College of Arts and Sciences
Handbook for Online Teaching

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Introduction

At Ohio State, online teaching is an increasingly large part of our work in education. We see an ever-increasing number of online offerings, including the creation of entire online degree programs. As the largest college in the university, Arts and Sciences plays a significant role in the development and delivery of online courses at all levels, from 1000-level GE courses through upper-level major courses, graduate seminars, and cross-institutional initiatives.

The immediate goal of this handbook is to provide instructors with basic knowledge of the technologies and services available for their use in teaching online; to pass on pointers and best practices for teaching online effectively; to direct instructors to further trainings, guides, and support offices; and to provide an overview of the review process for courses being taught online.

The larger goal of this handbook is to demonstrate that, while it may seem daunting or unfamiliar, to teach online is still *to teach*. While the methods may differ from in-person teaching, online education can and should achieve the same major goals: not only content mastery, but also student engagement and creativity. The Ohio State University and the College of Arts and Sciences are committed to delivering quality education, no matter the mode of instruction, and Arts and Sciences Technology Services is committed to supporting instructors in all their technological needs — we hope this handbook sets you on sound footing.

Broad Concepts and Questions

Later, we'll delve into some of the specific tools and resources that you may use in teaching online, but first you should understand some of the general issues and parameters that come into play when teaching online, no matter what platforms or tolls you use.

When do I meet? Synchronicity and class scheduling

At Ohio State, most online courses meet asynchronously: that is, they don't have a scheduled meeting time. It is, of course, possible to schedule a synchronous online course where students must gather in a virtual space at a given time, but both instructors and students often find it helpful to have more flexibility in order to accommodate a variety of schedules, not to mention time zones.

This doesn't mean, however, that your course must be completely unscheduled. While some topics and courses may benefit from a completely unscheduled, work-at-your-own-pace course organization, most instructors still have regular schedules in their classes, both for instructor responsibilities (e.g. lectures and readings) and for student responsibilities (assignments, discussion, etc.). Just like in-person courses, online courses vary. For example, some may have different activity types scheduled for any given day but keep a regular schedule of three due dates a week. Others might keep a more weekly rhythm (e.g., Monday: readings due; Wednesday: discussion board post due; Friday: peer responses & a summative quiz due). Yet others might have longer rhythms with multi-week modules, etc.

The important common factor is predictability: while there will often be some variation across the term, by and large students should be able to look ahead and predict the rhythm of the course. Instructors and students understand this predictability implicitly in a regularly scheduled in-person course, but in online teaching we have to purposefully plan it.

How do I lecture?

While wider understanding and implementation of active learning, flipped classrooms, and other modern pedagogies has somewhat lessened the role of lecture in a university education, lecturing still forms a central part of many instructors' work in the classroom. And if we expand this question a bit — "how do I pass on knowledge to students?" — it becomes even more universal.

The seemingly simple answer is: video. Video has much to recommend it: it can be visually engaging; it feels like a natural adaptation of the in-person teaching process; and it helps to remind students that their instructor is a living, breathing person — building rapport over text is hard! Not all videos are created equal, however, and a poor usage of video may be a hindrance to learning rather than a support. It might be tempting to simply set a video recorder in the back of the room as you teach your in-person course, for example, and acquire course video without reduplicating effort. Without a good deal of work, planning, and editing, such a video is likely to end up unfocused (due to the lecturer responding to student questions, etc.), visually unsatisfying, and/or (for on-board writing or projected slides) difficult to read.

Additionally, there is a question of how long videos should be in order to maximize student attention and engagement. If you read the literature on student engagement with videos in online coursework, you'll often find mention of a "six-minute rule" — that instructors "should segment videos into short chunks, ideally less than 6 minutes."[1] This finding was quickly complicated by questions of both audience and format — the study examined participation in a MOOC (Massively Open Online Course) rather than a credit-bearing university course, and did not contain any interactive or interruptive elements, both of which could fundamentally change the way students engage with the material.[2]

Rather than recommend any ironclad limit to video length, we recommend simply that instructors think about how information might best be conveyed to students. In many cases this may be a video, but in other situations text may be more suitable. Many systems, including Carmen, provide easy methods of combining text with images, video, and other embedded media, and so it's relatively simple to use mixed modes of information delivery. This not only allows information to be transmitted in a variety of suitable modes, but also may respond to

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[1] Guo, P. J., J. Kim, and R. Rubin. 2014. How video production affects student engagement: An empirical study of MOOC videos. Paper presented at L@S 2014, March 4–5, 2014, Atlanta, Georgia, USA. Guo gives a brief, more lay presentation of these ideas in an edX blog post, "Optimal Video Length for Student Engagement."

[2] See, for example:

On student population: Lagerstrom, L., Johanes, P., & Ponsukcharoen, M. U. (2015, June). The myth of the six minute rule: student engagement with online videos. In *Proceedings of the American Society for Engineering Education* (pp. 14-17).

On interactivity: Geri, N., Winer, A., & Zaks, B. (2017). Challenging the six-minute myth of online video lectures: Can interactivity expand the attention span of learners. *Online Journal of Applied Knowledge Management*, *5*(1), 101-111.

concerns about the attention-limiting effects of long videos by re-engaging students through format transitions.

What about classroom discussions?

For instructors planning online teaching, especially those who are new to the format, classroom discussions are often a sticking point. In-person classes and classroom discussions are often sites of discovery and connection for both students and teachers, and instructors are understandably wary of losing that opportunity. Unfortunately, discussions are one of the most difficult elements of in-person teaching to reimagine in an online space.

One option, which hews more closely to the in-person model, is to run a live video/chat session. This can replicate some of the spontaneous give-and-take of an in-class discussion and can be a way to build rapport among students and between students and instructor. There are, however, potential barriers:

- If your course is asynchronous, then you cannot require all of your students to be present in the online meeting at a particular time.
    - This can be ameliorated somewhat by polling your students for their availability, then scheduling the meeting to meet the greatest number of students.
    - The meeting can then be recorded for later viewing by students who could not be present for the live sessions.
    - If appropriate to the topic, the instructor can solicit questions beforehand so that non-attending students' concerns and uncertainties can be represented.
- A live meeting may not be accessible to some students.
    - If the syllabus does not include videoconferencing as a course activity (and appropriate hardware for videoconferencing as a requirement), then students may find the videoconference technically inaccessible.
    - For students with audio and sensory-processing disabilities, or for students for whom English is not their first language, the overlapping speech and extraneous noises common to multi-person videoconferences may be partly or entirely inaccessible.
    - For students with auditory disabilities, who would usually use captions to receive the auditory information in pre-recorded videos, live video may be entirely inaccessible: while many videoconference tools (including CarmenZoom) have the technical ability to include live captions, in practical terms there is usually no skilled transcriptionist available to provide them.

The other common solution is to use discussion boards or another text-based system. Generally, these systems will not be as spontaneous, nor have the rapid back-and-forth of an in-class discussion. However, with well-designed prompts, discussion boards can engage students in deep, rewarding exchange of ideas.

When instructors envision discussion boards, many imagine a space where, in response to a general topic given by the instructor, students will gather voluntarily to ask questions and exchange thoughts in an ongoing, self-directed conversation. While this occasionally happens,

it's the exception that proves the rule. Instead, discussion boards tend to be more successful when instructors provide detailed expectations. For example, a prompt might instruct students to consider two readings together and write a post of at least 250 words that draws connections between them, then asks two open-ended questions for further discussion. Giving specific expectations about the content, length, and scope of the questions will generally lead to better, more critically thoughtful responses than vague open-ended prompts.

Discussion boards are also improved by specifying how and how much students should respond to others' work. The same prompt described above might further instruct students to give a substantive response, at least 150 words, to at least two of their peers' posts (usually with a later deadline). While discussion boards with specific parameters on postings and response may not achieve the same spontaneity as live discussion, they can meet or exceed in-person discussion's depth, and additionally may empower students who could benefit from time to formulate their thoughts to more fully engage.

Accessibility and Universal Design for Learning

No matter the format, questions of access should always be present when we discuss teaching and learning. They often come into sharp focus, however, when we consider online teaching particularly, because the ways we deliver information online often carry specific concerns, as well as specific affordances. To name a few potential pitfalls: videos can provide rich detail and visual interest, but they are not fully accessible to students with visual and audial disabilities unless they include captions and visual descriptions; images, whether alone or embedded in a page of text, are not parseable by students using screen readers unless alt text is encoded; long documents are difficult to parse without properly formatted headings.

By considering accessibility from the very earliest stages of course design, we can avoid many barriers for students with disabilities. Those same choices — well-formatted document structure, alt text and image descriptions, video captions (among many others) — also improve the course experience for non-disabled students, a concept called Universal Design for Learning (UDL). As Ohio State's Office of Student Life Disability Services describes, "Courses that are created or revamped with UDL in mind are customized for all learners by design, virtually eliminating the need for retrofitting that is common with less flexible, 'one-size-fits-all' courses."[3]

In addition to being pedagogically sound, creating accessible digital materials is a mandate of federal and state law, as well as university policy. As of August 1, 2018, Ohio State has implemented a new Interim Digital Accessibility Policy that, among other stipulations, requires that anyone creating digital content at Ohio State adhere to Minimum Digital Accessibility Standards.

[3] Ohio State Office of Student Life Disability Services (2019). "Universal Design."

Online accessibility is a very broad and complicated subject, and this handbook can't possibly hope to encompass it. Fortunately, there are multiple offices and resources at Ohio State that provide a strong grounding in digital accessibility.

- **Student Life Disability Services (SLDS)** works with students, faculty, and staff to provide services and accommodations to students who have registered with SLDS. They also maintain a number of resources related to Universal Design.
    - SLDS Website
    - SLDS's Universal Design pages
- The **Office of Distance Education and eLearning (ODEE)** provides many help articles and entire resource sections devoted to the nuts and bolts of ensuring your materials are as accessible as possible.
    - ODEE's Accessibility and Universal Design Training
    - ODEE's Accessibility Resource Center articles (overall listing)
- The **Digital Accessibility Center (DAC)** provides explanatory resources, including the Minimum Digital Accessibility Standards, as well as links to recommended training resources.
    - DAC website
- For specific questions around **Digital Accessibility and the Arts and Sciences**, please contact the Digital Accessibility Coordinator at asc-accessibility@osu.edu**.**

Tools for Online Teaching

In our work supporting online teaching, ASC Tech generally advises instructors to begin by working with a common toolset of tools that are fully approved and supported by both ASC Tech and by OCIO/ODEE. Our purpose in this is three-fold:

1. By using a common core set of online services, both students and instructors gain a common technological language — while it is sometimes useful and appropriate to use a different service to respond to a particular course need, these core tools provide a familiar base.
2. All the tools here described are the official, contracted solutions for their activities, and thus have the widest possible support at departmental, college, and university levels.
3. All these core tools have gone through full security and accessibility review, and are therefore fully approved for classroom use at Ohio State. It may be possible to use other tools and web services, but these may require additional review by the OCIO and ASC Technology Services.

The core toolset primarily supported by ASC Tech is:

- **CarmenCanvas** — course management system
- **Proctorio –** Online proctoring solution that is fully integrated into Carmen
- **Mediasite** — lecture capture and instructor video hosting
- **CarmenZoom** — videoconferencing & webinars
- **Secure Media Library & OSU Libraries' video streaming services** — commercial video hosting

- **Top Hat** — classroom response system

Rather than give in-depth documentation of all the features of the various tools, the descriptions here are meant to give a better understanding of each tool's capabilities (and how they relate to the concepts discussed in Broad Concepts and Questions), then to point you to further documentation provided by Ohio State or by the software's publisher. ASCTech is also happy to provide training and support to individuals and groups upon request.

Carmen

Ohio State's learning management system is Carmen, which a branded installation of a commercial product, Canvas. (It's important to know both names for the software, because ASC Tech and ODEE often refer to both internal and external documentation when responding to support inquiries.) While it's theoretically possible to teach online without using Carmen, in practice Carmen forms the backbone of online teaching.

Teaching online using Carmen isn't substantially different from using it to teach in-person: you can and will still use the same features you're accustomed to using. The difference in using Carmen for online teaching is its centrality. In person, you might use Carmen to distribute documents and receive assignments, but also work outside the system to lecture, to hold class discussions and group activities, to screen videos, etc. Online, however, Carmen expands in importance: rather than one tool among many, it becomes a hub that pulls together all the various technologies you use in teaching. The other major tools described here are integrated with Carmen: Mediasite presentations may be embedded in Carmen pages; CarmenZoom can appear as a navigational item that shows all scheduled meetings for a course; TopHat quiz data can sync to the Canvas gradebook; Secured Media Library and the Libraries' streaming services can be linked directly (and sometimes embedded). In addition, many textbooks are integrable into Carmen, whether through individual publishers' integrations or through CarmenBooks, an inclusive access program through Unizin managed by the Affordable Learning Exchange.

With the increased number of technologies and materials coming to bear in Carmen, organization is paramount. There is no required format for online courses in Carmen, but ODEE distributes model courses that can be imported into your Carmen shell to provide a well-organized base for your design. Each includes weekly modules, weekly overview pages that help to orient students to your course's rhythm, and consistent design to help students find resources quickly and easily. To find ODEE's model courses, filter the Canvas Commons to show full courses shared with The Ohio State University — as of October 2019, the current ODEE model course is named "Distance Education Core Template." (If you need an introduction to the Canvas Commons, watch this video produced by Canvas.)

Even if you are not using a model course, think carefully about how to organize materials within your course: while a poorly organized course may be merely annoying in an in-person class where students can ask questions of their instructor, in an online class confusing organization can make a Carmen course unusable, or effectively hide information so that students are

unaware of upcoming deadlines. ASC Tech staff will generally discuss course organization throughout the course consultation process.

Security and Academic Misconduct

Because of its central role in managing and receiving student submissions, questions of plagiarism and academic misconduct often arise when discussing Carmen and its integrations in online teaching. In many ways, however, the landscape is the same when comparing the two modes, and many of the same tools that are used in in-person classes still apply to online coursework.

TurnItIn is integrated into Assignments. There are two methods of using TurnItIn: either enabling it via Canvas's Plagiarism Review options, or enabling it as an External Tool submission type. The two methods support different features; for a comparison, as well as instructions on using both methods, see ODEE's Resource Center article on TurnItIn for instructors.

For online quizzes, ODEE has contracted with **Proctorio** to provide algorithmic proctoring of online quizzes and exams. Instructors can require a number of controls and restrictions (e.g. audio and video recording, 'locking down' a student to the current tab, etc.), and Proctorio provides a means of reviewing suspicious behavior.

Be aware that Proctorio has specific usage parameters: it can only be used in the Chrome browser on Mac or Windows computers, and it cannot currently be used on iPads. Depending on what controls the instructor has selected, Proctorio may require equipment that the student does not have (e.g. a webcam, or Mac or Windows computer at all). The tool is also not fully accessible to students reliant upon screen readers and keyboard navigation. For all these reasons, ODEE recommends specific syllabus language when discussing the use of Proctorio, and students should be given the option to take Proctorio-enabled quizzes via a different proctoring option. All of these matters are discussed more fully in ODEE's Resource Center articles on Proctorio.

In general, the same wisdom that applies to the use of anti-plagiarism software in in-person classes applies as much, if not more, to online teaching: it should be used judiciously, and is never a panacea. No software result can unequivocally indicate academic misconduct, and any tools and results that are employed should be discussed transparently with students at the beginning of the course and throughout their deployment. These tools can be valuable aids, but they are also additional technological overhead for both student and instructor. Sometimes they are the best solution, but sometimes a more creative approach in conceiving ways for students to demonstrate mastery of concepts can make assignments less prone to plagiarism and academic misconduct in the first place.

Mediasite

Mediasite is Ohio State's contracted solution for lecture capture, and for delivering streaming video. Instructors can upload pre-existing video — you can think of it as analogous to YouTube

in that respect. Instructors can also use Mediasite to directly record lectures, either via the software-based Mediasite Desktop Recorder or the Mediasite Hardware Recorder built into select lecture halls on the Columbus campus. While the Mediasite Recorders are very powerful and can enable skilled users to create complex, multi-source lecture videos on the fly, they are also complicated and sometimes intimidating. In our experience, most online instructors use Mediasite for its video streaming capabilities rather than its lecture capture capabilities.

You can learn more about Mediasite via ODEE's Mediasite Resource Center articles. You can also learn about embedding a Mediasite presentation (i.e. a video) in Carmen.

Mediasite vs. YouTube

Since most instructors who use Mediasite use it for its video hosting capability, analogous to YouTube, you may reasonably ask: why not just host videos on YouTube? And indeed, many instructors do host videos on YouTube.

There are, however, reasons to choose Mediasite over YouTube. First, and most importantly, YouTube is an external service with which Ohio State does not have any contract or agreement. Therefore, it has not gone through official security and accessibility review to ensure that it meets our legal and pedagogical requirements.

Second, because it exists outside of Ohio State's internet domain, students enrolling in your class from outside the United States may have difficulty accessing videos on YouTube due to regional or national licensing and access controls. While Ohio State cannot guarantee access to its resources across the globe, we can often provide VPN access to resources on our internet domain.

Captioning Mediasite presentations

Mediasite can attach pre-existing captions to presentations, but does not have a built-in caption authoring tool. The YouTube discussion above notwithstanding, one common method for creating such captions is to use YouTube's caption authoring capabilities to create captions, then to download the resulting .srt file and attach it to the same video in Mediasite. ODEE explains this process in a Resource Center article, "Captions using YouTube and Mediasite."

ASCTech has also recently begun using a newer tool, Otter.ai, to produce transcripts. Based on our tests, Otter's natural speech recognition produces better results than YouTube's, and requires less cleanup and correction. It does not, however, align the transcript with the audio in small chunks appropriate for captions ("set timings"). Therefore, when we produce a transcript using Otter, we then have to pass it through YouTube to set timings (pg. 9 of the YouTube and Mediasite job aid above).

While this method involves more steps, it may ultimately be more efficient, and instructors creating captions may wish to experiment. Otter's Basic (free) plan allows up to 600 minutes of

transcription per month as of October 2019. For more information and guidance on the use of Otter AI, please contact Doug Dangler at dangler.36@osu.edu.

CarmenZoom

In your online course, you may wish to set up videoconferences. Instructors teaching synchronous online classes often hold class via videoconferences, and instructors teaching asynchronously may wish to hold optional live sessions, as discussed above. Instructors may also wish to hold virtual office hours with students using video, audio, text, or a combination of these modes. For all of these purposes, the university's contracted tool is CarmenZoom.

This service is largely the same as the popular commercial videoconference tool, Zoom; Ohio State has purchased an enterprise license that is available to all members of the Ohio State community (faculty, staff, and students). To access CarmenZoom, go to carmenzoom.osu.edu and log in with your Ohio State username and password.

For most questions regarding CarmenZoom — how to create a meeting and share it with your students, how to record meetings, etc. — ODEE's Resource Center pages will provide answers.

Office Hours/Waiting Room

It's also possible to use CarmenZoom for office hours, which requires special settings. In general, once you have provided attendees with the link to your meeting, they can click on it and appear in the meeting immediately. For class discussions, review sessions, etc., this is desirable. Students often need to discuss confidential matters during office hours, however, and so it's important to limit access.

Zoom allows for this needed privacy via their "Waiting Room" functionality: when attendees join a meeting, instead of immediately being admitted, they are held in the 'waiting room' until you admit them. While you can enable on the Waiting Room in the middle of a meeting, should you find it necessary, It may be best to create a recurring meeting specifically for office hours, and to select "Enable waiting room" in the meeting settings to avoid an oversight. See Zoom's Waiting Room documentation for enabling the feature for an individual meeting for exact steps and screenshots.

Generally one admits attendees from the Waiting Room via the Participants list, but the exact steps and option locations vary depending on what device you're using to host the meeting. To learn about admitting students from the waiting room (or sending them to it mid-meeting), see Zoom's Waiting Room documentation for information on Using Waiting Room.

Secure Media Library & OSU Libraries' video streaming services

While Mediasite is used for hosting videos and lectures created by faculty and staff at Ohio State, some classes may require viewing of commercial video. In some cases it might be reasonable to require subscription to one of the popular streaming services as a course material. In many cases, however, it may be more appropriate to use a university service.

Library Databases

The Ohio State Libraries include among their database subscriptions numerous platforms for streaming video, whose holdings include many documentaries and popular films. If you have particular titles in mind, search these platforms first. ODEE maintains a comprehensive help article, Using University Libraries streaming videos in Carmen, which includes information on finding videos in the databases and embedding/linking them in Carmen.

Secured Media Library

Sometimes, the video that you wish to assign is not available in online streaming services, whether commercial or educational. This presents a challenge in all classes, no matter the mode of instruction, but it's especially difficult for online classes that don't have the fallback of an in-class viewing.

ODEE's Secured Media Library attempts to fill this need: instructors can provide ODEE with a physical copy of the desired film, and the SML will deliver an online, streaming version to students (viewable on computers and both iOS and Android mobile devices). The SML must retain the copy of the physical media throughout the delivery period. To learn more about the Secured Media Library, visit ODEE's Secured Media Library Resource Center articles.

Top Hat

Top Hat is Ohio State's contracted service for real-time in-class polling; instructors can ask a question, either for credit or not, and then display the results in real time. This can be a useful means of engaging students, especially in classes with large enrollments where direct discussion among all class members is impractical. As the majority of online classes in the Arts and Sciences are asynchronous, the real-time polling features of Top Hat don't often fit into online course design.

Instructors planning synchronous online classes may have more use for Zoom's polling features; you can learn more via ODEE's Top Hat Resource Center articles.

NB: if you are planning on conducting class via videoconference, you may consider the potential complications of having student switch between Zoom and Top Hat to respond; Zoom's built-in polling features may be simpler to manage for non-credit-bearing questions.

Training and Support Opportunities

In addition to the resources noted elsewhere in this document, there are many resources available to you in the planning and design of your online course.

Course Design Resources

The **University Institute for Teaching and Learning (UITL)** offers many training sessions to support instructors in developing new skills and courses. Specifically, their Online Course Design

Institute is a multi-week guided experience for any instructor (staff, grad student, faculty) to learn principles of online course design and begin planning their course.

The **Office of Distance Education and eLearning (ODEE)** offers numerous workshops that can help instructors to plan their online courses, ranging from brief one-off workshops related to particular technologies, through multi-day in-depth workshops. To see all of ODEE's upcoming events, visit their Workshops page. Of particular interest are "Course Creation Studios" and "Kickstart Weeks," which are offered periodically throughout the year.

ASCTech and ODEE offer materials to aid in course design. In addition to the ODEE model/template courses available in the Canvas Commons (see the discussion in Tools for Online Teaching / CarmenCanvas, above), ASCTech also distributes a syllabus template that includes sections for discussing technological and logistical matters specific to online teaching. The Arts and Sciences Distance Learning syllabus template can be found on the ASC Curriculum and Assessment Services website.

A representative from ASCTech can also meet with you to discuss Carmen course design and help you through any questions you may have with the core tools provided by the University.

Accessibility Resources

Student Life Disability Services (SLDS) works with students, faculty, and staff to provide services and accommodations to students who have registered with SLDS. They also maintain a number of helpful resources in their Universal Design pages.

The **Office of Distance Education and eLearning (ODEE)** provides many help articles and entire resource sections devoted to the nuts and bolts of ensuring your materials are as accessible as possible.

- ODEE's Accessibility and Universal Design Training
- ODEE's Accessibility Resource Center articles (overall listing)

The **Digital Accessibility Center (DAC)** provides explanatory resources, including the Minimum Digital Accessibility Standards, at the DAC website. They also link to numerous recommended training resources.

For specific questions around **Digital Accessibility and the Arts and Sciences**, please contact the Digital Accessibility Coordinator at asc-accessibility@osu.edu**.**

Video Creation Resources

Video is a common format for conveying all sorts of information in online courses, both introductory/informational materials and content delivery. (See the discussion in Broad Concepts and Questions / How do I lecture, above, for more considerations on lecture formats.)

Many instructors may choose to record some of their videos in more DIY formats (laptop webcam recordings, narrated PowerPoints, etc.). That can be a rhetorically effective choice: sometimes the informality of a laptop recording makes an introductory video feel more approachable, for example. Often, however, higher production values are needed; the following offices and locations support that process.

The ASC Tech Digital Media Studio

The ASC Tech Studio supports two major types of video production in their locations. Both types/locations are fully staffed. They can be requested via the Video Recording in Studio service request.

Studio shoot in 142 Hagerty Hall. Studio staff will shoot (and edit, if appropriate) a video in their studio location using a selection of backgrounds: solid black, Ohio State logo, or green screen (for backgrounds to be digitally added after the fact). This location includes a teleprompter for those who would like to do scripted work.

Lightboard shoot in 346A Hopkins Hall. Instructors stand behind a large glass screen, on which they can write with fluorescent markers. The image is then digitally flipped; the speaker appears to be writing or drawing in mid-air. Using green screen technology, the system can be configured to show a variety of backgrounds, including flat black, but can also show PowerPoint slides, images, or video behind the speaker.

Onsite video shoots available upon request.

ODEE's Digital Union

ODEE maintains multiple spaces across campus where instructors and students can take advantage of technical assistance and multimedia production beyond the scope of most public computing resources at Ohio State; collectively, these locations are the ODEE Digital Union. The DU location in 063 Denney Hall includes a video recording studio. This location is staffed, but in general users are expected to be more self-sufficient than in the ASC Tech Studio. For more information, visit the Digital Union website.

Curricular Review Process

All courses that will include a distance-education component must go through the Arts and Sciences curricular review process, initiated at curriculum.osu.edu. The university recognizes different levels of distance education:

- **Distance Learning** classes (sometimes called "fully online" classes) are taught 100% at a distance; students cannot be required to be on campus at any time, including for exams.
- **Distance Enhanced** classes are taught 75-99% at a distance; most course material and activities occur at a distance, but students may be required to come to campus for some activities (most commonly exams and practical experiences).
- **Hybrid** classes (sometimes referred to as blended instruction classes) are taught 50-75% at a distance, but usually have a regular in-person attendance component.

While this guide largely discusses Distance Learning classes, many of the considerations described apply to Distance Enhanced and Hybrid classes as well, and all three of these delivery modes require a course submission at curriculum.osu.edu.

For newly proposed courses, the distance-learning review occurs in the context of the overall curricular review; for existing courses that have only been approved for in-person delivery, a review of the distance-learning version must be completed. (The following process description is adapted from the College of Arts and Sciences Curriculum and Assessment Operations Manual.)

1. **Consultation with ASC Tech**
   This step is optional, but highly recommended, especially for instructors who do not have prior experience designing and teaching online courses. A member of ASC Tech's Academic Technology team will consult with you on course design, both pedagogical and technical aspects. This can be a one-time consultation, or an ongoing partnership up through course delivery, according to your needs. To set up a consultation, submit a Distance Learning service request.

2. **ASCTech Technical Feasibility Syllabus Review**
   As part of the curricular review process, ASCTech will conduct a formal review of the distance-learning syllabus using the Distance Learning Course Component Technical Review Checklist, which must be submitted as part of the course proposal package. To initiate this review, submit a Course Syllabi Review service request.

3. **Internal Departmental Review**
   This step varies widely among departments. If your department has internal processes for review of course proposals, follow the appropriate procedures. (This internal review may be concurrent with the ASC Tech Syllabus Review.)

4. **Submission to curriculum.osu.edu**
   Each department has designated contacts who can submit course proposals to the curricular review system. When filling out the course submission form in curriculum.osu.edu, the submitter should choose "yes" for "Does any section of this course have a distance education component?" and then select the correct subtype from the three additional options will then appear on the screen:
   a. 100% at a distance
   b. Greater or equal to 50% at a distance
   c. Less than 50% at a distance

5. **Review by Arts & Sciences Curriculum Committee**
   Depending on the overall course submission, the approval process may take multiple pathways; see the ASC Curriculum and Assessment Operations Manual for details and

the Important Deadlines for submission dates by semester.

6. **Review by Office of Academic Affairs**
   After approval by ASCC, the submission will be handed off to OAA. (For graduate courses, the submission will also go through the Graduate School for approval.)

7. **Registrar enters new modes of delivery; course is schedulable**
   Upon approval by OAA, the University Registrar will enter approval of the new course delivery mode in SIS, and the course is schedulable.

From the time of submission to curriculum.osu.edu to entry in SIS, this process averages 1-2 months (though it may take longer if there are any revisions required). Departments and instructors seeking approval for a new distance-education component should plan ahead.