



# Course Author Handbook

Getting Started Meeting



# Andrews University Philosophy of Teaching

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

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

## Introduction

Welcome to the exciting world of online learning! Whether you are teaching online for the first time, developing a new online degree or program, or are a veteran online educator, we hope you will find this document useful for navigating the online teaching process at Andrews University.

At Andrews University, oversight of the quality of online courses is provided by the School of Distance Education and the Online Course Quality Assurance Committee, which includes faculty membership from each School at Andrews University. Support for the online course development and teaching process is provided by Online Course Development Team in the Department of Digital Learning and Instructional Technology. The requirements in this document describe the teaching and course design requirements for all online courses.

### **Purpose and Timeline**







The purpose of this document is to assist course authors, instructional facilitators, and instructional design specialists with a roadmap to effectively deliver quality instruction online.

### **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.

All of the information for the course, including course outcomes/objectives, assignments, grading rubrics, instructions for assignments, quizzes/tests, assignment due dates, etc., should be posted on the LearningHub before the FIRST day that the course is opened to the students. This ensures that students have a complete picture of what the semester will require so that they can plan their time accordingly and for the student who is able to find time to work ahead, they are not waiting for information to be posted.

## Online Course Roles and Responsibilities

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

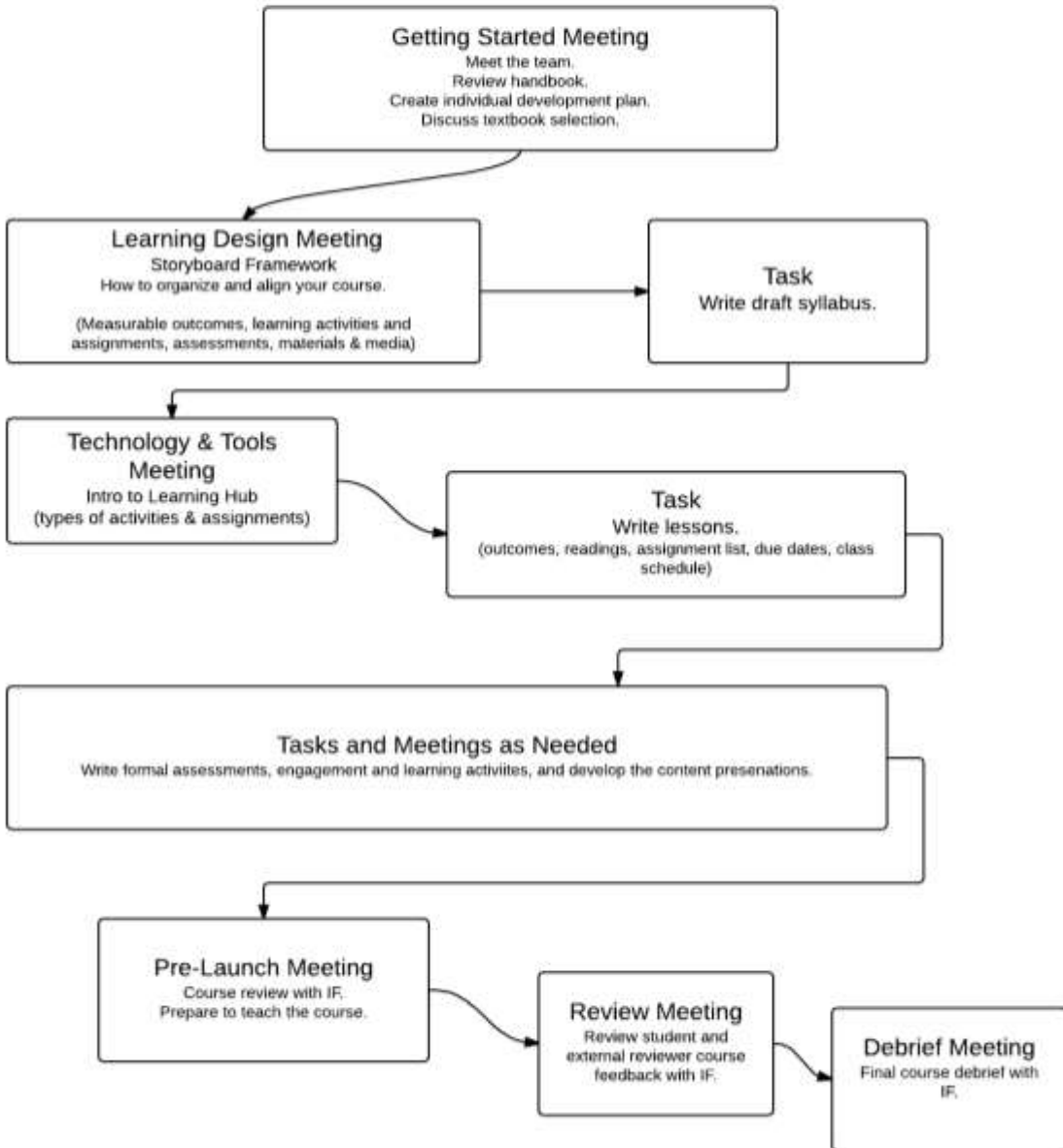
# Online Course Development Process Flowchart

**Purpose:**

To assist course authors and instructional facilitators (IF) with a roadmap to effectively develop and deliver quality instruction online.

**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.



## Course Development Meetings

### 1. Getting Started Meeting

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.

- a. Meet distance learning team.
- b. Review course development process.
- c. Review AU standards for online courses.
- d. Discuss integration of faith and learning.
- e. Create Individual Development Plan.
- f. Set deadlines and expectations for the contract.
- g. Review textbook selection.

### 2. Learning Design Meeting

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

By this point, you should have selected a training option from the Online Learning Consortium. Email [assocdeanonline@andrews.edu](mailto:assocdeanonline@andrews.edu) to schedule your Online Learning Consortium (OLC) workshop. When you finish your workshop, send your certification to [assocdeanonline@andrews.edu](mailto:assocdeanonline@andrews.edu).

Your Online Learning Consortium (OLC) Workshop site login: \_\_\_\_\_

### 3. Technology and Tools Meetings

*Note: 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 next stage is a series of meetings with your assigned Instructional Design Specialist or Instructional Facilitator as needed.

### 4. Course Materials Verification and Submission Meeting

GOAL: To review all materials prior to submission to DLiT offices for Learning Hub course development.

### 5. Course Pre-Launch Meeting

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

### 6. Course Launch Assistance

GOAL: To assist the start of class to ensure you and your students are navigating the site.

### 7. Course Review Meeting

GOAL: To analyze the feedback from the first part of the course to determine if any adjustments need to be made during the semester.

### 8. Final Course Evaluation Meeting

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

## Other Help and Assistance

Additional staff in support services at the university are available to assist you.

- Glynis Bradfield, Student Services – *Academic integrity, undergraduate online advising, registration issues, problem solving, student supports*
  - [sdestudents@andrews.edu](mailto:sdestudents@andrews.edu) | 269-471-3432
- Steve Fox, Testing Supervisor – *Exam proctoring management*
  - [sdeexams@andrews.edu](mailto:sdeexams@andrews.edu) | 296-471- 6566
- Silas Marques, Off-Campus Services Librarian – *Library resources and services*
  - [silas@andrews.edu](mailto:silas@andrews.edu) | 269-471-6263

## Student Support Services

The following resources may be useful to include in support materials. These resources can be linked in the syllabus, in the course support block in LearningHub, or in other communication with students. The most recent version of this information is listed in the SDEIP Student Services section of the bulletin.

- Orientation, advising, tutoring and counseling information is available through the School of Distance Education Student Services Department (learn more at [www.andrews.edu/distance/students/](http://www.andrews.edu/distance/students/)).
- The current Andrews University Bulletin at [www.andrews.edu/academics/bulletin](http://www.andrews.edu/academics/bulletin) communicates policies and procedures, and key contact information for all campus services.
- The Andrews Agenda at [www.andrews.edu/agenda](http://www.andrews.edu/agenda) provides weekly news, announcements and updates.
- Follow [Andrews University's facebook page](#) for regular postings of life at Andrews.
- The Andrews Directory at [www.andrews.edu/directory](http://www.andrews.edu/directory) includes contact information for all current faculty, staff and students.
- Departmental updates are emailed to students registered in specific programs of study.
- [Pioneer Memorial Church Sabbath worship services](#) are streamed online, and [podcasts](#) are available.
- Videos of chapels, vespers, weeks of prayer, and other key presentations can be viewed at any time through the [Andrews University Youtube Channel](#).
- The [Andrews University Student Association Youtube Channel](#) includes many more videos of student sporting and social events.
- Listen to Andrews University's classical radio online 24/7 at [WAUS](#).
- Disability accommodation can be arranged through Student Success (learn more at [www.andrews.edu/services/sscenter/disability/](http://www.andrews.edu/services/sscenter/disability/))
- An [online grievance form](#) online grievance form provides students with tools to formally register a complaint about any aspect of the educational service provided by Andrews University.

## Library Access

Registered students of Andrews University have full and free access to the resources and services of the James White Library via phone, fax, e-mail or the Internet. Such services include:

- Access to the James White Library Catalog (JeWeL)
- Access to James White Library's Online Databases which include full-text articles from many thousands of periodicals
- Online Instruction, Tutorials and Research Guides
- Interlibrary Loan and Document Delivery Services
- Reference and Consultation Services
- Download software, such as Endnote
- FAQs and Ask-a-Librarian—[www.andrews.edu/library/RefDesk/services/ask.html](http://www.andrews.edu/library/RefDesk/services/ask.html)

Online access to these services is available through use of the Andrews University username and password supplied during the admission process. Off-campus program students, staff and faculty may apply for Andrews University username and password through the [Off-Campus Library Services Web page](#) or via 269-471-6263.

## Support Resources

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



# 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.

	<b>Essay #1</b>	<b>Essay #2</b>	<b>Essay #3</b>	<b>Other Supporting Activities</b>
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](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.



# 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](http://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"> <li>• Forums to discuss reading, case studies, to role play, debate, or participate in a simulation or game</li> <li>• Forums for students to share links of self-created videos</li> <li>• Live real-time interaction via Zoom</li> </ul>

	<ul style="list-style-type: none"> <li>• Small group interaction via Skype or GoogleHangout</li> <li>• Small group interaction via forums</li> </ul>
Activities (Individual)	<ul style="list-style-type: none"> <li>• Online text assignment for students to write within Learning Hub instead of uploading a file</li> <li>• Offline assignment for students to do something offline &amp; report</li> <li>• Blog for individualized mini-course portfolio</li> <li>• Self-check understanding via an autograded quiz</li> <li>• Record video presentation or skit via Panopto</li> </ul>
Activities (management and logistics)	<ul style="list-style-type: none"> <li>• Use Learning Hub to manage students signing up for conferences with the teacher</li> <li>• Submit assignments, Word files, videos, images, etc. to a dropbox</li> <li>• Use a group dropbox in Learning Hub or GoogleDocs to have small groups collaborate on creation of a document</li> </ul>
Assessments	<ul style="list-style-type: none"> <li>• Rubrics</li> <li>• Quizzes (timed, randomized questions, question banks)</li> <li>• Exams (proctored, timed, randomized questions, question banks)</li> <li>• TurnItIn for plagiarism checking</li> </ul>
Content Presentation	<ul style="list-style-type: none"> <li>• Video lectures via Panopto, video streaming</li> <li>• Video lectures via YouTube, Vimeo, TEDTalks, and other sources</li> <li>• Links to websites, primary sources, resources, library articles</li> <li>• PDF or web page lessons</li> </ul>

## 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	Lecture 1 Chapter 1-2	Four Read at 11:00 pm Writing Paper Plans Journal 1 Journal 2 Watch on Black 1
Week 2: June 16 - June 22	2 Using Evidence and Evolving Claims	Writing Analytical Essays	Lecture 2 Chapters 3, 4, and 5	Four Read at 11:00 pm Submit on Black 1 Journal 3 Journal 4 Journal 5 Watch on Black 2

**LESSON TWO: USING EVIDENCE AND EVOLVING CLAIMS**

**Assigned Readings:** Chapters 3, 4, and 5  
**Deliverables for Lesson:** Journal 3 (submit on Black 1) and 4 & 5 (submit on Black 2) (Discussion Groups)  
 Journal 3: "The Art of Analysis"  
 Journal 4: "The Art of Analysis"  
 Journal 5: "The Art of Analysis"  
 Journal 6: "The Art of Analysis"  
 Journal 7: "The Art of Analysis"  
 Journal 8: "The Art of Analysis"  
 Journal 9: "The Art of Analysis"  
 Journal 10: "The Art of Analysis"

**INTRODUCTION**

Read the chapters of Evidence to analyze the author's main argument. Paying attention to the structure of the text, the use of rhetorical devices, and the use of evidence to support the author's main argument. Pay attention to the use of rhetorical devices and the use of evidence to support the author's main argument.

- To analyze the author's main argument.
- To analyze the author's main argument.
- To analyze the author's main argument.

Submit your analysis on Black 1 (submit on Black 1) and 4 & 5 (submit on Black 2) (Discussion Groups)

Week 2: June 16 - June 22

- Lesson 2: Using Evidence and Evolving Claims
- Submit on Black 1 (Discussion Groups)
- Journal 3: "The Art of Analysis"
- Journal 4: "The Art of Analysis"
- Journal 5: "The Art of Analysis"
- Journal 6: "The Art of Analysis"
- Journal 7: "The Art of Analysis"
- Journal 8: "The Art of Analysis"
- Journal 9: "The Art of Analysis"
- Journal 10: "The Art of Analysis"

## 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.

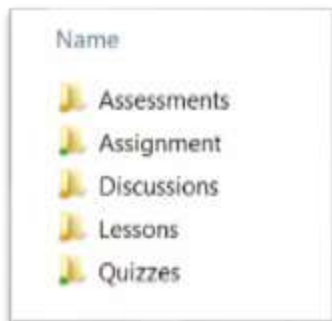


Figure 1: Interactive Courses

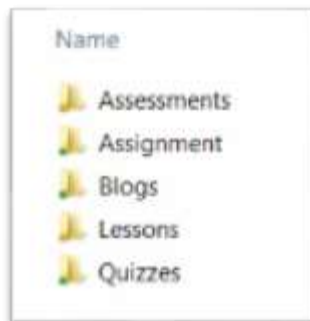


Figure 2: Self-paced Courses

### **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><b>True/False</b> 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><b>Multiple Choice</b> 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><b>Short Answer</b> <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><b>Matching</b> <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.



# Course Author Handbook

Assignments and Assessments



## Assessments, Assignments, Content: Meetings and Tasks

### Formal Assessments

- Create formal assessments and update syllabus.
  - Midterm and final course reviews
  - Rubrics
  - Alignment to learning outcomes
- Just-in-time training on tools.
  - Grading
  - proctoring

### Learning Engagement

- Create engagement/learning activities/assignments/interaction and update syllabus.
  - How to create effective questions to evoke thoughtful discussions
  - Rubrics for learning activities
  - Alignment to learning outcomes
- Just in time training on tools

### Content Presentation

- Create content presentation and update syllabus.
  - Verify alignment to learning outcomes.
  - Check for potential copyright challenges on various resources.
  - Find educational resources for online.
- Just –in-time training on tools.
  - Panopto (Learn it, create one, get feedback, then create all the others.)

## Interaction

Online courses have three types of interaction: interaction with the **content**, interaction with **peers**, and interaction with the **instructor** (Moore, 1989). Research shows that successful online courses must include at least one of these interaction types at a rich and rigorous level (Anderson, 2003; Russell, Kleiman, Carey, & Douglas, 2009).

### What Type of Interaction Does My Course Need?

See the Bulletin for full definitions of these types of courses:

- **Interactive online** (mainly asynchronous) **must** have strong interaction with the instructor (Faculty Presence Standard) and with peers (Learning Community Standard). This is mainly achieved via discussion forums and other tools that encourage peer interaction. Strong interaction with the content is also encouraged.

- **Interactive online courses** (mainly synchronously), with regularly scheduled live videoconferences or phone conferences, must have strong interaction with the instructor (Faculty Presence Standard) and with peers (Learning Community Standard). Depending on the design of the live sessions, peer interaction in discussion forums may also be necessary to achieve strong peer interaction. Strong interaction with the content is also encouraged.
- **Self-paced courses** must have rich interaction with the content and with the instructor (Faculty Presence Standard).

## Regular and Substantive Interaction with the Instructor

At Andrews University, “regular and substantive interaction” with the teacher is essential to differentiate between self-paced (correspondence) courses and interactive online (distance education) courses. This is necessary to comply with federal regulations for financial aid.

### Definitions

The Andrews University Online Quality Assurance Committee has defined “regular and substantive interaction” as teacher-led, meaningful, and beneficial interaction between the teacher and the students.

- “Regular” refers to the quantity of teacher-initiated interaction equivalent to what would occur in a face-to-face course.
- “Substantive” refers to the quality of teacher interaction that results in improved learning experiences. Substantive interaction includes but is not limited to the following:
  - Meaningful feedback – detailed explanations on student performance
  - Beneficial feedback – helps students understand how they perform and provides guidance for future improved performance.
  - Timely interaction – you specify reasonable times that students can expect responses to their inquiries or grading; includes interaction initiated by you.
- “Instructor” requires interaction with an instructor who has the qualifications to teach the course or with a qualified graduate student teaching under the direction of the qualified instructor, according to Andrews policy.

### Auditable Examples

Because the federal financial aid auditors may review the course in LearningHub, the following minimum interactions must occur in LearningHub. Your Instructional Design Specialist or Instructional Facilitator is responsible for the internal Andrews audit of the interaction in the course.

For a semester-length interactive online course there must be a variety of regular and substantive interactions with students each week. Examples include, but are not limited to the following:

- discussion forums



- grading
- announcements or a weekly overview
- a notice of the date, time, and link for a scheduled Zoom conference; or the recording of the Zoom

For shorter courses, there must be a variety of regular and substantive interactions with students each week; for example:

- in an 8 week course, there should be at least four interactions per week
- in a 4 week course, there should be at least eight interactions per week

For blended face to face with online courses:

- There must be a variety of regular and substantive interactions with students each week that is not face to face.
- If the course is longer than 15 weeks, there should be the equivalent of minimum two interactions per week. i.e. if 30 weeks are online, there should be one interaction per week.

Your Instructional Design Specialist or Instructional Facilitator can assist you in designing the course to meet this requirement, keeping the credit hour definition in mind.

### **Instructional Tips**

There are multiple ways to ensure regular and substantive interaction with you, the instructor.

Strategies include:

- Discussion forums – you are present: commenting, summarizing, asking questions, affirming
- Messages within the LMS
- Phone calls (documented by you)
- Posting in the news forum
- Posting a video announcement
- Grading
- Poodll response
- Video conference / Zoom meeting
- Email (documented by you)
- Social Media
- Statement / reminder of deadlines
- Office hours – making a time commitment for availability

Feedback that you initiate is a common way of providing substantive interaction. Meaningful, beneficial, and timely feedback includes but isn't limited to:

- Exemplary rubric for all major assessments that is graded using the rubric in LearningHub

- Explanations of why the student received a specific grade so the student understands how they can improve
- Correct answer in quizzes shown once the quiz is closed for the whole class
- Exams (before the final) give specific written feedback regarding student performance

### **Exceptions**

Courses that meet these requirements but are not auditable in LearningHub must include an explanation document each semester the course is taught. We suggest placing it hidden from the students indented underneath the syllabus. Your Instructional Design Specialist or Instructional Facilitator may arrange with you a time to audit the interaction occurring outside LearningHub to ensure compliance.

At the graduate level, the amount of “regular and substantive interaction” may be significantly different depending on the design of the course.

## **Interaction with Peers**

It is important to develop assignments that facilitate interaction between the instructor and students, as well as among the students themselves. In courses where there is little or no interaction, the students frequently complain that they feel like they did not “get anything” for their monetary investment; as such they feel like they could have just read all of this on their own and why did they need the faculty member? Examples of things that can facilitate these interactions are: Posting case studies requiring integration of the material that is being covered over that particular time period; posting discussion questions, audio-taping a Powerpoint lecture that the students listen to and then respond to in some fashion, etc.

These things are what helps our Andrews University interactive online courses be distinguished from online self-paced correspondence courses.

For these types of assignments, the students should be required to post a reply and have a percentage of their grade devoted to the both the quantity and the quality of their posts. The instructor needs to be an interactive, involved participant in these discussions and respond to the post—either responding after several posts have been made or responding appropriately to a select number of individual student posts. This shows the students that the instructor is actively involved in the course and is “listening” and critiquing what they have to say and creates a responsive atmosphere. It is important that during the duration of the course, the instructor personally responds to EVERY student at least 1-2 times.

Questions need to provoke critical thinking. A simple yes/no question or one that requires only a fact as an answer, is not sufficient for discussion that brings about critical thinking. A good question moves the student out of their own frame of reference to the author’s frame of reference. It provokes discussion and leads to more questions.

Develop a grading rubric of what is expected in terms of class participation for students to receive a passing grade. As is always the case, some students will do minimal work (i.e. post one sentence) if the expectations are not clearly outlined for what the instructor considers a quality

experience. Assign enough points to the discussions to “matter” if they do not put forth some effort. It is recommended to assign points to the introductions as well. A sample rubric is included in the Online Course Author Handbook, and our Instructional Design team can assist with adaptations. <https://www.andrews.edu/distance/dlit/online-course-development.html>

Discussion forums are the most common way to build learning community and create peer and instructor interaction. However, other methods of group work and collaboration such as pair videoconferences, collaborative work on a wiki, communication via Twitter are also ways to meet the Andrews University Learning Community standard for teaching online. Our Instructional Design team can assist you in selecting the tools and pedagogy best suited for your learning outcomes.

### **Additional Examples of Interaction with Peers**

- Study buddy pairs
- Collaborative writing
- Collaborative project creation via a wiki
- Problem based activities
- Simulations
- Case study discussions
- Peer moderation

## **Interaction with the Content**

### **Examples of Interaction with the Content**

- Instructor videos with opportunities throughout to react, take notes, and think about the content
- Reflective activities
- Self-assessments
- Practice activities
- Reaction papers
- Animations
- Simulations
- Personal instructor voice within the content

## Discussion Forum: Background in Online Courses

Discussion boards are the most customizable communication tool within Learning Hub. This tool can be used for a variety of teaching strategies that can meet six of the Andrews University Standards for Online Classes.

- Critical Thinking
- Student Reflection
- Faculty Presence
- Learning Community
- Stimulating Learning Experiences
- Assessment

The discussion board tool can be used in a variety of instructional formats.

Discussions	Case Studies	Faculty Office	Portraits
Role Plays	White Paper	Student Center	Interviews
Group Work	Analysis	Peer Review	Polling
Literature Circles	Class Introductions	Jigsaw Teaching	Debates

**Four Mental Models of Bulletin Board Posting** The following chart offers guidelines to discussion postings. The more to the right students are in posting, the higher quality of the discussions.

Mental Model	Posting	Questioning	Reflecting/Connecting	Dialoguing
Definition	Students post a message as if submitting an assignment - often repeating what has already been said - and don't respond to others.	Students ask questions but often they aren't connected with what others have said - students don't engender a response.	Students respond to what others have said – using their name or quoting them - sharing personal experience(s) and metaphor(s) to further explain their viewpoint.	Students are present in the discussion - listening, asking for clarification, sharing experiences, affirming others, and extending the conversation.

*Based on S. Freed, "Metaphors and Reflective Dialogue Online" in New Horizons in Adult Education.*

## Types of Interactions

- *Initial Post:* A good first post increases students' scores by incorporating chapter readings, lectures, and their own carefully crafted thoughts about the case.
- *Shared Discussion:* Raise questions. Students demonstrate having done the course reading and read others' posts by generating solid questions about their posts. Students raise questions to generate dialog.
- *Disagree or Agree:* Talking to each other, comparing contrasting ideas and concepts.
- *Full Dialogue:* It generates thought and leads to the engagement of others and their ideas. This dialogue leads to fuller understanding of options and a broader, more comprehensive understanding of the case.

## Note for Self-Paced Courses

In self-paced courses, we still use the discussion forum, but we call it a blog. It's less discussion, because the students in the course start at different times and progress at different paces. The instructor responds to students to encourage them, and students can read the posts of previous students in the class.

The most common format we have been using is to have students respond to more questions per blog, and not to require students to respond to each other.

A different idea would be to have a small number of forums that can be used at any point in the course. Students can interact with peers in the course, even if they are at different points in the class.

## Discussion Forum: Planning Guide

1. *Instructional Strategy*  
Decide how you will use the discussion forum. Role play? Peer Review? Small group discussion? Will you use the discussion forum mainly for learning community or for significant academic interaction? This will dictate the required nature of peer responses. Do they need to share experiences, cite academic sources, or both? Some academic content is difficult to discuss or do group work with; in this case, how do you provide for the "side conversations" that students have outside and around the classroom?
2. *Grading Policy*  
What weight will the discussion forum have in your grading system? How will you grade students' participation? How frequently should they post? Do they have to initiate any discussions? When do the boards open and close?
3. *Student Interactions*  
How will the students know how to interact? If using small groups, how will they find their group? Do they have to use certain formatting when referencing sources? Do they need to weave multiple students' replies into a cohesive summary or response?
4. *Assessment Rubric*  
This rubric should clearly delineate points for specific types of interactions. Be sure to include information on frequency, quality, and the required nature of responses to peers.

## Sample of Discussion Forum Requirements

**Introduction for Students:** In order to have meaningful discussions in which you are engaged, these guidelines will help you understand what it is you are supposed to do when participating in discussion forums. The idea of all this is to make you think critically, and apply what you are learning to real-life situations to help you learn.

### Grading Standards

The rubric used to grade the weekly discussion questions is posted below. Each discussion question will be worth 50 points.

### Student Participation Expectations

- When you post your answer to a discussion question, include examples and information that back up the statements you are making.
- Some discussion questions may ask you to apply what you've learned, in which case you will need to share examples from your experiences that pertain to the topic being discussed. When you answer the questions, be able to support your answer.
- Everyone is required to respond to at least two classmates' posts for each discussion question. Simply typing "I agree" is not a suitable response, and points will be deducted. You should try to engage further discussion by asking further questions of the person to whom you are responding.

<b>Discussion Board Sample Grading Rubric</b>					
<b>Criteria</b>	<b>Exceptional</b>	<b>Very Good</b>	<b>Acceptable</b>	<b>Needs Improvement</b>	<b>No Submission</b>
Frequency & Quantity	(10 points) 3 or more posts EACH week.	(8 points) At least 2 posts EACH week.	(7 points) At least 1 post EACH week.	(6 points) 1 post total or does not post in all weeks discussion.	(0 points) No Submission
Quality	(15 points) All posts use course terms and concepts accurately, focus on the topic, and show critical thinking.	(12 points) Majority of posts use course terms and concepts accurately, focus on the topic, and show critical thinking.	(10.5 points) Less than half of posts use course terms and concepts accurately, focus on the topic, and show critical thinking.	(9 points) No posts use course terms and concepts accurately, focus on the topic, or show critical thinking. Or, posts only once the entire discussion.	(0 points) No Submission
Community	(15 points) All posts acknowledge posts of others and expand the discussion using examples from reading, Web research, or personal experience as appropriate.	(12 points) Majority of posts acknowledge posts of others and expand the discussion using examples from reading, Web research, or personal experience as appropriate.	(10.5 points) Less than half of posts acknowledge posts of others and expand the discussion using examples from reading, Web research, or personal experience as appropriate.	(9 points) One or more posts violate Mutual Respect Policy and/or no posts acknowledge the contributions and ideas of class peers. Or, posts only once the entire discussion.	(0 points) No Submission
Citation	(5 points) All posts use accurate citation in APA format where appropriate.	(4 points) Majority of posts use accurate citation in APA format where appropriate.	(3.5 points) Less than half of posts use accurate citation in APA format where appropriate.	(0 points) One or more posts are plagiarized. <i>[This may be grounds for a zero!]</i> Or, posts only once per discussion.	(0 points) No Submission
Length	(5 points) All posts are a reasonable length (100-300 words).	(4 points) Majority of posts are a reasonable length (100-300 words).	(3.5 points) Less than half of posts are a reasonable length (100-300 words).	(3 points) All posts exceed word limit or fail to meet word limit. Or, posts only once the entire discussion.	(0 points) No Submission

## Required Assignments and/or Assessments for Online Courses

To successfully measure a student's grasp of the material, you should provide several different types of outcome measures. In addition, the following types of activities are required for all online courses at Andrews:

**1. Introductions** Interactive Online courses require a design that provides for students and instructors to know each other (Learning Community Standard).

- Create a method for students to introduce themselves to their classmates. For example, you could create an introductions discussion forum and require all students post an introductory message in the forum at the beginning of the course. You should post an introduction about yourself as well. You can make this assignment more personal by including your own pictures or perhaps creating a video about yourself and uploading it. Create a personal tone in the introduction by including some personal information such as your hobbies, family, passion about the profession, etc. Students tend to mirror the style of introduction that you use. The goal is to begin the process of creating a community by allowing personal information to be shared. In case of cohorts, rather than just a general intro board, help the students introduce to each other and you the specific aspects about their work that relate to your course.
- If any course content was created by a different instructor than the one facilitating the course, a “meet the course author” page should be included as well.

Self-paced courses require a design that provides for the instructor to know the students.

- An introduction assignment should provide an opportunity for students to introduce themselves to you and provide any appropriate background and prior experience with the course content.
- A “meet the instructor” page should be included in self-paced courses. If any course content was created by a different instructor than the one facilitating the course, a “meet the course author” page should be included as well.

### **2. Library Assignment**

It is highly recommended that every course include an assignment requiring the use of the James White Library's services or print/media/electronic resources for which the students have paid. Integrate the library into the course content using a variety of methods besides research papers and peer-reviewed journals. The library assignments should give the students opportunities to understand the philosophy behind their course, get a broad picture of their subject matter, compare and cite different types of resources correctly, find career options in their fields of interest, gain an exposure to the professional associations and journals of their subject areas, find literature to support their views in a discussion, defend their solutions to case studies, discover problems similar to what they are being asked to solve, and develop skills for life-long learning. See the off-campus website



(<https://www.andrews.edu/library/offcamp.html>) for useful links and hints offered to you as a professor. Select the appropriate LibGuide for your course by going to this link (<http://libguides.andrews.edu/content.php?pid=600205>) and embed it in your Learning Hub course.

**3. Student Identity Verification.** Federal guidelines require that we must verify the identity of students in our online courses. A combination of the following measures should be used in courses AND online degrees to ensure that the student receiving the degree or transcript is the student who completed the work in the course. Every course must have either at least one proctored exam or one live videoconference where the proctor or instructor checks the photo ID of the students. No measure is bullet-proof, so multiple measures must be used. Please note that the more interaction that you have with students, the better you are at ascertaining the veracity of student's identity.

- **Exam proctoring** with a professional proctor or testing center is considered the gold standard of student identity verification. Exam proctoring services can be provided by the School of Distance Education Testing Office or by individual departments. Email [dlit@andrews.edu](mailto:dlit@andrews.edu) for assistance on setting up exam proctoring in your syllabus and LearningHub space. This can include the SDE Testing Exam Request Form and special settings on the LearningHub exam such as randomization of questions and a password for the proctor. Contact the Testing Office at [sdeexams@andrews.edu](mailto:sdeexams@andrews.edu) regarding the implementation of the exam proctoring.

For any test that you do not want the student to have access to notes or books, there must be a proctor. For information that is not considered critical to clinical safety or skills, it is certainly acceptable to not require a proctor. Adult learners need to have seen, handled, and integrated the material but it is not always necessary to require memorization of it. In these cases, it is recommended that you set a reasonable time limit on the test (ie the test will close at the end of the time limit) so as to ensure that the student has gone through the material prior to the test.

It is recommended that several measures be used to ensure the integrity of the exam. Randomization of questions, setting time limits, and using question banks reduces the ability of students to cheat.

- **Live Videoconferencing.** If you require students to attend a live videoconference session, and participate or present, check their photo ID in the class roster in [vault.andrews.edu](http://vault.andrews.edu) to verify that the student attending the course is the student registered for the course.
- **Plagiarism Checking.** Design plagiarism-reducing assignments that are difficult to copy and paste from the Internet. Realize that students could pay a company to write the paper for them. Use TurnItIn to check for plagiarism. Work with an Instructional Design Specialist to assist you in designing assessments that reduce cheating.
- **LearningHub Login.** Requiring students to login to LearningHub using their Andrews University ID is the most basic way to verify student identity. This measure should be used in conjunction with other measures.

- **On campus attendance.** Requiring some on campus attendance as part of an online degree is another component of online student identity verification. However, it should not be the only measure used within the full degree design.

**4. Synthesis.** Online graduate courses should be designed to help students apply what they learn in a significant way that serves to show their ability to synthesize course outcomes meaningfully within the context of their degree program. This could be accomplished through a student-created project or product that culminates the learning experience. For undergraduate courses this is highly recommended as well, but there may be some rare exceptions. Presentations, final projects, research papers, and written plans are all possibilities. Design or use a grading rubric to guide the students' work in the project. Rubrics very concretely allow the student to interpret what they have to do.



## **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.