D2L Communication Tips

# **Asynchronous Tools**

## Email

* Send a welcome message.
  + Add attachments (e.g., syllabus)
* Access Insert Quicklink to provide additional information or obtain feedback (i.e., link to video using Url or embed a “Check-in” anonymous survey, etc.).

## News Items (Announcements)

* Post a welcome message.
  + Insert multimedia (e.g., video, audio, images) to add “presence.”
* Post course assignment reminders or updated information in the course.

## Discussion Forums

* Set expectations by referring to [netiquette guidelines](https://www.marquette.edu/online-programs/netiquette.php) which can be uploaded to a “Start Here” Module which lists rules for behaving in online forums.
* Provide a “social” discussion board (e.g., “Ask the Professor,” “Q&A”).
* A topic is required for a forum.
* Use the description text box to provide a clearly written question prompt and due dates for initial and response posts.
* Use open-ended questions and provide options for students regarding which questions to answer.
* Develop a rubric to assess the quality of the contributions.
* Be present and facilitate the discussion providing a welcoming tone and openness to diverse points of view in a respectable manner.

# **Synchronous Tools**

## Chat

* Plan time to build the chat because the tool does not come ready to use! (Students are unable to create a chat area.)
* What is the purpose of the chat? Is it public or private?
* Be sure to include the date/time of the chat in the chat's title.
* Chat can only accept text, however, a URL can be shared for the users to explore other types of content.

## Pager (Instant Messaging)

* Less formal than email.
* Quick text messages to someone you find online.
* Instructor and students can use this tool.

## Online Room (Web Conferencing)

* Direct students to an online tutorial on how to use the web conferencing tool along with hardware and system requirements needed.
* Share a technical troubleshooting resource and IT contact information.
* Conduct a “test run” session prior to the real event to ensure everyone has access.
* Encourage use of the desktop client vs. web version to prevent issues with feature limitations.

### Facilitation of Communication using Emotional Intelligence (EI) – Questions to Ask:

What is emotional intelligence?

According to the [Cambridge dictionary](https://dictionary.cambridge.org/us/dictionary/english/emotional-intelligence), it is “the ability to understand the way people feel and react and to use this skill to make good judgments and to avoid or solve problems.”

Do the course activities foster or provide…

* student-student, instructor-student and content-student interaction?
* a sense of enthusiasm for the content in your recordings? Were you well rested and enthusiastic before you started recording video or audio? It’s important to be genuine and your authentic self and convey you are passionate about the content you are teaching.
  + Are your nonverbal cues conveying the same message as your words (e.g., facial expression, posture and tone of voice)?
* a sense of community and social presence to build rapport, instill trust and support open communication?
  + Are you practicing good listening skills?
* active engagement with guidance from instructor presence (e.g., redirecting discussion in the forums if students have missed the mark)?
* a set of clear instructions and expectations for students and instructor roles?
* an opportunity to get to know the instructor?
* a safe learning environment? Redirect students to review netiquette guidelines if
* conversations require mediation.

## **Benefits of Communication Tools and EI**

* Provides meaningful feedback to students.
* Fosters collaboration and creativity.
* Promotes good interpersonal skills.
* Provides learning on how to accept criticism and responsibility.
* Increases a sense of community.
* Inspires, motivates and invites curiosity.
* Develops higher order thinking skills.
* Lessons Learned! Be able to learn from one’s own mistakes graciously.
* Set the example! Be a role model for emotional intelligence.

Source: Nilson, L. B., & Goodson, L. A. (2018). *Online Teaching at Its Best: A Merger of Instructional Design with Teaching*. John Wiley & Sons.

Links to [D2L Guides](https://www.marquette.edu/center-for-teaching-and-learning/d2l-resources.php) and [videos](https://www.marquette.edu/center-for-teaching-and-learning/remote-teaching-tutorials.php).