General Tips:

Is it important for all department faculty to teach their courses in a similar format (synchronous vs. asynchronous) and keep similar weekly schedules (week begins on Saturday or Monday)

If you are uncomfortable recording videos off the cuff, you can also type up a script for yourself before you record. This provides a transcript ahead of time, and allows you to be more comfortable while recording. However, it is timely up front

Things to consider... faculty well-being... important to consider YOU CANNOT BE ONLINE ALL DAY! Set virtual office hours. Create a communication plan (when to expect feedback via email and online).

Consider finding some level of consistency for the students (same online tools, so they are not needing to learn new things for each instructor)

Zoom Resources:

Zoom Backgrounds - https://support.zoom.us/hc/en-us/articles/210707503-Virtual-Background

Chat Management - https://support.zoom.us/hc/en-us/articles/203650445-In-Meeting-Chat

Breakout Rooms - https://support.zoom.us/hc/en-us/articles/206476093-Getting-Started-with-Breakout-Rooms

Discussion Board Tips and Resources:

- Limit word counts in posts. Force students to synthesize information.
- Also reiterate the formal nature of these responses. They are not text messages!
- I like setting up word limits and then breaking the questions/prompts into segments. Limit the focus of the question to one component and then build on it as we go forward!
- Provide an example - you respond first so they can mirror. give a "form" for them to complete. Try to keep the general format of your discussions similar across topics - after the first couple the students get the "hang" of this type of communication.
- Reflection posts are a great way to help create a check-point that students are engaging with the materials. Reflection posts can be done in a discussion forum set up, with some directed guiding questions about the week's materials. Grading can be straight forward of completed or not completed, and students can be encouraged but not required to engage with their peers in these reflection forums
- Require them to support their discussion board posts with sources and evidence and cite it.

- Consider that there are other vehicles for reflection (blogs and journals). These are less public, but create relationships between instructor and student as well.
- Also have it set to make students post before seeing others' responses *(This can be done in discussion boards, but not in journals or blogs on some Learning Management Systems)*

Discussion Prompt Examples:

For this week, we are discussing acute assessment and management of traumatic head injuries. Many different tools exist in order to assess and manage a concussion. In this discussion, please reflect on your use of the Standardize Assessment of Concussion (SAC) and the Balance Error Scoring System (BESS). Do you currently use either of these tools? If not, what do you use instead? Why did you choose any of the tools utilized? What do you like about the tools, dislike, etc.?

Has anything presented this week made you rethink your current practices regarding the use of neurocognitive assessments? Are there areas of your practice that you may consider changing or improving based on what you learned?

List the top 3 take away points from today's _____ (activity, article, lab session, scenario). Or, Identify 2 ways you incorporate today's topic into your future clinical practice.

Student Perspectives and Student-made Resources:

Using tools like Medium for reflective writing can be a valuable tool. Derek Bruff from Vanderbilt delivers a fantastic presentation on Students as Producers.
https://cft.vanderbilt.edu/2013/09/students-as-producers-an-introduction/

Video to help students create and upload video files to YouTube:
https://youtu.be/ZEOD6fOM6cY

Feedback Resources:

Read ASCD's article from the Educational Leadership series Seven Keys to Effective Feedback: http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx

Read Teach Thought's article 20 Ways to Provide Effective Feedback for Learning: http://www.teachthought.com/learning/20-ways-to-provide-effective-feedback-for-learning/

Review Columbia University's How to Provide Constructive Feedback - That Won't Exasperate Your Students: http://www.columbia.edu/cu/tat/pdfs/feedback.pdf

Read the Illinois Online Network's Strategies for Providing Feedback in Online Courses: http://www.ion.uillinois.edu/resources/tutorials/communication/feedback.asp

Time Management:

Quality matters is also a way to align online time for assignments to help judge how much time an assignment may take

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