

## LE1: Ensuring Your Course is Student Ready

**Debora Herold, PhD, Senior Lecturer, Department of Psychology, IUPUI** [00:00:14] One of the things that is challenging about teaching an online course is that as an instructor, we often feel like we've made things really clear for students, and then we get frustrated when we get lots and lots of questions about things that we think are really obvious. So it's incredibly important to take time to try to look at your course from the student side.

**Lawanda Baskin, PhD, FNP-C, Assistant Professor of Nursing, School of Leadership & Advanced Nursing Practice, The University of Southern Mississippi** [00:00:35] When I am organizing the course, I try to look at it from the student view to make sure that it is easy to navigate and I try to make sure that each module is set up the same so there's no confusion between modules.

**Lawanda Baskin, PhD, FNP-C** [00:00:52] That one looks pretty good. Let's take a look at the modules. Oh, that's in the wrong place. That's probably gonna be a little confusing for them. Let me change that. So let me go back out of student view and fix that. So we'll move this up to the top so they won't have to hunt for it. And let me make sure that I have them all locked down so that they get through one module at a time. Okay, yeah, so we have the prerequisites set for each module one, two, three, and four.

**Lawanda Baskin, PhD, FNP-C** [00:01:39] When reviewing the course, I always make adjustments. It's, it's a never-ending cycle because I always find things that I think can be presented better. So I'll go in and I'll look and I'll make sure that it's easy to find. If I was looking for it as a student, you know would I scroll all the way to the bottom of the page or would I expect it to be at the top, depending on what it is. So I try to look at it occasionally just to make sure if I add anything that the students can locate it and know where, where to find it.

**Kimberly, Student, The University of Southern Mississippi** [00:02:10] Having her look at the course through a student's perspective is, is helpful because she's trying to make it as easy for us as she can, in, in terms of accessibility. She wants us to, to be able to access the information easily without having to worry about missing something.

**Gina M. Londino-Smolar, Senior Lecturer, Forensic & Investigative Sciences, Department of Chemistry & Chemical Biology, Forensic & Investigative Sciences Program, IUPUI** [00:02:38] So when I'm teaching a synchronous class online, there might be certain technologies that I want to use with all the students at the same time. And it's really important that we log onto those first to make sure that everything is working. A really good example of those types of technologies would be something like Zoom, to make sure everything is working, the chat is working, the students can hear me, my microphone and my video are working. I've also used Top Hat in a synchronous environment with my students online. And so I will log on to there first just to make sure that the questions are visible and I can share my screen.

**Gina M. Londino-Smolar** [00:03:12] All right, so we're going to use Top Hat today, so let's make sure everything is working okay. So we shall open up Top Hat, and start the question here. Get the timer. There's the response code, that's ready. We can add the timer. Good. Make sure that's working all right. You can go ahead and make sure the correct answer is marked. Good.

**Debora Herold, PhD** [00:03:39] It's very helpful to check to make sure that all of your links work. I know that our learning management system has a function that will actually check to see if there are any broken links, so if you copied a course over from a previous semester to a new semester, and some of those links get broken. The other thing that I tell my students if, is that if they're ever struggling to find something, to let me know right away, and if they ever contact me, letting me know that there's an assignment they can't access or a file they can't find, I thank them profusely to let them know that they've notified me so that I can make that correction before 20 or 30 students have the same frustration.

**Hershey, Student, IUPUI** [00:04:20] One thing that I noticed in Dr. Herold's courses was I never really faced any issues where I couldn't view a document or couldn't view maybe a video link or something. I never really had to deal with that frustration of trying to do an assignment and then realizing that I couldn't do it because I couldn't access the material necessary, which I have encountered in other classes before. It really helped kind of make the flow of the class easy and smooth, and it made it so that I could spend more time focusing on the actual assignments and learning about the information rather than dealing with some technical difficulties.

**Debora Herold, PhD** [00:04:56] The best thing that I did before teaching online was taking a course online, getting the student perspective, because you realize very quickly how certain things can be incredibly frustrating. And when you don't have access to a person in the moment, having to figure things out is, is a challenge. And so seeing that student side of it by taking a course yourself online can really help you get that student perspective, make things better, more clear, more organized in your own course, and kind of anticipate problems that students might have so that you can avoid some of the questions that might come up.