



# Online Course Development Handbook

Steps and Tasks for Instructional Facilitators, Designers, and  
Course Manager's Team

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## Introductory Information for Instructional Facilitators and Instructional Designers

### Purpose

To assist course authors, instructional facilitators, and instructional designers with a roadmap to effectively develop and deliver quality instruction online.

### Instructional Design Process

The role of the instructional facilitator (IF) is to follow and adjust the documented process to meet the instructional and development needs of the course author. The chart of deliverables is required of all course authors, but the Learning Design and Technology and Tools Meetings should be customized to each course author and should match the individual plan created in the first meeting.

Contracts for course authors are tailored to each author's needs and the IF should work diligently to assist the author in developing a quality course that represents the high quality standards of Andrews University.

### 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.

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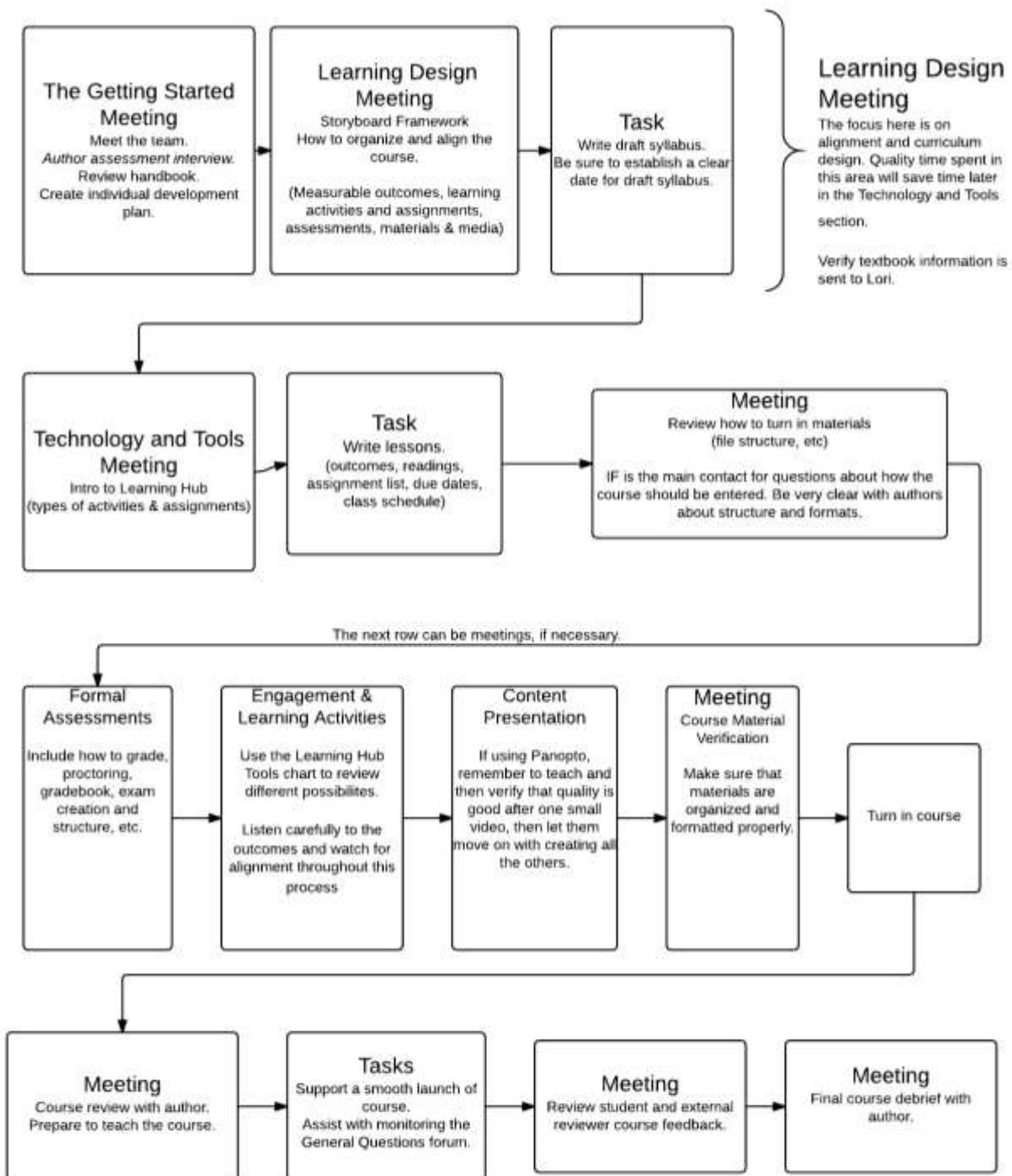
### Support Resources

- Technology Quick Reference Guides: <http://www.andrews.edu/distance/dlit/guides>
- Library Databases: <http://www.andrews.edu/library>

## Team Member Roles and Responsibilities

Role	Responsibilities
Course Author	<p>Designs the course for significant student learning.</p> <p>Writes the syllabus.</p> <p>Composes module overviews, activities, assessments, and content presentations.</p> <p>Provides course content to DLiT staff in specified formats by specified dates.</p>
Instructional Facilitator	<p>Acts as the main point of contact for course authors throughout the development process.</p> <p>Assists course authors through the design and development process.</p> <p>Provides guidance and training in alignment of outcomes, activities, assessments, and materials.</p> <p>Provides guidance and training in selecting technology tools for engagement activities, formal and informal assessments, and content presentation.</p>
Curriculum and Learning Design Specialist	<p>Trains and mentors instructional facilitators and designers with the process of working directly with course authors.</p> <p>Researches and promotes online teaching strategies.</p> <p>Promotes the academic quality of online courses.</p>
Technology and Instructional Design Specialist	<p>Provides technical support and training to the Course Manager and instructional facilitators and designers.</p> <p>Researches new technology tools and Learning Hub features to share with online course team.</p> <p>Promotes the technical quality of online courses.</p>
Course Manager	<p>Manages the entire course development process to meet contract and timeline requirements, and through quality assurance, external review, production and deployment processes.</p> <p>Directs the day-to-day flow of production.</p>
Associate Dean of Distance Education	<p>Oversees evaluation and review of the course design process.</p> <p>Provides mentoring and training for IFs and IDs.</p>
Quality Assurance Specialist and External Reviewers	<p>Verifies quality and alignment with Andrews University Standards for Teaching Online.</p>
Editor	<p>Edits course materials for typographical and punctuation errors</p> <p>Verifies web links are correct. Verifies consistent formatting and wording in course materials. Edits course setup for usability.</p>
Learning Systems Administrator and Helpdesk Coordinator	<p>Provides Tier 2 technical support to the online course development team (<i>Technology and Instructional Design Specialist provides Tier 1 support</i>).</p> <p>Assists with Tier 2 helpdesk tickets for online courses (<i>Instructional Facilitators and Instructional Design Specialists provide Tier 1 support</i>).</p>

## Online Course Development Process Flowchart: Instructional Design Version



## 1 GSM Getting Started Meeting

Step	Principle	Sample Variations	Critical Pieces
1. Getting Started	Getting to know everyone and the process	Returning courses may not need this level of detail	Textbook needs to be listed in the bookstore  They should be offered the OLC workshop

### **1.1 GSM AD Approvals \***

Email: Associate Dean ensures that all necessary department approvals have been obtained for consortium classes.

For Import Courses, if revisions are required or desired by an adjunct for a consortium course, approval for the Course Manager and Associate Dean, and possibly the department is required.

### **1.2 GSM CM Contract \***

- Information:
  - New courses will always have a contract, whether or not SDEIP is paying for it. The contract sets expectations.
  - Editing in consortium courses should usually have a revision contract.
  - Seminary courses may have a revision contract; most others will not.
- Tasks:
  - Assoc. Dean emails Course Manager with specs for the contract (deadlines, payment amount).
  - Course Manager sends the contract to course author & SDE Business Manager.

### **1.3 GSM Getting Started Meeting \***

TASK: Email: Meeting called/organized/scheduled.

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.

This meeting will be led by the Instructional Facilitator, with support as needed from one of the Design Specialists.

Who Attends: Course Author, Instructional Facilitator.

#### Meeting Topics

- 1) Introductions
  - a) Introduce development team
  - b) Their background on teaching face to face (f2f) and teaching online and teaching the content (see interview questions)
  
- 2) Course Development Process
  - a) Overview

- b) Review or Set Deadline
  - c) Schedule Learning Design Meeting
  - d) Decide on training: Online Learning Consortium training, etc.
- 3) Getting Started
- a) Discuss the course author's ideas and thoughts and experiences on teaching online
  - b) Ask questions to complete the course author assessment
  - c) Talk to the course author about audiences: international market; adult learner, public university students, etc.
  - d) Discuss textbook and textbook publisher materials
  - e) Discuss whether or not course is cross-listed
- 4) Documents:
- a) Give the Course Author the Getting Started Meeting Handout.
  - b) For adjunct faculty in particular, ensure they have from the department any sample syllabi or required program outcomes.

### **1.4 GSM IF Course Author Assessment**

The purpose of the getting started meeting is to gauge the technology and teaching skills of course authors. We are trying to ascertain comfort with technology, pedagogical philosophy, and enthusiasm or reluctance for teaching online. The better baseline we have the better we can customize and support for our course authors to develop quality online courses for Andrews University students.

Enter here your notes on the results of the course author assessment.

<b>Questions to Ask</b>	<b>Notes</b>
1. Have you ever taught a course using Moodle or another learning management system (LMS)?	This affects how much training is offered/needed.
2. Describe your online teaching experience. List any specific successes or challenges you faced?	This helps you get to know their background, from which you will adjust how much you teach/tell.
3. What are some specific student successes you have facilitated in a previous online course? What technologies or learning strategies supported those?	Listen to LEARN if they have experience.
4. Have you created or modified content and media for use in an online course environment?	This experience may define whether or not they build their own course.
5. How would you rate your technology skills?	
6. Have you ever participated in an online class as a student? What worked well for you as a student? What annoyed you as a student?	
7. What are you most worried about when converting your class/content from a face-to-face class to an online class?	Listen for parts that they think cannot be taught effectively online, make notes of it and promise to revisit this in the pre-development stage of the process.

8. Have you ever taught this course in a face-to-face environment?	If no, there will need to be more guidance on building the learning design for the course, so plan for additional time and meetings.
9. <b>DO NOT ASK:</b> Have they taught any college courses face to face before?	This needs to be discovered subtly, maybe from reading their CV. If they have not taught before, additional support for teaching will be needed.

### **1.5 GSM IF Textbook \***

- Information:
  - All online courses should have their books listed in the bookstore: <http://bookstore.andrews.edu>
  - Consortium courses the books are submitted through the Course Manager to the bookstore. Revisions to courses that need a textbook change should be scheduled in consultation with the Course Manager.
  - AU courses are submitted through the department the same as face to face courses; but we should follow up to ensure that the books are submitted.
- Tasks:
  - Consortium: IF confirms textbook ISBN with Course Author and sends in writing to the Course Manager.
  - Course Manager sends textbook to consortium partners, CCing Associate Dean, for approval and updates CRM when approved.
  - Course Manager submits the textbook to the AU bookstore.
- Publisher Materials
  - If the instructor needs assistance accessing or importing to LearningHub the textbook instructional materials, then the IF should contact Technology and Instructional Design Specialist.
    - The course author or department chair could give the publisher materials directly to the Technology and Instructional Design Specialist  
OR
    - The publisher contacts the Technology and Instructional Design Specialist directly  
OR
    - Technology and Instructional Design Specialist Contacts publisher directly
  - Technology and Instructional Design Specialist sets up special textbook dev site
  - IF works with the course author to import the selected components to the site where the course is being built.

### **1.6 GSM CM Mailchimp Training \***

- For new courses, the Course Manager signs up the Course Author for the Mailchimp emails to come on a weekday. (Mailchimp, Lists, Course Authors, sign up on a Sunday through Thursday to ensure the emails go to them on a weekday. They go on the day after you register them, once a week, for 10 weeks).

- For returning courses, especially AU courses, the IF should offer the Mailchimp training as an option if desired. It's 10 emails sent once a week that give suggestions and resources for meeting the [AU Standards for Teaching online](#). You can review the initial draft of the emails [online in this GoogleDoc](#).

### **1.7 GSM IF OLC Workshop \***

- Information:
  - We pay for [Online Learning Consortium workshops](#) for all online faculty. We recommend that they take one at a time. The IF should review the list and help the course author/faculty decide on a good choice to enhance their online teaching. Their contract may have a required workshop in it.
- Tasks:
  - IF sends the Course Author information on how to sign up for Online Learning Consortium training (email [assocdeanonline@andrews.edu](mailto:assocdeanonline@andrews.edu)), & recommends a specific training session or two from the workshop list.
  - If the Course Author isn't required to do the training as part of their contract, and they aren't willing to do an OLC training because they feel they are very qualified, then point out the [Teaching Resources on the DLiT Guides and Resources page](#), especially the resources faith integration, as this is usually where they do need training.
  - Course Manager's Assistant registers the faculty for a workshop; and notifies the IF when the workshop is completed.
  - IF discusses the workshop results with the Course Author.

### **1.8 GSM IF Calendar \***

- IF puts the deadlines from the contract on their calendar to help keep the course author on track.

## **2 Learning Design Meeting**

### **2.1 LD ID/IF Learning Design Meeting \***

#### **Principles:**

- For the IF to thoroughly understand and **LISTEN** the instructor's goals and vision for the course.
- For the IF to guide/suggest/persuade towards good alignment of outcomes, student engagement and assessment.
- NOT a time to think about tools. That's step 3.

#### **Sample Variations**

- Existing classes (f2f or online) may need less work here.
- Course may fit into one of three storyboards: weekly, topic, or activity.
- Formatting of the syllabus is flexible depending on type of course; if standard formatting needs to be applied, please do it. Don't make the faculty redo their syllabus with standard formatting.

- Student identity can be verified either with a videoconference meeting with the instructor, OR by at least one proctored exam. All classes must have at least one of these. Self-paced classes can have an individual videoconference (i.e. ENGL 115 and RELB 245).

### **Critical Pieces**

- The syllabus is a draft at this point, but alignment should be in order
- Credit hour analysis should be done **WITH** the instructor; don't hand it to them & make them do it
- IF should **research** ways that the learning activities or assessment can be done online. Don't ever say it can't be done online without researching, asking colleagues, asking the Associate Dean.
- Don't talk about how to do it online in this meeting. That's for step 3.
- If the class doesn't have a library assignment and the teacher is open to adding one, can coordinate a joint meeting with the library liaison for help designing the assignment.

### **Communication Before**

- IF schedules the meeting with the course author.

### **Who Attends: Course Author, Assigned IF**

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

This meeting is **not focused on technology tools at all**. The conversations during this meeting should all focus on alignment and the instructional integrity of the course. Using the storyboard as the foundation, assist the author with thinking about course design and organization.

Remember to include the introductions of both the instructor and the students during the Learning Design Meeting. Those introductions are the foundation of developing a strong community of learners.

The key focus of this meeting is alignment of student outcomes with student engagement and learning activities, and formal assessments and feedback. Time spent developing this alignment at this point will enable the rest of the process to progress smoothly.

This meeting should also introduce the Faculty Directed Credit Hour Spreadsheet as you guide them toward their goals for this course. After the syllabus is submitted, you will need to complete this spreadsheet with the author.

### **Documents:**

- Syllabus template for their program / course format
- Storyboard/alignment handout
- Examples of what needs to be created: i.e. lessons & assignment instructions

### **Meeting Topics**

- 1) Discuss assignments, learning outcomes, and assessments and methods.
- 2) Verify alignment and adherence to [AU standards for online courses](#), along with [faith learning](#).
- 3) Use storyboard handout to select organization method.

- 4) Discuss if a meeting with the library staff is needed. (IF facilitates and makes sure this happens.)
- 5) Review and provide syllabus template.
- 6) Think through student introductions. How to accomplish that?
- 7) Discuss research and use of the library.
- 8) Remind of the due date in the contract for draft syllabus; decide when to meet again.
- 9) Note that for adjunct faculty, the syllabus must be approved by the program director or department chair.
- 10) IF informs the faculty that a photo and contact information will be needed to set up the Instructor Block (if the faculty who is writing the class will be teaching it).
- 11) Discuss what a lesson page is, and decide the method to be used (LH “page”, LH label, PDF, or video).
- 12) Review the standard items in Consortium courses and decide how to integrate these points into the grading scheme: Plagiarism Assignment, Schedule, Student Survey of Teaching. We recommend very small points that won’t affect the overall evaluation but incentivize student completion.
  - a) For non-Consortium (graduate) courses, ask the professor if they would like to incentivize completion of the Student Survey of Teaching.

## **2.2 GSM CM Dropbox Setup \***

- For new courses, Course Manager sets up dropbox from SDEcoursedev account and invites Course Author (IF accesses via the SDEcoursedev dropbox account).
- Course Manager ensures that any sample syllabi, and the on-campus syllabus and the syllabus template are included in the dropbox for the Course Author.
- For returning courses, IF informs Course Manager if enough revisions require a dropbox setup.
- Put appropriate syllabus template in the dropbox before sending

## **2.3 LD IF Storyboard \***

- For new courses: IF ensures that alignment is clear in the syllabus content and the schedule.
- For returning courses, the IF completes their own alignment analysis of the course, and uses that to ask questions of the faculty:
  - How does this assignment meet your learning goals (for assignments that don’t seem to align with the outcomes)?
  - How do you know when students meet this learning outcome (for learning outcomes that don’t seem to have any assignments or assessments)?
  - Use that as a springboard for a conversation, but don’t assume that your analysis of the course is “truth”!

## **2.5 LD IF Research \***

- IF researches the best tools and resources to support the learning design.
- IF connects with the library liaison as needed to create a libguide or connect to resources and get [copyright permissions](#) as needed. See <http://www.andrews.edu/library/RefDesk/general/liaison.html> to look up the liaison.

- For returning courses, the IF keeps an eye out for the use of resources that might need copyright permissions; or assignments that could be strengthened with more library support.

## 3 Technology and Tools Meeting

### **3.1 TT CM LearningHub Setup \***

- IF requests the Course Manager's team to set up a LearningHub site. IF submits the photo, phone number, email, and "meet the teacher" information needed for the Instructor Block. IF submits the draft syllabus to the Technology and Instructional Design Specialist. The syllabus should at least have draft assignments and assessments described briefly. IF indicates what method will be used for lesson pages (LH "page", Label, or video).
- Course Manager determines if a development site is needed, or if the course can be built in the space for the next semester.
  - Course Manager's Team sets up LH site: Headers, instructor block, etc.
  - Course Manager's Team sets up blank modules/topics/weeks based on the draft schedule in the syllabus.
  - Course Manager's Team sets up Lesson page shells (if the LH "page" option was selected) based on the draft syllabus.
- Course Manager sends the LH site URL & login information for the faculty to the IF to use in the Technology and Tools Meeting.

### **3.2 TT CM Adjunct Andrews Account \***

- Course Manager's team ensures that an AU ID and username is set up for new adjuncts.

### **3.3 Technology and Tools (TT) Meeting \***

#### **Principles:**

- Transfer f2f experiences to the best online (or offline activity with online reflection) tool or resource.
- Tight fit between tool, student experience, and learning outcomes.
- Deep understanding of the learning goal is required.
- Creative thinking to best match tool & outcome.
- The instructor should be introduced to their LearningHub space which has been set up to welcome them.

#### **Variations:**

- Lesson pages could be done with a "page" in LearningHub, with a "Label" on the front page of LearningHub, a PDF, or in a video introduction.
- LearningHub layout could be organized by weeks, modules, topics, or major projects according to the storyboard.

### **Critical Pieces:**

- LearningHub layout should match the storyboard.
- The LearningHub “edges” should match the degree design.
- If you think something can’t be done online, do some major research before saying that to the instructor. Give multiple options. Brainstorm together collaboratively.

### **Who Attends: Course Author, Instructional Facilitator, Technology and Instructional Design Specialist, Curriculum and Learning Design Specialist**

**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, depending on the level of skill and needs of the author.

As you move into the Technology and Tools Meeting, work with the author to determine the most effective technology needed to achieve the stated student outcomes. Some tools are built into Learning Hub and others from outside may be incorporated. If you or the faculty need training on any tools, please arrange that training with the Technology and Instructional Design Specialist.

### **Documents:**

- Share link to the [www.andrews.edu/distance/dlit/guides](http://www.andrews.edu/distance/dlit/guides) handouts and quick guides.
- Technology Tools to Support Online Instruction handout
- Lesson Template Handout

### **Meeting Topics**

- 1) Introduction to LearningHub.
- 2) Course Author logs into LearningHub
- 3) Tools for communicating regularly with students
  - Notes From Your Instructor Forum
  - General Questions Forum
  - Online Chapel Forum
  - Content forums
  - Message tool
  - Email
  - Live meeting tools such as Zoom
  - Panopto/Poodll for weekly video messages
- 4) Share resources and discuss technology and tools needed (for example, LearningHub lessons, book, choice, and other LH tools).
- 5) Review instructional strategies and recommend online learning structures.
- 6) Review how to “be present” online.
- 7) Determine additional technology tools if needed.
- 8) Review accessibility issues related to online learning.
- 9) Review when lesson pages are due in the contract.
- 10) Instructions for writing lessons. Show authors how these will look within a Learning Hub course. For returning courses that don’t have lesson pages, show the faculty what they can look like. Offer to help build it from their syllabus.
  - Detailed lesson pages: PBHL 535, HIST 117
  - Concise lesson pages: PSYC 301

- Lesson page information integrated into the LearningHub layout: PSYC 101 or MKTG 680

### **3.4 TT IF Syllabus Review \***

- IF provides the Course Author with the Syllabus template.
- Course Author submits the Draft Syllabus to the IF.
- IF emails Course Author approval, schedules a meeting to review the Draft Syllabus as needed. DO NOT give nitpicky syllabus feedback in an email. Offer to do any needed editing or conversion to the program syllabus template.
- Syllabus Review Checklist:
  - If the course is offered on campus and online, is there a good match between the content and outcomes for both courses?
  - Is there clear contact information for the instructor, with at least two contact methods? Does the syllabus include how soon the student can expect answers to emails and feedback on assignments?
  - Is the textbook listed completely, including ISBN numbers?
  - Are all the template sections included?
  - Are there both program level and course learning outcomes?
  - Are the outcomes measurable? (If supplied by the department, the adjunct may not be able to change them.) As appropriate, rewrite outcomes for the faculty and suggest changes. Do this with all respect and support.
  - Is there alignment between outcomes, activities, readings, and assessments?
  - Is the credit hour explanation written in student-friendly language?
  - Are the discussion expectations thoughtful and appropriate (if an interactive online course without weekly synchronous meetings)?
  - Is it clear how the students will meet the learning outcomes?
  - Is it clear how the learning activities support the learning outcomes?
  - Do the course policies include grading, academic honesty, and disability accommodation?
  - Are there clear descriptions of how students are assessed, include rubrics for major projects?
  - If appropriate, is research included along with any needed library instructions?
- Note that the syllabus may still be revised as assignments and assessments are completed. Aim for a solid draft. Don't get stuck in revising this forever.

### **3.5 TT IF Credit Hour Analysis \***

- For new courses, IF does the credit hour analysis Excel sheet in a conversation with the Course Author to check the syllabus.
- For returning courses that the IF hasn't supported in the past, the IF should do their own credit hour analysis on the course to get a feel for the load. Use that to ask questions such as:
  - What is your sense of how students handle the load in this course? Is that working the way you want it to?
  - Usually if the load is way off, the learning outcomes aren't aligned well. If the load seems really high, or really low, then have a discussion with the faculty on the alignment of outcomes, learning activities, and assessments.

### **3.7 CM Syllabus Approvals \***

- IF submits the Draft Syllabus to the Course Manager (and for graduate online courses to the department chair or program director if required).
- Course Manager confirms that textbooks selected are current and available to students.
- For adjuncts, the Course Manager sends Draft Syllabus to the applicable department chairs (including OU/WAU), CCing the Associate Dean.

### **3.6 TT CA Lessons \***

- IF sends a follow up email to the Course Author with the resources needed for the next step:
  - Sample lesson
- Reminder of how to edit lessons in LH (if using the LH page tool)  
Link to DLiT quick reference guides: <http://www.andrews.edu/distance/dlit/guides/>
- Course Author tells IF when Lessons are completed. Course Author creates the lesson pages in LearningHub.
- IF reviews the lessons and compares with [Andrews University Standards. As needed](#), discuss areas for improvement. Review and adjust with the author the quality and usability of the lessons.
  - Are the Lessons named to match the Syllabus Schedule? Do the lessons have the required components (Introduction, Outcomes, Readings, Assignments)?
- IF notifies Course Manager that the Lessons are complete.

### **3.7 TT CM Lesson Polishing \***

- Course Manager's Team may make adjustments to the lessons in Moodle such as:
  - Create live links
  - Clean up headers and formatting
  - Fix links to library PDFs with the special code at the beginning of the library URL so that it will work for off campus students
    - **ezproxy.andrews.edu/login?URL=** (then the link to the library goes directly after with no parenthesis)
  - Course Manager decides whether or not to copy the lessons to 1880 as a backup.

### **3.8 TT IF Video Recording Check**

- If Dan Hamstra's team is recording the lectures, or if the SOL Center is recording the lectures, early in the process, have the faculty review one or more of the recordings to ensure all is working well.

## 4 Formal Assessments

### 4.1 FA IF Review Assessment \*

#### **Principles:**

- To evaluate and support the creation of good assessments of student learning that are aligned to the outcomes
- To help the instructor expand their understanding of how to assess students
- To have variety in the assessments
- To encourage student choice
- To verify student identity in at least one assessment

#### **Variations:**

- Gradebooks can be set up as points or weighted but must not be set up so the student is failing till the end of the class.
- A variety of assessment options may be used by the instructor.
- Student identity can be verified either with a videoconference meeting with the instructor, OR by at least one proctored exam. All classes must have at least one of these. Self-paced classes can have an individual videoconference (i.e. ENGL 115 and RELB 245).

#### **Critical Pieces:**

- TurnItIn plagiarism checking should be used on major papers (dropbox setting for every assignment where TurnItIn is desired).
- When submitting quiz or exam questions to be entered in LearningHub, ensure all the settings questions in the template have been answered.

#### **Tasks**

- Information:
  - The next major tasks work on deepening the author's understanding of online course design by aligning learning activities and formal assessments to achieve the stated student outcomes. Work with the author to determine how to best present their content in a rich, quality online format. Remember to guide them in proper preparation of the materials for submission to the DLiT office. Following the guidelines will help the flow of development progress smoothly.
- Review the plans in the syllabus for assessment. Review the alignment of outcomes and the assessment. Determine if any further refining is needed.
- Review the dropbox organization. Is it organized into these folders for submission: Formal Assessments, Learning Activities? Are the templates needed by the faculty in the folder as needed? i.e. if they have an exam, the quiz template should be in the Formal Assessments folder. If they have a final paper, is the assignment template in the Formal Assessments folder? If they are doing PDF lessons, is there a lesson folder?
- Determine if a meeting is needed or if the faculty can just turn in their assessment(s) to be entered in LearningHub.

## **4.2 FA IF Formal Assessment Meeting, if necessary \***

### **Documents:**

- File Submission Handouts (assignment and quiz)
- Exam Proctoring Handout

### **Meeting Topics**

- 1) What formal assessments will be used within the course?
- 2) How will they be graded?
- 3) Are they proctored? Explain exam proctoring and Turnitin or live oral presentations for verifying student identity. Federal requirements require that we verify the identity of students in our online courses.
- 4) Is there a rubric for major projects? Provide samples.
- 5) Are reviews available? Midterm? Final? Make sure these get created.
- 6) Are the formal assessments aligned to the learning outcomes?
- 7) Train on Turnitin, LearningHub.
- 8) Provide and review template for submitting exams/quizzes.

## **4.3 FA IF Follow Up Email \***

- IF sends an email to the Course Author with the resources needed for the next step:
  - Tailored resources for the assessments desired
  - Reminder of how to submit assessments
  - Links to the standard tips & resources as they apply to the Course Author's work
  - Reminder of when assessments are due

## **4.4 FA CA Assessments Submitted \***

- Course Author submits the Assessments to the IF via dropbox, or builds it.
- IF reviews, provides feedback and changes as needed. Schedule a meeting if providing feedback.
- IF checks:
  - Are final projects and formal written assessments that will use an assignment dropbox in one Word file according to specifications in the template?
  - Are the exam files each in a separate file with the specifications from the template included?
  - Do all exam questions have clear instructions and expectations?
  - Do exam questions match the type of assessments students have been practicing on throughout the course?
  - Is there a review for any exams?
  - Do the exams have rigor? If not, where is the rigor?
- IF approves, and sends to Course Manager's team via the ticketing system to put in LearningHub.

#### **4.5 FA CMT Assessments in LearningHub \***

- Course Manager decides how to organize the files in 1880.
- Course Manager's Team puts assessments in Moodle.
- Amy's team builds exams and quizzes.
- For returning courses, if the course is using SDEIP exam proctoring, make sure the exam proctoring is set up correctly.
  - Exam checklist for self-paced:  
<https://www.andrews.edu/dlithelpdesk/scp/faq.php?id=73>
  - Exam checklist for interactive:  
<https://www.andrews.edu/dlithelpdesk/scp/faq.php?id=65>
- IF and Course Manager set realistic expectations of when the course author can see the assessments set up in LearningHub (usually within a week).
- IF reviews the assessments in LearningHub with the Course Author.
  - Is the intent of the faculty implemented in the settings of exams and quizzes?

## 5 Learning Engagement

### **5.1 LE IF Reviews Learning Engagement \***

#### **Principles:**

- Many of the [AU Standards for teaching online](#) are often addressed here (integration of faith & learning, learning community, stimulating learning experiences, etc.).
- Ensure there is quality interaction with the content, with peers, and with the teacher.

#### **Variations:**

- Interaction can happen in discussion forums, or students paired in videoconference teams, in live weekly videoconferences, or a wide variety of other interactive learning tools.

#### **Critical Pieces:**

- Use the assignment or discussion template to make sure setting questions are answered before turning it to the Course Manager's team to upload to LearningHub.
- Strongly encourage introduction forum and Q&A forum and faculty introduction.

#### **Tasks:**

- Review the plans in the syllabus for learning engagement. Familiarize yourself with the learning engagement in the course, and review potential technology tools to support the learning engagement. Review the alignment of outcomes and the learning activities. Review the learning activities considering the [AU Standards for teaching online](#). Determine if any further refining is needed.
- Determine if a meeting is needed or if the faculty can just turn in their assignments to be entered in LearningHub.
- Work with the author to determine how to best present their content in a rich, quality online format. Remember to guide them in proper preparation of the materials for submission to the DLiT office.

### **5.2 LE IF Learning Engagement Meeting, if necessary \***

#### **Documents:**

- Discussion Handout
- Assignments Template

#### **Meeting Topics:**

- 1) Discussion Forums
  - Effective questions or group structures
  - Setting expectations
  - Creating effective questions to evoke thoughtful discussions
- 2) Alignment to learning outcomes.
- 3) How to select specific components that work with activities. (ie simulations, group work, modeling, research, projects, case studies)
- 4) How to select appropriate technology tool to accomplish learning outcomes and to create maximum engagement for the students.
- 5) Teach whatever technology tools course author needs assistance with.

### **5.3 LE IF Meeting Follow Up \***

- IF sends an email to the Course Author with the resources needed for the next step:
  - Tailored resources for the learning activities desired
  - Reminder of how to submit learning activities
  - Links to the [standard tips & resources](#) as they apply to the Course Author's work
  - Reminder of when learning activities are due

### **5.4 LE IF Learning Activities Submitted \***

- Course Author submits the Learning Activities (Assignments) to the IF via Dropbox or builds it.
- IF reviews, provides feedback and changes as needed. Schedule a meeting if providing feedback.
- IF checks:
  - Are the assignments in one Word file according to specifications?
  - Are the discussion forums in one Word file with the specifications included?
  - Are the quizzes each in a separate file with the specifications included?
  - For an interactive online course, is there provision for students to interact with peers at least once every other week? i.e. pair group Skype sessions, discussion forums or live synchronous sessions.
  - Is the library used somewhere in the course, if appropriate? If so, are there good instructions to use the library, and links to the right databases or tools they should use in the library? Note that using the AU links makes the databases work for students off campus.
  - Do assignments have clear instructions and expectations?
  - Are any group work assignments defined well with both group activity and technology tool supports?
  - Are there clear instructions for any extra tools that are used in the course?
  - For faith integration, does the course extend beyond worship thoughts and quoting texts to requiring students to write or response to how their faith intersects with the content?
  - Are the Consortium standard items (Plagiarism Assignment, Schedule, Survey of Teaching) set up and integrated into the grading scheme as appropriate for the faculty's wishes? If a graduate course, does the instructor want points for the Survey of Teaching? If so, ask the Course Manager's team to set up the dropbox for it.
- IF approves, and sends to Course Manager's team via the ticketing system to put in LearningHub.

### **5.5 LE CMT Learning Activities in LearningHub \***

- Course Manager decides how to organize the files in 1880.
- Course Manager's Team or IF puts learning activities in Moodle.
- For returning courses, ensure that the course has good, clear instructions to students for assignments (rubrics as needed, enough detail included in dropboxes and discussion forums, etc).

- IF and Course Manager set realistic expectations of when the course author can see the assessments set up in LearningHub (usually within a week).
- IF reviews the learning activities in LearningHub with the Course Author.

## 6 Content Creation

### 6.1 CC IF Reviews Content \*

#### **Principles:**

- The “stuff” the instructor says in class needs to be in the online course as well; they can’t just upload the PPTs, assignments and readings and be done.
- IF needs to really **understand** what happens in the f2f classroom and what they want in the online course, and even if there are things they wish could be done better than is currently happen.
- If they have never taught, what would they expect?

#### **Variations:**

- IF should provide a variety of ideas, suggestions, and options for content to be presented besides the traditional lecture (YouTube, TEDTalk, LH interactive Lessons, activities done with websites like HIST 117 & 118, online readings, interactive online practice activities, textbook publisher materials).
- The lecture could be recorded in the classroom, or in the instructor’s office, or in a studio.

#### **Critical Pieces:**

- There has to be content, with few exceptions for courses that are practical and activity based. Explain clearly what content is and how it is delivered online.
- Watch out for copyright issues.

#### **Tasks:**

- Review the plans in the syllabus for learning engagement. Familiarize yourself with the content needed in the course, and review potential technology tools to support the content presentation. Review the alignment of outcomes and the learning activities. Review the learning activities considering the [AU Standards for teaching online](#). Determine if any further refining is needed.
- Determine if a meeting is needed or if the faculty can just turn in their assignments to be entered in LearningHub.
- Work with the author to determine how to best present their content in a rich, quality online format. Remember to guide them in proper preparation of the materials for submission to the DLiT office.
- Make a note of how the lectures are being recorded, if applicable.

## **6.2 CC IF Content Presentation Meeting, if necessary \***

### **Documents:**

- QuickGuides for any tools to be used for content

### **Meeting Topics**

- 1) Alignment to learning outcomes
- 2) Check for copyright challenges.
- 3) How to find additional educational resources online (ask a librarian)
- 4) Training for Panopto, if needed. Follow these steps in training:
  - How does it work? Tutorial.
  - Have the course author create a short demo. Review for quality of lighting and sound.
  - Approval for continuing recordings or retrain/adjust as needed to create quality recordings.

## **6.3 CC IF Meeting Follow Up \***

- IF sends an email to the Course Author with the resources needed for the next step:
  - Tailored resources for the content presentation desired
  - Reminder of how to submit content presentations
  - Links to the [standard tips & resources](#) as they apply to the Course Author's work
  - Reminder of when content components are due

## **6.4 CC IF Content Submitted \***

- Course Author submits the Content via Dropbox or builds it.
  - OR, if Dan Hamstra recorded, the videos are moved from the ITS folder into a folder for this course, and linked in the course (submit a ticket to Course Manager's team to request this if needed)
  - OR, if the Seminary Online Learning Center is recording, the videos are edited by the SOL Center, then a ticket needs to be submitted to Course Manager's team to import the videos into Panopto and link them in the course
- IF reviews, provides feedback and changes as needed. Schedule a meeting if providing feedback.
- IF double checks the content to ensure that all necessary copyright permissions have been obtained: <https://www.andrews.edu/dlithelpdesk/scp/faq.php?id=159>
- IF approves, and sends to Course Manager's team to put in LearningHub.

## **6.5 CC CMT Content in LearningHub \***

- Course Manager decides how to organize the files in 1880.
- Course Manager's Team or IF puts learning activities in Moodle.
- For returning courses, ensure that the lecture videos are linked in LH in the sequence where the student needs it within the module.
- IF and Course Manager set realistic expectations of when the course author can see the content set up in LearningHub (usually within a week).
- IF reviews the learning activities in LearningHub with the Course Author.
  - If Panopto was used, are the video recordings named with the module or week number and course code?

- Are the video recordings in the proper folder for the course (have the Technology and Instructional Design Specialist check)?

## **6.6 CMT Final Course Polishing in LearningHub \***

This step should be done for both new courses and import courses.

- Course Settings:
  - Self-paced open learning courses should be set up as topics.
  - Interactive online and self-paced full term are fine as weeks.
  - Some courses may use the onetopic format as well.
  - Consortium courses should have the consortium theme color.
- Course Layout: Make sure the widgets are right (see checklist)
  - If the course is interactive online or self-paced full term, the dates & deadlines widget should be included.
  - If completion tracking is used, make sure the checkboxes for the completion tracking are all dotted lines. The solid ones the student has to check off; we don't want any like that. Completion tracking should be on everything that the student has to do. Optional items, labels, and notes to the teacher should not have completion tracking.
- Delete any extra news forms in the General Section.
  - For Consortium, make sure the News forum is renamed to Notes from Your Instructor.
- Make sure nothing is hidden on the course layout or in the gradebook that shouldn't be. Make sure extra materials (if any) for supporting grading are hidden from the students.
- Header & Footer: Are they correct for the type of course they are?
  - All online courses should have the header for that program or degree
  - Degree courses should have the link to the LibGuide in the "general" top section
  - Consortium courses should have the transcripts and incomplete footer at the bottom
- Exam proctoring setup:
  - Do the proctored exams have passwords on them?
  - Is the exam request set to be due two weeks before the exam, with the date in red?
  - Is the hidden language included for the teacher to remind students to do the exam request form?
  - Is a date set on the quiz for when the students can take the exam (the testing office recommends a two day window)?
  - Is there a review document for the exam that explains what to expect?
  - Is there language included on the layout, easy for the student and proctor to see, that says very specifically what materials (if any) are allowed to be used during the exam?
- Consortium self-paced pay setup:
  - Is SDE1 included in the label for the midterm exam or midpoint assignment of the course?
  - Is SDE2 included in the label for the final exam or final assignment of the course?

- Make sure SDE1 or SDE2 are not included on something that can't be turned in. Shouldn't be on an exam request form, or a file to read. Must be on a dropbox or quiz.
- If the exams are print, the SDE1 & SDE2 go on the manual grade items.
- Put in the code in the summary field (used for the ungraded items report and for pay): Consortium Self-Paced Open Learning, Consortium Interactive, Consortium Self-Paced Full Term in white text.
- Things that were issues before and shouldn't be now, but check:
  - Make sure TurnItIn, if used, is on the assignment tool and not as a separate TurnItIn assignment.
  - Make sure Ray McAllister's courses do not have TurnItIn at all.
  - Make sure the exam retake policy isn't written anywhere on the course.
- Syllabus:
  - Particularly for fall course launches: make sure the course name and descriptions are right for AU (bulletin), OU & WAU (consortium catalog).
- Gradebook: Is everything in a category?
  - Gradebook checklist self-paced:  
<https://www.andrews.edu/dlithelpdesk/scp/faq.php?id=74>
  - Gradebook checklist interactive:  
<https://www.andrews.edu/dlithelpdesk/scp/faq.php?id=66>
- Is a Meet the Teacher and/or Meet the Course Author page included?
  - For Consortium, this is a literal Moodle page.
  - Other courses may have other creative ways to introduce the teacher.
- Assignments for math courses: Does the course use WebWork?
  - If so, is the new space set up in WebWork?
  - Are the links to the new space in WebWork correct?
- ADA Compliance checklist.
  - Do the images have descriptive alt tags?
  - Run PDFs through "common"
  - Transcript for videos

## 7 Course Material Verification by IF

### **7.1 CMV IF Pre-Launch Checklist \***

- This step should happen, even if course has already started.
- Course Author has turned in everything.
- Course Manager's Team has entered everything in LearningHub.
- IF reviews all the materials to ensure completion:
  - Are all the components by the Course Author entered in LearningHub? Is the course missing anything?
  - Does the syllabus schedule match the layout in LearningHub?
  - Are all the graded components and categories included in the gradebook at the same points and percentage weights as indicated in the syllabus?
  - Is everything that the instructor submitted included in LearningHub?
- IF reviews the materials to ensure that it meets the [standards](#).
  - Is there a method to check identity of the student in the class (either a proctored exam or live synchronous session); with the live synchronous session, does the instructor know to check the student ID at least once in those?
  - Are the instructions for activities, assignments, and assessments clear?
  - Do the assignments and assessments align well with the outcomes?
  - If the course is offered on campus and online, is there a good match between the content and outcomes for both courses?
  - Is there alignment between the type of assessment and assignments that prepare for it? i.e. if there are have essays on exams, are they writing essays in practice?
  - Are there program outcomes in the syllabus in addition to the course outcomes?
  - Does the course make sense as a whole?
  - Is the LearningHub layout clean and organized?
  - Is it clear for students how to navigate the course?
  - For semester based courses, do the dates in the syllabus match the dates in LearningHub?
  - Do the points and percentages in the syllabus match the setup in LearningHub and in the gradebook?
  - If SDEIP proctoring is used, does the exam have a password on it? Does the instructor know NEVER to give that password to students?
  - If a graduate course, is the syllabus uploaded to vault.andrews.edu? Look on the AU course schedule to see if the syllabus is there.

## **7.2 CMV Pre-launch Meeting \***

### **Principles:**

- IF and instructor review the entire course to ensure everything is set up correctly.
- Additional training on LH components is given to the instructor if needed.

### **Variations:**

- If there isn't time this may happen after the class has launched.
- If the IF doesn't know how to use the LH tool, then additional training can be arranged with the Technology and Instructional Design Specialist.

### **Critical Pieces:**

- The course MUST be checked by somebody before it's launched or in the first week.

### **Who Attends: Course Author and IF**

**GOAL:** To review technical mechanics within the course to facilitate a smooth launch of the course for instructors and students.

Make sure the author knows how to navigate the course and work with assignments. This meeting is critical. Think of it as a dress rehearsal. Make sure that all the links are working and that the author/instructor is comfortable with the technology.

### **Meeting Topics**

- 1) IF and Course Author talk over all the course components (course setup, navigation, assignment settings, assessment settings, syllabus) to ensure we are ready to go.
  - a) Check that exams have passwords and exam request form is included.
  - b) Is the gradebook set up correctly and matching the syllabus?
- 2) IF explains the online review process.
  - a) All courses: The 20% survey in the 3<sup>rd</sup> week of a full semester course, sooner for shorter courses
  - b) New courses are reviewed by external reviewers
- 3) IF provides an overview on how to do basic things in LearningHub. QuickGuides online at <https://www.andrews.edu/distance/dlit/guides/>
  - a) send welcome & weekly emails to students via the Notes from Your Instructor
  - b) participate in and grade discussions
  - c) grade assignments
  - d) hiding and unhiding items (if applicable)
  - e) how to set up and modify group settings for discussion forums for large classes like Seize the Summer
  - f) common issues that happen and how to solve them
    - i) Common issues include: how to open up a quiz or dropbox for late work submission;
    - ii) how to change the dates on an assignment or quiz if needed;
    - iii) how to tell students where to find the grades (Moodle tutorial video);
    - iv) how to watch for a manually overridden grade item & how to fix it.
- 4) IF describes to the course author/faculty how the editing process works
  - a) can send edits to the IF or they can do themselves

- b) for Consortium self-paced, strongly support them with edits as they aren't getting paid enough to cover editing the course
- c) for Consortium savvy, independent teachers, it's ok if they do their own edits; keep an eye on the course though, particularly with adjuncts - considering that we have approvals from the department and consortium partners for the course as written. Major changes may need additional approvals.

### **7.3 CMV CM Follow Up**

- IF confirms to Course Manager that the course is complete and enters an IF Order Ticket to move from the development (dev) site to the production site.
- Course Manager pays the course author.
- Course Manager imports the dev site into the production site and orders backup services from Learning System Administrator's team.
- Course Manager hides the dev site from IF and course author until the course is launched.
- Course Manager removes the dev site after the course is launched.
- Consortium: Course Manager confirms that the teacher contract is completed.
- Consortium: Course Manager confirms that Step 2.5 is complete and consortium approvals have been obtained.
- Sign Google form.

## 8 Course Launch Sequence

### **8.1 CLS CM Surveys \***

- This step should happen even if the course has already started.
- Course Manager's team sets up the 20% survey.
- Course Manager's team sets up the Student Survey of Teaching.
  - Make sure the survey is in the course space. Interactives get a certificate of completion and no link to a survey. New self-paced process will include a link and a dropbox. SEND list to The Office of Institutional Effectiveness for any new courses that need links.

### **8.2 CLS CM Launch Checklist \***

- Course Manager Launch Checklist:
  - SDE 1/2: For consortium 901 and 902 sections, make sure the setting for payment is right.
  - Consortium Self-Paced, Consortium Interactive, Consortium Self-Paced Full Term: put in the code in the summary field for the ungraded report (i.e. Consortium Self-Paced in white).
  - If cross-listed courses, is Moodle correct?
  - Survey: Is the 20% survey set up? Is the Student Survey of Teaching set up? Documentation under 1880/Course Assessments/SP Course Evals.....
  - Under Users:
    - Make sure the teacher is listed.
    - Make sure the 901/902 teacher is non-editing (unless on the Assistant to the Associate Deans's list of faculty who are approved to have editing rights).
    - Remove extra teachers, student workers, etc.
    - Check catalog levels for self-paced courses: if we made a new catalog level AFTER the course was created for that semester in Banner; are there any students for the new semester in the old course. Remove them from the old course; and make sure the next day that those students are in the next semester.
  - Consortium only: Moodle Course Status spreadsheet: Update color & SIS numbers for the enrollment team.
  - If the course changed from print exams to online exams, or from online exams to print exams, we need to notify Steve Fox and Glynis Bradfield in the SDEIP Testing Office.
  - Consortium only: Course Manager (or designee) adds the instructor to the course in SIS (if offered for OU or WAU credit).

### **8.3 CLS CM Editing \***

- Course Manager sends the course to the editor as well as the editing contract.
  - See Editor Checklists in the Knowledgebase
- IF reviews edit document before implementation of the edits.
- After edits are completed, Course Manager informs the IF.

## **8.4 CLS CMT Syllabus and Textbook \***

- Three weeks before the semester starts, the Course Manager's team ensures that the textbook is listed in the bookstore.
  - For Consortium, the Course Manager ensures the textbooks are listed correctly.
  - For AU courses, the Course Manager (or designee) reminds the IF to get the professor to submit the books.
- Two weeks before the course starts, the Course Manager (or designee) checks that the syllabus is uploaded to Vault.
  - For Consortium, the Course Manager uploads the syllabus to vault.
  - For all other AU courses, the Course Manager reminds the IF to get the professor to upload the syllabus.

## **8.5 CLS Release the Course \***

- Edit Settings, Show course (aka unhide)
- Consortium courses: unhide four weeks before the semester starts
- Seminary and SHP courses: unhide three weeks before the semester starts
- All others: Unhide by the Monday before, at the very latest (We know it's a dream, but aim towards it).

## **8.6 CLS CM Week Before \***

- On Sunday or Monday: Course Manager ensures that the Assistant to the Associate Dean adds new self-paced teachers to the automated self-paced training in Mailchimp with a separate email to watch for it (email template in the knowledgebase). This MUST be done on Sunday or Monday and not any other day.
- By Friday: Course Manager (or designee) emails Consortium teachers (interactive, 901, 902) that their course is ready, and to check it over (email template in the knowledgebase).
- By Friday: Course Manager emails SDE Marketing, Sumeeta Raj, [sraj@andrews.edu](mailto:sraj@andrews.edu) to update the listing of new self-paced courses on the website.
- On Thursday: Assistant to the Associate Dean adds new interactive online teachers to automated interactive training in Mailchimp with a separate email to watch for it (email template in the knowledgebase). This MUST be done on Thursday and not any other day.
- Friday: Course Manager emails enrollment with a report of the new self-paced open learning courses: Glynis Bradfield; [sderegister@andrews.edu](mailto:sderegister@andrews.edu); Shanna Leak (email template in the knowledgebase).
- Friday: For courses offered for OU & WAU credit as well, activate the course in SIS on Friday before the semester starts, as late as possible, like 11 am. Inactivate the previous version.

## 9 Launch Monitoring for Interactive Courses

### **9.1 IF First 10 Days** \*

**GOAL:** To monitor the first ten days of class to ensure instructor and students are navigating the site.

**Principle:** Ensure the course is running smoothly and the instructor is present.

**Variations:** Depending on the IF's load and how much might be going wrong with the course, the detail level of monitoring may vary.

**Critical Pieces:** At a minimum, check the Q&A forum for student problems daily in the first week.

### **Overview**

During the first 10 days of the launch of your author's course, you will be checking on the students and supporting your author as they begin their online course. You are not the instructor. You are monitoring and making sure that no one is confused or lost. The forum with General Questions about the course is what you will be checking to help with any logistical issues the students might have.

### **3<sup>rd</sup> or 4<sup>th</sup> day**

On the 3<sup>rd</sup> or 4<sup>th</sup> day after the course starts, check for the following:

- Did the Instructor send a welcome email to students via the Notes to the Instructor? (They might also have sent it via email.)
- Look into the student introductions forum: is the professor welcoming the students? Preferably individually. If not, suggest that in a future meeting.
- Look at the Users list. Has everyone logged in? Does the professor need assistance solving student access issues?
- Did the professor login within the last 24 hours? They should be logging in daily in the first week of class.
- Consortium in particular: Are they using the Notes from Your Instructor or News forum? It goes to the students' Andrews email as well as the Learning Hub forum. (Some professors use email for their weekly emails; but it's good to encourage them to post here because students can find it here even if the email got lost in cyberspace.)
  - For consortium, it also allows us to check if they are doing it and that they have a friendly tone.

Intervention:

- Depending on your relationship with the instructor, ask them questions or make suggestions (how about... would you want to... type language). Or make notes of items to address in future meetings.
- Be sure that you are not speaking like their supervisor. You are not their supervisor! Use questions and suggestions, and a supportive tone.

## **9.2 IF First Four Weeks Monitoring \***

Weekly for the 3-4 weeks after the course starts, check for the following:

- Check if the professor is caught up on the first' week of grading.
- Check for instructor's feedback – are feedback and comments provided to students in the quiz and assignment tools?
- Check the Notes from Your Instructor encourage the instructor to use the forum. Determine how the instructor is communicating with the students.
- Assess instructor's presence in the course and make suggestions as appropriate.
- In IF meetings, share a status report on the course.

# **10 Course Review Meeting**

## **10.1 Course Review by IF \***

All new courses are reviewed by two external reviewers. Course Manager's student assistant organizes and collects the 2 external reviews and provides feedback to the course author and CCs the 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.

**Principle:** Analyze feedback from 20% survey, Q&A forums, and external reviewers (if applicable) and initiate interventions as needed.

**Variations:** If the course is running well, a meeting may not be necessary. If things are going badly, additional DLIT staff may need to help resolve issues.

**Critical Pieces:** Must look at the 20% survey and Q&A forum.

### **Tasks:**

After the 20% survey is done; read it over and see how things are going. Then schedule the Course Review meeting to talk things over on how it's going. Consider it a "problem-solving discussion" or "what's going well" meeting. Additional training or retraining may be needed. The key during this meeting is that the author must feel comfortable. You are working with the author to determine the value of the feedback and whether any adjustments need to be made during the class.

If the course is going well, send an email that says "how's it going". Diminish the feeling of looking over their shoulder.

### **Optional Meeting:**

Who Attends: Course Author and IF

### Meeting Topics

- 1) Results of formal online review process.
- 2) 20% survey feedback.
- 3) Course author and instructional facilitator meet to review student feedback and compare self with external feedback.

- 4) 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.

**After the Meeting:**

- The IF emails the course author with any follow up or supporting resources necessary for what was discussed.
- If necessary, the IF does an IF Order in the ticketing system so the Course Manager's team can assist with any necessary edits or adjustments to the course.

## 11 Course Debrief Meeting

### 11.1 Course Debrief Meeting \*

**Principles:**

- Review the experience after grades are turned in and all feedback has been received (i.e. course evals).
- Review the course development process as well as the teaching experience.
- This is for new courses only.

**Variations:**

- When it happens may vary.
- It may happen at the beginning of the next time the course is offered and may be integrated with the Import Meeting.

**Critical Pieces:**

- Provide a summary of the meeting to the Course Manager.

**Who Attends: Course Author and IF**

**GOAL:** To evaluate the entire process from the beginning Getting Started meeting through the ongoing support during teaching of the class.

Along with the author/instructor, you will make recommendations about what worked, what didn't work, or other ideas to try during the next iteration of the course. This is a good time to work with the author to think about how to adjust some instructional strategies for the next time; maybe a different way to use a discussion forum or another strategy.

**Scheduling:** After grades are entered (due the Wed after the class ends) the IF schedules a debrief meeting with the Course Author.

Meeting Topics

- 1) What worked? What didn't?
- 2) What other technologies might you add or delete?
- 3) What did you like? What do you wonder?
- 4) Any informal feedback on the process?

**Tasks:** IF submits a summary of the meeting to the Course Manager

## 12 Check Up Meeting

### 12.1 Check Up Meeting \*

**Principle:** Returning courses should have an Import Meeting each time they are offered.

**Variations:** Note that for seminary courses, the online facilitator needs to be included in the meeting along with the professor. Or maybe, depending on the professor, just with the online facilitator.

**Critical Pieces:** The IF should tell course development workers which course space to import for the next semester.

#### **Analysis Before the Meeting**

IF looks into the course space from when the course was taught before.

- Review the 20% survey results.
- Review the Q&A forum. Look for issues that might have happened in the class.
- Review the News (Notes from Your Instructor) forum. Look for things that had to be corrected during the course.
- Review how the layout is set up, and consider that along with the 20% survey results on navigation and organization.
- Review the gradebook:
  - Are they using the gradebook well? Is it set up well? Any issues?
  - How the students are doing in the class? DGs/Is/Fs?
  - Are there any assignments that have a lot of low scores or a lot of high scores?
  - Are there assignments that students are skipping?
- Review the feedback: has the professor been giving feedback when grading assignments? What type? Suggestions for improvement or efficiency?
- Discussion forum: In an interactive course, is there teacher presence?
- Watch out for any copyrighted material that needs to be addressed.
- Review the credit hour definition and application within the course.
- Review the course against the new “requirements” document and note areas of weakness; but don’t share the requirements document, use it to ask questions (such as, do you use the library in your face to face courses? Would you like to use the library in your online course?).
  - The one thing we need to ensure is that the student identity is getting checked either with a proctored exam or a live videoconference. If they have at least one of these, you don’t need to bring it up in meeting.
- Review the results from the Student Survey of Teaching.
- Review the external reviewer results.
- Review any feedback from the DLiT quality assurance worker.
- Review any feedback that has come in via complaints.

## **Scheduling**

### ***Email template (for the very first contact):***

Dear Dr. \_\_\_\_\_,

I am the Instructional Designer/Facilitator assigned to you by the School of Distance & International Partnerships. My job is to support you in online course delivery. I would like to meet with you to discuss your course and how I can assist you in setting up your course in Learninghub in preparation for the upcoming semester. Would one of the following dates work for you?

- 1.
- 2.
- 3.

I look forward to working with you.

Sincerely,

Name

### ***Email template for future contact:***

Dear Dr. \_\_\_\_\_,

I'm ready to support you in setting up the following course(s) for next semester:

- 1.
- 2.
- 3.

I would like to meet with you to review how your course went last time and brainstorm ways that I can support any improvements you want to make. Would one of the following dates work for you?

- 1.
- 2.
- 3.

Let me know...

Sincerely,

Name

## **The Meeting**

- Your attitudes going into the meeting
  - Do NOT let on that you've reviewed their course so thoroughly
  - Go in with humility and respect for their expertise, their teaching experience (even if they don't teach the way you would)
  - Go in offering support; we are here to help you; make your life easier
  - Make them feel heard and supported
- Questions to ask

- What are wildest dreams for your class? What do you wish you could, if money and resources weren't a restriction? If you had a magic wand, what would you do to your course?
- How did your class go the last semester it was taught? What are some things that worked well or didn't? What did you observe?
- Is there anything that frustrates or annoys you about your online course? And do you have any ideas of what you wish could be done?
- Listen if they don't want to teach online: report to Associate Dean/Instructional Design Specialist; be sympathetic.
- Ask follow up questions as needed to fully understand and hear what the faculty member wants.
- Possible topics, depending on the instructor and answers to questions
  - Go in without an agenda (it's not a Getting Started Meeting, it's a "how's it going/what you want/need" meeting)
  - **Whatever comes up in conversation- work on that first**; triage issues and build trust by working on what the teacher wants
  - If nothing comes up, have on hand a list of three things that would improve the course that you would do for them (NOT that you would make them do), and offer those as potential services or choices. i.e. "I could make a rubric for you for this assignment, if you want." Or "Would you like me to create a demo layout of how we could have a cleaner navigation and organization for the students?"
- You can always say: I'm going to research that a little more and get back to you.

If faculty are resistant, ask the Associate Dean to help sell the concept to your assigned faculty. Provide the Associate Dean with your initial analysis of the course and what services you think would be most helpful first.

### **Deciding on Steps**

When reviewing the steps for returning courses, consider this checklist when deciding what needs to be done:

- A step is likely necessary if something changed in that piece of the course.
- A step is likely necessary if something is wrong in evaluations of the course (20%, end of course, teacher complaints, student complaints)
- A step is likely necessary if a significant amount of the course is changing.
- Another way to decide if a step is necessary is in the Online Courses Meeting, usually for consortium courses.

## **12.2 Revision Approvals \***

For consortium courses, due to how the teacher pay works, most likely a contract would be needed for revisions.

- IF emails the Course Manager with a list of what the teacher would like to change and by when.
- Course Manager and Associate Dean consider the request for prioritization, urgency, funding, income.
- Course Manager offers the instructor a revision contract, and CCs the IF.

\* May be necessary for a returning course, with or without revisions.