

Essential Guide for Transitioning to Remote Learning

Over Spring Break of 2020, the faculty of BGSU transitioned their face-to-face (F2F) courses to remote delivery in response to the COVID-19 pandemic. Both faculty and students found themselves in a situation neither had expected. But through tremendous effort, determination and perseverance, our faculty transitioned their courses online and admirably engaged students in effective educational experiences.

Many helped facilitate the successful transition: The Center for Faculty Excellence (CFE), Information Technology Services (ITS), Chairs and School Directors, and generous faculty peers supported their colleagues across our campuses. This document summarizes the weekly advice shared by the Provost's *Remote Teaching Capabilities* initiative. The authors, comprised of faculty, faculty administrators, and administrative staff volunteers, collaborated in two working groups: *Teach to Completion* and *Technology and Pedagogy Assistance*. This essential guide was developed by your university colleagues to sharing advice and resources that are easy to learn, easy to apply, and easy for your students to use.

This essential guide includes thirteen different topics:

1. Stay true to guiding principles.
2. When transitioning to remote delivery quickly, do these things first.
3. Reconsider expectations for yourself and your students.
4. Stay positive in your interactions with students.
5. Jumpstart your course design using a Canvas template.
6. Communicate with students to improve engagement and learning.
7. Create and Facilitate Online Discussions.
8. Develop a Rhythm for Connecting with Students.
9. Create video lectures for asynchronous viewing that your students can watch at their convenience.
10. Building and delivering quizzes and tests
11. Plan for Final Exam Week: Rethink Your Options
12. Enhance Face-to-Face (F2F) Teaching by Assimilating Remote Learning Skills
13. Find the right help: Ongoing Online Teaching Support from BGSU's Center for Faculty Excellence (CFE)

This guide will also be housed on the CFE website.

[Here's a link to the guide.](#)

1. Stay true to guiding principles.

A few guiding principles should be prioritized as you transition your courses from F2F classes to remote learning.

Find ways to continually demonstrate to your students that they matter. Communicate with them honestly and openly. Practice empathy about the circumstances they might be facing. Be flexible and responsive to any new challenges that will undoubtedly occur – both for you and your students.

Focus on Learning Outcomes first and foremost and rely on tools and workflows that are familiar to you and your students. You may wish to consider some of the pedagogical approaches and tools below to enhance the educational experiences for your students. But only you can decide whether you and your students are ready for something new. Take it slow and cut yourself and your students a little slack. This situation is taxing everyone’s mental and emotional energy; introducing a lot of new tools and approaches will leave even less energy and attention for learning.

2. When transitioning to remote delivery quickly, do these things first.

Communicate with students right away. Even if you don’t have a full remote delivery plan in place yet, communicate with your students as soon as possible. Inform them that changes are coming and explain your expectations for checking their BGSU email or your course shell in Canvas (BGSU’s learning management system) so you can get them more details soon.

Establish the basic elements of your course. Each online course should have at minimum the following components:

- An active Canvas shell with easy access to your syllabus, course guidelines, course content, assignments, and grades.
- A strategy for keeping your students informed and engaged, such as a weekly overview informing students of all course responsibilities for the week, daily messages, and/or scheduled discussions.
- Clearly posted virtual office hours (e.g., times when you will be available to connect with them via WebEx, Canvas chat, phone, or times when they know they can expect quick email turnaround). If needed, you may want to hold office hours by phone until you have your technology up and running.
- A plan that provides students multiple opportunities to engage with the course. For example, if you plan to present live lectures, you can learn over the next week how to record it so that it can be made available for students to review at a later time.

- A contingency plan for students who face technical difficulties. Students will be receiving communications with support and assistance for their technology and connectivity issues.
- An assessment plan that details your expectations for participation and how their grades will be determined. You may need some time to reconsider how you will do this going forward (e.g., moving from a small number of exams to graded group work); if so, let them know that.

Check in with your department chair or school director. Your department chair or school director is a key resource. They understand your particular situation and can help guide you to the technical and pedagogical resources you need given your level of comfort and experience with the development and delivery of online courses. Your chair/director can link you up with the members of the CFE, ITS, and other colleagues in your academic unit or college who are experienced and happy to help.

3. Reconsider expectations for yourself and your students.

Moving quickly to remote delivery was a curveball none of us expected. You may want to change the original plans and expectations on your syllabus, balancing the learning objectives of your course with what may be doable for you and your students. What do you think you can realistically accomplish and expect of your students during the remainder of the semester? For example:

- What do you think you can realistically accomplish during the remainder of the semester?
- During the disruption, what is essential to achieve the learning outcomes? What might you cut back or eliminate? Give yourself a little flexibility just in case the situation changes.
- What changes in the delivery of material, student participation, and grading can you make that maintains the integrity of the course and reduces student anxiety? For example, individual reflection papers, participation in course chats, and group projects may be an appropriate alternative to “high stakes” final exams that may be difficult for students to access and for you to monitor. This is a unique semester and your flexibility will be appreciated.
- As you think through changes, keep in mind the impact this situation may have on students’ ability to meet those expectations, including illness, limited access to personal technology and connectivity, or needing to care for family members. Now is a good time to think about how you plan to handle requests for extensions or accommodations equitably.
- Whatever actions you take, share them with students. Communicate openly and always respond to concerns students raise about the changes. Some students will invariably be thrown off by any change as they worry about how it might affect them, so they will appreciate your receptivity and sensitivity to their concerns.

4. Stay positive in your interactions with students.

You might be anxious and even frustrated by the rapid transition to remote delivery of instruction that is expected of you. You may feel overwhelmed by all the information out there or struggling with the way things keep changing. Everyone gets it. There is no good playbook for these unprecedented times. All BGSU employees – senior administrators, chairs/directors, faculty, and staff – are all doing their best even as the ground under their feet keeps shifting.

It's OK to voice your frustration. However, please keep your communications with students positive. As their faculty, you are an important and respected source of information. Your positive communications can help lower their stress level and enable them to focus on completing their courses. Reducing their anxieties, rather than unintentionally contributing to them, will improve their learning environment. We owe them the best semester possible during the transition from F2F to remote teaching.

5. Jumpstart your course design using a Canvas template.

Our Canvas template can facilitate the course building process by providing a prepopulated modular framework. It includes the essential components for an efficiently designed and effectively run online course. Think of it as a general outline that you can customize as needed. The Canvas template allows you to more easily see where to place your course content, communicate with students, insert assignments, and more. You can then expand the template as you wish for the unique needs of each course.

Students appreciate consistency. If faculty all start from the same template, their Canvas course shells will have a similar look and feel, making it much easier for students to navigate. For a student taking five courses, this can be a real timesaver and help them stay on top of their course responsibilities. Plus, using a Canvas template provides a “user friendly” experience for our students whether courses are delivered online, face-to-face, or somewhere in between.

[Here is a link to the course template](#)

[Here is the tutorial on how faculty can access and import it into a canvas shell](#)

6. Communicate with students to improve engagement and learning.

Believe it or not, your students are eager to hear regularly from you. Below are three easy communication strategies that can improve student engagement and learning. For each we provide the “easiest to master” technology tools to support them.

Announcements within Canvas. The Announcements feature is a simple way for you provide students with information. You can share details on how your course is being moved to remote delivery, a link to your syllabus, announce virtual office hours, and how best to contact you. Announcements can be used for any general communications you want to share with your students. Once you post a announcement, your students will receive an alert. So, it’s a great way to keep students in the loop.

Here’s what you need to know to send Announcements:

[Adding Course Announcements in Canvas](#)

[How do I use the Announcements Index Page?](#)

And here’s information you can send to your students to show them how to receive your Announcements.

[How do I set my Canvas notification preferences as a student?](#)

[How do I view Announcements as a student?](#)

Discussion Board within Canvas. Simulating a face-to-face classroom discussion through a Canvas Discussion Board can foster student engagement online. A discussion board can be created around course materials or for general questions from students, allowing you to address them once instead of emailing individual students who have asked the same questions.

Here’s what you need to know to set up/lead a Discussion Board:

[How do I use the Discussions Index Page?](#)

[How do I create a discussion as an instructor?](#)

[Effective Canvas Discussions](#)

And here’s information you can send to your students on how to participate in a Discussion Board:

[How do I view Discussions as a student?](#)

[How do I reply to a discussion as a student?](#)

Virtual Office Hours. Establishing virtual office hours provides an opportunity for you and your students to check in with each other. You can hold regularly scheduled virtual office hours each

week using the live chat tool in Canvas; students know when they can find you to answer any questions or help if needed. Depending on class size, you might ask each student to schedule a 15-minute academic “wellness check” so you know they are on track. You can keep this simple by making it a phone call, or use meeting software that is simple for both you and students like WebEx. Let them know the types of questions that come up in office hours so they feel more confident participating; post good questions and answers on the general discussion board you created so all students can benefit from the responses.

Here’s what you need to know to conduct a “Live Chat” in Canvas:

[Conducting a live chat in Canvas](#)

7. Create and Facilitate Online Discussions.

One way to engage students in your remotely delivered course is to start an online discussion. Canvas provides an easy tool that allows you and your students to start and contribute to as many discussion topics as desired. Discussions allow for interactive communication between two people (you and one student), a subgroup (you and individual project teams), or the entire class. In fact, online discussions can improve class dialogue because they allow many students to weigh in. They also encourage students who tend to be more introverted to participate because they provide more time for them to compose their answers.

Here are two types of discussions you might find helpful:

Threaded Class Discussions. A threaded class discussion works just like discussions you see on Facebook or other familiar online forums; You post a question, and the students can respond directly to the question or reply directly to each other’s replies. Threaded discussions typically start and stop at the beginning and end of the week or module and include clear instructions or rubrics on participation guidelines. However, you might also create long-standing discussion forums for a running dialog, such a “general questions forum” where students can ask any question about the course or structure. Here’s a short video to show you how to create a threaded class discussion:

[Threaded class discussions](#)

Threaded Group Discussions. Group discussions look and function just like the normal threaded class discussion but students will only see the responses of those in their group rather than the entire class. This is useful for large classes, since they do not require you or the students to scroll through everyone’s posts. This result is a better user experience and higher quality

discussions in large classes. The following video shows both the instructor's perspective on setting them up and also the students' perspective on what they see and experience.

[Threaded group discussions](#)

General advice on facilitating discussions

- *Quality over quantity.* Use only one or two discussions per week. Threaded or group discussions should not be busy work. Rather, they should be used to help students learn from you and from one another as well as connect to course learning outcomes.
- *Provide expectations for participation.* It's important that everyone participates in the discussion boards to engage the class and support student learning. For example, tell your students that they should post their first reply by Wednesday and reply at least two times before Sunday night. Encourage students to answer questions or reply to comments posted by others above any minimum expectation.
- *Provide ground rules for discussion postings.* Some example ground rules may include being considerate of others who are posting, recognizing and respecting diversity, keeping comments focused on the relevant topic, and paying attention to spelling and grammar. Here's a resource you might find helpful: [10 netiquette Tips for Online Discussions](#)
- *Get the discussion off to a good start.* Provide a thoughtful and engaging open-ended question for your students to discuss. Ask students to post whether they agree or disagree about a reading assignment, and why. Ask questions that encourage students to explore, compare, discuss, reflect, and draw from personal experiences. Students who reply to your thoughtful starting question make for a richer discussion where students can learn from each other.
- *Stay engaged by monitoring and guiding the discussion.* Check-in several times during the week to add comments in order to drive the conversation forward. Invite others on the sidelines to join in.
- *Consider both graded and ungraded discussion boards.* An ungraded, "open forum" discussion board is a low-stakes place where students can post general questions, comments, or just share something interesting with the class. Graded discussions can be seamlessly integrated into the Canvas Gradebook. Most students expect the discussion to be due on Sunday at 11:59 PM. You should provide students with a rubric that includes a combination of quantity, quality, and timeliness so students know how you will be grading them. Rubrics can easily be created in Canvas and used in conjunction with Speed Grader. Here's a video on how to create a discussion rubric:

[Creating a discussion rubric in Canvas](#)

8. Develop a Rhythm for Connecting with Students.

By now you may be growing more comfortable with migrating your face-to-face course materials to remote teaching. If you are having any problems, the Center for Faculty Excellence is always available to help: cfe@bgsu.edu. While the course material may have been a large part of your focus, it is equally important to stay connected with students. Below we share some recommended practices for developing a rhythm for regularly connecting with students in your online course:

Once a Week

Course Communication and Reminder of Upcoming Expectations. In addition to having general expectations identified within each module, check-in each week with your students. This could include:

- Sharing feedback on how the course is going based on comments you hear from students and any course corrections to resolve issues
- A reminder of expectations for the coming week
- Acknowledging especially good work by students (e.g., a discussion board comment, an inspiring reflection paper)
- Recent issues in the news that relate to your course. If it fits your style, maybe share something humorous or your personal experience of managing the COVID-19 experience.

The following link demonstrates how to send students a reminder of upcoming expectations:

[Sending students reminders](#)

Individual Performance Feedback. When performing your weekly assessment through a graded discussion, assignment, or other activity, try to provide specific feedback to each student. This can be accomplished most easily through comments in Speedgrader, but can also be through email, chat, or whatever communication method is most common in your class already. Understandably, this is more difficult with larger classes, which may require some level of automation in feedback. For example, a Canvas quiz can be configured to leave specific feedback based on each response option. Another option might be creating common or “canned” feedback statements; these would be developed to cover the most frequent types of feedback statements you would typically give such as acknowledging good performance or guiding struggling students.

The following link discusses how to use Canvas for performance feedback and discussion check-ins:

[Performance feedback in Canvas](#)

Here is a short video on creating and using rubrics in Canvas to provide specific feedback to each on assignments:

[Adding a rubric in Canvas](#)

Check Student Activity. To ensure each of your students is participating effectively in your course, it is important to review their activity weekly. This can be accomplished through reviewing a discussion board, a weekly assessment item, or through the Canvas course analytics. If a student is struggling to participate adequately, let them know in your feedback.

The following link shows how to check student activity:

[Checking student activity in Canvas](#)

Several Times a Week

Discussion Check-Ins. Your students will be learning from each other through their discussion boards. You can help guide the discussion. While you may not need to post in every discussion, it is important to review the conversation frequently to ensure your students are picking up the right skills from each other.

Established Office Hours. While students may contact you at various times throughout the week, it is a good idea to have established office hours when you will be consistently available. This gives students the assurance that you have time set aside for specific and extended help, discussions about their last exam, or shared challenges they are having. You can decide how best to arrange these: by phone, WebEx, Facetime, or whatever works best for you and your students. These videos might help:

[How to use Canvas calendar setup to establish office hours](#)

[How to use WebEx room management to meet with students during office hours](#)

One final recommendation: **Calendarize!** Schedule planned connections with your students in your Outlook calendar to ensure the rhythm of your activities. If you set aside set times during the week, you'll be more likely to maintain these essential practices.

9. Create video lectures for asynchronous viewing that your students can watch at their convenience.

You may have used lectures in your face-to-face classes before transitioning to remote delivery of learning. Students may appreciate this type of learning in addition to other online approaches you are now using. But circumstances like part-time employment and tending to personal and family health, may make it difficult for students to attend a “live” (i.e., synchronous virtual) presentation at the time classes were originally scheduled. Lecture capture tools allow you to create and post short lecture videos that students can view when it is convenient to help them learn. There are many lecture capture options available. With the KISS principle in mind, we suggest two for your consideration: Camtasia (available for download through ITS) and Loom (a popular cloud-based system available online). Both are free, simple, easy to use, and already being used by colleagues across BGSU. The table below may help you decide which might be best for you:

Which Lecture Capture Platform should I use?

	Camtasia	Loom
<i>Which is easier to install and learn?</i>	<p>Takes longer (60 – 90 minutes) to develop minimal mastery skills</p> <p>More steps to capture and post your lecture (e.g., teacher records a video, exports it, and uploads that video to Canvas or YouTube)</p> <p>More complicated to install (see below)</p>	<p>Shorter time (10 minutes) to develop minimal mastery skills</p> <p>Fewer steps to capture and post your lecture (e.g., teacher records a video and it instantly loads to the server where videos are hosted)</p> <p>Takes about 5 minutes to install (see below)</p>
<i>Is BGSU support available?</i>	<p>Camtasia is supported by ITS and CFE (online materials, webinars)</p> <p>https://www.bgsu.edu/center-for-faculty-excellence/find-a-resource/camtasia.html</p> <p>Start a live chat link at https://www.bgsu.edu/its/remote.html and request help with Camtasia</p> <p>In addition, short tutorials will be created (see below)</p>	<p>Loom is not supported by ITS</p> <p>Short tutorials will be created (see below)</p>
<i>Are advanced features available?</i>	<p>Yes: video editing, voice-overs, re-record sections of audio, add video content on top of your lecture, blur sections, add call-out boxes.</p>	<p>No: only trimming the video.</p>

<p><i>How would I get started?</i></p>	<p>On a university-owned Dell the steps are: (1) Connect Pulse Secure (VPN); (2) Press start and search for Software Center; and (3) In Software Center, select Camtasia and press install.</p> <p>On personal devices and university-owned Mac devices: contact ITS (419-372-0999) or by chat (http://itschat.bgsu.edu). Once connected to an agent, the process would take 5 – 50m (on average, maybe 15m) based on residential internet speed.</p>	<p>The user goes to website to set up an account. They receive a confirmation email with a verification link and then download the application.</p> <p>https://support.loom.com/hc/en-us/articles/360006579637-Loom-Pro-Free-for-Students-and-Teachers</p>
<p><i>Is there some simple support to get started?</i></p>	<p>Brief video on key steps: https://youtu.be/oQNtNIGciA</p> <p>Resource library for more advanced tools: https://www.bgsu.edu/its/wtlr/remote-teach/remote-teaching-strategies.html;</p> <p>Experienced colleagues in your department/school, college, and on the faculty listproc</p>	<p>Brief video on key steps: https://youtu.be/-A2lIdsdXges</p> <p>Experienced colleagues in your department/school, college, and on the faculty listproc</p>

Regardless of which platform you choose, please consider these three suggestions:

- **Keep lectures short.** It is better to have four 15-minute lectures than one 60-minute lecture.
- **Content over quality.** Don't worry about making it look like a professional production.
- **Students appreciate good audio.** If you don't have a headset or separate microphone, do a test video to play back and learn how to get the best sound from your computer/phone microphone. (Check the lighting too!)

10. Building and delivering quizzes and tests

You may want to evaluate your options for assessing student performance. In an online environment, reflection papers, short individual assignments, and group work are commonly used. You may also want to use more traditional quizzes and tests that feature multiple choice, short essay, and true-false questions.

Canvas Tools. Fortunately, the Canvas LMS has built in tools for conducting quizzes and tests that are easy to develop and offer a good level of test security. There are plenty of tools within Canvas to discourage would-be cheaters without having to lean on proctoring platforms like Respondus LockDown Browser (see below).

The following link can help you quickly design your quiz or test:

[Designing a quiz in Canvas](#)

This link describes security features you can use to help prevent academic dishonesty:

[Reduce cheating on Canvas Quizzes](#)

Respondus LockDown is a specially designed browser that mitigates cheating by implementing security measures like preventing students from accessing other browser windows. It is supported by ITS and requires that students download it to their computers. While Respondus can provide a greater level of test security, there are a limited number of BGSU licenses that can be used at a single time, which could be a particular challenge during finals week. In addition, Respondus does not support students who are using Google Chrome Books. Information to get you started on Respondus LockDown Browser can be found here:

[How Does an Instructor Enable Respondus LockDown Browser for a Canvas Quiz?](#)

[Installing Respondus Lockdown Browser on a Personal Device](#)

Some general advice:

- **Allow students to take the exam within a time range** (e.g., a 10am – 10pm) to account for the differences in students' work or class schedules.
- **Establish a time limit** so that once a student starts taking the exam the clock starts counting down. This limits their time to draw on other resources.
- **Remind students** to make sure they are taking the exam in a distraction-free setting with a reliable broadband connection.

11. Plan for Final Exam Week: Rethink Your Options

The transition to remote delivery has likely resulted in some adjustments to your course content and student expectations as you continue to provide meaningful learning experiences. You may want to consider, and discuss with your students, final exam options that are more appropriate under these unique circumstances. Students likely feel stressed over a “high stakes” final – and you may too.

What are my options? You might choose to forgo an exam and use finals week to catch up on any critical material not yet covered or to integrate and summarize the course material around the established learning outcomes. Or you might choose to assess students using another measure of learning such as summaries of key reading assignments, a short reflective paper on what was learned in the course, an annotated bibliography of resources identified by you or the

student, or other activities that might be appropriate for your particular course. Think creatively with your peers who are teaching similar courses.

Can I stick to the original final exam schedule? Yes, you can schedule your final exam at the time specified in the university's final exam schedule. However, you will need to offer alternatives for students who cannot be present during that scheduled period (e.g., international students in different time zones, students who don't have reliable internet access, students who have work obligations). One approach is to establish a large enough window for students to complete your two-hour exam at a flexible start time (e.g., 10:00am – 10:00pm EST). Once they start taking the exam, you can set Canvas to restrict the duration. Here is a video on how to create quizzes, quiz banks, randomizing questions, and setting timers:

[Advanced Canvas quiz settings](#)

Can I still use my planned multiple-choice/fill-in/short answer essay exam? That is your choice. The previous section discussed options for how quizzes and tests could be designed and delivered using tools in Canvas to frustrate would-be cheaters.

Can I use a lockdown browser like Respondus to minimize cheating? While Respondus can provide more enhanced (but not guaranteed) test security, it does not work on all devices, notably Chromebooks or devices without cameras. Given the variability of current circumstances, our advice is not to switch to Respondus. However, if you have been using Respondus since moving to remote teaching and all of your students are able to complete their exams without problems, there is no reason why you can't continue.

Some general advice about preparing for your final exams:

- **Rethink your options now** (e.g., synchronous or asynchronous, open book/open note, collaboration allowed or not) and discuss with your students sooner rather than later. They will appreciate knowing and preparing.
- **Ask students** to share any issues/challenges they anticipate with the remote delivery of your final exam so that you can work together on a plan to accommodate them before finals week.
- **Prepare in advance.** Don't spring anything new on your students at the last minute. Help reduce their testing anxiety so they can demonstrate their mastery of the material *as opposed to mastery of technology*. If your exam has a time limit, provide accommodations for students who have been approved for extended time on exams.
- **Prepare students.** Review the material, testing format, and date/time with your students. Remind them to take the exam in a distraction-free setting with a reliable broadband connection.

Overall: Please be flexible and understanding of your students' needs and concerns when designing and delivering your final exams.

12. Enhance Face-to-Face (F2F) Teaching by Assimilating Remote Learning Skills

Your experiences this semester may have raised your confidence and piqued your interest in teaching online in the future. Your new pedagogical and technological skills can be used to enhance your future face-to-face (F2F) teaching. We asked a sample of faculty from across both campuses to share their thoughts on the following question: *"What have you learned through transitioning to teaching online that will change the way you teach face to face?"* You might want to reflect on their aggregated responses below:

- Canvas can easily be used to enhance communication and to share materials with your students. Examples:
 - Post course materials supplemented with optional links, materials, and activities
 - Use announcements for course information and deadline reminders
 - Use Gradebook to communicate up-to-date grade status
 - Offer online office hours/appointments to supplement your traditional F2F options
- Consider some *flipped classroom* techniques to create more interactive and engaging class discussions. For example:
 - Record lectures to be viewed before class discussions
 - Create online discussions to prepare for or supplement F2F discussions
 - Assign online ("take-home") quizzes/exams instead of F2F
 - Provide lab/group prep materials on Canvas so that F2F group time can be spent with receiving guidance from the instructor

Testimonials from your colleagues indicate that these newly developed Canvas skills can be a nice addition to your teaching toolbox:

"I learned about Canvas features that I never knew existed. They were there. But I never used them. It turns out that there are lots of things that Canvas can do that will enhance face-to-face courses." (English)

"... the built-in Accessibility tools (like Ally) offer students opportunities to convert posted materials into different formats which would simplify Accommodations in many cases. Similarly, the "moderate" features for Canvas Quizzes allows for offering extra time so these accommodations could be handled via Canvas instead of [Accessibility Services]" (Humanities/Firelands)

“I was hesitant to transition class discussions online. But I learned that more students participate in discussion in the written format. Perhaps it’s because the students have more time to process their thoughts ... Whatever the case, I plan to use a hybrid approach once face-to-face classes resume ... ask students to contribute to discussion online, with follow-up in class.” (Biological Sciences)

“I will likely use more virtual technology in my face-to-face courses. For example, zoom/webex work groups for group assignments/projects... also, classes might have to do virtual presentations with Loom or Camtasia instead of in-class presentations. Which will free up more class time for other activities... so far that’s what I am thinking...” (HMSLS)

Not all of these suggestions will be relevant to your discipline and pedagogical approach. However, it is worth considering how the transition to online teaching might positively affect your F2F teaching.

13. Find the right help: Ongoing Online Teaching Support from BGSU’s Center for Faculty Excellence (CFE)

In addition to your department/school and college, here are some people you can contact directly for help. They can connect you with the right people and resources to help you succeed.

As we continue to embrace our educational mission during the pandemic, the CFE is here to help you improve your online courses and pedagogy. The CFE has a growing online repository of useful materials. Additionally, the CFE staff and its institutional partners can provide personalized support for course development, educational technologies, and online pedagogy.

Here is a link to the CFE webpage with access to a variety of resources:

[The Center for Faculty Excellence](#)

When we return to face-to-face instruction, the CFE can assist you in incorporating new Canvas and pedagogical skills into your face-to-face courses. In addition, the CFE provides training for active learning classrooms, inclusive pedagogy, flipped classrooms, assessment and learning outcomes, diversity within the classroom, and a variety of other topics related to improving faculty effectiveness.

In order for the CFE to manage support, we ask that you send requests to cfe@bgsu.edu. Your messages will be routed to people and offices who can provide specific responses to your questions.

Other Resources:

[BGSU's website on working, teaching, and learning remotely](#)

[ITS "quick start" for remote teaching in Canvas](#)

[ITS main page for "teaching online"](#)