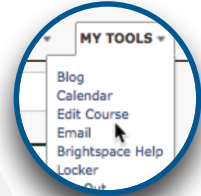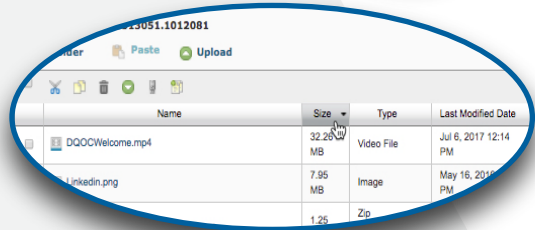## ❶ ORGANIZE YOUR COURSE FILES

1 Log in to your eLearning course. Go to *My Tools* > *Edit Course*. Select *Manage Files*

2 There are options to arrange files by Name, Size, Type, and Last Modified. You can use these to find old, duplicate, or large files.

3 If a file has a link icon next to, it is being used in the course. Be careful, this only applies to .HTML files. Images, video, .PDFs or other files used in the course will not have this link icon.

4 To delete multiple files click the *check box* next to the files you want deleted and then click the *trash icon*.
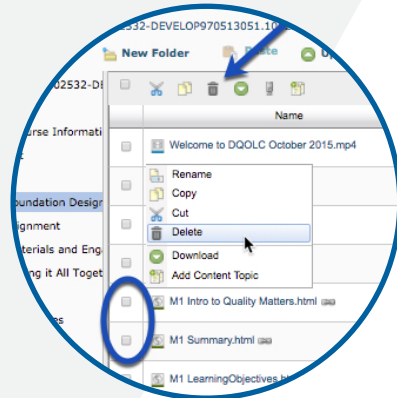
To delete a file or folder click the arrow to the right of the option and choose *Delete*.

PREPARE FOR CANVAS ▶ FALL 2018

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Active courses in *Summer 2017*, *Fall 2017*, and *Spring 2018* will be automatically migrated from D2L into Canvas. Faculty can either manually export courses that are from other semesters or in development shells to Canvas or request that these courses be part of an auto migration. There will be three automated migrations: one in late Fall 2017 and two in Spring 2018. For courses not migrated, access to D2L will be available until December 31, 2018. After that time, faculty will be able to request file downloads for archived classes from ITS. *Stay tuned for Tip Sheet #2*

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FACEBOOK.COM/UWFATC

Increasing Student Interaction and Collaboration

Designing for a high level of student-to-student interaction online is so important, ATC requires evidence of it in your course design to receive Quality Matters certification.

Why care about student to student interaction?
Student interaction improves student satisfaction and performance.

- Research has shown that online courses with high levels of student-to-student interaction have a positive impact on learning.

- Studies have reported that students are more satisfied with the overall course, the higher the levels of student interaction (Swan, 2002).

- Interaction has also been shown to improve test performace, grades, and student satisfaction (Roblyer & Ekhaml, 2000).

What are Examples of Student to Student Interaction?

- **Rapport building** - accomplished by providing socially-focused exchanges such as guided introductions and exchanges of personal information.

- **Instructional Activities** - activities that encourage reflection and discussion support student-to-student interaction online. These activities require students to work with one another, share results, and may go beyond the typical course discussion.

- **Use of technology** - select the technologies that support student-to-student interaction appropriate for the course goals and and that students can use effectively.

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Not Just Another Discusion Thread

Most faculty and students have engaged in enough discussion forums to last a lifetime. Here are some alternatives to the traditional Discussion forum format.*

ROLE-PLAY

Role-Play

An example of a role play actitivy is a forum that asks students to do research on a person living in an urban Roman city in the first century CE. Each student creates a character and writes a diary entry or letter recording what he or she did in the course of a day or a series of days. To do this well, students need to research a few things about the professions and classes that would have existed. The students would be responding to each other in the character they chose to research. There is no question asked by the instructor. The key to making these role-play assignments work is providing explicit instructions. Each role-play should include background, lists of reading assignments, and a step-by-step explanation of what students need to do.

DEBATE

Debate

Debates also work well in the discussion forum. An example of this is students debating whether democracy in the Middle East would result in better or worse relations with nations in the region. It's a pretty straightforward assignment; however, when having students debate it's important to set clear ground rules to keep things cordial and to avoid simplistic arguments.

To not get off topic when debating a controversial issue, it is important to include a statement similar to: "The main purpose of this assignment is to get a handle on the Democratic system of government, so please avoid judgmental comments about American and Middle Eastern politicians and citizens."

WebQUEST

WebQuest

Rather than carrying on a discussion over the usual two-week period, you can have students do a simple WebQuest and post their findings without having to respond to each other. For example, you may ask students to post an image, video, or music clip from the Romantic Period of art in the 19th century and write a brief description about why it's considered an example of Romanticism.

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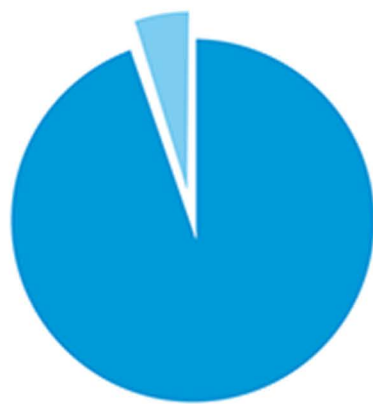
National Distance Learning Week

UWF Fast Facts

Students who take only online classes, make up **37.2%** of the UWF student body.

During Fall, 2017, **3,379** students were enrolled in one of UWF's **26** Distance Programs through the Online Campus.

The Online Course Completion rate for Academic Year 16-17 was over **94%**.

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