



# Course Author Handbook

Teaching Your Online Course  
Online Course Review Process



## Teaching Your Online Course

### Communication and Feedback

It is critical that you are present in your online course. Students should have a sense that you are fully engaged in the course (Faculty Presence Standard). The following are ways to ensure you are present and available to your online students.

1. Please provide the students with at least two (2) methods of communication with you for the course; such as Andrews email, through LearningHub, Skype, phone, text, etc. Provide a phone number where the students can reach him/her if needed.
2. All communication from students (email or phone calls) must be acknowledged within 1 business day of receipt. The only exception to this is if you have a planned absence which should be known to the students via the course schedule and/or a receipt of the “out of office” message from the email server. Please share this policy in your syllabus.
3. If you are too busy to fully answer an inquiry quickly, it is acceptable to acknowledge receipt of the communication but not fully answer it within 1 business day. All communications should be answered no later than 3 to 4 business days after the receipt of the communication.
4. These communication policies are critical to the continued success of online programs. The number one criticism that lowers the marketability of the program is when instructors do not get back to the students in a timely manner.
5. We strongly urge you to use the News Forum and a help forum within LearningHub to communicate with students. Weekly announcements sent via the News Forum are received by the student in their Andrews email as well as in LearningHub. Using the News Forum negates student complaints that they didn't receive the communication. They received it in two places. In addition, using a help forum reduces the number of emails you have to answer from students. Train them to ask questions in a forum; that way you only have to answer the question once in detail in this forum. In addition, using the Forums in LearningHub ensures that all communication is time-dated and allows your program director to oversee the course and intervene if there are any difficulties.
6. Feedback is critical to the success of your students. Some feedback is automated on objective assessments such as multiple choice and true/false items. Other feedback is more thorough and detailed regarding projects, papers, and written assignments, and includes explaining to your students what the student has done well and why, what you marked wrong, why it is wrong, and how to improve for the future. One effective way to give feedback is through rubrics. Teach students to read the feedback you enter in LearningHub as well. Remind them to review it.
7. Model the behavior you expect from your students. Set aside time in your schedule for initiating weekly communication and responding to students. Keep active in your online course. Ensure that all students are able to communicate with you. Call them on the phone if necessary (phone numbers are available in the students' profile in PreVue and iVue in vault.andrews.edu. Keep your gradebook up to date.

## Online Course Review Process

### 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. Meet with instructional facilitator to review student and external reviewer feedback.
- b. 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.

### 20% Surveys and Reviews

When 20% of the course has passed, the following reviews will occur:

1. The School of Distance Education will assign two external reviewers. External reviews are completed the first time an online course is taught, and every five years thereafter.
2. Students in the course will complete a short feedback form, known as the 20% Survey. This survey is added to every online course at Andrews University every semester. The results are available immediately in LearningHub to faculty, and they are also reviewed by the DLiT Instructional Design Team. The questions on the survey are as follows. These questions partially evaluate the Web Design, Faculty Presence, and Learning Community Standards.
  - a. The course materials are organized in a way that is easy to follow.
  - b. So far in the course, I have found it easy to understand what to do.
  - c. I am receiving sufficient feedback and comments from my instructor.
  - d. I feel that my instructor is "present" in the course.
  - e. I am starting to get to know the other students in the course.
  - f. How many hours per week on average are you spending on this course (include online and offline time working on the course)?
  - g. Any other comments? Places where you're stuck?

### 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. Review and analyze the end of course evaluation data by students.
- e. Course authors will evaluate and provide feedback to the quality, quantity, and timeliness of the support they received from DLiT.