



Course Author Handbook

Learning Design Meeting



Learning Design Meeting Goal and Tasks

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*).

Andrews University Standards for Teaching Online

Standard: Faith Integration

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

Target Implementation Goal: 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.

Standard: Critical Thinking

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

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.

Standard: Student Reflection

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

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.

Standard: 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.

Note: “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.

Standard: Learning Community

The course offers an engaging learning community.

Note: 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.

Standard: Stimulating Learning Experiences

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

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.

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.

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.

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.

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)

Measurable Outcomes	What will the students learn? This must be measurable.
Assessment	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?
Activities and Assignments	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?

Content	What will the students use to learn the course outcomes? This must be presented in an organized, accessible, and readily apparent format.
Tools	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.

Time-Based Storyboard Framework

This is the most common format faculty use.

	Dates	Measurable Outcomes	Assessment	Activities & Assignments	Content	Tools
Week 1						
Week 2						
Week 3						

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.

	Weeks / Dates	Measurable Outcomes	Assessment	Activities & Assignments	Content	Tools
Concept 1						
Concept 2						

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.

	Essay #1	Essay #2	Essay #3	Other Supporting Activities
Date(s)				
Measurable Outcomes				Use library resources to support writing.
Assessments				
Activities & Assignments	Draft Essay Peer critiques Final Essay			Library scavenger hunt MLA lesson Evaluate online sources
Content				
Tools				

Syllabus Requirements

The syllabus must contain these sections. Most online programs and degrees have a Word template for online course syllabi. Please address the following sections.

Course Work Load

Online courses must meet the Andrews University credit hour definition, and the syllabus must include detail to show how the course meets the credit hour definition. This detail can also help set student expectations for participation in the course.

Definition: One semester credit hour at Andrews University is earned through academic work during a period of fifteen weeks; averaging three hours per week in undergraduate courses and four hours per week in graduate courses. Academic work contributes to established intentional learning outcomes and is verified by evidence of student achievement. Academic work includes:

A minimum of 50 minutes per week of direct faculty-student contact; and

Out-of-class student work during the remaining time.

For intensives or other courses that do not meet for fifteen weeks, an equivalent amount of direct faculty-student contact and out-of-class student work is required.

An equivalent total amount of academic work is also required in activities such as laboratory, independent study, practicum, studio, distance, distributed, tours and other learning modalities. More time may be expected for co-op work, internships and similar applied learning experiences where learning may take longer to be achieved.

Faculty Directed Activities

In an online course, direct faculty-student contact, also known as faculty directed activities, includes activities with strong faculty involvement and formative feedback such as case studies, videoconferences, discussion boards, group activities, lecture videos, multimedia, presentations, and faculty-directed projects.

What is a faculty-directed activity? This means that the you are directing the project and interacting with the students throughout the project, guiding, providing feedback, monitoring, just as an in-class activity.

Homework

Homework includes assignments, exams, peer review, papers, portfolios, practice activities, discussion boards without faculty presence, quizzes, reading assignments, writing assignments, research, self-assessment, and tutorials.

Your Instructional Design Specialist or Instructional Facilitator can assist you with working through our Faculty-Directed Credit Hour worksheet.

Communication Expectations

Clear expectations should established in the syllabus for when student will receive timely

feedback/grading from you. The feedback and grading for an assignment should be completed before a similar assignment is due next in order to allow the student to prepare based on feedback. For example, these are appropriate times for a semester length course:

- Discussion (i.e. 2-7 days for feedback and grading)
- Quizzes (manually graded) (i.e. 5-7 days)
- Minor papers/projects (i.e. 7-10 days)
- Major papers/projects (i.e. 10-14 days)

Textbook

Posting textbook information for students to easily access is required by the Student Right to Know/Higher Education Opportunity Act. In addition, by university policy, faculty must submit their textbook requests to the university's bookstore, whether or not the books are actually ordered to be on the shelves. This allows students to easily see what materials are required when they are registering for courses and provides sufficient opportunity to order books from wherever they desire.

- When textbooks are due to the bookstore, books for online courses should be submitted as well.
- The university also requests faculty to upload their syllabus with textbook listings to <http://vault.andrews.edu> for listing in the online course schedule at least two weeks in advance. Much sooner is advantageous for student access and preparation ahead.

Learning Outcomes

The syllabus must include the learning outcomes.

- Clearly list ALL learning outcomes that are to be attained throughout this course through the activities required in the course.
- Be sure to include descriptors of higher learning levels that go through a range of learning such as: analyze, evaluate, integrate, extrapolate, apply, etc. This is in contrast to descriptors of lower learning levels such as: describe, explain, compare.
- Identify in your course (in the syllabus schedule, in lesson pages in LearningHub, etc.) which learning objectives the reading assignments, quizzes, and tests will cover. This allows the student to take more accurate notes as they go through their readings.

Academic Integrity

Please include the university academic integrity statement in your syllabus. You may also wish to include an honor statement in your course and/or syllabus. To learn more, visit https://www.andrews.edu/academics/academic_integrity.html

Course Requirements

Include a schedule (sample in the template), 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.