



Course Author Handbook

Technology and Tools Meeting



Technology and Tools Meetings Goals and Tasks

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

LearningHub Site

The course materials should be organized sequentially in LearningHub and should use the applicable online degree layout as shown.



Learning Hub Overview and Online Help

We have created guides regarding tools and teaching strategies:

www.andrews.edu/distance/dlit

Technology Tools to Support Online Instruction

This chart will provides sample ideas of types of materials and activities used in online courses.

Category	Sample Options
Activities (Group)	<ul style="list-style-type: none"> • Forums to discuss reading, case studies, to role play, debate, or participate in a simulation or game • Forums for students to share links of self-created videos • Live real-time interaction via Zoom

	<ul style="list-style-type: none"> • Small group interaction via Skype or GoogleHangout • Small group interaction via forums
Activities (Individual)	<ul style="list-style-type: none"> • Online text assignment for students to write within Learning Hub instead of uploading a file • Offline assignment for students to do something offline & report • Blog for individualized mini-course portfolio • Self-check understanding via an autograded quiz • Record video presentation or skit via Panopto
Activities (management and logistics)	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Rubrics • Quizzes (timed, randomized questions, question banks) • Exams (proctored, timed, randomized questions, question banks) • TurnItIn for plagiarism checking
Content Presentation	<ul style="list-style-type: none"> • Video lectures via Panopto, video streaming • Video lectures via YouTube, Vimeo, TEDTalks, and other sources • Links to websites, primary sources, resources, library articles • PDF or web page lessons

Lesson Pages

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.

LESSON TWO: USING EVIDENCE AND EVOLVING CLAIMS

Assigned Readings: Chapters 8, 10, and 11

Deliverables for Lesson: **Journal:** Assigned entries from Chapters 8 and 10. **Assignments:** Complete Journal Entries Four and Five; Post Draft of Essay One; Submit Peer Critique of Avatar Essay One.

INTRODUCTION

What is evidence? **Evidence** is usually suggestive rather than conclusive. Finding solid evidence (the facts) is only part of the writing task (Rosenwasser and Stephen, 165). **Theories** (the way of seeing and understanding things) are what cause the writer to accept some things as **facts** (165). So what do facts tell us? To answer this question it is important to look at the functions of evidence:

- To substantiate claims
- To test and refine ideas
- To define key terms more precisely
- To qualify (restrict the scope) of claims, making them more accurate (165)

Evidence matters because it always involves authority. In Chapter 8 we explore how

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.



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

Week	Module	Topic	Readings	Activities and Assignments (Times in Eastern)
Week 1: June 9 - June 15	1 Analytical Methods of Writing and Reading	Analytical Techniques for Writing, Rhetorical Reading Techniques	Lesson 1 Chapter 1-2	Four Read at 11:00 pm Writing Space Plans Journal 1 Journal 2 Watch on Demand 1 Four Read at 11:00 pm Submit on Week 1 Essay 1 Draft
Week 2: June 16 - June 22	2 Using Evidence and Evolving Claims	Writing Analytical Essays	Lesson 2 Chapters 3, 4, 5, and 11	Four Read at 11:00 pm Journal 3 Journal 4 Journal 5 Four Read at 11:00 pm Journal 6 Journal 7 Essay 1 Four Critique

LESSON TWO: USING EVIDENCE AND EVOLVING CLAIMS

Assigned Readings: Chapters 3, 12, and 11

Deliverables for Lesson: Journal 3 (submit on Week 2), Journal 4, and Journal 5 (submit on Week 2), Journal 6, and Journal 7 (submit on Week 2), Essay 1 (submit on Week 2)

INTRODUCTION

Read a chapter? Evidence is usually supported with facts, statistics, findings, and analysis. It is the job of the writer to provide the reader with the evidence and analysis that supports the claim. The writer's job is to provide the reader with the evidence and analysis that supports the claim. The writer's job is to provide the reader with the evidence and analysis that supports the claim.

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Week 2: June 16 - June 22

- Lesson 2: Using Evidence and Evolving Claims
- Submit on Week 2: (Discussion Groups)
- Journal 4: Analytical Reading
- Journal 5: "I'll be a Writer"
- Journal 6: Essay
- Essay 1: Four Critique (submit on Week 2)
- Essay 1: Draft and Peer Critique (Discussion Groups)

Submitting Materials

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.

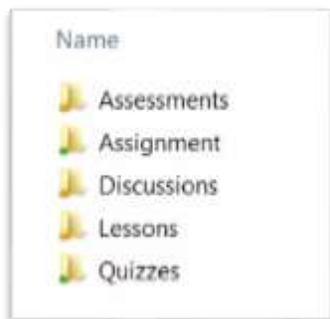


Figure 1: Interactive Courses

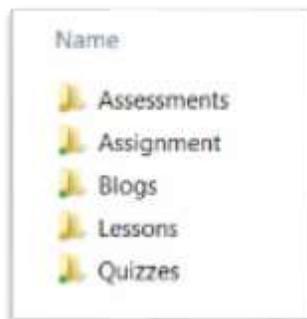


Figure 2: Self-paced Courses

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 *.

<p>True/False Type: TF Points: 1</p> <p>1. The Beowulf poem was composed by a group of authors around A.D. 700. a. True *b. False</p>	<p>Multiple Choice Type: MC Points: 1</p> <p>1. The early warriors believed that life was *A. somber and transitory. B. easy and exciting. C. eternal and good. D. futile and despairing.</p>
<p>Short Answer <i>The answer is indicated by the a.</i> Type: SA Points: 1</p> <p>1. What institution provided continuity throughout the historical, social, and linguistic changes of this time period? a. The Roman Catholic Church</p>	<p>Matching <i>Note: This example uses matching for putting items in order.</i> Type: MT Points: 7</p> <p>1. NUMBERING - Order the seven last plagues chronologically from 1 to 7. a. SUN: Scorching heat = 4 b. SEA: Blood = 2 c. AIR: Hailstones = 7 etc.</p>

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 ... etc.