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<th>Page</th>
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</tr>
</tbody>
</table>
**Purpose**
To assist course authors and instructional facilitators with a roadmap to effectively develop and deliver quality instruction online.

**Timeline**
From the initial meeting until the course launches, plan for a minimum of six months in order to create a quality course that adheres to Andrews University online standards.

**Contact Information for Digital Learning and Instructional Technology Department (DLiT) Staff**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title / Role</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janine Lim</td>
<td>Associate Dean Online Higher Education</td>
<td><a href="mailto:janine@andrews.edu">janine@andrews.edu</a> (269) 471-6546</td>
</tr>
<tr>
<td>Lori Abbott</td>
<td>Course Manager</td>
<td><a href="mailto:loria@andrews.edu">loria@andrews.edu</a> (470) 377-1961</td>
</tr>
<tr>
<td>Denise Shaver</td>
<td>Instructional Designer</td>
<td><a href="mailto:sdecoursedev@andrews.edu">sdecoursedev@andrews.edu</a> (269)4713250</td>
</tr>
<tr>
<td>Marsha Beal</td>
<td>Educational Technology Support</td>
<td><a href="mailto:dlit@andrews.edu">dlit@andrews.edu</a> (269) 471-3960</td>
</tr>
</tbody>
</table>

**Support Resources**
- Technology Quick Reference Guides: [http://www.andrews.edu/distance/dlit](http://www.andrews.edu/distance/dlit)
- Online Course Development Support Resources: LH URL here
- Library Databases: [http://www.andrews.edu/library](http://www.andrews.edu/library)
# Team Member Roles and Responsibilities

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Author</td>
<td>Design the course for significant student learning. Write the syllabus. Compose module overviews, activities, assessments, and content presentations. Provide course content to DLiT staff in specified formats by specified dates.</td>
</tr>
<tr>
<td>Instructional Facilitator</td>
<td>Act as the main point of contact for course authors throughout the development process. Assist course authors through the design and development process. Provide guidance and training in alignment of outcomes, activities, assessments, and materials. Provide guidance and training in selecting technology tools for engagement activities, formal and informal assessments, and content presentation.</td>
</tr>
<tr>
<td>Instructional Designer</td>
<td>Train and mentor instructional facilitators with the process of working directly with course authors. Act as instructional facilitator for some courses. Supervise instructional facilitators.</td>
</tr>
<tr>
<td>Course Manager</td>
<td>Write contracts. Remind people of deadlines. Supervise student workers who input content created by the course author into Learning Hub site. Create Learning Hub (Moodle) site skeleton.</td>
</tr>
<tr>
<td>Educational Technology Support Manager</td>
<td>Provide technical support and training to the Course Manager and instructional facilitators. Research new technology tools and Learning Hub features to share with Instructional Facilitators and Instructional Designers.</td>
</tr>
<tr>
<td>Associate Dean of Distance Education</td>
<td>Track and monitor progress. Oversee evaluation and review of the course design process. Act as instructional facilitator for a few courses as needed.</td>
</tr>
<tr>
<td>External Reviewers</td>
<td>Verify quality and alignment with Andrews University Standards for Teaching Online.</td>
</tr>
<tr>
<td>Editors</td>
<td>Edit course materials for typographical and punctuation errors. Verify web links are correct. Verify consistent formatting and wording in course materials. Edit course setup for usability by students.</td>
</tr>
</tbody>
</table>
Online Course Development Process Flowchart

**Purpose:**
To assist course authors and instructional facilitators (IF) with a roadmap to effectively develop and deliver quality instruction online.

**Timeline:**
From the initial meeting until the course launches, plan for a minimum of six months in order to create a quality course that adheres to Andrews University online standards.
Course Development Meetings

1. **Getting Started Meeting** **Associate Dean, Instructional Designer, Course Author and Instructional Facilitator**

   **GOAL:** To introduce the people and processes of the online course development process and to begin the conversation on how to transform the course into an online format.

   a. Meet distance learning team.
   b. Review course development process.
   c. Review AU standards for online courses.
   d. Discuss integration of faith and learning.
   e. Create Individual Development Plan (IDP).
   f. Decide which storyboard to use for course. (Due before Learning Design Meeting.)
   g. Set deadlines and expectations for the contract.
   h. Review textbook selection.

2. **Learning Design Meeting** **Course author and Instructional Facilitator**

   **Goal:** To create significant learning experiences online by aligning student outcomes with learning activities and meaningful assessments.

   - Review storyboard.
   - Think through course design and organization.
     i. introductions of teacher, students and content
     ii. learning outcomes
     iii. student engagement and learning activities
     iv. formal assessments and feedback
   - Review syllabus template and sample syllabus language for online courses.
   - Set due date for draft syllabus; content approval by the departments (*adjuncts and consortium course authors*).

3. **Technology and Tools Meetings** **Course Author and Instructional Facilitator**

   **Due date for all course materials is two months before scheduled course launch.**

   **Goal:** To provide an overview of technology tools; selecting tools to meet the learning outcomes (working from the storyboard), and discussing methods of delivery of course materials to DLiT. This stage is a series of meetings with your instructional facilitator. The instructional facilitator will be able to assist you with any technology tool or design questions you might have.

   a. Introduction to Learning Hub. What type of questions within Learning Hub?
   b. Review guidelines for writing lessons.
   c. Review instructional strategies and online learning structures.
   d. Review accessibility issues related to online learning.
   e. Determine additional technology tools if needed.
f. What format content needs to be provide to DLiT?
g. Follow up Tasks  
   i. Syllabus writing/editing. 
   ii. Lessons submitted. 
   iii. Develop next steps of what needs to be provided to DLiT and in what formats.
   iv. Strategize for what piece is done first and when it is turned in

Learning Engagement
   • Create engagement/learning activities/assignments/interaction and update syllabus.  
     ○ How to create effective questions to evoke thoughtful discussions 
     ○ Rubrics for learning activities 
     ○ Alignment to learning outcomes 
   • Just in time training on tools

Formal Assessments
   • Create formal assessments and update syllabus.  
     ○ Midterm and final course reviews 
     ○ Rubrics 
     ○ Alignment to learning outcomes 
   • Just-in-time training on tools.  
     ○ Grading 
     ○ Proctoring

Content Presentation
   • Create content presentation and update syllabus.  
     ○ Verify alignment to learning outcomes. 
     ○ Check for potential copyright challenges on various resources. 
     ○ Find educational resources for online. 
   • Just –in-time training on tools.  
     ○ Panopto (Learn it, create one, get feedback, then create all the others.)

4. Course Materials Verification and Submission Meeting Course Author and IF
GOAL: To review all materials prior to submission to DLiT offices for Learning Hub course development.
   • Review prepared materials with IF. 
   • Provide all content required for the course, in the specified format, to the DLiT office. 
   • Respond to any request for clarification by instructional facilitator or course manager in a timely manner.
5. **Course Pre-Launch Meeting Course Author and IF**
   GOAL: To review technical mechanics within the course to facilitate a smooth launch of the course for instructors and students.
   
   a. One week before: Course author will meet with IF to review navigation and assignments.
   b. One week before: Instructional facilitator will review widgets, extra technology and accessibility.

6. **Course Launch Assistance Instructional Facilitator**
   GOAL: To assist the first ten days of class to ensure instructor and students are navigating the site.

7. **Course Review Meeting Course Author and IF**
   GOAL: To analyze the feedback from the first part of the course to determine if any adjustments need to be made during the semester.
   
   a. Complete AU Online Course Review form.
   b. Meet with instructional facilitator to review student feedback and compare self-review with external feedback.
   c. Decide if changes need to be made and if they need to be made now or can they be made in second iteration of course.

8. **Final Course Evaluation Meeting Course Author and IF**
   GOAL: To evaluate the entire process from the beginning Getting to Know You meeting through the ongoing support during teaching of the class.
   
   a. What worked? What didn’t?
   b. What other technologies might you add or delete?
   c. What did you like? What do you wonder?
   d. Course authors will evaluation and provide feedback to the quality, quantity, and timeliness of the support they received from DLiT.
## Deliverables and Task Checklist

Creating a quality online course includes many tasks and stages of development. This document will help guide you through the process. If at any point, you are uncertain or need assistance, contact your instructional facilitator. During your initial meeting with your instructional facilitator, be sure to note the due dates for deliverables and trainings.

<table>
<thead>
<tr>
<th>Task/Deliverable</th>
<th>Notes/Training</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion and analysis of face to face instruction or previous online course(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete contract and HR paperwork</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Login for Andrews account</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email <a href="mailto:assocdeanonline@andrews.edu">assocdeanonline@andrews.edu</a> to schedule your SloanC workshop</td>
<td>Your SloanC Workshop site and login:</td>
<td></td>
</tr>
<tr>
<td>Draft syllabus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Textbook Selection</td>
<td>Email this to course manager ASAP</td>
<td></td>
</tr>
<tr>
<td>Storyboard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lessons</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formal Assessments</td>
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<td></td>
</tr>
<tr>
<td>Learning Activities &amp; Assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final syllabus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SloanC Workshop Certificate</td>
<td>Email to <a href="mailto:assocdeanonline@andrews.edu">assocdeanonline@andrews.edu</a></td>
<td></td>
</tr>
</tbody>
</table>
Andrews University Standards for Teaching Online

**Standard: Faith Integration**

**Description:** The course provides students opportunities to grow in their understanding of life, learning, and civic responsibility from a Christian point of view.

**Standard Source:** Andrews University Mission Statement

**Target Implementation Goal:** There are 3-4 course learning experiences that encourage growth in students’ understanding of life, learning and civic responsibility from a Christian point of view.

**Examples:** *This should not be considered an exhaustive list of how this standard may be met in an online course.*
- Worship space (online chapel in a discussion forum)
- Journals with reflections on how course content can be applied in the student’s life
- Students participate in off-line volunteer activities that require students to make connections between the course content and their civic responsibility.

**Standard: Critical Thinking**

**Description:** The course expects students to demonstrate the ability to think clearly and critically.

**Standard Source:** Andrews University Mission Statement

**Target Implementation Goal:** The course includes opportunities for students to think critically by requiring them to do most or all of the following:
- define and describe a relevant issue from multiple angles,
- evaluate sources of information,
- identify and question other’s and one’s own assumptions,
- acknowledge different sides of an issue,
- share a conclusion logically tied to a range of information including opposing viewpoints, and/or
- identify consequences and implications.

**Examples:** *This should not be considered an exhaustive list of how this standard may be met in an online course.*
- Technology-facilitated critical thinking group projects (i.e. wiki, GoogleDocs)
- Critical thinking encouraged and facilitated by the instructor in the asynchronous discussion board
- Position papers
- Literature reviews

**Standard: Student Reflection**

**Description:** The course promotes thoughtful student reflection through activities and opportunities which guide students in reflecting on the content and its application.

**Standard Source:** Andrews University Strategic Plan Pillar Community and Strategic Initiative #4.
**Target Implementation Goal:** Substantive guidance and opportunities are provided to students for them to reflect personally and professionally on the course content and its application. Instructor feedback is provided on these reflections.

**Examples:** *This should not be considered an exhaustive list of how this standard may be met in an online course.*
- Assessments of content or practice include a reflection component.
- Reflection assignments have a detailed rubric on how the reflections will be evaluated on the integration of course concepts into personal or professional practice.

---

**Standard: Faculty Presence**

**Description:** The interactions between faculty and students within and outside the course are substantive and regular, and the students perceive the instructor to be “present” and “immediate” in the course.

**Standard Source:** “Regular and substantive interaction with the instructor” is a federal requirement for “interactive online” courses. “Self-paced” courses must meet at least the Emerging level.

**Target Implementation Goal:** The instructor’s teaching presence is evident in the course design and organization, the facilitation of discourse, and direct instruction. The instructor’s immediacy is evident through consistent interaction, accessibility, prompt feedback, and self-disclosure, humor, and personal interaction.

**Examples:** *This should not be considered an exhaustive list of how this standard may be met in an online course.*
- The instructor has repeated contact with students over time and responds frequently and quickly to students and communicates attentiveness.
- The instructor emails the class with housekeeping and module overview information once a week.
- In synchronous meetings, the instructor looks directly into the camera to meet student’s eyes, smiles, nods, etc.
- The instructor’s picture is shown in at least one location in the course (and video is shared in synchronous sessions).

---

**Standard: Learning Community**

**Description:** The course offers an engaging learning community.

**Standard Source:** Andrews University Strategic Plan Pillar Community and Strategic Initiative #4. A high level of interaction between the instructor and the student is also a federal requirement for “interactive online” courses. A learning community is not required for “self-paced” courses.

**Target Implementation Goal:** The participants and instructor are engaged and present in facilitating social and cognitive (learning) opportunities for interaction among the students.

**Examples:** *This should not be considered an exhaustive list of how this standard may be met in an online course.*
- An introductions forum for students to get to know each other personally and professionally
- A watercooler, Q&A, technical help, or learning process comments discussion forum for students to discuss and ask questions on housekeeping issues related to the class
- An online chapel inviting students to share inspirational thoughts and prayer requests

**Standard: Stimulating Learning Experiences**

**Description:** The course provides diverse opportunities for engaging intellectual discovery, inquiry and creative problem-solving.

**Standard Source:** Andrews University Mission Statement

**Target Implementation Goal:** Most of the learning experiences allow for intellectual discovery, inquiry, and creative problem solving. Most of the learning experiences provide choices for students to meet the content standards in a variety of ways that allow for various learning styles and individual interests.

**Examples:** This should not be considered an exhaustive list of how this standard may be met in an online course.
- Students do service learning and reflect on it online.
- Assignment requires using creative problem solving.
- Students teach a concept to someone outside of the class.

**Standard: Assessment**

**Description:** The course’s assessment is appropriately linked to the learning outcomes and uses appropriate measurements for the type of knowledge or skills being assessed.

**Standard Source:** Andrews University Philosophy of Assessment

**Target Implementation Goal:** Assessments are based on, and at the same level of learning, as the stated course / program outcomes. Instructions clearly inform students of what is expected. Rubrics are used appropriately for subjective assignments. Exams are appropriately proctored.

**Examples:** This should not be considered an exhaustive list of how this standard may be met in an online course.
- Clear grading criteria, expectations, and instructions
- Explicit rubrics or other grading guides provided for subjective assignments
- Exams are proctored and use randomized question test banks
- Connection between the outcomes and assessment clearly explained to students

**Standard: Web Design Quality**

**Description:** The course is designed for accessible web delivery with user friendly navigation and organization, visually appealing graphics and components, and is copy-edited for correct English usage.

**Standard Source:** Andrews University
Target Implementation Goal: The course is organized by weeks or modules, has a clear section at the top to introduce students and instructions on how to get started, and most components are labeled consistently throughout the syllabus, course content, and activities.

The course is visually appealing with consistent appropriate color usage, includes instructor photo and contact information prominently placed, graphics to enhance the navigation, and photos to appropriately enhance the content with image sources credited.

The course is free from grammar errors, typos, and other copy errors.
Storyboarding Your Course

What is the big picture of your course? A storyboard is used to plan movies, websites, etc. This process will help you organize your content by aligning outcomes, assignments, and assessments into a cohesive course framework.

A successful storyboard keeps the focus on the learning; why are students learning the content; how will this activity/media help them meet specific learning outcomes.

Choose one of these storyboard options to complete.
- Time-based (weekly format)
- Module/Concept based (may span multiple or partial weeks)
- Activity or project based (i.e., writing three essays)

<table>
<thead>
<tr>
<th>Measurable Outcomes</th>
<th>What will the students learn? This must be measurable.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>Mastery of the learning outcomes. This must have a link or hook to the activities, assignments, and student engagements in some way. Look for alignment. What does that tell you about how the student understands the outcome?</td>
</tr>
<tr>
<td>Activities and Assignments</td>
<td>How will the students practice the learning outcomes? This is the bridge between the objectives and the assessments. What does that tell you about how the student understands the outcomes?</td>
</tr>
<tr>
<td>Content</td>
<td>What will the students use to learn the course outcomes? This must be presented in an organized, accessible, and readily apparent format.</td>
</tr>
<tr>
<td>Tools</td>
<td>These include Learning Hub tools built into the Andrews University Learning Hub, other online collaborative technologies, etc. Tools are selected based on how students can best achieve their learning outcomes through various activities and assessments.</td>
</tr>
</tbody>
</table>

Time-Based Storyboard Framework

<table>
<thead>
<tr>
<th>Dates</th>
<th>Measurable Outcomes</th>
<th>Assessment</th>
<th>Activities &amp; Assignments</th>
<th>Content</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td></td>
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</tbody>
</table>
Conceptual Storyboard Framework
Concepts are used where the textbook has 6 to 8 chapters instead of 15-16. Or where there are less than 10 big concepts. Or where there are 20-30 concepts.

<table>
<thead>
<tr>
<th>Weeks / Dates</th>
<th>Measurable Outcomes</th>
<th>Assessment</th>
<th>Activities &amp; Assignments</th>
<th>Content</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concept 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Project-based Storyboard Framework
Project-based courses are organized around one or more big projects or real-world experiences. This Storyboard Framework is partially completed to show how it could be organized.

<table>
<thead>
<tr>
<th>Date(s)</th>
<th>Essay #1</th>
<th>Essay #2</th>
<th>Essay #3</th>
<th>Other Supporting Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable Outcomes</td>
<td></td>
<td>Use library resources to support writing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities &amp; Assignments</td>
<td>Draft Essay Peer critiques Final Essay</td>
<td>Library scavenger hunt MLA lesson Evaluate online sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tools</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Syllabus Requirements
The syllabus must contain these sections. The Instructional Facilitator will provide the Course Author with a Word template to use to write the syllabus.

- Course Information
  - Program Outcomes
  - Course Outcomes
  - Textbook(s) in Full Citation Format with ISBN
- Course Methods and Delivery
- Course Requirements
  - Descriptions for all Assignment Types
  - Rubrics for Major Projects and Papers
  - Exam Proctoring Language if the Course has Exams
  - Discussion expectations
  - Detailed Schedule with Readings, Activities, and Due Dates
- Grading Policy
- Course Policies

Example of the Syllabus Schedule (from the syllabus template document)

**Schedule:**
All times in the schedule are for the U.S. Eastern Time Zone.

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Topic</th>
<th>Readings</th>
<th>Activities and Assignments (Times in Eastern)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: June 9 - June 15</td>
<td>1 Analytical Methods of Writing and Reading</td>
<td>Analytical Techniques for Writing; Synthesizing Reading Techniques</td>
<td>Lesson 1 Chapter 1-7</td>
<td>Due Wed at 11:55 pm: Introductions and Writing Background</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Due Sun at 11:55 pm:</strong> Writing Space Photo</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Journal 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Journal 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Journal 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Work on Essay 1</td>
</tr>
<tr>
<td>Week 2: June 16 - June 22</td>
<td>2 Using Evidence and Evolving Claims</td>
<td>Writing Analytical Essays</td>
<td>Lesson 2 Chapters 8, 10, and 11</td>
<td>Due Wed at 11:55 pm: Reflect on Week 1 Essay 1 Draft</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Due Sun at 11:55 pm:</strong> Journal 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Journal 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Essay 1 Peer Critique</td>
</tr>
</tbody>
</table>
Discussion Forum: Background in Online Courses

Discussion boards are the most customizable tool within Learning Hub. This tool can be used for a variety of teaching strategies that can meet six of the Andrews University Standards for Online Classes.

- Critical Thinking  
- Student Reflection  
- Faculty Presence  
- Learning Community  
- Stimulating Learning Experiences  
- Assessment

The discussion board tool can be used in a variety of instructional formats.

<table>
<thead>
<tr>
<th>Discussions</th>
<th>Case Studies</th>
<th>Faculty Office</th>
<th>Portraits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Plays</td>
<td>White Paper</td>
<td>Student Center</td>
<td>Interviews</td>
</tr>
<tr>
<td>Group Work</td>
<td>Analysis</td>
<td>Peer Review</td>
<td>Polling</td>
</tr>
<tr>
<td>Literature Circles</td>
<td>Class Introductions</td>
<td>Jigsaw Teaching</td>
<td>Debates</td>
</tr>
</tbody>
</table>

Four Mental Models of Bulletin Board Posting  The following chart offers guidelines to discussion postings. The more to the right students are in posting, the higher quality of the discussions.

<table>
<thead>
<tr>
<th>Mental Model</th>
<th>Posting</th>
<th>Questioning</th>
<th>Reflecting/Connecting</th>
<th>Dialoguing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition</td>
<td>Students post a message as if submitting an assignment - often repeating what has already been said - and don't respond to others.</td>
<td>Students ask questions but often they aren't connected with what others have said - students don't engender a response.</td>
<td>Students respond to what others have said – using their name or quoting them - sharing personal experience(s) and metaphor(s) to further explain their viewpoint.</td>
<td>Students are present in the discussion - listening, asking for clarification, sharing experiences, affirming others, and extending the conversation.</td>
</tr>
</tbody>
</table>

Based on S. Freed, “Metaphors and Reflective Dialogue Online” in New Horizons in Adult Education.
Types of Interactions

- **Initial Post**: A good first post increases students’ scores by incorporating chapter readings, lectures, and their own carefully crafted thoughts about the case.
- **Shared Discussion**: Raise questions. Students demonstrate having done the course reading and read others’ posts by generating solid questions about their posts. Students raise questions to generate dialog.
- **Disagree or Agree**: Talking to each other, comparing contrasting ideas and concepts.
- **Full Dialogue**: It generates thought and leads to the engagement of others and their ideas. This dialogue leads to fuller understanding of options and a broader, more comprehensive understanding of the case.

**Note for Self-Paced Courses**

In self-paced courses, we still use the discussion forum, but we call it a blog. It’s less discussion, because the students in the course start at different times and progress at different paces. The instructor responds to students to encourage them, and students can read the posts of previous students in the class.

The most common format we have been using is to have students respond to more questions per blog, and not to require students to respond to each other.

A different idea would be to have a small number of forums that can be used at any point in the course. Students can interact with peers in the course, even if they are at different points in the class.

**Discussion Forum: Planning Guide**

1. **Instructional Strategy**
   Decide how you will use the discussion forum. Role play? Peer Review? Small group discussion? Will you use the discussion forum mainly for learning community or for significant academic interaction? This will dictate the required nature of peer responses. Do they need to share experiences, cite academic sources, or both? Some academic content is difficult to discuss or do group work with; in this case, how do you provide for the “side conversations” that students have outside and around the classroom?

2. **Grading Policy**
   What weight will the discussion forum have in your grading system? How will you grade students’ participation? How frequently should they post? Do they have to initiate any discussions? When do the boards open and close?

3. **Student Interactions**
   How will the students know how to interact? If using small groups, how will they find their group? Do they have to use certain formatting when referencing sources? Do they need to weave multiple students’ replies into a cohesive summary or response?

4. **Assessment Rubric**
   This rubric should clearly delineate points for specific types of interactions. Be sure to include information on frequency, quality, and the required nature of responses to peers.
Sample of Discussion Forum Requirements

**Introduction for Students:** In order to have meaningful discussions in which you are engaged, these guidelines will help you understand what it is you are supposed to do when participating in discussion forums. The idea of all this is to make you think critically, and apply what you are learning to real-life situations to help you learn.

**Grading Standards**
The rubric used to grade the weekly discussion questions is posted below. Each discussion question will be worth 50 points.

**Student Participation Expectations**
- When you post your answer to a discussion question, include examples and information that back up the statements you are making.
- Some discussion questions may ask you to apply what you’ve learned, in which case you will need to share examples from your experiences that pertain to the topic being discussed. When you answer the questions, be able to support your answer.
- Everyone is required to respond to at least two classmates’ posts for each discussion question. Simply typing “I agree” is not a suitable response, and points will be deducted. You should try to engage further discussion by asking further questions of the person to whom you are responding.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional</th>
<th>Very Good</th>
<th>Acceptable</th>
<th>Needs Improvement</th>
<th>No Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency &amp; Quantity</td>
<td>(10 points) 3 or more posts EACH week.</td>
<td>(8 points) At least 2 posts EACH week.</td>
<td>(7 points) At least 1 post EACH week.</td>
<td>(6 points) 1 post total or does not post in all weeks discussion is current.</td>
<td>(0 points) No Submission</td>
</tr>
<tr>
<td>Quality</td>
<td>(15 points) All posts use course terms and concepts accurately, focus on the topic, and show critical thinking.</td>
<td>(12 points) Majority of posts use course terms and concepts accurately, focus on the topic, and show critical thinking.</td>
<td>(10.5 points) Less than half of posts use course terms and concepts accurately, focus on the topic, and show critical thinking.</td>
<td>(9 points) No posts use course terms and concepts accurately, focus on the topic, or show critical thinking. Or, posts only once the entire discussion.</td>
<td>(0 points) No Submission</td>
</tr>
<tr>
<td>Community</td>
<td>(15 points) All posts acknowledge posts of others and expand the discussion using examples from reading, Web research, or personal experience as appropriate.</td>
<td>(12 points) Majority of posts acknowledge posts of others and expand the discussion using examples from reading, Web research, or personal experience as appropriate.</td>
<td>(10.5 points) Less than half of posts acknowledge posts of others and expand the discussion using examples from reading, Web research, or personal experience as appropriate.</td>
<td>(9 points) One or more posts violate Mutual Respect Policy and/or no posts acknowledge the contributions and ideas of class peers. Or, posts only once the entire discussion.</td>
<td>(0 points) No Submission</td>
</tr>
<tr>
<td>Citation</td>
<td>(5 points) All posts use accurate citation in APA format where appropriate.</td>
<td>(4 points) Majority of posts use accurate citation in APA format where appropriate.</td>
<td>(3.5 points) Less than half of posts use accurate citation in APA format where appropriate.</td>
<td>(0 points) One or more posts are plagiarized. [This may be grounds for a zero!] Or, posts only once per discussion.</td>
<td>(0 points) No Submission</td>
</tr>
<tr>
<td>Length</td>
<td>(5 points) All posts are a reasonable length (100-300 words).</td>
<td>(4 points) Majority of posts are a reasonable length (100-300 words).</td>
<td>(3.5 points) Less than half of posts are a reasonable length (100-300 words).</td>
<td>(3 points) All posts exceed word limit or fail to meet word limit. Or, posts only once the entire discussion.</td>
<td>(0 points) No Submission</td>
</tr>
</tbody>
</table>
Learning Hub Overview and Online Help

On the School of Distance Education (SDE) website, you will find many guides to assist you with tools used within Learning Hub.

Learning Hub Guides
- General
- Student
- iClickers
- Access Help Guide
- Assignments
- Making Quizzes
- Gradebook
- Grading
- Attendance
- Panopto
- Creating a Link in a Learning Hub wiki

Panopto
- Student Support

Educational Technology Guides
- TurnItIn – Instructor
- TurnItIn – Student Help
## Technology Tools to Support Online Instruction

This chart will give you some ideas of what types of learning materials and activities you can use in your online course. If you don’t see your idea listed, that doesn’t mean it can’t be done! Discuss further with your instructional facilitator.

<table>
<thead>
<tr>
<th>Category</th>
<th>Sample Options</th>
</tr>
</thead>
</table>
| Activities (Group)              | Forums to discuss reading, case studies, to role play, debate, or participate in a simulation or game  
                                  Forums for building learning community  
                                  Forums to discuss content in relationship to a Christian point of view  
                                  Forums for students to share links of self-created videos with the class  
                                  Live real-time interaction via AdobeConnect  
                                  Small group interaction via Skype or GoogleHangout  
                                  Small group interaction via forums  
                                  Blog or forum for reflection  
                                  Poll students                                                                                                                                  |
| Activities (Individual)         | Online text assignment for students to write within Learning Hub instead of uploading a file  
                                  Offline assignment for students to do something offline and report back  
                                  Blog for individualized mini-course portfolio  
                                  Self-check understanding via an autograded quiz  
                                  Record video presentation or skit via Panopto                                                                                               |
| Activities (management and logistics) | Embed interactive activities into your course: [https://www.edu-apps.org/](https://www.edu-apps.org/)  
                                  Use Learning Hub to manage students signing up for conferences with the teacher  
                                  Submit assignments, Word files, videos, images, etc. to a dropbox  
                                  Use a group dropbox in Learning Hub or GoogleDocs to have small groups collaborate on creation of a document |
| Assessments                     | Rubrics  
                                  Quizzes (timed, randomized questions, question banks)  
                                  Exams (proctored, timed, randomized questions, question banks)  
                                  TurnItIn for plagiarism checking                                                                                                               |
| Content Presentation            | Video lectures via Panopto, video streaming  
                                  Video lectures via YouTube, Vimeo, TEDTalks, and other sources  
                                  Audio and PowerPoint lectures via Panopto streaming  
                                  Links to websites, primary source materials, resources, etc.  
                                  Links to library articles  
                                  PDF or web page lessons  
                                  Academic journals’ RSS feed integrated into a Learning Hub block  
                                  Embed interactive content: [https://www.edu-apps.org/](https://www.edu-apps.org/) |
Lesson Template

The lesson gives an overview of the week, topic, or module, and provides direction and focus to the students. In some ways, it is similar to the overview of content that you give students in a face to face class. You remind them of required readings, assignments, and provide the “why” for studying this particular content.

The lesson should have the following components. The length of the introduction and assignment detail may vary based on other content in the course: detailed assignment directions, video lectures, etc.

1. Introduction. This should provide students with an overview of the content, and provide motivation, inspiration, and rationale for the need of the content. Explain how this connects to real-world skills and competencies.
2. Learning Outcomes. The learning outcomes for this lesson should be aligned with at least one course outcome.
3. Assigned Readings. We recommend a bulleted list of readings, videos to watch, resources to access, etc.
4. Assignment List. The assignment names should match the item names in Learning Hub. Full detail can be provided here; or it can be a short overview; or just the name. Full detail at a minimum must be in the place in Learning Hub where the students submit the assignment.
How to Prepare Materials for Submission to DLiT

In order to facilitate the development of your course, materials should be provided to the DLiT offices in the following structure and format. Pay careful attention to which materials should be in one file and which should be created in separate files. Assignments and Discussions for the entire course should each be placed in ONE file. Each quiz should be created in a separate Word file and placed within the Quizzes folder.

Video Recordings
Create any recordings and save them into Panopto. All recordings will be placed in the development site for the course unless otherwise requested. Name each recording with the course and the Module or Week number. i.e. HIST 117 Module 1 Video.

Assignments: Dropbox, Paper, Essay
Please submit all the assignments in one Word file following this template. Include specific instructions for the student as well as information on how the assignment will be graded.

Assignment 1
- Plain dropbox or TurnItIn for plagiarism checking?
- Assignment opens to student to see when?
- Assignment due when?
- How many files can they submit?
- Can they submit more than once or just one time?

Assignment text description
Rubric (if applicable)

Discussion Forums
Please submit all of the discussion forums in one Word file following this template:

Discussion 1:
- Do you want students to see each other’s responses before they write their own? Yes/No
- Do you want students in subgroups or the whole class in the same discussion space?
- Discussion instructions: i.e. how many responses, when the first post is due, etc.

Discussion questions
Discussion rubric: (include at the end of the file)

Lessons
Put the lessons in the Lessons folder in your dropbox space. Name them Lesson 1, Lesson 2, etc. Each lesson should have everything in one Word file with headings for different sections.

Quizzes or Quiz Assignments or Exams:
Please submit each quiz as a separate Word file in the Quizzes folder. Name them Quiz 1, Quiz 2, etc. The questions should be organized by type. (i.e. All of the multiple choice, then the True/False, etc.)

The following questions must be answered for each quiz, unless these settings are the same for all the quizzes and exams in the course.
Quiz 1:
- Quiz/exam is open for students to see when?
- Quiz/exam is due when?
- How long should students have to complete the quiz?
- Can they try again? How many times?
- Are they allowed to use their course materials to answer the quiz or not?
- Should they be presented with all of the questions or a random subset? If random, how many of each question type do you want?
- When do you want students to see the answers?

Learning Hub can take questions of these types. Please format them as shown in the examples. Correct answers should be indicated with an *.

<table>
<thead>
<tr>
<th><strong>True/False</strong></th>
<th><strong>Multiple Choice</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Type: TF</td>
<td>Type: MC</td>
</tr>
<tr>
<td>Points: 1</td>
<td>Points: 1</td>
</tr>
<tr>
<td>1. The Beowulf poem was composed by a group of authors around A.D. 700.</td>
<td>1. The early warriors believed that life was</td>
</tr>
<tr>
<td>a. True</td>
<td>*A. somber and transitory.</td>
</tr>
<tr>
<td>*b. False</td>
<td>B. easy and exciting.</td>
</tr>
<tr>
<td></td>
<td>C. eternal and good.</td>
</tr>
<tr>
<td></td>
<td>D. futile and despairing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Short Answer</strong></th>
<th><strong>Matching</strong> Note: This example uses matching for putting items in order.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type: SA</td>
<td>Type: MT</td>
</tr>
<tr>
<td>Points: 1</td>
<td>Points: 7</td>
</tr>
<tr>
<td>1. What institution provided continuity throughout the historical, social, and linguistic changes of this time period?</td>
<td>1. NUMBERING - Order the seven last plagues chronologically from 1 to 7.</td>
</tr>
<tr>
<td></td>
<td>a. SUN: Scorching heat = 4</td>
</tr>
</tbody>
</table>
a. The Roman Catholic Church

b. SEA: Blood = 2

c. AIR: Hailstones = 7

d. RIVERS: Blood = 3

e. EARTH: Sores = 1

f. RIVER EUPHRATES: God battles nations = 6

g. BEAST'S THRONE: Painful darkness = 5

**Essay. The answer is indicated by the a.**
Type: E
Points: 10

1. Considering both texts that you have read for this lesson, what “moral truths” are apparent? In other words, what lessons can be learned from these stories? Do you think that these moral truths have anything to do with why these texts are important and are still widely read today? Support your answer with appropriate quotations from the texts (include page or line numbers).

a. Answers will most likely vary widely, but some obvious choices could be based on the following quotations: From “Dream of the Rood”: “. . . everyday I look forward to when the Lord’s Cross that I beheld here on earth will fetch me from this short life and bring me then where joy is great . . . where bliss is eternal” (page 28), “Hope was renewed, with joys and with bliss, to those who endure the fire” (page 28). From Beowulf: “Behavior that’s admired is the path to power among people everywhere” (lines 24-25), “Almighty God rules over mankind and always has” (lines 701-702), “Often when one man follows his own will many are hurt . . .” (line 3077).