Andrews University

Seek Knowledge. Affirm Faith. Change the World.

Online Teaching Checkup

For Returning Online Courses

Online Course Roles and Responsibilities

Role	Responsibilities
Course Author: YOU	Writes the syllabus. Composes module overviews, learning activities, assessments, and content presentations.
Associate Dean, Online Higher Education Janine Lim janine@andrews.edu (269) 471-6546	Oversees evaluation and review of the course design process. Provides mentoring and training for Instructional Facilitators and Design Specialists.
Course Manager Amy Maydole maydole@andrews.edu (269) 471-6578	Manages the entire course development process to meet contract and timeline requirements, and through quality assurance, external review, production and deployment processes. Directs the day-to-day flow of production.
Curriculum and Learning Design Specialist Michael Gayle gaylem@andrews.edu (269) 471-3250	Trains and mentors instructional facilitators and designers with the process of working directly with course authors. Researches and promotes online teaching strategies. Promotes the academic quality of online courses.
Technology and Instructional Design Specialist Marsha Beal bealmj@andrews.edu (269) 471-3960	Provides guidance and training in selecting technology tools for engagement activities, formal and informal assessments, and content presentation. Researches new technology tools and LearningHub features to share with online course team. Promotes the technical quality of online courses.
Instructional Facilitators Graduate students and contract staff	Assists course authors through the development process.
Quality Assurance Specialist Lileen Coulloudon lileen@andrews.edu **& External Reviewers**	Reviews courses for AU Standards for Teaching Online.
Sam Villamizar Learning Systems Administrator & Helpdesk Coordinator dlit@andrews.edu (269) 471-6486	Provides technical support to the online course development team Assists with Tier 2 helpdesk tickets for online courses *(Instructional Facilitators and Instructional Design Specialists provide Tier 1 support).*

Andrews University Philosophy of Teaching

Using innovative and time-honored methods
for the purpose of restoring in each learner the image of God

Working together in the classroom, the laboratory, the library, the studio, on the sports field, and wherever learning takes place, Andrews University professors and students embrace the educational aims as articulated by Ellen G. White, one of the founders of the Seventh-day Adventist Church: "to restore in [humanity] the image of God . . . to promote the development of body, mind, and soul, that the divine purpose in His creation might be realized." In pursuit of these lofty goals, professors and students labor together in an atmosphere that is at once open to inquiry and mindful of tradition. They commit to respecting diversity, to examining issues from multiple perspectives, and to celebrating the best in one another and in each academic discipline. Accepting Christ as the Master Teacher, professors and students seek knowledge through both innovative and time-honored methods, while humbly and diligently affirming faith in order to change the world.

Introduction

If you've taught online once before, you're now growing into a veteran online educator! This document and support from our team are designed to help you with continuous improvement of your online teaching for Andrews University.

Learning Design Checkup

Questions to consider:

- Do your outcomes, learning activities, assessments, and content all align with each other?
- Is your course correctly categorized in the course schedule for interactive online synchronous, interactive online asynchronous, blended, self-paced full term, or self-paced open learning?
- Does your course meet the credit hour definition and is that information included in your syllabus?
- How are you doing on the following Andrews University Standards for Teaching Online? There are eight, these are the ones usually most difficult to meet well:
  - **Faith Integration:** The course includes appropriate worship opportunities connected to the course content, appropriate connections to the Adventist faith throughout the content presentations, assignments that encourage growth in students' understanding of life, learning and civic responsibility from a Christian point of view. The teacher's interaction with the students exhibit care for the student.
  - **Faculty Presence:** 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. 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.

o **Learning Community:** The participants and instructor are engaged and present in facilitating social and cognitive (learning) opportunities for interaction among the students.

Syllabus Checkup

- Does your syllabus explain how the online course meets the credit hour definition, including faculty-directed activities? If appropriate, use the credit hour worksheet with your instructional design support person to assess the work load of the course.
- Does your syllabus explain the timeframe in which they will receive feedback, answers to emails, and grading?
- Is textbook information included in your syllabus? Is your syllabus uploaded to vault? Are your courses submitted to the bookstore to list (not necessarily order)?
- Are the learning outcomes included?
- Are the learning outcomes addressed in assignments and assessments indicated (in the syllabus schedule, in lesson pages in LearningHub, etc.)?
- Is the academic integrity statement in your syllabus? Are you using honor statements as appropriate in your course, syllabus, and/or tests?
- Does your syllabus include a schedule, descriptions for all assignment types, rubrics for major projects and papers, exam proctoring language if the course has exams, discussion forum expectations, your grading policy, and the course policies?

Technology and Tools Checkup

- Do you usually have your course set up in LearningHub before the semester starts?
- Are your online course materials organized sequentially in LearningHub?
- Is your LearningHub site using the layout for the degree for this course?
- Are you happy with how the technology and tools are working in your course? Anything you'd like assistance with adjusting?
- Do you have a PDF, lesson page, or labels for each module that give an overview of the module, topic or week, lists the outcomes for that week or module, lists the items to read and watch, lists the assignment? These items are generally considered the "intro" wording that you say in a face to face course.
- Do your syllabus schedule and the layout in LearningHub match each other?

Interaction Checkup

- How does your course include regular and substantive interaction with the instructor, interaction with peers, and interaction with the content?
  - If your course is categorized interactive online, is there sufficient interaction evidence for a potential financial aid audit for "regular and substantive interaction"?
- Are interaction expectations and grading rubrics included as appropriate?
- Do students get to know each other in your course?
- Does your course interaction appropriately accommodate the target audience (i.e. working adults, etc.)?

Assignment Checkup

- Do you have a method for everyone to get to know each other throughout the course (for both synchronous and asynchronous courses)?
- Do you use or require library use in any of your assignments?
- What method do you use to check a photo ID of students in the course to verify their identity?
- If graduate, does your course have a design to help students apply what they learn in a significant way that serves to show their ability to synthesize course outcomes meaningfully within the context of their degree program?

Teaching Checkup

- Do your students feel that you are present and fully engaged in the course?
- Do you provide students with two methods of communication?
- Do you generally answer or acknowledge student questions within one business day?
- Do you use the News Forum for announcements?
- Do you use a help forum to make question answering more efficient?
- Are you able to give quick and effective feedback to students?
- Do you schedule regular online teaching time to keep active and engaged in your course?
- Do you call students who aren't functioning, particularly at the beginning of the course?
- Is everything working ok with your gradebook?

Course Evaluation Checkup

- Is there anything from your 20% survey data that you want to work on improving?
- Is there anything that shows up in your course evaluations that you want to discuss and work on?
- Is there anything with the support you receive from DLiT that you want to share with us?