## Contents

### Introduction

Purpose ................................................................. 4  
Contact Information .............................................. 4  

### 1 Contemporary Higher Education Instruction

The Contemporary Classroom ..................................... 5  

### 2 Essential Course Components

Getting Started with Instruction .............................. 7  
Syllabus .................................................................... 7  
Course Content ..................................................... 8  
Assessment ........................................................... 9  
Communication ..................................................... 9  

### 3 Getting Started with USAOnline

What is USA Online/Sakai? ....................................... 11  
LMS Certification at USA ......................................... 12  
Technical Requirements ......................................... 12  
Copyright ............................................................. 12  
Accessibility ......................................................... 13  
Faculty Support ..................................................... 13  
How do I navigate my course? ................................. 16  
How do I organize my course? ................................. 17  

### 4 Recommendations for Multimedia

................................................................. 18  

### 5 Managing the Semester

................................................................. 20  

### 6 Learning Tools

................................................................. 23  


Introduction

This guidebook was developed by the Innovation in Learning Center (ILC) at the University of South Alabama. Its purpose is to serve as a guide for instructors teaching in the traditional classroom, blended courses, or fully online environments.

This guidebook can help you:

- Support student learning in face-to-face, online, web-enhanced or blended environments.
- Create engaging and motivating courses.
- Create successful opportunities for student interaction and collaboration.
- Develop effective traditional and alternative assessment methods to measure learning.
- Develop a course through the University-supported Learning Management System (LMS).
- Access additional resources for technology and pedagogical assistance.

Innovation in Learning Center

Our goal is to improve the quality of learning at USA by promoting a culture of innovation in which faculty, staff, and students participate collaboratively in creative teaching and learning experiences. The ILC promotes innovation through coordinated professional development initiatives and integrated instructional technologies for the traditional classroom, blended courses, and fully online learning environments. Our overall vision is to serve as a hub for faculty members, scholars, and researchers from all over the world to brainstorm, promote educational research, and improve upon pedagogy and develop innovative learning opportunities.
Contemporary Higher Education Instruction

✓ The Contemporary Classroom

The traditional classroom that was characterized by “chalk and talk” lectures has been transformed into a technology-enhanced learning experience. It is now commonplace to see a multitude of technologies used in classrooms all over campus.

This integration of technology in the classroom can help to support student reflection, engagement, motivation, and creativity. At USA, we offer a variety of contemporary classroom technologies and course formats to meet the growing and diverse needs of our students.

The University of South Alabama utilizes the following terminology for our
course delivery formats:

- Web-enhanced (WE) = these courses are largely on campus and no more than 5% online teaching with the remaining instruction in a traditional classroom.

- Web blended (WB) = these courses are comprised of 5 - 85% online teaching with the remaining instruction in a traditional classroom.

- Web based (WO) = web only or fully online courses that are taught 85-100% online with no traditional classroom time.

USAonline offers tools that can be used to enhance instruction in each of these course formats. The ILC has a variety of quality resources available on our webpage that will assist you in using these tools effectively. The description of these tools is also available in the back of this booklet.

In addition, the ILC offers workshops and other events that can help you apply these tools in the classroom. We offer a wide range of workshop topics on various technology and teaching strategies. We also will provide training for individual USA departments upon request. The ILC staff is available for one-on-one consultations. These consultations can take place in the ILC office or in the instructor’s office for your convenience.

Virtually all USA courses are required to have web-enhanced capabilities as part of the University’s Course Emergency Plan.* In addition, USAonline course sites are being used for digital student evaluations of teaching and common rubrics across colleges and programs.

For more information on this policy and others, please go to the University of South Alabama’s Academic Affairs web page or type the following web address into your browser’s URL window:

http://www.southalabama.edu/academicaffairs/PDF/lmsfacultycertificationpolicy.pdf

* A very few courses are exempted from this requirement by the Senior Vice-President for Academic Affairs.
Essential Course Components

✓ Getting Started with Instruction

The University of South Alabama, like many universities, is experiencing a substantial growth in enrollment for online and blended courses, currently growing at 13% and 12% annually, respectively.

Regardless of whether your course is in the classroom or online, the learner should be the focus of your course’s design. The ILC offers workshops, resources, and services that can help you develop strategies and skills to improve instruction across all course formats.

Designing a great course does not have to be an overwhelming experience. It can be as simple as crafting quality objectives, delivering clear content, and offering authentic learning experiences. Providing opportunities for learners to interact with you, the course content, and each other can help build a strong learning community and an even stronger learning experience.

✓ Syllabus

The University of South Alabama has a standard syllabus format with several required items. A template is available on the Academic Affairs website at [http://www.southalabama.edu/academicaffairs/forms.html](http://www.southalabama.edu/academicaffairs/forms.html). For explanations of specific requirements, access the USA Faculty Handbook online at [www.southalabama.edu/academicaffairs/facultyhandbook.pdf](http://www.southalabama.edu/academicaffairs/facultyhandbook.pdf).

In addition to these items required for all course syllabi, an online or blended course syllabus should include the following:

- An explanation of how students are to participate in online activities, such as forums or chats, and how that is evaluated.
- An indication of how assignments are to be submitted, such as through Assignments in USAonline or via email.
- An explanation of anything that cannot be taken for granted in an online environment, such as which file format should be used for assignments or email response times.

Establishing clear and detailed expectations from the very beginning eliminates confusion throughout the course.
**Course Content**

One of the primary considerations for any course is how the content should be organized and delivered for optimal learning. Courses at modern Universities are increasingly student-centered. This means that the focus of the modern classroom has shifted from teaching to learning. Therefore, the role of the instructor has become more facilitator than lecturer. This can be achieved by distilling long lectures into brief presentations and then having students engage the material through a variety of learning activities. You can also consider flipping your classroom where content delivery happens online before the class meeting and students working together or with you during class.

Online activities and materials can include:

- Audio or Video
- PowerPoint presentations
- TechSmith Relay or Camtasia Studio presentations
- Graphics or slides
- SmartBoard presentations
- i>Clickers
- Forums for discussion
- Week-specific activities
- Exams/quizzes
- Self-analysis scales, questionnaires
- Educational games
- Flipped Classroom
- Collaborative projects

There are many options for students to interact with the course content through discussions, projects, and other activities. There are also many ways students can interact with each other that lead to discovery.

The Innovation in Learning Center offers frequent workshops where you can learn how to incorporate these media and emerging technologies into your courses. For a list of workshops or to register for an event, visit the ILC website:

 ✓ **Assessment**

**Tests and Quizzes**
USAonline offers a variety of options for administering tests and quizzes, including online and proctored exams (which can be either in person or online). Review *Proctoring - Policy and Procedures and Forms* on the Academic Affairs web page for additional information.

**Alternative Assessment**
Alternative assessments usually involve an authentic performance of skills and learning rather than a traditional assessment such as a multiple-choice test. Examples of an alternative assessment can be one or more of the following: performing a task, doing a simulation, making a portfolio, or creating a project. In most cases, the quality of work can be measured through the use of a rubric. The iRubric tool in USAonline may be helpful for you to build or select premade rubrics and link them to your gradebook. Combining alternative assessments with traditional objective-based testing can create not only better learning but also more valid assessment than traditional testing alone.

**Audio or video feedback for assignments**
Consider creating a brief audio or video file to send to students with feedback for papers, projects, or assignments. It may take less time than extensive written feedback, and students often appreciate the personal connection that is possible through audio and video.

 ✓ **Communication**

Regular interaction with your students is extremely important in any course format. There are a variety of communication tools available in USAonline that will help you create a sense of community and openness in your course.

**Announcements**
To keep your students updated on course activities and other items of interest, the Announcements tool in USAonline is a great communication tool.

**Forums**
Online discussions are an effective way for students to actively engage with course materials even in traditional classroom-based courses. Regardless of course format, however, forum discussions are always better when the instructor serves as an active facilitator that guides conversations and answers questions. The Forums tool in USA Online is a great place for asynchronous discussions in any course.
If you are unable to provide prompt feedback in an online forum, you may consider writing an announcement that wraps up or summarizes the discussion. This announcement could pull highlights from the discussion, answer questions, and comment on that week’s activities as a whole. Again, using a webcam to record this announcement can significantly increase your “presence” and the human connection in the course.

Email
Always be sure to create realistic expectations about responding to email messages. Give students a reasonable timeframe in which to expect a response (e.g., 24-48 hours). In USAonline, you may use the Mailtool to send email to anyone, even if they are not enrolled in the course. Also, it may help to give students specific office hours for both online and blended course formats (e.g., M, W, F, 9-3 Central).

Blogs and Clogs
The Blogs and Clogs tools in USAonline allow students to make posts and then comment on other students’ posts. These tools can be used for individual and group activities. This is a great way for students to share and reflect on their learning.

Meetings
In an online or blended course, the Meetings tool in USAonline allows instructors to hold synchronous meetings with video and audio. These sessions can increase student motivation by creating a community of learners. They also allow you to connect with students in real-time, responding to their questions or other needs. In addition, to the Meetings tool (Big Blue Button), the ILC University offers WebEx as an online conference tool.
Getting Started with USAonline

An LMS is an internet-based learning management system that supports online, blended, and web-enhanced learning. It can serve as a repository for all courses at the institution. The Learning Management System provides basic tools that can be used to deliver or supplement courses.

✔ What is USAOnline?

USAonline is the University’s virtual campus that houses the learning management system and a number of other e-learning tools. The University of South Alabama has an open-source learning management system known as Sakai CLE. USAonline is a combination of the LMS and a variety of third-party tools. USAonline helps to deliver content, create assessments, and provide a collection of course communication tools. It also contains a gradebook tool and media gallery feature.

The gateway (login) page for this system is located at https://ecampus.southalabama.edu/.

✔ LMS Certification at USA

Sakai 101 is a four-part certificate program designed to teach skills needed for navigating the University’s learning management system (USAonline). Participants work through a series of multimedia modules and create a project site to demonstrate competencies in the LMS. The course is available in on-campus workshops or in asynchronous online modules.
All full-time faculty are required to be certified in all four parts of Sakai 101. Part-time faculty who teach online or blended courses at USA are also required to be certified in all four parts. Part-time faculty members who teach only web-enhanced courses must complete at least Part 1. The University Policy for LMS Certification of Faculty Members is located on the Academic Affairs web site.

For additional information regarding certification as well as many instructional videos and “How-To” tutorial resources related to Sakai 101, visit the ILC website at http://usailc.org or call 461-1888.

☑ Technical Requirements

All instructors and students at the University of South Alabama are required to have access to a computer, the Internet, and a University provided e-mail account. Instructors are not required to accommodate students who do not meet the minimum hardware and software requirements. You can find more information on technical requirements for USAonline on the gateway page at http://www.southalabama.edu/ecampus/student-tech-info.html.

☑ Copyright

USA policy on the use of copyrighted material for instructional purposes follows the “Fair Use Doctrine” as provided under applicable state and federal laws. The Fair Use Doctrine allows for the copying, distribution, and adaptation of a copyrighted work in a limited capacity. However, Fair Use only allows students, researchers, and instructors to reproduce, adapt, and distribute content for non-profit educational learning purposes, and for only one time. Creative Commons (CC) licenses may also be applicable for work that you and your students use in online courses.

☑ Accessibility

The Americans with Disabilities Act guarantees students with disabilities equal and fair access to all facilities, agencies, services, opportunities, and institutions. The Office of Student Disability Services at the University of South Alabama works to ensure that the requisite provisions of the Act are met. The office provides disability certification services and informs faculty members of reasonable accommodation.

Accessibility in your online course may take the form of captioned videos, extended time for online tests or assignments, or adapted materials for
students with disabilities. The ILC provides captioning of faculty-developed videos at no charge for USA courses.

For more information, visit http://usailc.org/.

✓ Faculty Support

The Innovation in Learning Center (ILC) provides faculty and staff with a variety of resources and ongoing professional development opportunities. Faculty development can help improve teaching and learning skills and strategies. The ILC also promotes faculty development in collaboration, research, and technology. In addition, the ILC offers faculty support through consultations on instruction and technology via appointment, walk-in, or telephone. You may also attend any of our workshops, events, or activities.

Please see a brief summary of the ILC Faculty Development, Support, & Initiatives below:

✓ Instructional Workshops & Seminars – These pedagogical workshops are facilitated by experienced faculty who share specific activities and strategies for the classroom.

✓ Technology Workshops – These hands-on technology workshops focus on a variety of topics and how to integrate them into your classroom.

✓ USAonline/Sakai Training – The Sakai 101 workshop series is USA’s basic certification program for using the University’s LMS. They focus on how to deliver content, use communication tools, and build assessments online.
✓ Issue Panels – Periodically throughout the semester, panel discussions are offered that focus on specific issues in higher education.

✓ Conference on Teaching and Learning (COTL) — This conference offers keynote speakers, panel discussions, and break-out sessions that cover a variety of instructional topics.

✓ Faculty Development Day – This one day event in the fall and spring features a series of faculty led workshops on general topics in the classroom.

✓ Summer Academy – This faculty development opportunity is typically a three-day event that centers around teaching strategies and the tools that support them.

✓ Quality Matters Training – This voluntary program is aimed at helping faculty implement best practices in their online courses.

✓ QEP (Quality Enrichment Plan) Support – These workshops focus on Collaborative Learning with a particular emphasis on Team-Based Learning.

✓ Faculty Fridays – This series of workshops is offered during the noon hour. They are short sessions that feature a different pedagogical topic each session.

✓ Clicker Support – i>Clicker devices are currently being used in many classrooms as a student evaluation and response system. Training for this system and loans of the devices are offered throughout the year.
New Faculty Program—This event provides new faculty with an orientation and a variety of instructional workshops.

eLeaders—This program features faculty that have earned recognition through innovative and exceptional application of eLearning methods and technologies at USA. We currently share these innovations through a dynamic video series produced by the ILC.

Accessibility—The focal point of these services is to provide media captioning, alternative descriptions for graphics, and accessible PDFs.

Online Learning Consortium Workshops—The ILC offers faculty the opportunity to participate in online workshops offered by the leading professional online learning society (formerly known as Sloan-C). These cover a variety of topics on e-Education and mainstream higher education.

ILC Website/usailc.org—Our comprehensive website offers information about upcoming workshops, events, technologies, research, publications, and pedagogy resources. It also features a large number of How-to-Guides and Video Tutorials.

Video Services—The ILC provides video services ranging from the use of our studio for recording video and audio projects to full-service video production. We also loan out cameras and tripods and provide DVD duplication services.
24/7 USAOnline Tech Support — Available via the USAonline website or by calling 855-577-2032.

For workshop and event schedules or additional USAonline help, please visit http://usailc.org/. You can also contact the ILC staff at 461-1888.

**How do I navigate my course?**

Within USA Online, the courses you teach or any project sites you belong to are listed across the top of your Workspace page. The site you are currently working in is highlighted in red. Inside a course or project site, tools are listed in the left navigation panel. You may reorder the position of the tools on the menu by going to the Site Editor and choosing Page Order. You can add or delete tools in your site by going to the Site Editor and choosing Edit Tools.

USAonline has many useful tools available for your course, but we do not recommend adding all of them. Too many overlapping tools will add more confusion than interest to a course.

You can view how your students see your course with small dropdown menu in the upper right corner of the course screen titled Participant View.

Need help? Help topics are content-sensitive by subject and are also searchable through the help button in each tool. You may also call or utilize the ILC website’s tutorials and guides.
✓ How do I organize my course?

USAonline offers a wide variety of options for organizing course materials and activities. While every instructor will organize his or her materials differently, the key is to make the organization easy for your students to understand and navigate. As an instructor, you know the materials and the logic behind their arrangement, but your students do not.

Students need organization that makes it easy for them to follow the path of your course and find what they need to complete their assignments. There are a number of ways in which this can be done. Courses can be organized into Modules, Weeks, Topics, Units, or Chapters (if you are following a textbook). Whichever approach you choose, you need to be consistent in how you group your content.

Once you decide how you will organize your course, you can add the content for each unit. Here are some important essentials that make units cohesive:

✓ Clear objectives
✓ Lecture introductions— attention-getters
✓ Video or Audio – guest speakers, yourself, or students
✓ Reading(s)
✓ Discussion questions
✓ Assignment(s)
✓ Resources— links that relate to the weekly topic
Recommendations for Multimedia

You can use video or audio files to enhance your course. The Media Gallery tool in USAonline is a great way to store and integrate these materials. Media Gallery (Kaltura) is a streaming media service that provides a way to upload, integrate, and deliver streaming media in your courses.

When working with multimedia for an online course, you will need to be cautious about the file size of the file. Larger file sizes require more download time which could limit student access. Four types of media are discussed in this section: images, audio, video, and screencasts.

Images
Resize or compress images for the web by using photo editing software. You should not resize your images in the USAonline Rich-Text Editor or in the HTML code. This could result in poor image quality. We suggest that you use jpg or png file formats.

Audio
Recommended programs for audio creation and editing are Audacity (PC/MAC) and GarageBand (Mac). You can use these programs to create and edit audio lectures or audio podcasts for Media Gallery. Limit audio duration to less than fifteen minutes. We suggest that you break down a long audio lecture/podcast into multiple parts. The longer your recording, the larger the audio file size; larger files can degrade playback or download times. Many audio recorders offer an option to save or export the audio file as an MP3. Use this format to directly upload to your online courses.
Screencast/Video

The University of South Alabama offers a free screencast program (TechSmith Relay) to every instructor. TechSmith Relay allows you to create and publish lectures and presentations with an audio recording or narration. It works on both PC and MAC.

Contact the Academic Computing Office (251-460-6161) or Richard Whipple (rwhipple@southalabama.edu) to activate your TechSmith Relay account and obtain login information. Visit https://camtasia.usouthal.edu/relay to access the program.

Another recommended screencast program is Camtasia Studio. It offers more advanced features for producing and editing a screencast. Unlike Camtasia Relay, you will have to purchase the program in order to use it. Screencasts produced in Camtasia Studio can also be uploaded to a Camtasia Relay server. You can find information about Camtasia Studio at http://www.techsmith.com/camtasia.html.

Remember that especially for videos, file size is important. On our website, the ILC offers information about processing and compressing media for online courses.

We recommend using MP4 (MPEG-4) format for the greatest compatibility across systems and devices.
Managing the Semester

When you are teaching an online course, you should strive to have everything developed by the beginning of the semester. However, if you cannot, you should have an organizational strategy in place for getting the work done. In a face-to-face course, you are there in person to answer any questions that a student might have. In an online course, you won’t be available whenever the student might log in, so your course has to be structured for easy accessibility and navigation.

Plan for an engaging first week to get the semester off to a good start. Before the semester begins complete the following tasks:

- Create your online profile in My Workspace in USAonline. The information in your profile will be visible to students in all your courses.
- Create a welcome announcement using video, audio, photographs, or written text.
- Post your syllabus.
- Post any documents students will need access to during the early weeks of the course.
- Plan activities that will familiarize students with the course features and activities early on so that problems won’t arise later on. For example, create a “Start Here” section in your course.

Online Presence

Find ways to make students feel welcome and supported throughout the course. Use motivational and collaborative strategies to build a feeling of community. Share photos and personal stories to make the course interesting, relevant, and to develop relationships.

Establish an active presence in the course by engaging with students via course communication tools, such as by facilitating discussion forums, creating announcements, and moderating feedback. Research indicates that students appreciate knowing that their instructor is actively engaged in their learning. Be timely with feedback for student inquiries and assignments. This helps build trust and confidence.
Time Management
Scheduling the work load for your course is important, for you and your students. You can consider flexibility with deadlines, and you can also allot specific times each week to engage in discussions, check assignments, etc. It is important to remember that some students have not developed strong time management skills. Emailing students who are falling behind can help them get back on track.

Communication
Often the amount of communication in an online course can be overwhelming. One way to manage student questions is to create a separate discussion forum for student concerns. Or, you may create a “Q&A” or “muddiest points” forum where supplemental ideas and questions are welcome and discussed.

Community
You can also encourage a feeling of community by having students share brief biographies at the beginning of the course. Or, you may view each others’ profiles, blog, or clog postings. Icebreaker activities and sharing simple background information such as work experience, family, educational goals,
and a photo can bring the class together by building interpersonal skills and making interaction more personalized. You might also consider creating a “student lounge” forum where students can make social connections not directly related to their coursework.

**Engagement**

A mark of a good course is that students are engaged in their learning. Traditional classroom teaching is often characterized by the instructor lecturing. However, this method of content delivery is not always effective in the contemporary classroom where information is ubiquitous. Getting students to engage with course material through other creative and interactive methods like video, interactive projects, or social media can foster deep learning and improve retention. In this kind of student-centered environment, the instructor becomes a mentor and facilitator rather than a traditional lecturer.

**Discussions**

Be specific about expectations for participation in discussions. It is common for instructors to require students to respond to the course material and their classmates in an online discussion forum. It’s a good idea to provide prompts and cues that do not have any one correct answer, that require more than a brief, factual response, and that allow for a variety of viewpoints. The more students can interact with the content and each other, the more they will learn.

It is also important that you decide the participation level in online discussions. A reasonable guideline is for students to respond to one another two or more times per topic. If students are straying from the original intent of a discussion, or misunderstanding content, you can interject information to get them back on track. You can also probe and challenge student responses in order to encourage them to think more deeply about the material.
Learning Tools

USAonline uses a modified version of the latest fully tested version of the Sakai CLE community software as our learning management system. This system is further customized in certain ways by software engineers at our request. The system is much more than Sakai. USAonline includes numerous additional (3rd party) learning technology tools, most of which are directly integrated into the learning management system. In most cases these additional tools are managed by USAonline staff.

Native Sakai Tools

**Announcements**
Distribute information and send out notifications about activities or events relevant to your site.

**Assignments**
Create and submit text-based assignments.

**Basic LTI**
Enable IMS Basic Learning Tools Interoperability.

**Blogs**
Enable site participants to create blog entries.

**Calendar**
Post information about activities and events of interest to site participants.

**Certification**
Provide certification for students who have met criteria established by an instructor.

**Chat Room**
Engage in real-time, unstructured conversations with site members.

**Clog**
Enable users to post entries in a way similar to blog tools like Google's Blogger and WordPress. These “collaborative log” (or clog) entries can either be viewed by the rest of the site members or kept private to the author.

**Discussion Forums**
Create and manage discussion groups and topics within your site.
<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Drop Box</strong></td>
<td>Exchange documents with an instructor in a personal, individualized folder.</td>
</tr>
<tr>
<td><strong>Email Archive</strong></td>
<td>See a list of messages that have been sent to your site.</td>
</tr>
<tr>
<td><strong>Forums</strong></td>
<td>Post discussion topics or respond to discussion threads.</td>
</tr>
<tr>
<td><strong>Gradebook</strong></td>
<td>Calculate, store and distribute grade information to students.</td>
</tr>
<tr>
<td><strong>Lessons</strong></td>
<td>Create, publish, and manage online instructional sequences for your site.</td>
</tr>
<tr>
<td><strong>Lesson Builder</strong></td>
<td>Create content modules and sequences that can include test or multimedia content, as well as Assignments, Assessments, and Forums discussions.</td>
</tr>
<tr>
<td><strong>Mailtool</strong></td>
<td>Send email messages to site participants, groups, individuals and external users.</td>
</tr>
<tr>
<td><strong>Messages</strong></td>
<td>Send private messages to site participants.</td>
</tr>
<tr>
<td><strong>News</strong></td>
<td>Display a dynamic news source via RSS feed to site participants.</td>
</tr>
<tr>
<td><strong>Podcasts</strong></td>
<td>Share podcasts via RSS feeds with site participants.</td>
</tr>
<tr>
<td><strong>Polls</strong></td>
<td>Take a quick poll of users on your site.</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>Post, store and organize materials to be accessed and used by site participants.</td>
</tr>
<tr>
<td><strong>Roster</strong></td>
<td>View a list of participants in your site.</td>
</tr>
<tr>
<td><strong>Search</strong></td>
<td>Look for content within or across sites in which you are a member.</td>
</tr>
<tr>
<td><strong>Sections</strong></td>
<td>Create and manage multiple course sections in one course site.</td>
</tr>
<tr>
<td><strong>Sign-Up</strong></td>
<td>Allow users to organize office hours, review sessions, study groups and similar activities.</td>
</tr>
<tr>
<td>Feature</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Site Editor</strong></td>
<td>Edit and manage your site.</td>
</tr>
<tr>
<td><strong>Site Statistics</strong></td>
<td>View statistics on your site by user, event or resource.</td>
</tr>
<tr>
<td><strong>Syllabus</strong></td>
<td>Create or post your course syllabus.</td>
</tr>
<tr>
<td><strong>Tests &amp; Quizzes</strong></td>
<td>Create, edit, and manage online assessments and set up automatic feedback and grading.</td>
</tr>
<tr>
<td><strong>Web Content</strong></td>
<td>Display an external website to your site participants.</td>
</tr>
<tr>
<td><strong>Wiki</strong></td>
<td>Create a website that allows site participants to add and edit content collaboratively.</td>
</tr>
</tbody>
</table>

**3rd Party Tools Integrated or accessed through the USAonline site or LMS**

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smarthinking</td>
<td>An online-based tutoring and writing service that connects students to live, certified tutors anytime, from any internet connection. Currently, two hours of this service per academic year are available free of charge to all USA students. Additional services are on an individual fee basis.</td>
</tr>
<tr>
<td>Tegrity</td>
<td>A web-based lecture capture and delivery system used exclusively by the College of Medicine. Tegrity allows students to access instructor-recorded lectures directly from within their USAonline course sites.</td>
</tr>
<tr>
<td>Foliotek ePortfolio</td>
<td>A web-based electronic portfolio system used exclusively by the College of Education.</td>
</tr>
<tr>
<td>Meetings</td>
<td>A collaborative online web conferencing package (BigBlueButton) that fully integrates with USAonline. Available in course and project sites, students, faculty, and staff have unlimited use of this software that can be used for faculty office hours, student project groups, on-campus committees, etc.</td>
</tr>
</tbody>
</table>
**Scantron Class Climate**  
A web-based survey system used by the University. Links to each active survey are available in student’s “My Workspace,” and surveys may be designed for individual course sites.

**Turnitin**  
A web-based plagiarism detection system integrated into the Assignments tool.

**Media Gallery**  
A multimedia repository (Kaltura) within USAonline that allows uploading of audio, video, and images which can then be easily embedded in a course or project site with the rich-text editor. Media uploaded to Media Gallery is iPad/iPhone compatible.

**i>clicker**  
An audience response system for use in face-to-face courses to provide instant feedback from students. Integration with USAonline allows the instructor to automatically synchronize the i>clicker and USAonline roster and to upload their i>clicker participation data to the Gradebook.

**JagSkills**  
A self-paced technology skills training system available to all students, faculty, and staff.

**SCORM Cloud**  
Allows prebuilt interactive content modules to be built into USAonline and integrated with the Gradebook.

**iRubric**  
A comprehensive rubric development, assessment, and sharing tool that allows instructors to attach rubrics to assignments and even program outcomes. Instructors can build their own rubric or choose from an online repository.

**ProctorU**  
A live, online proctoring system available for use with the USAonline test and quizzes tool.

**Software Secure**  
An online proctoring system used exclusively by the College of Nursing.
### Embanet Helpdesk
A 24/7 online support portal accessible from any Help page. It provides helpdesk services for all of the tools and services available through USAonline.

### 3rd Party USAonline-managed tools not integrated with the LMS

<table>
<thead>
<tr>
<th>Tool</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WebEx</strong></td>
<td>An online conferencing tool available to all faculty for hosting online meetings for courses or professional meetings.</td>
</tr>
<tr>
<td><strong>Lynda.com</strong></td>
<td>A self-paced technology skills training system available to faculty and their students upon faculty or departmental request.</td>
</tr>
<tr>
<td><strong>TechSmith Relay</strong></td>
<td>Provides faculty with a simple system to record and share videos with their students through USAonline, the USA web server, or email.</td>
</tr>
<tr>
<td><strong>StudyMate</strong></td>
<td>An authoring tool that allows faculty to create flash-based activities and games using basic templates. These activities can be published to USAonline or a web server.</td>
</tr>
<tr>
<td><strong>Respondus</strong></td>
<td>An exam creation tool compatible with USAonline. This tool allows faculty to easily build assessments and import them into USAonline. It also converts existing online tests to a format that USAonline will accept.</td>
</tr>
</tbody>
</table>