to copy your past MyLab course within, just make sure that nothing has changed in the FIG since you last taught the course. You will need to provide your students with the unique Course ID for **your** MyLab course so that they can access it (this will be a different course ID than the one shown in the FIG). Here is additional information on how students will access the lab: https://help.pearsoncmg.com/myp/myp_instr/Content/enrollment/enroll_students_myp.htm?cshid=how_students_enroll_myp

Pearson MyLab Video Assignments and eText Videos:

The MyLab in this course is used to provide video content to students. There are two types of video activities: assignments and eText. Videos that are said to be in the "MyLab" in the syllabus are listed as weekly assignments that have been pre-populated in the master course. The MyLab forces points to be assigned, but no points need to be transferred to myWPclasses as this is just a requirement to create an assignment in the MyLab. Videos that are said to be in the "eText" will require students to open the eText in the MyLab and browse to the page listed to watch the video.

Zoom:

Zoom is a web conferencing service that is used to conduct synchronous sessions during an OL class live session. Within Zoom you have the option to record your meeting. When you record your meeting using Zoom the recording can be saved locally to your device or saved via Zoom's cloud service. Be sure to note where you save the file so you can share it in the myWPclasses shell.

Zoom can also share screens which can be beneficial during presentations. As the host you have the power to share your screen with your students. When you click share screen it will ask you if you want to share a specific window, a specific tab, or the whole screen. If you want to allow a student to share their screen you will need to make them the host of the Zoom meeting. Be sure to set expectations with your students that after their presentation is complete, they will need to set it back to you, the instructor, being the host.
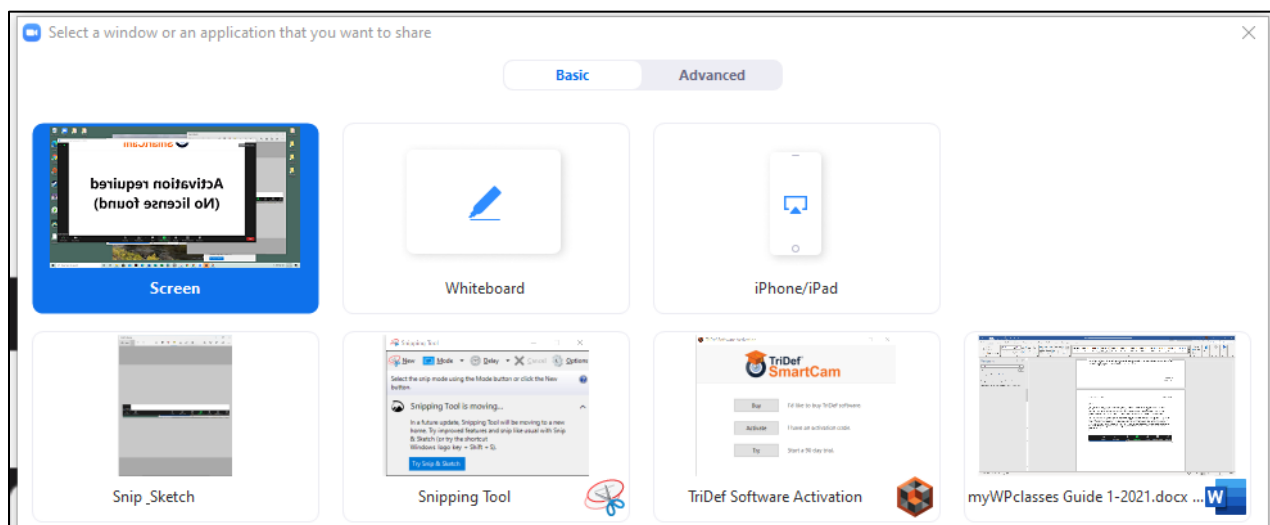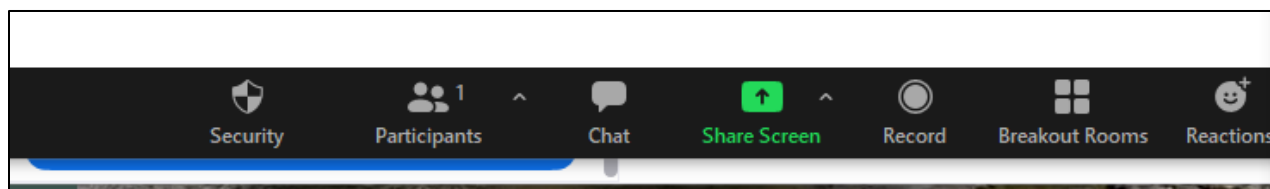

To change hosts, follow the picture instructions below:
1. **Click** on participants.
   a. A list of participants will pop up on the right side of the screen.
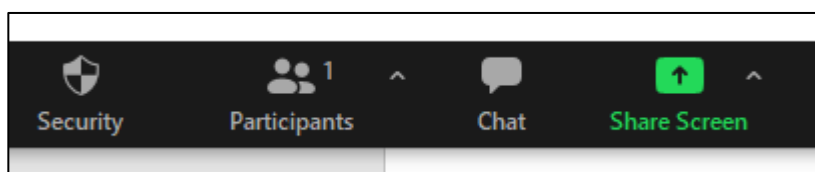
2. **Find** the student you wish to make the host and hover over their name. A blue button that says More will appear, click this button, and then select make host from the available options. Once the student is done presenting walk them through the process to make you the host once more.
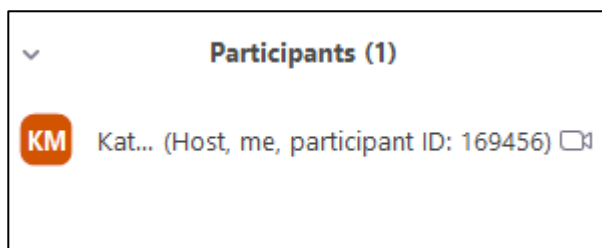
General Programs for Consideration:

WPU provides MS Office 365 and many of its ancillary components free of charge to all faculty, students, and staff. Login with your WPU credentials at https://www.office.com

- *Microsoft Word*
  - o The default program for creating papers and assignments at WPU – available with Office 365 at https://www.office.com
- *Microsoft PowerPoint*
  - o The default program for creating presentations at WPU – available with Office 365 at https://www.office.com
- *Microsoft Flip Grid*
  - o Use Flip Grid to share feedback with students on their assignments as well as create video discussion questions where students can feed back in video format at – available with Office 365 at https://info.flipgrid.com
- *Microsoft Teams*
  - o Consider creating MS Teams for students in Learning Teams as they work to collaborate on assignments. It is suggested that if students use the team forum in myWPclasses that you monitor student interactions within the platform – available with Office 365 at https://www.microsoft.com/en-us/microsoft-teams/log-in
- *Microsoft OneDrive*
  - o A cloud-based storage application used to share files for assignments and projects – available with Office 365 at https://onedrive.live.com/about/en-us/signin/
- *Microsoft Sway*
  - o Allows the creation of presentations, resumes, newsletters, reports, portfolios, etc. – available with Office 365 at https://sway.office.com/my
  - o For more information see https://support.microsoft.com/en-us/office/create-in-sway-db30c63b-6548-456d-b0e2-9fcd68bfa7a0?ui=en-us&rs=en-us&ad=us
- *Prezi*
  - o A virtual presentation software at https://prezi.com
- *Powtoon*
  - o A service for creating videos and animations at https://www.powtoon.com
- *Swivl Camera*
  - o A camera that can be used to record class sessions. This tool is a camera that follows noise to focus on who is speaking. More information at https://www.swivl.com
  - o The university has access to Swivl. Please contact Dr. Bill Dobrenen (wdobrenen@warnerpacific.edu) for access.

Podcasts:

Use the following link to gain information on applications to create a pod cast for your students: https://www.npr.org/2020/02/21/807372536/a-studio-at-your-fingertips-5-apps-teachers-are-using-to-make-student-podcasts