How to Improve Your Online Courses

Just as your traditional classes are, online classes will be an on-going trial, reflection, and adjustment. We found some resources to help you reflect on and enrich your practice of online teaching.

[How To Be a Better Online Teacher](#) (The Chronicle)
This article has very good tips about how to "show up to class" online, to "be yourself" as an online teacher, to "organize the content intuitively" from the student's perspective, and to "make your online class a pleasant place," and more.

[Streaming Video via Bb Collaborate Ultra](#)
This PPT instruction is prepared by our colleague in College of Education, professor Gigi Mohamad. If you are interested in using video-streaming in your online class, you can use Bb Collaborate Ultra. (**But first, please clear any copyright issues related to the material you want to show to your class**.) You need to play the **slideshow** to be able to see her video. The video has **no sound** but you will be able to understand by watching how she navigates the menus on Blackboard.

[Podcast on Transitioning to Online Courses](#)
Jennifer Townes (Southwest TN Community College) and Joshua Eyler (University of Mississippi) weigh in on how faculty who do not normally teach online can use technology to teach from a distance and what instructors should keep in mind as they conduct class for the next weeks.

[Video Conferencing Alternatives: How Low Bandwidth Teaching Will Save Us All](#)
Video conferencing is a fantastic tool to emulate face-to-face interactions, but is it always the best? Daniel Stanford, the Director of Faculty Development and Technology Innovation at DePaul University's Center for Teaching and Learning considers two key factors that could make the

overreliance on video-conferencing approach problematic—bandwidth and intimacy.

[Instructional Strategies for Online Courses](#) (ION Professional eLearning at University of Illinois Springfield)
This article considers various pedagogical issues in an online learning environment such as learning contracts, self-directed learning, small group work, mentorship, and online projects.

Proctor, Janice and Tiffany Bumgardner. 2016. "[Transitioning from Traditional Courses to Technologically Supported Classrooms](#)." (IDEA Paper 62). Manhattan, KS: The IDEA Center.

Riggs, Shannon A. and Kathryn E. Linder. 2016. "[Actively Engaging Students in Asynchronous Online Classes](#)." (IDEA Paper 64). Manhattan, KS: The IDEA Center.