

Distance Education Training

Charlotte School of Law
August 11, 2010 9:00 a.m. – 3:30 p.m.

AGENDA

Time*	Topic
9:00-11:00	Planning for Your Online Course
11:00-12:30	Content Design & Development for Online Courses
12:30-1:00	Lunch
1:00-1:30	Content Design & Development for Online Courses (continued)
1:30-2:30	Implementation & Management
2:30-3:30	Online Assessment

* Training will take place from 9:00 a.m. to 3:30 p.m. However, time frames for topics are approximate and subject to change.

Distance Education Training



Welcome to Distance Education Training!

Please:

- Sign in
- Pick up name badge
- Pick up a packet
- Turn off your cell phone
- Commit to today's training!



P.I.G. Training

Procure **I**nformation & **G**o!



Goals:

- Create a community of learners
- Promote continued discussion about distance education.
- Provide practical tools and information
- Offer food for thought

Distance Education

Caveats

- No one-size fits all solution for your online course
- No magic wand for technology solutions
- DE takes planning and work, but provides many benefits for you and the students
- Always have Plan B!



Planning for Your Online Course

In this segment of training, we will:

- State the purpose of objectives.
- Explore curriculum mapping.
- Review Bloom's Taxonomy.
- Write assignment/activity objectives.
- Explain course structure.
- Discuss syllabi for online courses.

Objectives

Definition

- Description of a performance you want learners to be able to exhibit before you consider them competent
- Identify learning outcomes for students
- Determine the cognitive level of a required activity
- Guide instructional activities



Objectives

Models

- Two major models of objectives:
 - Mager style – behavior, condition, criteria
 - Given an article from a newspaper, students will mark statements with an F for fact or an O for opinion with 75% accuracy.
 - Gronlund style – learning outcome
 - Differentiate between fact and opinion in newspaper articles.



Objectives

In Online Courses

- Keep you on track
- Guide students through the course
- Provide a blueprint for course development



Objectives

Curriculum Mapping

Course Goal

Course Objectives

Class Activity/Assignment Objectives

Objective

Activity

Assessment

Objective

Activity

Assessment

Objective

Activity

Assessment



Objectives

How To

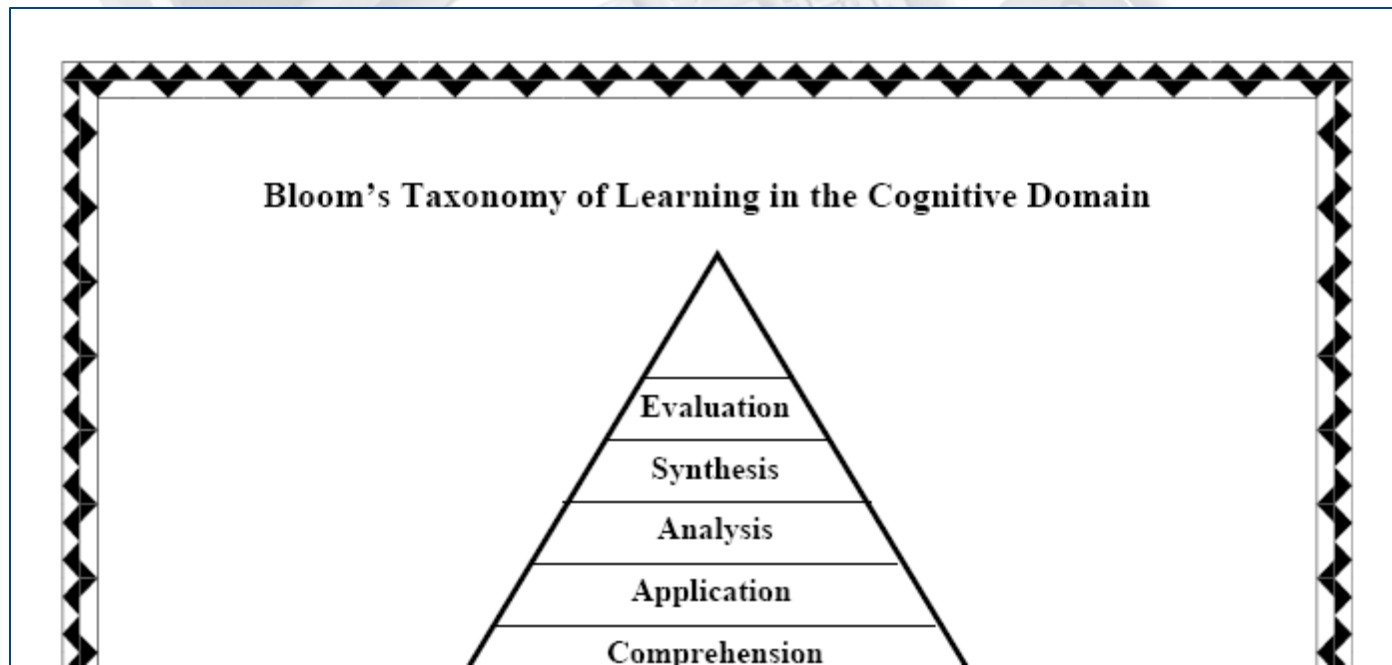
- Define the overarching goal for the course
- Break down the goal into course-level objectives (what will students be able to do)
- Write statements identifying what the student will accomplish through assignments/activities
 - Begin statement with an action verb indicating the cognitive level of the objective
 - Use Bloom's Taxonomy
 - Map the objectives to activities and assessments



Objectives

Bloom's Taxonomy

- Helps you write objectives at different levels of thinking
 - Verb list



Objectives

Class Activity/Assignment Objective



Objective

Activity

Assessment

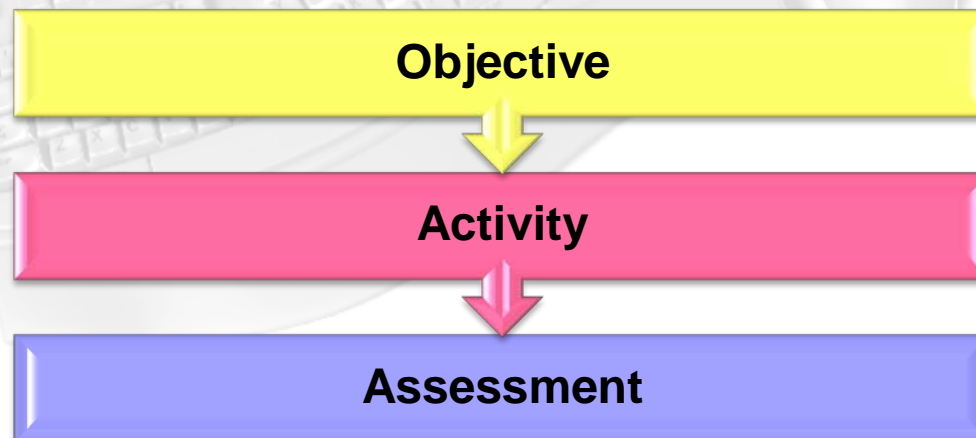


Objectives



Activity – Pair & Share

- Partner with the person sitting next to you.
- Each write a class objective and map it through an activity and assessment for your online course.
- Exchange your map with your partner and discuss.
- Be prepared to share your map with the class!





**QUESTIONS?
COMMENTS?**



Course Structure

In Online Courses

- Design of the learning environment
- Organization of the learning materials
- Things to consider
 - Consistent organization
 - “2 to 3 clicks” rule



Course Structure

Course Planner

- Handout to help guide you through the design process

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Course Planner

Course: _____

Process	Your Course
1. Determine the goal/purpose for your course.	Goal for Course:



Syllabus

In Online Courses

- Needs to be more detailed than regular classroom syllabus
- Spell out your expectations
- Good syllabus cuts down on student confusion and questions



Syllabus

Sample Syllabus

- Available in the DE Training online course in a Word format

Course Name

Course #

____ School of Law
Fall 2010 Semester

Instructor Information

Professor Name, Assistant Professor of Law

Phone: (918) 555-1234

E-Mail: myemail@email.com

Location: School of Law, 1234 Anyplace Road, Room 201, MyTown, OK 74132

Website: <https://www.mywebsite.com/user/lawprof/profile>

Office Hours: By appointment

Instructor Response Time


I typically respond to e-mail received during the week (Monday through Friday) within 24 hours. E-mail received on weekends (Friday evening through Sunday) will be addressed on Monday. Exceptions to this rule occur when there is a holiday, school break, or during other unavoidable situations (i.e., power failure, family emergency, out



Syllabus

Checklist

- Not an exhaustive list of items to consider for your syllabus, but a place to start

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DE Course Syllabus Checklist

Professor Information	Assignment Information
<input type="checkbox"/> Contact Information <ul style="list-style-type: none">• Name• Phone number(s)• Email address• Web site address• Office hours	<input type="checkbox"/> Teaching methods (i.e., synchronous/asynchronous)
<input type="checkbox"/> Instructor response time	<input type="checkbox"/> Assignment procedures <ul style="list-style-type: none">• How to obtain & turn in
<input type="checkbox"/> _____	<input type="checkbox"/> List of assignments & point values
	<input type="checkbox"/> Late work
	<input type="checkbox"/> Grading policies & procedures





**QUESTIONS?
COMMENTS?**



Copyright

In Online Courses

- Obtain permission
 - Alternatives
 - Fair use
- * There are no clear, cut-and-dried rules for use of copyrighted materials in online courses.



Copyright

Obtaining Permission

- Identify the owner/rights holder (usually the publisher)
- Contact in writing
 - List the title, author, editor, and edition (exact material you want to use)
 - Intended educational use of material
 - Form of distribution
 - Mention it will be used in a secure server/ password protected system by enrolled students
- Retain written consent for your records
- * Can take several weeks to obtain permission
- * Have Plan B if request is denied!



Copyright

Alternatives

- Place responsibility for accessing materials on the student
 - Linking
 - Use caution with deep links
 - Citations
- Publishing and copyright management services
 - i.e., University Readers



Copyright

Fair Use

- Allows limited use of copyrighted material without requiring permission from the owner
- Factors used to determine if a use is fair:
 1. What is the character of the use?
 - i.e., educational v. commercial
 2. What is the nature of the work to be used?
 - i.e., factual v. creative, imaginative



Copyright

Fair Use

3. How much of the original work are you wanting to use?
 - Rule of thumb: $\leq 10\%$ of a copyrighted work
4. Will the use negatively affect the value of the copyrighted material?
 - i.e., effect of the use upon the potential market





**QUESTIONS?
COMMENTS?**



Review

Procedure

- Secure all spillables & breakables!
- When you catch the pig, answer the question.
- Toss the pig to someone else to let him/her answer the question.

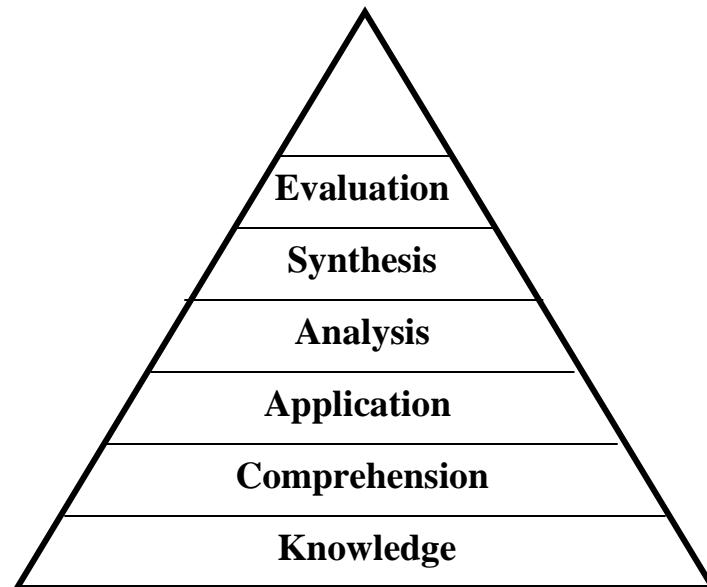


Review

What do you think is the most important step you will complete while planning your course?



Bloom's Taxonomy of Learning in the Cognitive Domain



The taxonomy provides a useful structure in which to categorize knowledge and skills.

1. **Knowledge** – recalling facts; knowledge of dates, events, places; remembering.
Example: Who, what, when where, how...? Describe...
2. **Comprehension** – restating knowledge; understanding information; grasp meaning, translate knowledge into new context; predict consequences; describing in one's own words.
Example: Retell
3. **Application** – applying or using information in a new situation; use methods, concepts, theories in new situations, solve problems using required skills or knowledge; use of facts, rules and principles.
Example: How is...an example of...? How is...related to...? Why is...significant?
4. **Analysis** – examining the parts and the relationship between the parts; seeing patterns; organization of parts; recognition of hidden meanings; identifying motives.
Example: What evidence can you list for...? How does...compare/contrast with...?
5. **Synthesis** – putting together information in a unique or novel way to solve a problem; use old ideas to create new ones; generalize from given facts; relate knowledge from several areas; predict, draw conclusions;
Example: How would you create/design a new...? What might happen if you combined...? What solutions would you suggest for...?
6. **Evaluation** – making judgment based on given criteria; assess value of theories; make choices based on reasoned argument; verify value of evidence; recognize subjectivity
Example: Do you agree... and why? What is the most important ... and why?

Verbs for Bloom's Taxonomy

The verb that you use to ask your question reveals the level of cognitive processing that you want them to do. Remember that the level of the learning depends on the mental process that the student will use and not on the level or difficulty of the material. The following are verbs associated with each level of Bloom's Taxonomy.

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Count	Classify	Apply	Break down	Arrange	Appraise
Define	Compare	Calculate	Classify	Combine	Choose
Identify	Convert	Change	Criticize	Compile	Conclude
Label	Contrast	Compute	Diagram	Construct	Contrast
List	Describe	Construct	Differentiate	Create	Convince
Match	Discuss	Demonstrate	Discriminate	Design	Critique
Memorize	Distinguish	Illustrate	Divide	Formulate	Criticize
Name	Estimate	Operate	Inspect	Generalize	Grade
Outline	Explain	Predict	Outline	Generate	Judge
Point out	Generalize	Relate	Relate	Group	Justify
Quote	Give examples	Solve	Separate	Integrate	Interpret
Recite	Infer	Translate	Solve	Modify	Rank
Repeat	Interpret	Use	Subdivide	Organize	Rate
Reproduce	Paraphrase			Rearrange	Recommend
Select	Restate			Relate	Select
State	Rewrite			Summarize	Support
Trace				What if	

Distance Education Training

Course Planner

Course: _____

Process	Your Course
1. Determine the goal/purpose for your course.	Goal for Course:
2. Make an outline of each course component you want to include. Incorporate: <ul style="list-style-type: none">• course information (e.g. syllabus, professor information)• course content<ul style="list-style-type: none">– assignments, materials, activities, and other corresponding items	Notes:
3. Think about which activities and materials should be delivered face-to-face and which can be delivered online.	Notes:

<p>4. Gather the relevant course materials and content. Determine the formats of materials (electronic, hard copy, etc.). Convert materials to electronic/digital formats as necessary.</p>	<p>Materials I Need to Gather:</p>
<p>5. Review standards and guidelines to understand quality expectations for online learning.</p>	<p>Notes:</p>
<p>6. Establish the structure for your assignments, course documents, etc.</p>	<p>Folder Structure:</p> <p><input type="checkbox"/> By week</p> <p><input type="checkbox"/> By unit</p> <p><input type="checkbox"/> By topic/assignment</p> <p><input type="checkbox"/> Other</p> <p>Notes:</p>
<p>7. Build your skeleton site. Be sure to include:</p> <ul style="list-style-type: none"> • Professor Information • Folder structure for assignments, course documents, etc. 	<p>Notes:</p>
<p>8. Add content to your structure based on your outline.</p> <ul style="list-style-type: none"> • Be sure materials have been reviewed and proofread before posting! 	<p>Notes:</p>
<p>9. Determine an appropriate maintenance schedule for your course based on how it is used, the types of materials it contains, etc.</p>	<p>Maintenance Schedule:</p> <p><input type="checkbox"/> Weekly</p> <p><input type="checkbox"/> Monthly</p> <p><input type="checkbox"/> At semester</p> <p><input type="checkbox"/> At close of academic year</p>
<p>10. Periodically assess your course.</p> <ul style="list-style-type: none"> • Ask for student feedback. • Use self-assessment tools. 	<p>Notes:</p>

Course Name
Course #
___ School of Law
Fall 2010 Semester

Instructor Information

Professor Name, Assistant Professor of Law

Phone: (918) 555-1234

E-Mail: myemail@email.com

Location: School of Law, 1234 Anyplace Road, Room 201, MyTown, OK 74132

Website: <https://www.mywebsite.com/user/lawprof/profile>

Office Hours: By appointment

Instructor Response Time

I typically respond to e-mail received during the week (Monday through Friday) within 24 hours. E-mail received on weekends (Friday evening through Sunday) will be addressed on Monday. Exceptions to this rule occur when there is a holiday, school break, or during other unavoidable situations (i.e., power failure, family emergency, out of town at conference, etc.). Be sure to check the course announcements/news regularly to

If you do not receive a reply to your e-mail within a reasonable period of time, please send it again. Sometimes e-mail is captured by SPAM filters, is addressed incorrectly, or just simply does not make it through. Also, check your own e-mail filters that screen out junk mail. My replies to students have sometimes been filtered out, and students did not receive them until they checked their junk e-mail.

Course Description

PLACE HOLDER FOR COURSE DESCRIPTION

Course Prerequisites

PLACE HOLDER FOR COURSE PREREQUISITES

Course Objectives

After completing this course, the student will:

- Objective 1
- Objective 2
- Objective 3

Course Location and Login Information

Desire2Learn

This is an online course delivered via Desire2Learn. The login page is located at: <https://infilaw.desire2learn.com>.

When you log in, click the name of this course in the My Courses widget to access the course home page.

Illuminate Live!

We will also use Illuminate Live! for real-time, scheduled sessions. The login page is located at: <https://sas.illuminate.com/site/external/login/user>.

To participate in an Illuminate Live! session:

1. Log into Illuminate Live!
 - a. Username is CXXXXXX (This part of your student email address.)
 - b. Password is last six digits of your Social Security Number. (If this group of numbers begins with a zero, substitute with a one.)
2. If the class does not show on the screen, click Display Schedule.
3. Click Join to the right of the appropriate class.
 - a. Illuminate uses Java, so joining may take a couple of minutes.
4. Once in the Illuminate Live! classroom, test your speaker and microphone.
 - a. Click Tools>Audio>Audio Setup Wizard.

Course Materials

PLACE HOLDER FOR TEXTBOOK LIST

Additional materials will be made available through Desire2Learn.

Assignments

Assignment Information

Detailed information about assignments will be posted in the Content area of Desire2Learn. Materials and assignments will remain accessible throughout the semester.

Advanced Copies of Assignments

Please understand that I am continually updating and revising my course materials. Therefore, it is not feasible for me to provide advanced copies of assignments. Full assignment details will only become available at the beginning of each new assignment week. Assignments are posted at least one week prior to the due date.

Submitting Assignments

Directions for submitting assignments will be included in each assignment's directions.

Late Work

Due Dates: Please note that all assignment due dates fall on Mondays. Assignments must be submitted by midnight Eastern Standard Time on scheduled due dates.

Point Deduction for Late Work: Ten points are deducted for each day an assignment is late. For example, an assignment that is two days late will lose 20 points as a late penalty.

Your Responsibility with Late Work: If you will be late turning in an assignment for any reason please e-mail me at myemail@email.com on or before the scheduled due date. When the assignment is completed, you must send a follow-up email to let me know it is ready to grade. This is how we calculate the number of days for the late work penalty. Failure to notify me could lead to a grade of zero.

Please Avoid End of Course Late Work: Please note that we work under school deadlines for submitting grades at the end of the semester. If you have an assignment that is late at the end of the semester, there is a chance that it might not be received on time to make the deadline. In this situation, I have no choice but to grade whatever I have received by that time and submit grades regardless of the late policy above. Please try to avoid this situation.

Plan Your Time: It is a good idea to schedule specific times to work on your assignments each week and keep the appointment with yourself. This course typically requires about 9 to 12 hours per week of work. It is in your best interest to start early on each assignment to give yourself time to address technical problems or get help before the due date passes.

Reasonable Accommodations

Any student who feels he/she may need accommodations based on the impact of a disability should refer to the school handbook to review the policies and procedures for students with disabilities.

Course Netiquette

Netiquette consists of the rules and guidelines for acceptable behavior in electronic communication. Remember, while working in an online course you are in an academic setting and should conduct yourself accordingly.

All students are expected to follow netiquette guidelines as outlined below:

- You are not text messaging friends! This means text message acronyms (such as LOL, IMHO, BCNU, etc.) are not acceptable. Express yourself with proper spelling, grammar, and punctuation.
- Out of respect for your fellow classmates' and instructor's time, keep your communications as clear, straightforward, and concise as possible.
- Use appropriate mixed case text; avoid using all lower case or all upper case text (SHOUTING).

- You are your words. Your communication in an online course represents you. Always review and edit your communication before submitting.
- Give respect to your classmates. Be courteous, respectful of others opinions, sensitive to diversity, and polite.
- Respect other people's privacy. Do not share other individual's personal information (i.e., e-mail addresses, phone numbers, etc.) without permission.
- It's okay to disagree with someone's opinion or constructively criticize an idea. It is never okay to personally attack another student. Debate the idea; do not attack the person.
- If you would not put it on a billboard, do not post it in an online class.
- Free speech is not an absolute right in an online course!
- Obey copyright laws and cite others' work appropriately.

Grading Policy

PLACE HOLDER FOR GRADING POLICY

Course Schedule

Below is a tentative schedule of assignments for this course.

I reserve the right to make changes to the schedule as needed. You will be made aware of any changes through the News widget in Desire2Learn. You are responsible for reading and acting upon all posted News items!

Week	Start Date	Topics & Major Assignments	Due Date
1	8/20/10		
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			

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DE Course Syllabus Checklist

Professor Information

- Contact Information
 - Name
 - Phone number(s)
 - Email address
 - Web site address
 - Office hours
- Instructor response time
- _____

Course Information

- Course name/number
- Semester
- Course prerequisite
- Course description
- Course objectives
- Course location & login information
- Course availability
- Course textbook & materials
- _____

Schedule

- Course calendar
- Schedule of assignment due dates

Assignment Information

- Teaching methods
 - (i.e., synchronous/asynchronous)
- Assignment procedures
 - How to obtain & turn in
- List of assignments & point values
- Late work
- Grading policies & procedures
- _____

Policies & Procedures

- Student Handbook
- Attendance policy
- Accommodations policy
- Honor Code
- Technical difficulties
- Netiquette/Communication policies
- _____

Other Information

- _____
- _____

Distance Education Training



Content Design & Development for Online Courses

In this segment of training, we will:

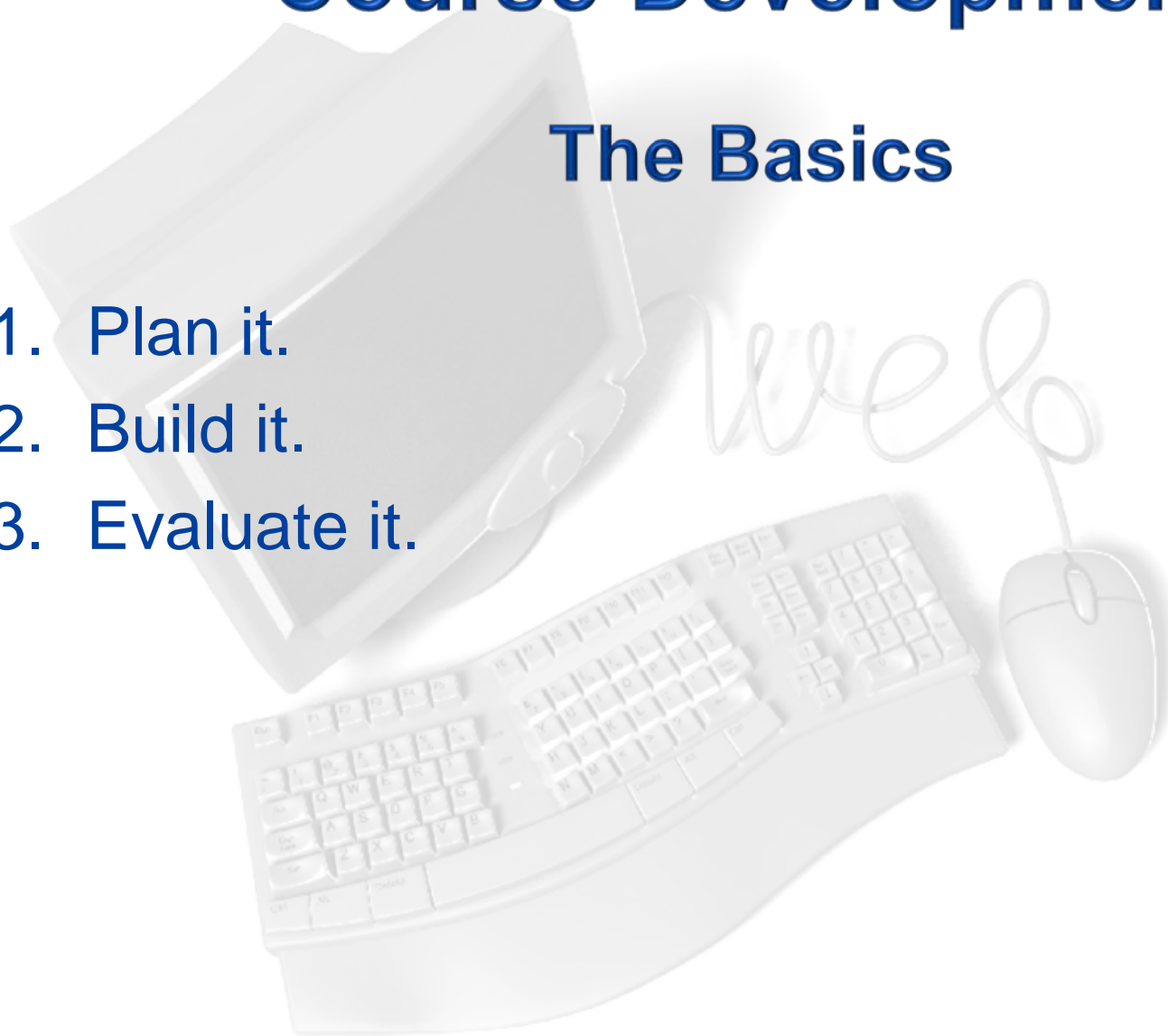
- Describe the ADDIE model.
- Develop an ADDIE plan for your online course.
- Discuss communicating expectations.
- Review learning styles.
- Identify common instructional delivery methods in online courses and their associated technology tools.
- Explore strategies for using discussion boards.
- List accessibility tips for online courses.



Course Development

The Basics

1. Plan it.
2. Build it.
3. Evaluate it.



ADDIE

- Design model
- Provides a systematic process for designing, developing, and implementing your course



ADDIE

Analyze

- Who are your students for the course?
 - Level?
 - Expectations?
- What is your course goal?
- What are your course objectives?
- What are your assignment/activity objectives?
- How will you assess learning?



ADDIE

Design

- What will your learning environment look and feel like?
- Does the learning management system impose limitations?



ADDIE

Develop

- What resources are already available?
- What materials need to be developed?
- What formats will you use for assignments/ activities?



ADDIE

Implement

- Do you know how to use the course technology?
- Do you have a plan for effective implementation?
 - Communication?
 - Time management?



ADDIE

Evaluate

- Will you use reflective teaching strategies?
- Have you reviewed course statistics and data?
- Have you considered a peer review of your course?
- Have you solicited student feedback on your course?



ADDIE



Activity – Planning

- Think through the ADDIE process and brainstorm actions for each step of the process

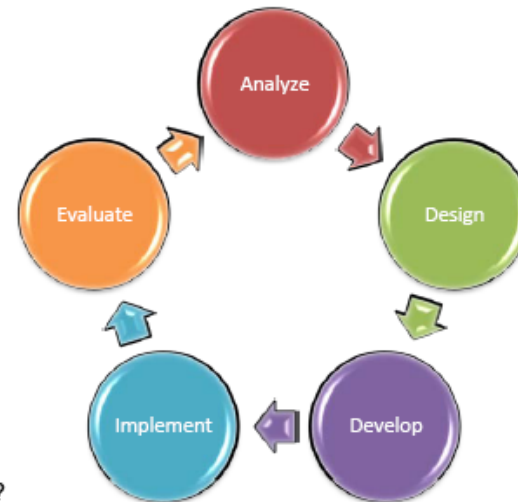
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ADDIE Worksheet

Course _____

What will you do in each phase of ADDIE to design your online course?



Analyze	
Design	





**QUESTIONS?
COMMENTS?**



Communicating Expectations

Strategies

- Over-explain everything!
 - Try to anticipate and answer all the questions up-front
 - Cuts down on basic questions
 - Eliminates challenges and leaves no excuses
- Let students know about support services
 - Academic support
 - Technical support



Learning Styles

- Each student learns differently.

Learning Style	Preference for Information Acquisition
Visual/Verbal	Prefers to read information
Visual/Nonverbal	Uses graphics or diagrams to represent information
Auditory/Verbal	Prefers to listen to information
Tactile/Kinesthetic	Prefers physical hands-on experiences

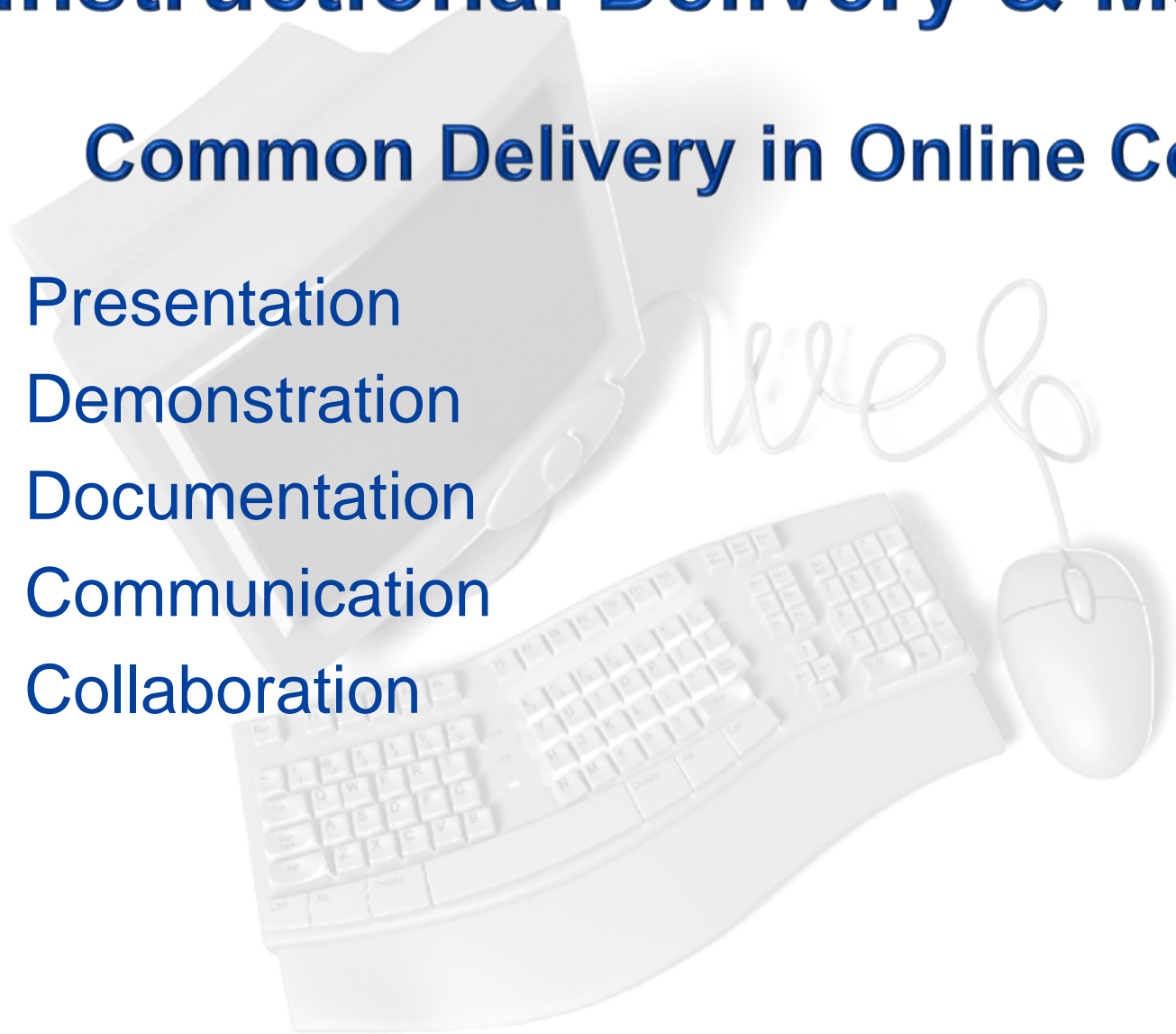
- Strive for pedagogical richness to reach students!
 - Include graphics, videos, podcasts, animations, simulations, etc. in your course



Instructional Delivery & Materials

Common Delivery in Online Courses

- Presentation
- Demonstration
- Documentation
- Communication
- Collaboration



Instructional Delivery & Materials

Presentation

- Lectures
- Informational videos
- Virtual/Web tours
- Guest lecturers
- Blogs



Instructional Delivery & Materials

Presentation - Lectures

- Recorded, asynchronous
 - Narrated PowerPoint
 - Podcast
 - Recorded Elluminate *Live!* session
- Synchronous
 - Elluminate *Live!*
- * Keep lectures short – chunk longer lectures into 15 to 20 minute segments
- * Reset the attention span clock frequently!



Instructional Delivery & Materials

Presentation – Possible Technology Tools

Applications

- PowerPoint
- Camtasia
- Audacity
- Elluminate *Live!*

Equipment

- Microphone/headset
- Web cam



Instructional Delivery & Materials

Demonstration

- Videos portraying a skill
- Narrated photo series
- Screen capture/screen casting



Instructional Delivery & Materials

Demonstration – Possible Technology Tools

Applications

- Camtasia
- Elluminate *Live!*

Equipment

- Microphone/headset
- Web cam
- Digital camera



Instructional Delivery & Materials

Communication

- Virtual office hours
- Student conferences
- News announcements
- Blog
- Assignment feedback



Instructional Delivery & Materials

Communication – Possible Technology Tools

Applications

- Learning management system
- Elluminate *Live!*
- Social media (i.e., Facebook)

Equipment

- Phone
- Microphone/headset
- Web cam



Instructional Delivery & Materials

Collaboration

- Learning groups
 - Group discussions
 - Group projects
 - Group presentations
- Peer-to-peer/partnered
- Wikis
- Discussion boards
- * Consider how you will assess individual participation in the group



Instructional Delivery & Materials

Collaboration – Possible Technology Tools

Applications

- Learning management system
- Elluminate *Live!*
- Wiki space
- Social media (i.e., Facebook)

Equipment

- Microphone/headset
- Web cam



Discussion Boards

Purpose

- Share knowledge
- Reflect on ideas
- Improve critical thinking (compare, contrast, analyze, synthesize, evaluate)



Discussion Boards

General Strategies

Communicate discussion board expectations clearly!

- Determine the tone
 - Conversational
 - Professional
- Define proper “netiquette”
- Identify grading criteria
- When/how often will you respond



Discussion Boards

General Strategies

Success of discussion boards depend on student participation.

- Limit instructor participation (10-20% rule)
- Ask follow-up questions as needed
- Discussion post can be used for written assignments



Discussion Boards

Getting Started with Students

- Provide training for students
- Create a sample discussion
- Organize forums around topics, units, assignments, etc...
- Consider creating a forum for non-course related postings
- Consider creating a course FAQ forum



Discussion Boards

Tips for Forum Questions

Avoid asking...

- yes/no questions.
- questions that call for purely factual answers.

Ask questions that...

- call for reflection, interpretation, analysis, and/or problem solving.
- solicit relevant personal opinion and/or personal experience.
- encourage students to engage with other students in the class.
- require students to draw connections between past and present course material.



Discussion Boards

Grading

- Consider what you want to grade:
 - Minimum number of posts
 - Posts matching due dates and times
 - Quality of posts
 - Other???
- Use rubric to grade discussions



Discussion Boards



Activity – Pair & Share

- Partner with another participant.
- Brainstorm at least two ways to use discussion boards in your online course.
- Discuss how (or if) you will grade the discussion board.





**QUESTIONS?
COMMENTS?**



Accessibility

Definition

- Instructional material can be used as effectively by people with disabilities as by those without.
- Section 508
 - Amendment to the Workforce Rehabilitation Act of 1973.
 - Signed into law August 7, 1998
- Web Content Accessibility Guidelines (WCAG) 2.0
 - Recommendation from World Wide Web Consortium (W3C)



Accessibility

Tip Sheet

- Accessibility as it applies to digital instructional materials

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Accessibility Tips

- ✓ Offer text equivalents for non-text elements.
 - Videos with audio need to be captioned for those with hearing impairment.
 - Audio files need to have text transcripts for those with hearing impairment.
 - Images need alternative text and/or descriptions for those with visual impairment.
- ✓ Provide audio descriptions for the visual track of video/multimedia presentations.
 - Audio descriptions describe the onscreen action for those with visual impairment.





**QUESTIONS?
COMMENTS?**



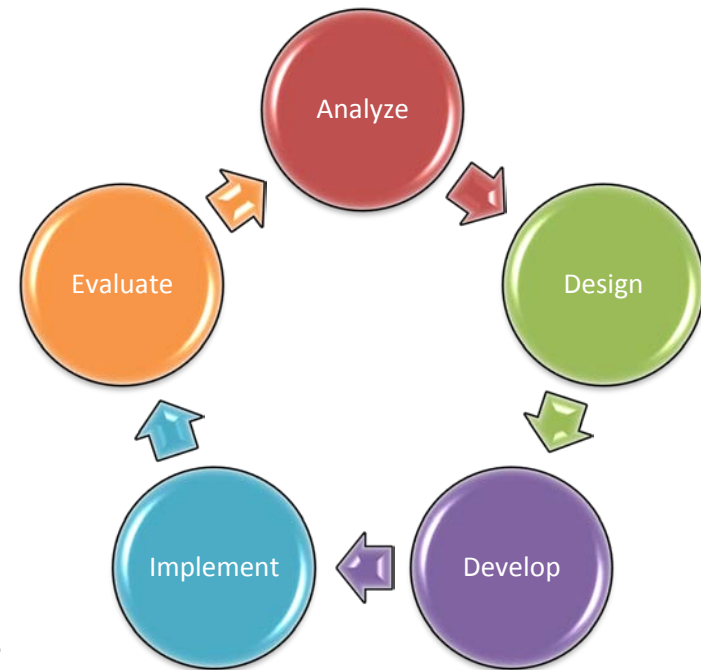
Review

What do you think is the most important consideration in developing the content for your online course?



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ADDIE Worksheet



Course _____

What will you do in each phase of ADDIE to design your online course?

Analyze	
Design	
Develop	
Implement	
Evaluate	

Distance Education Training

Accessibility Tips

- ✓ Offer text equivalents for non-text elements.
 - Videos with audio need to be captioned for those with hearing impairment.
 - Audio files need to have text transcripts for those with hearing impairment.
 - Images need alternative text and/or descriptions for those with visual impairment.
- ✓ Provide audio descriptions for the visual track of video/multimedia presentations.
 - Audio descriptions describe the onscreen action for those with visual impairment.
- ✓ Color should not be used to convey meaning.
 - Ensure that information conveyed with color is also available without color for those with color deficient vision or visual impairment.
- ✓ Data tables should include row and column headers to aid identification of contents.
- ✓ Avoid flickering screen elements that may trigger epileptic seizures or migraines.

Distance Education Training



Implementation & Management

In this segment of training, we will:

- Explore the seven principles of effective online teaching.
- Discuss time management in online courses.
- Define netiquette.



Seven Principles of Effective Online Teaching

- Based on the work of Arthur W. Chickering
 - “Seven Principles for Good Practice in Undergraduate Education”
1. Student-faculty contact
 2. Cooperation among students
 3. Active learning
 4. Prompt feedback
 5. Deadlines
 6. High expectations
 7. Diverse talents and ways of learning



Time Management

Facilitation

The amount of time spent teaching online was over twice the amount of time spent teaching in-class.¹

¹(Cavanaugh, Joseph. "Teaching Online – A Time Comparison." Online Journal of Distance Learning Administration (Spring 2005, Volume 8, Issue 1)

<<http://www.westga.edu/%7Edistance/ojdl/spring81/cavanaugh81.pdf>>



Time Management

Factors in Increased Teaching Time

- Mastering the course technology
- Preparing online activities
- Extensive, individualized written communication with students
- Update and maintenance of materials & site itself



Time Management



Activity – Group Discussion

- Organize a small group of participants.
- Discuss ways to mitigate the time commitment to teaching and managing an online course.
- Be prepared to share your strategies with the other participants!





**QUESTIONS?
COMMENTS?**



Netiquette

- Rules and guidelines for acceptable behavior in electronic communication
- Can also include communication protocols
 - Governs procedures in synchronous communication (i.e., Elluminate *Live!*)



Netiquette



Activity – Group Brainstorming

- Divide into groups.
- Work with your group to write netiquette rules for an online course.
- Be prepared to share your rules with the rest of the participants.





**QUESTIONS?
COMMENTS?**



Review

What is your biggest concern about managing your online course?



Distance Education Training



Online Assessment

In this segment of training, we will:

- Discuss assessment in online courses.
- Review types of online assessment.
- Dissect a grading rubric.



Online Assessments



Ponder & Discuss

An online course should have more assignments and assessments than a face-to-face course.

Do you agree or disagree with this statement?

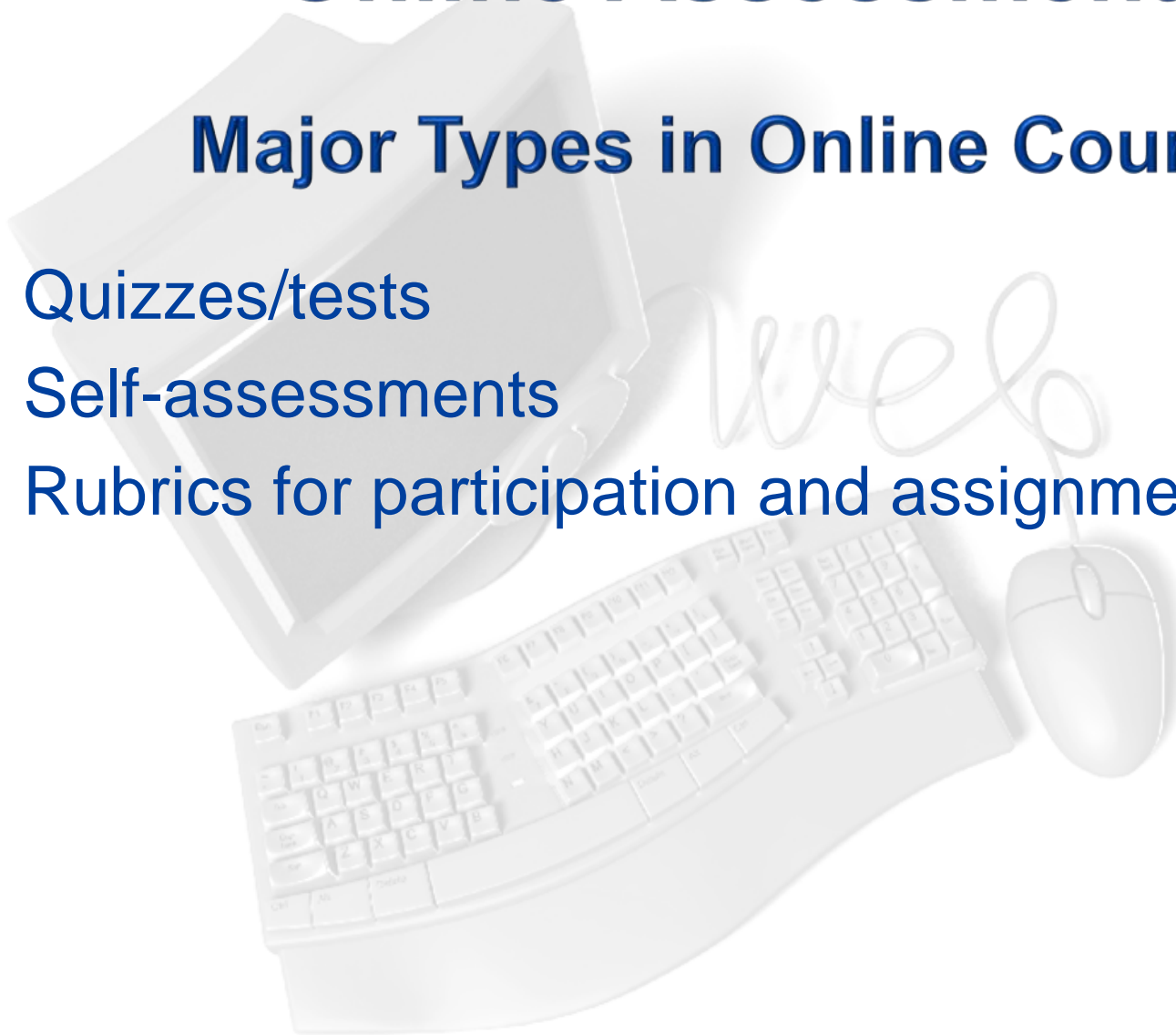
Why?



Online Assessments

Major Types in Online Courses

- Quizzes/tests
- Self-assessments
- Rubrics for participation and assignments



Online Assessments

Quizzes

- Gauge student progress and understanding of course topics
- Can help prepare student for exams
- Provide a graded item in the course



Online Assessments

Student Self-Assessments

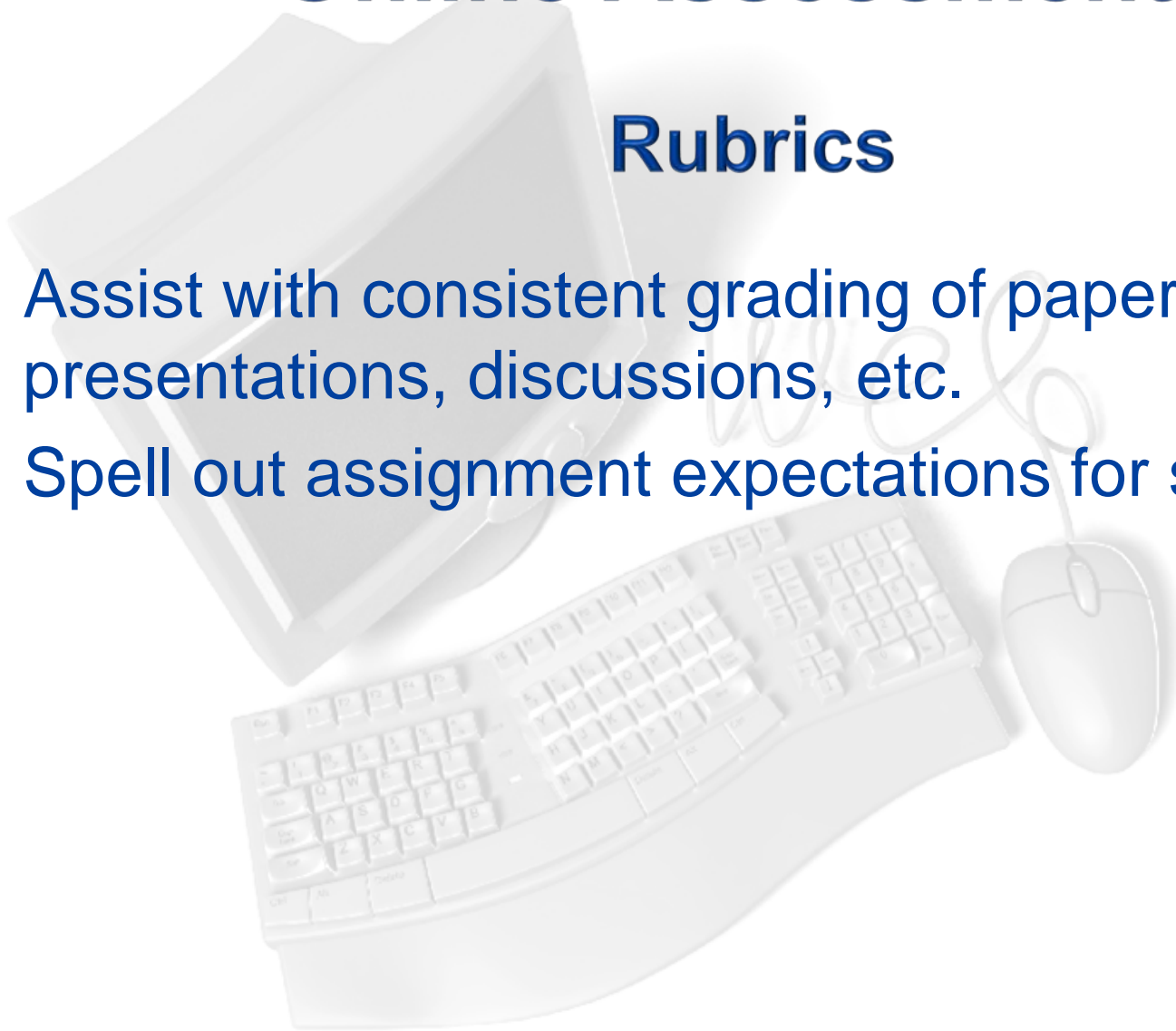
- Allow students to measure their own progress and understanding
- Help students identify where they need remediation
- Are non-graded and a tool for student use only



Online Assessments

Rubrics

- Assist with consistent grading of papers, projects, presentations, discussions, etc.
- Spell out assignment expectations for students



Rubrics

Rubric Components

- Focus on measuring stated objectives or elements
- Use a range to rate performance
- Define specific performance criteria
- Determine points for each category



Rubrics

Rubric Components

Elements

Range Points

Specific Performance

	Outstanding (90-100 pts)	Good (80-89 pts)	Fair (70-79 pts)	Below Expectations (0-69 pts)
Instructions	<ul style="list-style-type: none"> Includes full instructions for making sandwich Includes full instructions for proper clean up Can easily be followed to make a sandwich and to clean up 	<ul style="list-style-type: none"> Includes instructions for making sandwich Includes instructions for proper clean up Can be followed to make a sandwich and to clean up 	<ul style="list-style-type: none"> Includes incomplete instructions for making sandwich Includes incomplete instructions for proper clean up Steps must be assumed to make a sandwich and to clean up 	<ul style="list-style-type: none"> Includes minimal or no instructions for making sandwich Includes minimal or no instructions for proper clean up Cannot be followed to make a sandwich and to clean up
Materials List	<ul style="list-style-type: none"> Includes complete materials list 	<ul style="list-style-type: none"> Includes partial materials list, but lists major items needed 	<ul style="list-style-type: none"> Includes materials list missing at least one crucial item 	<ul style="list-style-type: none"> Does not include materials list
Requirements	<ul style="list-style-type: none"> Turned in by due date Two copies turned in Completed using a word processing unit 	<ul style="list-style-type: none"> Turned in 1 day late Two copies turned in Completed using a word processing unit 	<ul style="list-style-type: none"> Turned in 1 day late One copy turned in Completed using a word processing unit 	<ul style="list-style-type: none"> Turned in late or not at all One copy turned in Hand-written
Project Quality	<ul style="list-style-type: none"> Instructions easy to read and follow No spelling errors 	<ul style="list-style-type: none"> Instructions can be read and followed 1-3 spelling errors 	<ul style="list-style-type: none"> Instructions somewhat difficult to read and follow 3-5 spelling errors 	<ul style="list-style-type: none"> Instructions difficult to read and follow More than 5 spelling errors
Points Earned				

A = 90-100 pts B = 80-89 pts C = 70-79 pts D = 60-69 pts F = 0-59 pts



Rubrics

Element

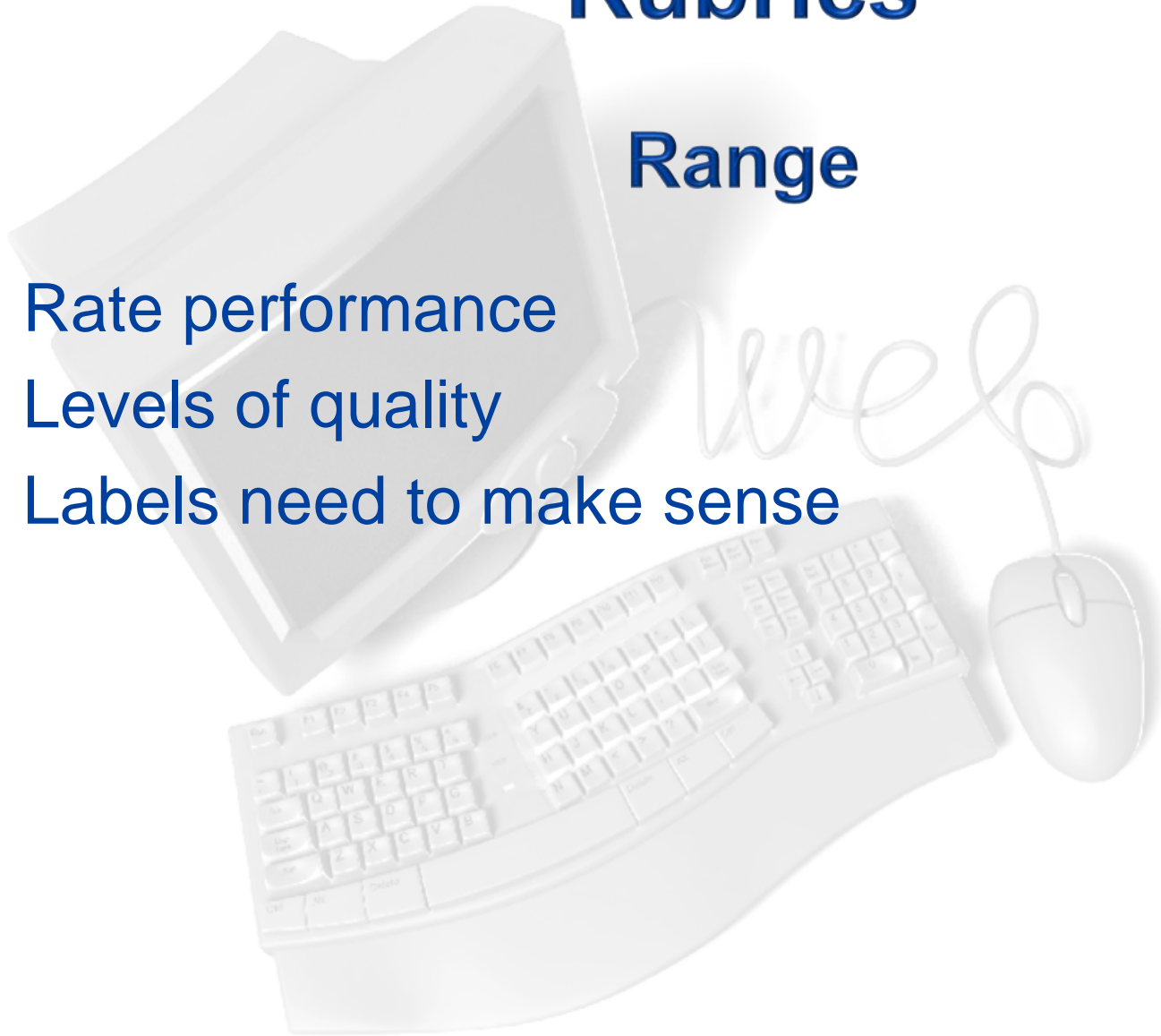
- Criteria for performance
- All important components are included
- Number of elements not overwhelming
(Do not list too many.)



Rubrics

Range

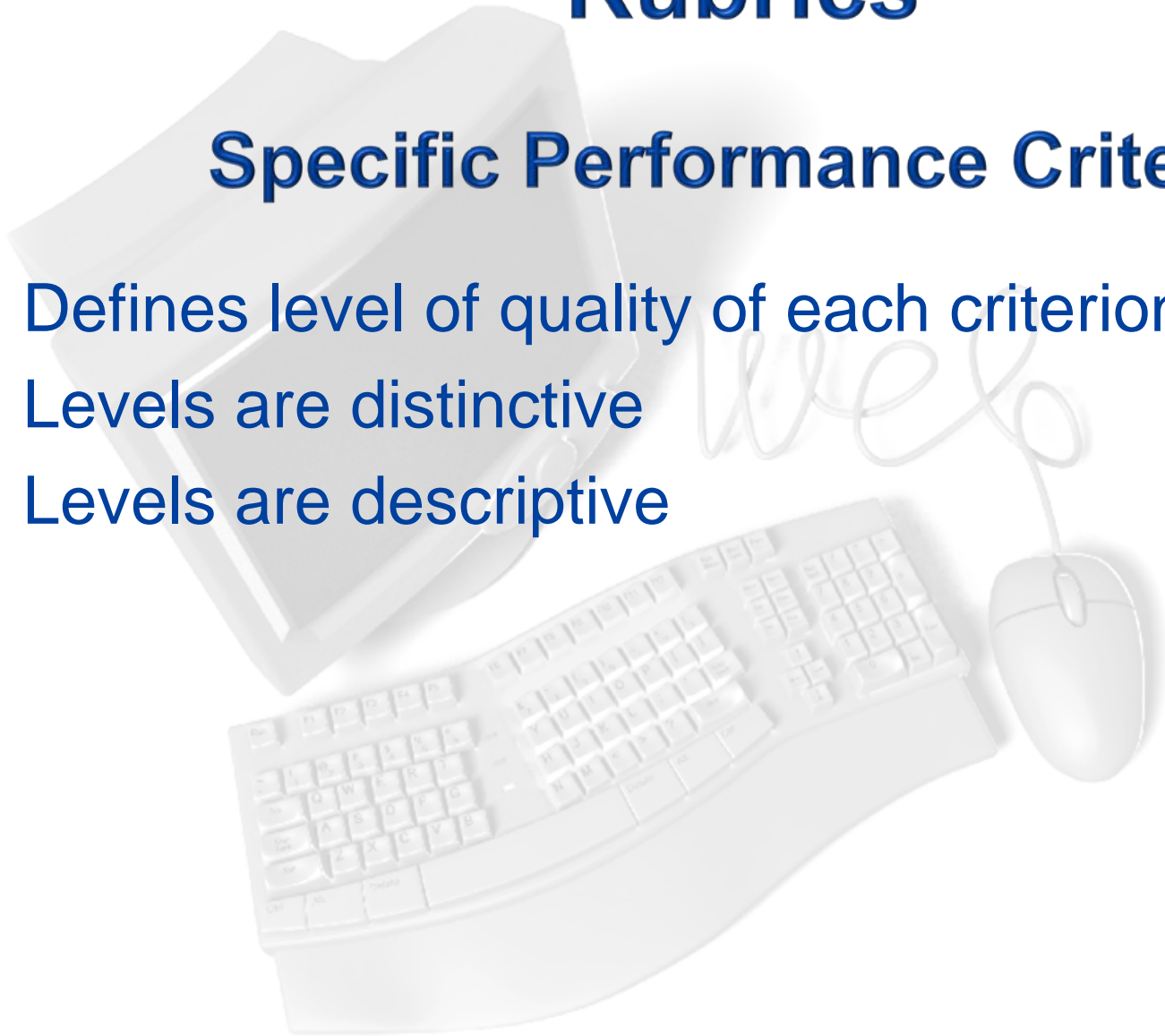
- Rate performance
- Levels of quality
- Labels need to make sense



Rubrics

Specific Performance Criteria

- Defines level of quality of each criterion
- Levels are distinctive
- Levels are descriptive



Rubrics

Points

- Points earned for quality should reflect desired grade.
- Short scales difficult to identify differences in quality of element
- Are all elements equal? Should certain elements be weighted?



Rubrics

Sample Rubric – Discussion Board

- Generic rubric for discussion board responses

Discussion Board Rubric

1. Discussion responses should reflect your knowledge of the subject matter through critical analysis. Discussion at a critical level means discussing things such as your **opinion** of the point mentioned, why you hold that opinion, what you see wrong with the point mentioned, how you see the point consistent/inconsistent with what you have learned so far, implications for the future, consistencies/inconsistencies within the article or reading itself, and so forth. In other words, analyzing the good and/or bad aspects of the point and justifying your analysis.
2. I am looking at quality over quantity. With this in mind, answers should be between 200 and 250 words. I'm not going to count the number of words, but please try to limit yourself to no more than 250 words per response - it's very difficult to get through many long winded responses - and I read them all.
3. Include citations and references in your response. This does not need to be a formal citation/reference - just make sure that you give proper credit in some way.
4. It's ok to write in the first person and include personal experiences in your responses.

Criteria	Outstanding A	Proficient B	Basic C	Below Expectations D
AECT Standards 1.4.a, 1.4.b, 1.4.c, 2.3.3, 3.2.1, 3.4.5				
Content	Rich in content, full of thought, insight and synthesis with clear connections to previous	Substantial information, thought, insight and analysis has taken place with some connection to	Generally competent in summarizing learning, but information is thin and commonplace with	Rudimentary and superficial regurgitation of content with no connections and/or



Review

Name one type of assessment you plan to use in your online course & explain why.





**QUESTIONS?
COMMENTS?**

Discussion Board Rubric

1. Discussion responses should reflect your knowledge of the subject matter through critical analysis. Discussion at a critical level means discussing things such as your **opinion** of the point mentioned, **why you hold that opinion**, what you **see wrong** with the point mentioned, how you see the point **consistent/inconsistent with what you have learned** so far, **implications** for the future, **consistencies/inconsistencies within the article or reading** itself, and so forth. In other words, **analyzing the good and/or bad aspects** of the point and **justifying** your analysis.
2. I am looking at quality over quantity. With this in mind, answers should be between 200 and 250 words. I'm not going to count the number of words, but please try to limit yourself to no more than 250 words per response - it's very difficult to get through many long winded responses - and I read them all.
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Criteria AECT Standards 1.4.a, 1.4.b, 1.4.c, 2.3.3, 3.2.1, 3.4.5	Outstanding A	Proficient B	Basic C	Below Expectations D
Content	Rich in content, full of thought, insight and synthesis with clear connections to previous or current content and/or to real life situations made with depth and detail.	Substantial information, thought, insight and analysis has taken place with some connection to previous or current content and/or to real life situations but lack of depth and detail	Generally competent in summarizing learning, but information is thin and commonplace with limited connections and vague generalities.	Rudimentary and superficial regurgitation of content with no connections and/or completely off topic.
Relevance	The key issues within the prompt are identified and answered. The discussion is consistently clear with few digressions.	The key issues within the prompt are identified but not all answered. The discussion is clear most of the time.	Some of the key issues within the prompt are identified but not answered. The discussion is not clear.	Confused, hard to follow and the key issues within the prompt are not identified or answered.
Readings and Resources	Readings and other resource materials are used to support comments.	There is some reference to readings and other resource material.	Little if any reference is made to readings and other course materials.	Readings and resources are not mentioned.
Timeliness	All required postings are made early in the discussion and throughout the discussion.	All required postings are made but not in time for others to read and respond.	Some or all of the required postings are made, but most are at the last minute without allowing for response time.	Some or all of the required postings are missing.
Frequency - this will depend on each individual assignment, but in general...	One or more substantial posts with at least one detailed response made to address another students' post.	One or more satisfactory posts with at least one satisfactory response made to address another students' post.	One satisfactory post with a brief response to another students' post.	One brief post or no post at all and no response to another students' post.

