



TALE Teaching Tip:

Fall 2021: Teaching & Learning in Year 2 of the Pandemic

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Introduction

In year one of teaching in a pandemic, faculty learned to adapt to dramatically changing circumstances. They learned how to leverage BOLT to remain in contact with their students, how to use Zoom for class meetings, how to revise their syllabi and content when time was lost, how to adapt labs, clinicals, and studios when we were shut down or when physical distancing reduced the number of students in our rooms. Those who taught large classes discovered how tech tools in BOLT could facilitate asynchronous teaching and learning.

Nation-wide and at Bloomsburg University, faculty made pleasant discoveries about their teaching practice. While no one wanted to be forced to teach remotely, many of us discovered that some of our aversion to distance education resulted from unfamiliarity. We are reminded that good teaching is possible in any modality. Though we mourned the loss of sharing classroom space with our students and the hallway conversations, out of that grief we will place a greater value on the importance of building relationships with our students and colleagues. We became more aware that teaching is **relational** and that disciplinary expert knowledge is only a portion of successful teaching. We have learned more about our students' lives, and they have seen our homes, pets, children. Racial and economic inequities were laid bare, and we must be aware of their impact on learning to create a more equitable learning environment; every student should be given the opportunity to thrive. If we had become complacent in our teaching practice, the pivot to remote forced us to reevaluate how we teach our content and learned how to leverage technology to accomplish our goals. In a March 2021 *Chronicle of Higher Education* survey, faculty “overwhelmingly said that the experience had made them better teachers. They plan to carry forward improvements they’ve made in their courses.”¹ Some of these improvements include the continued practice of recorded lectures so they can dedicate more class time to discussion, problem-solving, and group work. The recorded lectures allow students to review and made content more accessible to students who missed due to illness or the pandemic's life-altering consequences. Even upon returning to in-person classes, faculty report that they will continue to use online collaborative notation tools, adopt more flexible deadlines and attendance policies, use open education resources, incorporate Office 365 or Google Docs, find ways to adapt the Zoom chat function to increase student participation, and make more frequent use of low-stakes quizzes to build student confidence in their learning.

On the downside, faculty and students were forced to multitask in overdrive leading to cognitive overload and increasing mental health risks. This year, our stressors include being ever ready to pivot to remote while Bloomsburg University is consolidated with Lock Haven and Mansfield. No one is eager for the uncertainty and instability that we are facing this academic year, yet when it comes to adapting to remote teaching, faculty have eighteen months of experience to draw upon.

¹ Beckie Supiano, “A Pandemic Silver Lining? More people are talking about teaching,” *Chronicle of Higher Education*, 2 June 2021.



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How has the pandemic impacted students and their understanding of teaching and learning? Several faculty and a graduate student are involved in an IRB approved survey, distributed to students in late April and early May. We asked them to share their hopes and concerns about returning to campus in the fall. These results as well as some national survey data shape the content of this TALE Teaching Tip.²

Relationships

In the Bloomsburg University survey, students are eager to return to in-person instruction for a variety of reasons. They welcome opportunities to build relationships with faculty, staff, and peers. Many indicate a desire for structure that comes with attending classes in-person and having a set schedule. They want to be able to move freely about buildings and have opportunities to social outside of class.

Knowing how important relationships are to students returning to campus, how might we adapt to Year Two of the Pandemic and the potential for a pivot?

Take a more creative approach to the use of class time to reduce dependency on the need to lecture face-to-face. Lectures developed in medieval universities to provide students with course content; printed texts were hard to come by. Medieval students dutifully recorded the lecturers, and then studied notes. If we reduce our dependency on in-person lecture by adopting a flipped classroom approach (or a modified flipped approach), we could achieve two goals. First, we dedicate in-person class sessions to more engaging by addressing learning obstacles, applying content, practicing skills, taking a deep dive into course concepts. Second, we make a pivot easier because we can adapt plans for class meetings more easily to a Zoom synchronous session.

If you predominantly lecture in class, and a pivot occurs, you may decide to use Zoom as your lecture platform. This is not the best use of Zoom, in part because students are more easily distracted by their remote locations. Yet if you are forced into this situation, break the live lecture into smaller chunks (between 5-15 minutes) which creates time to check for student understanding, have them apply the lecture ideas to solve a problem, etc using a variety of tech tools and apps. Consult: [Zoom, It's not just for Lectures: Increasing Student Engagement](#).

A large part of our teaching is relational, not just the relationships between ourselves and our students, but we also should create opportunities for student-student interactions. Under any conditions, student learning experiences are enhanced by the presence of a reasonable cognitive challenge accompanied by the social support of classmates, who share in the learning struggles and triumphs, and the professor, who creates a meaningful learning environment. In the pivot to remote, we lost some of these connections or found it more challenging to maintain. During this year (2021-2022) and in case of a pivot, it will be more important than ever to remain in contact with our students through email and phone, provide timely feedback on assignments, use HuskySuccess to send kudos, raise flags, and provide referrals, monitor and participate in discussion boards, record short videos that introduce a topic or unit/module. For more ideas on how to maintain connections, consult [Be Connected: Maintaining Humanity in Blended or Asynchronous Teaching](#). In addition, consult this TALE Teaching Tip about [Discussion Boards](#).

Need for Structure

Students noted the loss of structure when we pivoted to remote. Much needed structure can be created by making BOLT content modules easy for students to navigate. Pre-pandemic, some students struggled to keep track of the work required in their course schedule. Knowing how to use a planner is not an intrinsic skill that all students possess. Even well-

² The survey was initiated by a conversation with Christina Francis. Eventually the following received IRB approval: Denise Davidson, Heather Feldhaus, Lisa Stallbaumer, Rebecca Willoughby, Rachel Shaffer, and Megumi Omori. The survey asked students about their perspectives and concerns about returning in the fall semester. It was distributed to students between 30 April and 10 May. We offered no incentives but three reminders and got 2150 responses. It included questions about what teaching practices students would want faculty to continue upon return to in-person instruction and enthusiasm for teaching practices. In addition, students were able to respond to open-ended questions. We are still coding the qualitative data, which has slowed down our goals for releasing the results to the BU community.



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prepared students may initially hear a cacophony of sounds in the variety of syllabi they encounter in the first week of classes. When we were forced into remote in spring 2020, another instrument was added to the orchestra, BOLT content modules. Students undoubtedly encountered a variety of layouts, some more effective than others, as faculty were learning how to use this tool. The syllabus and BOLT content modules can offer structure. My approach is to create my syllabus, then build BOLT content modules out of the parts of my syllabus inspired by the principles laid out by Mindi Miller and Jessica Briskin in [Better Practices to Create Content in BOLT](#) (some screen shots will be outdated given minor changes in [BOLT Html editor](#)). Each class meeting, unit, module should provide clearly defined goals and how they will be achieved through assignments; these are often found in syllabi but laid out differently. Besides changing how I laid out information in BOLT content, I provided short weekly videos introducing the topic so students had a road map for the week. This video was also sent by email and replaced my in-person habit of previewing the syllabus at the end of each week. Assignments should be accompanied with estimated completion times and laid out in steps that are easy to follow. This can easily be achieved by using the HTML editor for BOLT Content modules. Building up BOLT modules to prepare for contingencies will create less work if we have to pivot suddenly. Be sure that students know what you plan to do at the beginning of the semester in the case of a pivot.

Provide students with skeletal lecture outlines with learning goals. In general, under-prepared students have long struggled with how to take effective notes so skeletal outlines might contribute to a more equitable learning environment. Skeletal lecture notes might be a list of terms, dates, people that students must be able to identify or explain upon completing the lecture; it might be a list of open-ended questions; or it might be a skeletal structure as suggested by [Science Education Resource Center at Carleton College](#). Incentivize their completion by helping students see their usefulness to learning, assigning low points for completion, or allowing them to use notes to take quizzes. If these skeletal lecture notes are submitted before a class meeting or are followed up with a practice quiz, use the results to identify areas of struggle in which class time is dedicated.

Create structure by suggesting a study cycle for your course. A study cycle provides students with daily structures and can be adapted to any course. Here are PowerPoint slides that include a generic BU Study Cycle and samples of how I adapted the “Power Hours” to the study of history.

“Loss of Learning”

The survey reveals that our students fear that they have lost study and social skills as well as the ability to take tests and to focus. They are concerned that they fell behind and will not be prepared for more advanced courses. They do not believe that they learned as effectively with online classes as they did in face-to-face. The reasons behind these concerns vary. Some believed that their online courses were not as rigorous as they would have been in-person. Others acknowledge that open note or book quizzes and exams did not force them to learn or they may have cheated. Still others suggest that they did not see the learning potential of assignments that they described as “busy work,” which they may have completed, even earning high scores, but claimed to have learned nothing.

Faculty offered open notes for several reasons: a realization that they could not prevent cheating, to reduce anxiety in abnormally anxious times, and a belief that the process of making notes would lead to learning. So, in general, we may encounter more performance anxiety than normal among our students. What is more, we may encounter a continued expectation, even for in-person classes, of open notes quizzes and exams.

How might we approach anxious students who fear a “learning loss”? Acknowledge their fears but avoid talking about this past year as a “learning loss,” a deficit, or weakness. This is demotivating and may not apply to all students.

Early reports about the impact of physical isolation during the pandemic may help explain “learning loss.” Moya Sarner, *The Guardian*, reported on early research about brain fog developing out of physical isolation and “everything [being] so samey.” Days blended without daily rituals of preparing and leaving for school or work and without changes of scenery; this may have undermined the brains’ ability to make distinctions in patterns that are essential to encoding memory. The loss of social stimulation may have undermined memory functions as well.³ In short, some “learning loss” may be

³ Moya Sarner, “Brain Fog: How Trauma, Uncertainty, and Isolation have Affected our Minds and Memory,” *The Guardian*, 14 April 2021. Thanks to Mike Hickey for bringing this article to my attention.



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attributed to the events beyond our control and portraying it as weakness can be counter-productive and demoralizing. What is more, we know that learning becomes more difficult when confronted with excessive levels of stress, which we have all experienced in some form or another during this pandemic.

Increase student confidence by helping them recover their prior knowledge or discover what they have forgotten. Offer low-stakes practice quizzes that award students points for completion rather than correct answers and hold review sessions. Provide timely feedback so they know how to improve. Have students write reflections on what they recall. In general, faculty can suffer the curse of expert knowledge, and we struggle to remember what it was like to be novices in our discipline. Be patient and create judgment free zones when they struggle. Help students develop or recover effective study skills even if it comes at the cost of time spent on content.

About open notes. If you plan to allow open notes for in-person or remote instruction, do not assume students have effective note-making skills. If you do not plan to allow open notes, or never did, help students understand your reasons. You will reduce the potential for resentment that creates resistant learners. Some students truly believe that information is always at their fingertips, so memorization is unnecessary and that open notes are a great equalizer.⁴ Engage in conversations about what learning is and how open notes do not lead to learning unless accompanied by active engagement with the content. Effective note-makers space out their studies, they do not cram, they self-quiz, they make more notes that consolidate and encode the information in their brains. When students do not make notes and fail to review them periodically throughout the semester, they are often engaging in mass practice or “cramming” in the hopes that the correct answers will pop off the page.

COVID is Still with Us

Student perceptions of the continuing threat of COVID run the gamut. Some students believe that shut downs and the emergency pivot in spring 2020 were an exaggerated, unnecessary response. Others believe that the vaccinated should not have to wear masks, that the university should not require vaccinations, or that if an individual fears contracting COVID, it's their responsibility to mask up. On the other end, students acknowledge that we are in the pandemic and support requiring masks and vaccinations; they are concerned for their health or spreading COVID to more vulnerable loved ones. Overall, the face mask has become a symbol of the pandemic and will trigger a variety of emotions. Concerns about having to pivot to remote and its impact on apartment leases and local jobs is prevalent. In addition, fears exist about tensions developing between peers about mask-wearing and off-campus behaviors. Finally, COVID effected and will continue to impact life choices in which normality or even certainty will not easily return. In some cases, students were compelled to take on jobs to help support their families. In other cases, their families suffered financially, which puts pressure on them to do well and graduate with a job. If the fall and winter bring increased cases of COVID-19, expect more students to have their lives disrupted.

[Covid Updates](#) are announced on university website. Keep abreast of recommended syllabi language that will be released by the Provost's office; the most recent versions will be updated in the announcement page of TALE's BOLT organization. These guidelines were composed by faculty and staff who served on the Reopening Task Force. Expect that language recommendations will be revised given the circumstances. For example, on 17 August, new syllabi language for masks was distributed because of a new mask mandate for all indoor activities. Be aware that at present (18 August 2021), the university cannot require vaccines, and faculty may not inquire about student vaccination status.

Flexibility and Empathy

Students are still feeling the impact of COVID both mentally and financially, and they are concerned that the grace and flexibility faculty extended to students during 2020-2021 will disappear. We have all experienced a collective trauma and the pandemic persists. Our colleague, Meredith Grimsley, offers the following

I would like to examine the term - empathy. While I am concerned that in some cases students may exchange the term “empathy” for the what they may actually view as “leniency”, I see areas for which all of us could extend empathy in the true sense of the word as we approach fall 2021. I propose that we frame our empathetic view

⁴ For an example of how a student, Abbigale She, made the case for open notes, not open book see <https://dailyfreepress.com/2020/11/06/mind-your-business-open-note-testing-should-be-the-new-standard/>



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from this perspective: we have all been through this experience; we have all been traumatized by the uncertainty, fear and difficulty to discern truth from fact; and some of us have had our lives permanently altered by COVID through illness or the death of a loved one. Regardless of age, position and vaccination status, all of us have this trauma within us.⁵

So how might we proceed in year two and if we have to pivot?

As Meredith Grimsley notes, boundaries in student-teacher relationships were altered and could be re-established by “policy and classroom discussions about our expectations.” We need to be prepared for boundary issues to develop and model for students how we maintain boundaries, respect, and when appropriate to the situation, be lenient. There is not a single approach that will work for every faculty member. Being aware that empathy and leniency might be used synonymously by some students, we have academic standards to uphold. As Meredith Grimsley suggests, “We can extend empathy towards the fears, misinformation and gravity of this predicament.... [and] towards ourselves and our students for the tremendous mental and physical toll this pandemic and its collateral damage has caused. Encourage an atmosphere of self-care.” Share with students our campus resources that promote well-being: [Food Assistance](#); [Counseling and Human Development](#); [Grit and Resiliency](#); [Addressing Fears and Angst on Day One](#); [College Drinking: How Faculty Can Help Change Culture](#); create flags and referrals in Husky Success to aid students; and make them aware of organizations on campus where they can build community.

Retain flexibility in assignment deadlines? Ask yourself how important is it for students to meet a deadline. If the assignment or feedback is essential to progress in the course, then you may not be able to be flexible. If you cannot be flexible with deadlines, help students understand why. The reason might be as simple as how you manage your work flow, but it might also be important to future assignments and learning progress. By the way, students will not likely be persuaded by the explanation that you are “preparing them for the real world.”

Create flexibility with a “stuff happens” option that students may use one or more times if they are struggling to meet a deadline. The terms of a “stuff happens” can vary tremendously. They usually extend a deadline anywhere from twenty-four hours to several days. They might apply once to a single assignment in the semester, or they might apply once to different types of assignments during the semester. They do not usually ask students to explain why the request is being made, but require students to notify you by email in advance of the assignment deadline. No penalties are assigned when using the “stuff happens” option, that’s reserved for late assignment policies. Bonus points are sometimes assigned for students who did not use the “stuff happens” option.

Create flexibility and reduce anxiety by dropping lowest grades including non-submitted work. This approach works well when students will be regularly completing practice quizzes, submitting writing-to-learn exercises or reflection pieces, or for participating in discussions. Dropping lowest grades reduces or alleviates the need for make-up, but you have to consider the impact on student learning. While this might encourage students to strategize, and thereby avoid content, cumulative finals and projects are a counter-measure.⁶ What is more, bonus points for successful completion of all would encourage students to put forth effort. Determining the number of grades dropped will be based on the quantity. BOLT’s Gradebook feature allows you [to drop lowest or highest scores](#). The number of grades dropped will depend upon your learning goals as well as point percentages or weights.

Virtual Office Hours

Let’s face it, we likely schedule office hours when we are on campus and it is convenient to our schedules. Yet our times availability may conflict with students’ course schedules, their work and family obligations, and their commutes. In any case, being available through Zoom created opportunities to meet students outside our physical spaces. Becoming familiar with this opportunity is one of the silver linings in teaching in the pandemic. Anecdotally, BU faculty reported they had more students attending Zoom meetings, which is also noted in national surveys. In addition, surveys show that students welcomed that flexibility. In making yourself available to students, consider relabeling your office hours into “Drop

⁵ Meredith Grimsley, Personal Correspondence shared with the BU Reopening Task Force, June 2021.

⁶ Mary Ellen Weimer reports on a study of the impact on learning with dropped exams, <https://www.facultyfocus.com/articles/educational-assessment/calculating-final-course-grades-what-about-dropping-scores-or-offering-a-replacement/>



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In Hours,” or “Student Time.” Why? Many students do not realize that office hours are dedicated times for them. Consider also determining favorable times for student office hours by conducting a [MyHusky Query](#) that can calculate open times based on their course schedule. Or poll students on their availability. At the least, when you are in your office waiting for students to pop by, you could also have Zoom open ready for students to jump in that way. At the time of writing (18 August 2021), our local APSCUF chapter was still in discussion with administrators about meeting **CBA requirements** for physical office hours or Zoom.

Remoting In?

In surveying Bloomsburg University students, some expressed a desire to continue to allow them to remote into their class via Zoom. Several reasons emerged. One, students’ responsibilities and financial circumstances changed during the pandemic which may necessitate living at home or commuting. The opportunity to remote in enables them to be involved in the course. Two, some students fear contracting and spreading COVID, and the ability of remoting in reduces their risks. Three, students who are quarantined can still participate in class.

This fall, students should not have the expectation of choice in modality (as of writing this on 18 August 2021). How the course is listed in MyHusky, is the modality in which it will be taught (face-to-face, online synchronous or asynchronous). If we must pivot, the modality should be determined based on the learning goals of the course, safety and welfare of students, and in consultation with chairs and deans. Making students aware of what a pivot will look like in your courses, before the semester begins, will help prepare them. Currently, we expect the campus to be open, even during a pivot, unless we face an emergency shutdown comparable to spring 2020. If you are in a Zoom-enabled room or a “Zoom Room,” you could record your class meeting for students who miss class due to a quarantine, illness, varsity sports, or military duty. Perhaps require those students to submit notes of what they learned or take a quiz. With in-person lectures, students might ask a classmate for notes, though you might want to consider creating a list of students who are good note-takers and who are willing to share when needed. If you do record class meetings to the Zoom cloud, bear in mind that our Zoom storage is very limited. So, the IMDC (Instructional Media and Design Center) strongly recommends that we take advantage of the Mediasite-Zoom integration. You can set your Zoom meeting to [copy automatically to Mediasite](#), then delete your Zoom recording to free up space BU’s Zoom account. Here are more [tutorials on the integration of Mediasite with BOLT and Zoom](#).

Recorded Lectures

In our spring survey and in national surveys, students expressed a desire to continue to have access to recorded lectures even when returning to in-person instruction. Recorded class sessions or recorded lectures allow students to review or to make up missed content. In the past eighteen months, many of us recorded lecture videos whether teaching online asynchronously or synchronously. In our return to “normality,” we should not be too quick to eliminate the availability of recorded lectures. We are not back to “normal” so we may have more than usual student absences and students find them useful to their learning. What is more, recorded lectures pave the way to a flipped classroom strategy that is most adaptable to a pivot.

In a flipped strategy, the first exposure to content occurs before a class meeting by the student in their **individual spaces** through recorded lectures, streamed videos, readings; in-class meetings, the **group space**, engage students in higher level cognitive exercises, practice, discussions, where they organize new knowledge and correct misconceptions. Flipped classrooms work well when we create favorable conditions. First, we help them understand the choice of this strategy. Some students resist flipped classrooms because they still believe in the transmission model of learning. We lecture, they learn. What they fail to appreciate is the learning occurs when they make meaning of their lecture notes through any number of activities such as self-quizzing, reviewing and rewriting notes, applying the content, practicing problems, etc. Second, we make the content relevant by explaining how each day, unit, module contributes to the course learning goals, their intellectual and emotional growth, and their future careers. Third, we provide guided practice and structure to complete work in their individual spaces so they come prepared for in-class work (group space) where they will benefit from the communal support of their classmates and instructor to correct misconceptions and deepen their learning.



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What to consider when recording lectures?

- Record lectures in smaller chunks not exceeding 10 minutes.
 - Experts cite attention spans are limited so smaller chunks are easier to process. Equally important: smaller chunks are easier to edit, take less time to upload to Mediasite (BU's comprehensive video platform), and become easier to stream or download. While you can narrate a PowerPoint if you are using versions that end with the file format .pptx (2007 and earlier versions will not retain narrations), and then upload the PowerPoint to your course content in BOLT, this is NOT recommended. The file sizes are incredibly large and difficult for students to download.
 - Breaking lectures into smaller chunks becomes easier with practice. Mediasite allows you to insert chapter breaks and quizzes that can provide pause points if chunking is hard to achieve. If I have a series of lectures that create a whole picture, assign a single title to the series, then make creative use of subtitles and adopt a numbering system to indicate where each recording belongs in the series (e.g. part 1, part 2, part 3, or 1 of 3, 2 of 3, 3 of 3).
- Narrating PowerPoint will require adaptations for online delivery. Your slides should be primarily visual as you talk through the content. Keep text to a minimum through keywords; your narration should elaborate. Offer examples that clarify and amplify. Stay focused on relevant concepts – do not get pulled into details and avoid tangents!⁷ For a more in-depth explanation, consult [Emily Moore](#). To learn more about using imagery in PowerPoint, John Orlando offered suggestions in *The Teaching Professor*, 2 November 2020. BU Faculty have free access to this publication, contact TALE@Bloomu.edu for information to register to this service.
- [Add interactivity to your asynchronous lectures](#) (6:20 minute video) through some easy techniques offered by Karl Kapp, BU's Department of Instructional Design, Technology, and Leadership.
- Provide skeletal lecture outlines for students to complete as they study the lecture.
- Create follow up activities that can be accomplished asynchronously or be incorporated into an in-class meeting that give students opportunities to pose questions, test their recall, apply concepts. The most obvious asynchronous tools are discussion boards, BOLT quiz features, and collaborative word documents. Many more tech tools and apps are in [TALE's videos](#).
- Consider Podcasts as an alternative if visuals are not essential. Read more from Michael Stephans, [Podcasting: A Significant Addition to your Teaching Toolbox](#).

Best Recording Options (Supported by BU)

- Narrate a PowerPoint in slide show mode (must use recent versions .pptx), save as an MP4, and then upload to MyMediasite to share as a URL.
 - Consult these two videos on how to Record PowerPoint Lectures:
 - [Recording PowerPoint Lectures \(using Zoom Screen Capture to demonstrate\)](#) (12 min)
 - [Recording PowerPoint Lectures \(using only PPT and Screen Shots\)](#) (9 min)
- Use Mediasite Mosaic to record on your desktop then upload to MyMediasite where you will share through a URL. (If you already have the Mediasite Desktop Recorder (MDR), you can continue to use this.)
- Use Zoom to record, upload to MyMediasite for distribution to students as a URL.
- By the way, once your videos are uploaded to MyMediasite, you can add quiz questions, chapter breaks, and view analytics.
- Consult the [Mediasite Webpage](#) for further information on the best choice.

Continue Using BOLT

In March 2020, when we were forced into remote teaching, faculty use of BOLT increased dramatically. Faculty took on the herculean task of learning how to use BOLT while trying to imagine how they would teach through distance education. This fall, we should continue to use BOLT or be BOLT ready in the event of a pivot. In the spring 2021 survey of

⁷ Emily Moore, "Adapting PowerPoint Lectures for Online Delivery: Best Practices," *Faculty Focus*, 7 January 2013. <https://www.facultyfocus.com/articles/online-education/adapting-powerpoint-lectures-for-online-delivery-best-practices/>



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Bloomsburg University students, they welcomed faculty's increased use of BOLT. In the survey, they mentioned easy access to grades and course materials. It also facilitated the submission of assignments. Students will continue to expect faculty to make use of BOLT.

Even when we teach face-to-face classes, BOLT has proven its usefulness to many faculty. Emails and announcements make communication easy. Content modules allow us to share a variety of course materials that can be organized by the course calendar or by topics. The assignment folders can be used by students to share drafts and final papers with faculty thereby creating a repository. The discussion boards can be created for students to pose questions about the course, assignments (the posts can be set to anonymous), or debate course topics. Practice quizzes can be set up in BOLT in addition to graded quizzes and exams. We can release topics based upon conditions met. We can award badges and certificates with the completion of modules. We are able to use BOLT's early alert system to send nudges to students automatically. The Pulse App gives students access to the course through their smart phones and offers students the option of setting notifications. Publishers' materials can be integrated into BOLT. Bottom line, now that we know the many ways in which we can use BOLT, it would not make sense to completely abandon this learning management system. Consult all of instructional Media and Design Center's (IMDC) [tutorials](#) to learn more.