Introduction: Online and Hybrid Course Development Process

Developing an Online or Hybrid Course

The development process of an online or hybrid course utilizes a team approach including a Faculty Member who is an expert in a subject area, an Instructional Designer to develop materials for online teaching and learning, and if needed, the Digital Media Team to create streaming media, video and animation. As the Faculty Member and Subject Matter Expert, you are the most important part of the process – you know the content, you have experience teaching it, and you have a desire to reach students who may not be able to travel to Seton Hall University. The members of the Instructional Design Team are here to help you develop your course and make it effective in an online format. Each member of the Team is trained in their particular area of expertise, but they are not an expert in your subject area. Working together, we can provide our students with the best learning experience possible so that they can achieve the learning objectives and experience a positive learning experience.

This guide outlines the process for developing online and hybrid courses at Seton Hall University. The goal of this book is to provide you, the subject matter expert, with the tools you need in order to provide the material for a pedagogically sound and effective online or hybrid course.

In this workbook, the process of developing an online and hybrid course is divided into sections.

- **Section I**: The first section outlines the various roles of the project team and administrative process we will follow. This process will help allocate resources for the project and develop a project plan and timeline to ensure that the course launch date is met.

- **Section II**: The second section is devoted to the design of the instructional modules and the course itself. To ensure the course is of high quality, we build to the Quality Matters Rubric, an inter-institutional rubric focused on course design, not delivery.

- **Section III**: The third section will guide you through the production or development of course materials and learning activities to support the course objectives.

- **Section IV**: The fourth section walks you through the steps of preparing your course to be taught, including technology skills, managing and facilitating the course and assessment guides for faculty.

- **Section V**: The fifth section provides tips to help you maintain your course for future offerings and strategies for modifying the course based on your experience and student feedback.

- **Appendix:** Includes all of the documents necessary to build a pedagogically sound and rigorous online or hybrid course. These documents help the TLT Center assist you in this exciting venture.

Before we begin, let's define what online and hybrid courses are and some of the considerations needed for each.

Online courses:
The Sloan Consortium defines online courses as "**All course activity is done online; there are no required face-to-face sessions within the course."** However, this does not mean that students progress at their own pace without the guidance of faculty. Faculty play a tremendous role in facilitating and guiding students to achieve mastery of the course goals through timely feedback and 'presence'. In the past, online courses were generally taken by the non-traditional student. However, 90% of current high-school students are entering college with some online course experience. Online courses break down geographical barriers and time/day restraints because there is no set meeting day/time.

Hybrid courses:
In hybrid courses, a significant portion of traditional face-to-face class time is replaced by online activities. These courses carefully integrate online and face-to-face activities using the best aspects of both environments to help meet the learning objectives. For example, a face-to-face course that meets three (3) times per week might opt to meet once per week, substituting the other class meetings for online activities and research. Students may be required to prepare a deliverable during the online portion of the course and/or be asked to participate in synchronous or asynchronous activities.

All courses are designed based on the following assumptions:

- The standards outlined in this document are designed for those courses that have a WB (web-based) or VU (virtual university) classification. These standards may also apply to courses delivered in a face-to-face format with some e-learning components (enhanced course or hybrid).
- Students participating in online courses may be geographically dispersed and may not have access to SHU or on-campus resources.

Online and Hybrid Development Blog

The online and hybrid course development blog provides best practices and resources for developing an online or hybrid course. In addition to the resources, TLT Center workshops focusing on online and hybrid course development and design are highlighted. Latest trends in online and hybrid education from national organizations such as The Sloan Consortium and Quality Matters are also available. The blog can be found at http://blogs.shu.edu/ohcd/

Course Proposal Process

If you are interested in developing a new hybrid or online course or want to modify an existing face-to-face course to a hybrid or online format, your first point of contact should be your Department Chair.

The next step is to complete the Project Request Charter with your Instructional Designer. After the Project Request Charter has been approved you will work with your Instructional Designer to further develop the plan to ensure the course is fully developed by its scheduled launch date.

After the course is completely developed, it will be reviewed using the Quality Matters Rubric, a quality assurance rubric that assesses the design of the course. If needed, revisions are made before the course is offered.

Section I:
Role of the Project Team

Role of the Subject Matter Expert

The Developing Faculty Member or Subject Matter Expert (SME) is responsible for deciding on the content that is needed for the student to learn the material based on the course objectives in the syllabus. The faculty member is responsible for:

- Obtaining approval from their Department Chair and Dean to develop the course
- Developing content based on the Quality Matters rubric so that it meets course goals
- Working with their Instructional Designer to ensure that deliverables are met
- Creating learning content and activities
- Creating critical-thinking and problem-solving opportunities for students through assignments and discussion questions
- Identifying areas of concern (i.e., challenging course content) for which meaningful learning interactions should be designed
- Final review and approval of the course in Blackboard
- Ensuring the course is complete before it is taught
- Obtaining any technical training needed to successfully manage the course
- Proofreading all content
- Obtaining any necessary Copyright permissions for content they wish to use in their course
- Using the templates provided in this workbook to create the content for the course
- Archiving the course at the end of the semester
- Maintaining the course for future offerings (copying content and revisions)
- Working with the Library Liaison to create e-reserves and obtaining any necessary copyright permissions
- Conducting a self- and student assessment at the end of the course

Role of the Instructional Designer

The Instructional Designer is responsible for advising the Developing Faculty Member on the application of instructional design principles during the course development process and for the technical aspects of the course development. This includes:

- Guiding you through the steps of course development
- Helping you develop assignments for various content areas
- Advising on how to align instructional strategies to learning objectives
- Providing consistent, detailed responses to your content development needs
- Building your course using the established template
- Assisting in uploading the course pages and components to Blackboard
- Providing technical expertise on the presentation of course content and activities
- Ensuring that the overall design requirements are carried through to the completed course
- Arranging technical training and facilitating digital media needs

The Instructional Designer allows the subject expert (you) to focus exclusively on the content. In addition to instructional and technical expertise, the members of the ID Team ensure that the course

design follows the most recent research for effective learning in an online course and adheres to the development timeline so that the course can be ready when the term begins.

Remember: As you are developing content and interactions your job is to decide what content is important. The job of the Instructional Designer is to be able to effectively present it online, including making decisions about instructional methods and strategies. Don't be concerned that you don't know how to do something technologically – think about what is needed to achieve the objective. During the development of content you should be working closely with your Instructional Designer. He or she is an expert in developing content for the online environment. Be prepared to talk about areas where students have difficulty or where published materials are insufficient.

Role of the Department Chairperson/Dean

The role of the department chairperson and/ or dean of the college for which the course is being developed retains the right not to offer the course for any reason or may dictate what additional requirements are to be added to the course such as a discussion board activity for each module, unit or week. The chairperson and/or dean will also ensure the course follows any requirements set forth by the Educational Policy Committee in their respective college.

Technology Teaching Assistant (TTA)

Once the course is developed and ready to be launched, the faculty member has the option of identifying and assigning an upper-level student (Technology Teaching Assistant) who is both technologically savvy and immersed in the discipline to work with the online instructor. This student will be available to assist the faculty member with course management and the monitoring of communication within the online or hybrid course. Students must be eligible for campus work. The TTA is available for faculty teaching online or hybrid courses for the first time only. See the Technology Teaching Assistant checklist for guidelines and required skills (APPENDIX)

Section II: Designing a Quality Online or Hybrid Course

Quality Matters™!

Quality Matters™ (QM), an inter-institutional quality assurance rubric, was developed from a grant by the Fund for the Improvement of Post-Secondary Education (FIPSE) at the University of Maryland (Online) in 2004. This nationally recognized quality assurance rubric is supported by current research and national standards of best practice in online and hybrid course design and is updated to reflect new research and improved best practices every two years. The QM process designed to promote student learning is an integral part of continuous quality improvement and can assist in accreditation or reaccreditation. The Quality Matters Rubric™ focuses on course design, not the delivery of the course content, and the alignment of critical course components (learning objectives, assessment and measurement, instructional materials, learner interaction and engagement, and course technology). When aligned, the course components are directly tied to and support the learning objectives.

The QM Rubric consists of the following eight (8) standard categories:

I. Course Overview and Introduction
II. Learning Objectives (Competencies)
III. Assessment and Measurement
IV. Instructional Materials
V. Learning Interaction and Engagement
VI. Course Technology
VII. Learner Support
VIII. Accessibility

Several years ago, the Quality Matters Rubric was adopted as a best practice by the Educational Policy Committee in the College of Arts and Sciences. The Teaching, Learning and Technology Center use the rubric as a guide when developing online and hybrid courses. All of the instructional designers are trained in using the rubric to develop courses; two (2) instructional designers are certified Quality Matters Reviewers and one designer is a Certified Master Reviewer and serves as the Institutional Representative for Seton Hall University and Quality Matters.

As a best practice the TLT Center will review the course using the rubric to ensure the course design meets QM standards. This is considered an informal review. If you are interested in a formal Quality Matters review (at a cost of $850.00 per course), please contact the Quality Matters Institutional Representative. Once the course meets standards it will receive a Quality Matters official seal of excellence.

The Pedagogy

Research shows there are four elements that contribute to student retention and satisfaction and increased student learning:

1. **Create personal connections** - Creating an atmosphere that overcomes distance by generating a feeling of community increases student retention and student knowledge attainment. By providing opportunities for students to connect with each other, such as an ice breaker discussion post or activity, students can overcome the 'distance' and test their technical abilities early in the course.

2. **Encourage active learning** – Active learning occurs when the students take ownership of their studies and are actively engaged with the content through exercises, group activities, and simulations. Providing a variety of opportunities for them to apply knowledge and demonstrate mastery of the content is a best practice for online and hybrid courses.

3. **Make the content understandable** – Because a large portion of the instructor/student interaction is conducted online, instructions for activities, expectations and feedback need to be clear and concise. It is important to remember that you cannot assume they know what to do. This may be their first online or hybrid course and, most importantly, this might be their first course at Seton Hall University. Remember that we are not here to entertain the student; we are working toward knowledge building.

4. **Provide methods for feedback** – Showing presence is one of the most important things you can do for your students. Prompt feedback provides students with the opportunity to modify their thinking; delayed feedback allows incorrect information to become ingrained. A lack of faculty presence has shown to decrease student satisfaction and retention.

As you develop material for the course, plan ways to actively involve the student in the learning process and gain students' perspectives. Guide students in building their own knowledge rather than supplying them with facts to memorize.

As you begin designing and developing your course, think about the questions below:

- Who are your learners?
- What experience or knowledge should they have before taking the course?
- At the end of the course, what skills or knowledge should have?
- What software will they need to successfully participate in the course?
- What technology skills do they need to successfully participate in the course?
- What professional development opportunities will you need?
- Does your textbook come with publisher's materials?

Design with Interaction in Mind

Learning something new requires a series of interactions. Research shows Interaction occurs in three (3) main ways:

- Student with Content
- Student to Student
- Student to Faculty

Let's take a look at what these mean and how you can incorporate them into your course.

Student with Content
Student with content is where you provide the information the student needs to begin the learning process. First, select an objective and determine what information the student needs to achieve the objective. Then determine the most appropriate source of this information. Common sources of content are textbooks, journal articles and websites.

After selecting published content you need to develop materials for your students that then guide them through those readings. Which areas should they pay particular attention to? Is there additional insight you can provide? We do not, however, want you to synthesize the assigned readings for the students. Instead, develop materials that augment, rather than replace, readings that you assign. Consider animations, screen captures, simulations, cases, inductive reasoning exercises, audio recordings, and interactive decision trees – anything that provides the building blocks for your students to begin creating the foundation of their knowledge. Your Instructional Designer can provide more information on instructional strategies for students working with content.

Student with content can also involve practice tests and exercises. Give the students an opportunity to practice achieving the objectives. How this will be done depends on the objective. For instance, if you want them to be able to name the three major types of bones in the hand and list the names of each type of bone, you may want to develop a practice test that asks those questions and provides immediate, automatic feedback. If your second objective is to have them identify these bones on a diagram of the hand, you could provide a diagram and a list of the bones and the student could (on the computer) move each name into the appropriate position (matching). If a name is moved into an incorrect position it would revert back to the list; if it is correct, it stays where the student placed it.

Student to Student
Student to student interaction involves students taking the information that they have read or listened to and begin to build understanding through dialogue with others. It is through using information that it becomes knowledge. In online classes, student to student interaction usually occurs in discussion forums or group activities, although you may also want to consider audiovisual story-telling, chats, wikis, blogs, role-playing, web conferencing, and telephone calls.

Your Instructional Designer can provide information on conducting small-group activities online, student self-assessment of discussion participation, information on peer reviews when working in groups, and how to guide students in peer feedback assignments.

Student to Faculty
Student to faculty interaction is extremely important for keeping students focused on the content and providing feedback – both positive and corrective. Some examples include faculty facilitation of chats, discussion forums or web conferencing; online office hours; and assignments submitted to the instructor for feedback. When a student is practicing the mastery of the objective, it is important that the faculty member provide feedback. With "practice" you want to make sure that the student can immediately find out what they are doing correctly and what needs improvement. For example, if your objective states that the student must evaluate a specific piece of software based on provided criteria, they could post a draft evaluation to the discussion board and have another student comment on it and make suggestions. The instructor can also review all the submissions and offer individual or group feedback. That way, each student is able to practice writing the evaluation, receive feedback from classmates and the instructor, and make changes before submitting the final project.

"Chunking"

Chunking refers to the strategy of breaking down information into bite-sized pieces so the brain can more easily digest new information. In course design, chunking is achieved by grouping course content and activities within a module, unit or week so that the student has all of the materials they need to successfully complete the activities and achieve mastery of the learning objectives. Each module/unit/week is structured similarly and includes an introduction, measurable learning objectives, assignment and resources, activity and assessment.

Chunking material also aids in providing students with the consistent navigation structure necessary to help them focus on the content and not where to find an assignment. In addition, chunking helps with organizing the materials so that a higher level of learning can be achieved by building upon each of the previous modules/units/weeks not to mention the alignment of objectives, course materials, assignments and assessments.

Academic Integrity Concerns

How do I know if the student submitting the assignment is the student registered for the class? Unless you are checking student ID's at the door, there is no way to ensure the student taking the course is the student registered for the course and even still, unless you are watching them complete the assignment, there is no way to tell if that is the student's own work. Unfortunately, students cheat for a variety of reasons, such as lack of time management skills, the need to maintain their scholarship or funding, or perhaps the assignment was not given sufficient time to be completed. Needless to say, cheating is not acceptable. There are, however, tactics to decrease the opportunity and the need to cheat.

The first step is to change the way students demonstrate mastery of the course objectives. This can be done by focusing on the outcome of the assignment. For example, a traditional multiple choice/true false test is best given as a timed test where questions are randomized from a pool of questions. Research papers can be assigned in sections so that you know the work is being done and students will be able to receive feedback to improve their skills. In addition, creating authentic assessments where students need to apply what they've learned and include their own experiences is a tactic that works well. How do you know if the student is doing their own writing? Discussion forums, journal postings and even the introductory ice breaker will provide strong evidence of their writing styles.

Ways to deter academic dishonesty include:

- Creating an honor code for students to sign
- Clearly defining what constitutes cheating in the course
- Asking students follow-up questions on their discussion posts or assignments
- Providing links to writing resources and citation guides
- Offering a few low-stakes quizzes rather than one large exam
- Evaluating the research process in addition to the paper/project

Available Resources and Tools

There are many tools available to support engagement between the content and among students. Below is a list of some of the available tools. For more information or to determine which tools are best for your discipline and course goals, contact your Instructional Designer.

Blog/Journal
A blog (short for "web log") is an online journal or diary designed to allow students to share their own thoughts and reflections within a learning environment. Blogs foster written communication skills, critical thinking abilities, and collaboration opportunities.

Discussion Board
The Discussion Board is a popular way to allow students to interact with one another virtually. While not requiring all members to be online at the same time, discussions are logged and grouped into threads that contain a main post heading and all related replies.

Assessment
Blackboard offers a suite of assessment tools which will allow you to implement a wide variety of assessment exercises into your course, including the evaluation of students' conceptual understanding of certain concepts, performing opinion polls, and providing detailed feedback. Depending on your goal, you can choose to use rubrics, quizzes, tests, surveys, and assignments in your course.

SafeAssign
SafeAssign is a tool within Blackboard that will allow you to check student papers for possible plagiarism. The tool provides an opportunity to teach students about proper citation and how to ensure the authenticity of their work quickly and easily.

Wiki
A wiki is a co-authored web space designed to support teams/collaborators in publishing content. A wiki can be used as a central place for writing and editing documents, sharing images and links, collecting data, and presenting student work.

Web 2.0 Tools
Within version 9.1, Blackboard integrated popular web 2.0 tools such as Flickr Photo, YouTube Video, and SlideShare Presentations to help build interactive and engaging course content.

Performance Monitoring Tools
Help keep students on track by utilizing Blackboards' performance monitoring tools.
Blackboard gives you the flexibility to customize the release of content, monitor student's progress and view course statistics. The Adaptive Release, Review Status, Performance Dashboard, and Statistics tools can play an important role in the success of students in your course.

Photo Roster
This tool presents a roster of students enrolled in your course along with basic contact information and a photograph supplied by the ID Card Center. Available only to instructors, Photo Roster provides the ability to "put a face with a name" as well as develop seating assignments and "meet" online students. The tool is available in PirateNet as well as your individual Blackboard courses.

DyKnow
DyKnow fosters interaction through collaborative note taking, student response tools, content replay, and anywhere, anytime access to course content. Dyknow also has a classroom management feature.

iTunes University
Podcasting is a technology involving the download of audio and or video files to media devices that are portable and that allow for the use of the material any time after download.

Video/ YouTube at Seton Hall
Video clips can be used to illustrate concepts that students have difficulty understanding. The Digital Media Services Team in the TLTC can help you design, create, and edit video clips.

Virtual Worlds
Virtual Worlds, such as Second Life, are quickly emerging as powerful pedagogical tools. The TLT Center and partnering faculty have been exploring this learning space.

Starfish
Starfish Early Alert is an early warning and tracking system that provides faculty with a convenient way to track students. Faculty can raise flags when a concerning pattern of behavior is observed allowing advisors and other support services to intervene.

PASS-PORT
PASS-PORT is an online system that allows students to submit work for systematic assessment. It can help track students' progress through their degree requirements while providing the departments with valuable data about their programs.

Lync
Microsoft Lync is a powerful tool that combines instant messaging, screen sharing/control, video and audio sharing, as well as many other features. It allows students and faculty to meet virtually for real-time lectures and invite guests to participate in online presentations.

Section III:
Development and Production

Description of Resources

Master Course Template: The development course shell is populated with generic university content, such as student resources, hardware and software requirements, copyright and academic policy requirements, and library information. This content remains part of the course and is updated every year.

Content Development Templates: Content templates that match the Quality Matters Rubric™ expectations, as well as the layout in the master course template, help faculty in developing their course materials by clearly identifying the must haves such as response time for communication and by providing an example from other online course. The examples are used with faculty permission and highlights their hard work. There are 6 content templates including faculty information, course participation requirements, course welcome, and worksheets for developing measurable course goals and learning objectives. The Microsoft Word templates are easy to fill out and help faculty organize their content. The examples in each template show faculty the level of detail needed and how expectations can be phrased. These templates help faculty focus on content development rather than 'building' the course in Blackboard. However, this is not to say that technical skills are not important in teaching an online course.

Course Development Checklist: This simple checklist provides faculty and instructional designers with a simple list of items that need to be in the course to meet Quality Matters™ expectations.

Exemplar Course: Developed by a Seton Hall faculty member, the course serves as an example of the amount of detail online students need in order to be successful in their online course. Faculty have commented that it is helpful to see a completed course as a reference when developing their own content. The exemplar course is changed every other year to highlight the work of other faculty.

Personal Technology Learning Plan: This checklist asks faculty to identify areas (Blackboard based) that they either need or would like to learn more about to manage their course. The checklist also serves are a direct marketing tool for workshops and Teaching and Technology Center events. The instructional design team works with the computer-training center to ensure faculty have the necessary skills to facilitate an online course with confidence.

Online Teaching and Learning Organization: Building a Community of Online Educators! Through this organization, we provide resources, best practices, and tips to enhance the online teaching experience. The organization provides forums for discussion and a community of online educators dedicated to online teaching and learning excellence.

Course development templates & resources

- Web resources and research
- Online organization information (Sloan-C, USDLA…)
- Faculty Best Practices for using Blackboard tools in online courses
- Blackboard & Web 2.0 Tutorials

Online Teaching Webinars

- Addressing topics in online teaching/learning

Course Development Timetable

Developing a quality online or hybrid course takes time. For these courses to be successful, they need to be completed before the course is launched. As a general rule, to ensure we have enough time and resources to achieve this goal, all content for the course must be received no later than 12 weeks prior to the launch of the course.

Weeks before Launch	Description
At least 12 weeks before the course launches	All of the course content must be received. This includes content for digital media (see below).
4 weeks before the course launches	A Quality Matters Review is conducted. Feedback is given to faculty.
2 weeks before the course launches	Any revisions or fine tuning. This is a perfect time to go through the course one more time to ensure you are comfortable with the course navigation and structure.

Digital Media Services

The Digital Media Team supports the course development process by providing professionally produced visual materials to enhance learning. Development of these materials takes time and planning, which add to the total course development time. Use of these resources should be planned in advance during meetings with the Instructional Designer who will facilitate the process. The time requirements below are based on the assumption that the necessary content is received. Any delay will result in a later completion date.

Product (Below are examples based on 30 minute videos. Time requirements will be adjusted according to the specific course requirements.)	**Time requirement**
General introduction video(s): Includes setup, shooting, rough-cutting and finalizing / uploading	3-4 days
Video clip gathering (DVD / Blu-Ray / VHS)*: Includes ripping footage, re-encoding (if necessary), uploading to course (pending Copyright permission)	1-2.5 days
Imagery (custom artwork / Photoshopped images): Includes conceptualization, sketching / mock-up (if necessary), inserting into course materials (such as a video or slideshow, if necessary), final export / upload to course	2-3.5 days
In-House Voice Over/Narration: Includes narration that we record ourselves, or bring the faculty member in to record their voice (1 for the initial recording and a second if there are any re-takes that need to be done later on in the production)	1-2 days

*if possible, because it is not always possible to pull clips from the internet

Section IV: Are you Ready?

Are you ready?

So your course is complete and ready to go! Now what? Say "Hello!" You've worked hard to ensure that the students have everything they need to succeed in the course, so enjoy the reward of a smooth course. Chances are you've included an "Introduce Yourself" ice-breaker activity during the first few days of the course. This will help to get the communication going. Weekly announcements also will help you and your students stay on task. Your role has now shifted from 'subject matter expert' to 'course facilitator'.

Online teaching expectations: According to a 2010 study conducted by Penny Ralston-Berg, Instructional Designer at the Pennsylvania State University's World Campus, students expect faculty to be responsive, participate and communicate often. So, be sure to use tools such as Announcements and discussion boards to communicate and build a safe community for active and engaging communication. Through the course design, you've also outlined what they can expect from you in terms of response time for grades and feedback. It's important for their success that you stick to that timeframe. If the timeline needs to change for any reason, let them know. To keep then on task, generally one to two class announcements per week is sufficient; any more will be too much.

Penn State Faculty Preparedness Assessment: If you aren't sure whether or not you are ready to teach online, or if you are curious about what it takes, Penn State has created an excellent online self-assessment tool. This tool measures your readiness in five key areas for teaching online and hybrid courses: administrative, design, facilitation, evaluation, and technical skills. Results are confidential and sent to you through your own supplied email address. The tool can be found here: https://weblearning.psu.edu/FacultySelfAssessment/

Personal technology learning plan: This checklist asks faculty to identify areas (Blackboard and technology based) that they either need or would like to learn more about in order to manage their course. The checklist also serves are a direct marketing tool for workshops and Teaching and Technology Center events. The instructional design team works with the Computer Training Center to ensure that faculty have the necessary skills to facilitate an online course with confidence. Ensuring your technical skills are updated will significantly reduce the amount of anxiety you may experience facilitating your first online course.

Computer Training Services: The Computer Training Classroom (CTC) offers training to the entire SHU community on all university supported software. It is located on the lower level of the Walsh Library in room 154B.

Training sessions are offered face-to-face in the CTC throughout the year. Sessions are also offered online, allowing participants to attend from a remote location; all that is needed area computer and internet connection. Group training (e.g., department or student groups) can be scheduled by special request. Please email training@shu.edu for more information.

In addition to Computer Training Services, Blackboard 'just-in-time' tutorials and resources are available on the Technology website: http://www.shu.edu/offices/technology/blackboard/

Section V: Course Maintenance

Copy Your Course to a New Shell

Are you teaching the course again next semester? If so, you'll need to copy the content into the new course shell and revise it based on your experiences and student feedback. First, let's focus on copying the course content into the new course shell. For course copying instructions, follow this link.

Archive Your Course

Now that the course is over, you'll want to make an archive of the course. An archive includes all of the course content (i.e., student grades, discussion posts, and assignments). For archiving instructions, follow this link.

Revising Your Course

After you've taught the course and received feedback from your students, you'll probably want to revise parts of the course. For example, if students email you during the course asking about an assignment, you might want to clarify the assignment based on their questions. In fact, student questions form a great FAQ to be used in later iterations of the course.

Appendix

Personal Technology Learning Plan

Course Development Checklist

Copyright

Module Planning Worksheet (Hybrid Courses)

Course Development Templates

- Faculty Information
- Welcome Announcement
- Course Information
- Goals and Objectives
- Measurable Learning Objectives Worksheet
- Participation Requirements

Module Development

Glossary

Faculty name: _____

Course ID: _____Course launch date:_____

Check all that you are interested in learning more about or would like to know how to do.

PirateNet

- ❑ Login
- ❑ Available resources
- ❑ My Info
- ❑ Passwords
- ❑ Library
- ❑ Banner Self Service
- ❑ Helpdesk
- ❑ SHU Helpful links
- ❑ Content Collection
    - ❑ Set permissions
    - ❑ Versioning

Webmail

- ❑ Accessing mail
- ❑ Send, receive, store and retrieve messages
- ❑ Send, receive, save and open file attachments
- ❑ Archiving

Web Browsers

- ❑ Open and save Adobe Acrobat files (PDF files)
- ❑ Create, maintain and manage a list of Web pages (Favorites/Bookmarks)
- ❑ Copy bookmark/favorites/URLs/hyperlinks to a word processor
- ❑ Use a search engine's basic features to find information on the Web

Blackboard

- ❑ **Bb 9. Navigation**
    - ❑ My Courses
    - ❑ My Announcements
        - ❑ Notification Dashboard
- ❑ **Course Menu**
    - ❑ Announcement
    - ❑ Edit mode
    - ❑ Menu items
        - ❑ Add/modify content areas
    - ❑ Tools
    - ❑ Control panel
    - ❑ Editing the course menu

- ❑ **Content Areas**
  - ❑ Managing the course menu
  - ❑ Text box options
  - ❑ Create an item
  - ❑ Create a folder
  - ❑ Create an external link
  - ❑ Create a course link
  - ❑ Create an assignment/SafeAssignment
  - ❑ Create a test
  - ❑ Create a survey
  - ❑ Create peer assessment

- ❑ **Course Tools**
  - ❑ Create an announcement
  - ❑ Using the course calendar
  - ❑ Send email through Bb
  - ❑ Create/manage blogs
  - ❑ Create/manage wikis
  - ❑ Using Virtual Chat
  - ❑ Using discussion board
    - ❑ Create forum
    - ❑ Create thread
    - ❑ Managing forums and threads
  - ❑ Manage tests, surveys' and pools
  - ❑ Using SafeAssign
  - ❑ Early Warning System
  - ❑ Managing tool availability

- ❑ **Evaluation**
  - ❑ Using the Performance Dashboard
  - ❑ Statistics tracking
  - ❑ Grade Center
    - ❑ Accessing assignments
    - ❑ Grading and posting feedback
    - ❑ Manage grade columns
    - ❑ Weighting grades
    - ❑ Grading schema

- ❑ **Users and Groups**
  - ❑ View/download class roster
  - ❑ Creating groups

- ❑ **Course Management**
  - ❑ Course copy
  - ❑ Export/Archive course
  - ❑ Import course cartridge
  - ❑ Import package

MS Word

- ❑ Create, format, edit, spell check, save, print and retrieve a document
- ❑ Cut, copy and paste information within and between documents
- ❑ Save a word processing document as text (*.txt) or rich text format (*.rtf)
- ❑ Copying WS Word text into Blackboard
- ❑ Mark-up validation tool
- ❑ Track Changes

Computer Maintenance

- ❑ Understand basic computer usage, including keyboard, mouse, CD player, printer and (DSL, cable, high-speed) modem. Use the computer operating system to:
- ❑ Create folders/directories
- ❑ Find, copy, move, rename and delete files
- ❑ Run and switch between multiple programs
- ❑ Format media and create backup files
- ❑ Download and install programs
- ❑ Scan computer for viruses

Online & Hybrid Course Development Checklist

Course Name/Number _____

The following is a checklist of course components based on best practices in online course development. These components will ensure that the course is pedagogically sound and will provide both students and faculty with a positive online teaching and learning experience. Some material may be redundant; repetition is OK, as long as the information is clear and consistent.

General Information:

- ❑ Welcome announcement includes:
    - Course name and number
    - Faculty name/ contact information (this will be in the Faculty menu too)
    - This is an online course which means we will not meet in person – or similar statement
    - Brief introduction as to what students should do first, second
    - State where course documents are located
    - Prerequisite knowledge (include prerequisite course names and numbers - this can be in the syllabus also)
- ❑ Faculty/staff information:
    - A photo (150 x 150 pixels)
    - Email and response time for communication (weekday/weekend)
    - Preferred method of contact
    - CV/ bio

Comments:

Syllabus:

- ❑ Text book includes name, author, edition, ISBN and a suggested place to purchase – provide links
- ❑ List other required materials such as additional software or publishers website and when applicable the dates they are needed by (view a movie, visit a museum)
    - For publishers materials – provide a link access instructions
    - For software – provide a link and associated cost if applicable
- ❑ Distinction between required and optional/supplemental materials are clear
- ❑ Schedule or calendar of modules/units/weeks with due dates and times of assignments
- ❑ All times are noted with time zone
- ❑ Clear and understandable grading policy (make sure the point/percentages add up and are consistent throughout the course)
- ❑ Clear late policy (no points or point reduction)

- ❑ What students can expect from faculty
    - Response time for email (weekday/weekend)
    - Turnaround time for grades/ where grades will be posted
    - Preferred method of contact
    - Statement of how faculty will be participating in discussion boards or other activities
- ❑ Student expectations
    - Netiquette guidelines for email and posts
- ❑ Detailed assessment criteria for all assignments and/or rubrics
- ❑ Academic integrity statement – define what constitutes 'cheating'?
    - Provide link to University's Academic Integrity Policy
- ❑ Introductory/ Ice Breaker discussion posting – helps build community and gets 'bugs' worked out before class begins
- ❑ Printable or downloadable copy of syllabus

Comments:

Content:

- ❑ Chunk materials so that everything the student needs is located within that folder
- ❑ Course level and unit/module/week objectives are present
- ❑ Use measurable objectives and connect objectives to assessments
- ❑ Follow a consistent instructional sequence/order for the module's coursework
- ❑ Demonstrate instructor presence and engagement with "instructor to student" and "student to instructor" interaction opportunities
- ❑ Provide text transcripts as Word file(s) for audio/video file content
- ❑ Provide chapter and, if needed, page information for reading assignments
- ❑ Check all materials for spelling and grammar (ex. periods inside quotation marks, one space after punctuation, etc.)
- ❑ Make sure text size and fonts are consistent throughout the course
- ❑ When providing a webliography or external links, annotate links and when appropriate, tie them back to the content
- ❑ Make sure all materials abide by Copyright laws
- ❑ Make sure all external links work
- ❑ Make sure all media is in an appropriate format for online delivery (i.e., manageable file size, use PDF, etc.)
- ❑ Although colored text is not recommended, if it is used, make sure it is used sparingly and that it has a consistent theme (ex. red for due dates)

Comments:

Discussion Questions/Assignments/Exams:

- ❑ Provide instructions, guidelines, grading rubric, and examples
  - o Discussion forums
    - Required initial post/response post
    - Due dates for each
    - Sample of acceptable posts
    - Grading rubric or guideline
  - o Tests/Exams/Quizzes
    - Format (multiple choice, matching…)
    - Points
    - Timed
    - Multiple vs. Single Attempts
    - Topics covered
  - o Research paper/Written assignments
    - Format (number of pages/words, research expectations, etc.)
    - SafeAssign
    - Citation information
    - Grading rubric
    - Due date
    - Acceptable file formats (.doc, .docx, .rtf, .PDF)
  - o Journal entry (Blog)
    - Provide instructions on accessing/posting
  - o Group project (Wiki)
    - Provide instructions accessing/ posting

Comments:

Additional comments/recommendations:

Copyright, DMCA, Teach Act

The Teaching, Learning, and Technology Center is committed to adhering to the proper use of copyrighted materials as outlined by the DMCA, TEACH ACT and Fair Use provisions of the Copyright Laws. Any materials intended to be used in the proposed project should adhere to these provisions of the United States Copyright Law.

Any material in your course that you didn't create yourself needs to be checked for possible copyright issues. Notify your Instructional Designer of all non-original material used. It is better to question the use of an item during the development process rather than face a lawsuit later. For example, items that might be of copyright concern include educational videos (or parts of them); photographs, print and online articles; and excerpts that constitute more than 10% of the article or content that is considered the heart of the matter. Should you have a question about Copyright, DMCA or the Teach Act, please contact your Library Liaison.

Signatures:
If you agree to the above conditions, sign your name below; obtain your Chairperson's and Dean's signature before submitting it to Danielle Mirliss, Associate Director, Teaching, Learning & Technology Center.

Faculty Signature:_____

Faculty Name:_____ Date: _____

Chairperson Signature:_____

Chairperson Name:_____ Date: _____

Dean's Office Rep. Signature:_____

Dean's Office Rep. Name:_____ Date: _____

TLTC Rep. Signature:_____

TLTC Rep. Name:_____ Date: _____

Hybrid Module Planning Worksheet

Module/Learning Unit Title: _____

Course: _____

Use this table to make notes for the content of one module/unit/week of your own hybrid course.		
Course Overview and Introduction (Standard 1)		
Learning Objectives (Competencies) (Standard 2)	1.	Online / F2F / Both
	2.	Online / F2F / Both
	3.	Online / F2F / Both
Instructional Materials (Standard 4)	1.	Online / F2F / Both
	2.	Online / F2F / Both
	3.	Online / F2F / Both
Learner Interaction & Engagement (Standard 5)	1.	Online / F2F / Both
	2.	Online / F2F / Both
	3.	Online / F2F / Both
Course Technology (Standard 6)	1.	Online / F2F / Both
	2.	Online / F2F / Both
	3.	Online / F2F / Both
Assessment and Measurement (Standard 3)	1.	Online / F2F / Both
	2.	Online / F2F / Both
	3.	Online / F2F / Both

Online Course Faculty Information Template

Course Name/Number _____

Developer Team _____

The information you provide here will allow students to get to know you and will build the instructor to student relationship. It is important that you are viewed as a professional as well as approachable.

Full Name:
SHU Email:
Alternate Email (optional):
Phone:
Office:
Cell (optional):
Preferred method of contact/ alternate method of communication:

Office Location:

Virtual Office Hours:

Response time for communication (specifically email):
Weekday:
Weekend:
Holidays:

Personal or professional website address (optional):

Biography: (include some or all of the following; why you chose this field of study, hobbies, publications etc. Let the students know who you are. This will help build the instructor/student relationship).

Attach a photo: (150 x 150 pixels. Preferred file type: .JPG)

Welcome Announcement Template

Course Name/Number _____

Developer Team _____

The Welcome Announcement provides a brief introduction to the course, important navigation instructions, necessary prerequisite knowledge and pertinent information regarding the online environment. Most important, the Welcome Announcement introduces faculty to the students. A warm and detailed announcement will aid in student to instructor interaction and help ease any anxiousness in taking an online course. Students should get the feeling that you are accessible, you care about learning, you are approachable, you are a person and not just the instructor, and finally you are a professional and knowledgeable.

Welcome to [course name]
(Example: "Welcome to HIST 1302: American History II!") - Dr. Brigitte Koenig: HIST 1302

Introduce yourself
(Example: "I am Dr. Brigitte Koenig, the instructor for this course.") - Dr. Brigitte Koenig: HIST 1302

State this is an online course, there will be no in person class meetings
(Example: "Because this is an online course we will not meet in person; our communication and coursework will take place through our course Blackboard site and via email. Please be sure to use your Seton Hall email address for course purposes.") -Dr. Brigitte Koenig: HIST 1302

Provide a brief overview of what the course is about
(Example: "Some of the topics the course will cover will be infectious diseases, the ability to analyze the data of a scientific experiment, a section on Genetics, as well as a section on Ecology. The class will be diverse in nature and cover many physiological topics that will be useful for the non-science major.") – Dr. Gerald Ruscingno: BIOL 1101

State any prerequisite knowledge or required skills (these will be restated in Course Information)
(Example: "All students must have successfully passed MATH 0012 or have the appropriate score on the placement test. If you are unsure, please speak with the instructor.)" – Dr. Joan Guetti: MATH 1203

About Blackboard (allow them to explore Blackboard if they are not familiar with the LMS)
(Example: "Before you begin the course, click the Begin Here navigation link on the menu to the left to get yourself acquainted with the course materials and Blackboard. After you've become acquainted with Blackboard, go through each navigation link to locate parts of the course. I want you to become comfortable navigating the course.") Prof. Maura Harrington: ENGL 1202

State what to do after they have become familiar with the navigation
(Example:" Once you feel comfortable, please start the course by reading through the syllabus, which includes the course expectations and guidelines, via the Syllabus navigation link. After that, please begin Unit 1 located on the left side menu. By January 19, please introduce yourself via the link from the Introduction button to the left. Also, complete the "Learning Contract and Media Test" by January 19.") - Prof. Maura Harrington: ENGL 1202

Provide an overview of the course navigation and structure
(Example: **"**Our course is organized into four units. In the panel on the left, you will find links to each unit of the course. Assignments are labeled according to the day on which they are due. Before our first and for each subsequent class, you should check the appropriate unit folder for information on assignments.") - Prof. Maura Harrington: ENGL 1202

Add any required materials they will need to actively participate in the course
(Example: "In order to complete all of the assignments, you'll need to have the textbooks for the course. The textbooks (citations on the syllabus) are in stock at the Seton Hall bookstore, or you may choose to purchase them online via the Seton Hall bookstore (http://bit.ly/IAThx) or another bookstore. Be sure to acquire a copy of the textbooks so that you will have them in time to complete the first reading assignments, which are due on Thursday, January 21.")- Prof. Maura Harrington: ENGL 1202

Provide a preferred method of contact for questions
(Example: "I look forward to working with you this semester. If you have any questions, please email me at john.doe@shu.edu (email is the fastest way to get in touch with me).") - Prof. Maura Harrington: ENGL 1202

Provide any words of advice or additional important information
(Example: "By January 19, please introduce yourself via the link from the Introduction button to the left. Also, complete the "Learning Contract and Media Test" by January 19. Please note that the due time for all assignments in this course is 12:30pm. Before 2am on March 14, we will use EST; after 2am on March 14, we will use EDT.") - Prof. Maura Harrington: ENGL 1202

Begin the course with an icebreaker activity.
(Example: "Please tell us something about yourself. Although we won't meet all together as a class, I would like us to get to know each other as well as we can in this virtual environment. In your posting, please address the following topics or anything about yourself that you would like to share with the class so that we can get to know you better.

- Your reasons for taking this course
- Your background in general (major/year)
- Your expectations from this course
- Your career goals
- Your hobbies and interests
- Also, please post a picture of yourself and your Skype username.

Unless you are otherwise instructed, in every discussion board forum, you will need to create your own thread in order to complete the assignment.") - Prof. Maura Harrington: ENGL 1202

Course Name/Number _____

Developer Team _____

Think of this as the 'administrative' area of the course content. You will find that some of the items below will be duplicated in the syllabus and other areas of the course. Repetition helps to remind students of how the course will work and what the expectations are to successfully participate in the course.

Course Introduction/ Overview
(Example:" This survey course is designed to introduce students to postbellum American history and to serve as a foundation for further study of the history of the United States. This survey will also provide students with the basic civic knowledge of American history they need as citizens and servant leaders in the modern world.") –Dr. Brigitte Koenig: HIST 1302

Course goals (these are broad goals from where the module learning objectives are developed)
(Example: "After completing this course the student will be able to:

- describe American history from Reconstruction to the present and thereby better evaluate the culture, character, people, and politics of the United States, as demonstrated though the student's performance on the quizzes, midterm, and final examinations
- think historically, being able to examine events in terms of their particular historical contexts and also from a broader historical perspective, as demonstrated in on-line discussions and analytical writings
- demonstrate familiarity with the use of various types of primary and secondary sources -- including documents, scholarship, and computerized resources -- in investigating the past.") - Dr. Brigitte Koenig: HIST 1302

Course prerequisites if any (including skills; if there are no course prerequisites, state that also.)
(Example: **Course prerequisites:** College English I (or equivalent) and College English II (or equivalent). Great Books I is not a prerequisite for this course.

Minimum technology skills: Since this is an online course, we will not have regular full-class meetings; instead, we will communicate primarily through our Blackboard course. For this reason, it is required that all students are proficient in the use of

- Blackboard,
- Seton Hall's Outlook email system,
- Microsoft Word, and
- a web browser compatible with Blackboard. Specific technology requirements are listed on the Technology navigation link on our Blackboard course.

Additionally, you must download Skype software so that you can have the required introductory conference and research paper conference with me, as well as any additional conferences with

me that you might request. If you have a webcam, we can have video conferences.") – Prof. Maura Harrington: ENGL 2102

Required text(s) (include ISBN, possible place to purchase books)
(Example: "Hacker, Diana. The Bedford Handbook. 7th ed. Boston: Bedford, 1998. (ISBN: 0-312-59505-0) Recommended place of purchase: Seton Hall University Bookstore (www.shu.bkstr.com)" - Prof. Maura Harrington: ENGL 1202

Additional materials (required/optional)
(Example:" **Required:** Skype. Dowload via www.skype.com. (See the Skype download tutorial in available in the Blackboard tutorials folder via the Technology navigation link on the left course menu.)" - Prof. Maura Harrington: ENGL 1202

Detailed course calendar (should include start/end dates for modules & due dates for assignments)

Grading Policy

While there are many areas to convey the amount of points for each assignment, points/percentages for each assignment should be very clear and detailed. Requirements for each particular assignment such as a research paper can be addressed when providing information about that assignment in addition to providing it in the grading policy area.
Although grading rubrics are not required; they provide students with clear performance standards and expectations. Rubrics also provide faculty with a nonbiased approach to assessing student work. They are a best practice.

(Example**:**

"Final Grade Calculation:

Discussion Board Questions (3 in total)	30%
Homework Assignments/Quizzes (5 in total)	15%
Scientific Theory experiment and conclusion	10%
Controversial Paper	5% (initial outline)
	10% (paper, grading based on writing, grammar, content, and the student's ability to support the controversy)
Bone experiment	10%
Final exam	20%

It is important for students to note that some of the chapters will have outlines attached or additional material attached that should help them with each Chapter and this information the student is responsible for. Homework/Quizzes (5) in total and each is considered 3% of the students' grade, based on student's ability to answer the questions in a concise, clear manner with proper grammar and sentence structure. There is no rubric with regard to homework assignments. Discussion Board Questions, Term paper outline, Term paper, and Bone experiment will all be graded based on a Rubric specific to each assignment.

The course grading scale is based on our University Grading Scale.

GRADING SCALE:

92.0-100.0 = A
90.0-91.9 = A-
86.0-89.9 = B+
82.0-85.9 = B
80.0-81.9 = B-
76.0-79.9 = C+
72.0-75.9 = C
70.0-71.9 = C-
66.0-69.9 = D+
62.0-65.9 = D
61.9 and under = F") – Dr. Gerald Ruscingno: BIOL 1101)

Late policy
(Example: "You may turn in one class assignment late with no penalty; class assignments in excess of one that are turned in late or that are not turned in at all will receive a grade of 0 (zero)." - Prof. Maura Harrington: ENGL 1202

Extra credit (if there is no extra credit, state that also)

(Example: "There are pre-module assessments which are not counted, but may provide opportunities for extra credit.") – Dr. Loan Guetti: MATH 1203

Academic integrity (usually provided by the department or the university)

(Example: "Academic Integrity: Students are urged to read the History Department's Policy on Academic Dishonesty at http://www.shu.edu/academics/artsci/history/academic-dishonesty.cfm By enrolling in this course, you are agreeing that you will not engage in any form of academic dishonesty. Academic dishonesty includes plagiarism, purchasing or downloading academic work, copying or pasting the work of others, and cheating on exams and written work. Students are particularly urged to be careful in their use of internet sources. Understand that the use of anyone else's ideas – whether paraphrased or used verbatim – without the attribution of the source constitutes plagiarism. If you are unsure as to how to cite a particular source, ask for help before submitting the assignment. Any work submitted that constitutes academic dishonesty will result in the grade of zero and the possible failure of the course; moreover, you may face further institutional disciplinary action. All cases of academic dishonesty will be reported to the History Department Chair and to the Dean.)" - Dr. Brigitte Koenig: HIST 1302

Online Learning Course Goals and Objectives Worksheet

Course Name/Number _____

Developer Team _____

This document will provide faculty with foundational knowledge of building course goals and module learning objectives.

Course Goals:

Course goals are general and non-specific. They are appropriate for an entire course and often reflect the overall expectations for student achievement from a faculty point of view. Course goals are usually predetermined by a department, group of faculty or organizing body.

(Example:

"GOALS : By the end of this course:

1. Students will be able to articulate the central questions at work in the encounter between Christianity and culture, faith and reason, religious belief and science, belief and unbelief, and Christianity and society.
2. Students will be able to identify and analyze major political, economic, social, and spiritual implications of the ideas and positions encountered in the course readings.
3. Students will be proficient in the academic skill of careful, critical reading of primary texts. This includes proficiency in the academic skill of conceptual analysis.") – Dr. Ki Joo Choi: CORE 2101

The following verbs are more suited to "Goals" because they are more general and broad in nature. These verbs in particular not well suited to objectives and will quickly get one in trouble.

Understand	Appreciate	Know	Realize	Enjoy
Be aware of	Perceive	Learn	Study	Comprehend
Familiarize	Gain knowledge of	Become acquainted with	Cover	Believe

Measurable Learning Objectives:

Measurable learning objectives serve as a foundation, providing many benefits for both faculty and student. For faculty, they help define specifically what students should be able to do by the end of the course; assist in planning coordinating learning activities; and help in the formation of appropriate assessments to determine performance and competency.

For students, measurable objectives help emphasize major points, assist them in measuring their competency, and help them to study more efficiently. The unit/module/week objectives will guide students in achieving the broader course goals.

There are three components in a learning objective.

1) Behavior (action verb)
2) Condition (activity)
3) Criteria (standard)

Part 1: Behavior (Action verb)

Terms that are vague and difficult to measure or assess by an activity should be avoided. Ask yourself how you will be able to measure the degree of competency when choosing an action verb.

Verbs can be categorized by the domains of learning as described by Benjamin Bloom and associates (Blooms Taxonomy). To help you determine the best action verb, use this phrase "At the end of this module, students will be able to…"

Use the charts below to choose an action verb and give you an idea of possible activities that align with the action verb.

Domain of learning	**Remember**	**Understand**	**Apply**
Task	facts, terms, and basic concepts	comprehension of facts and concepts	solve problems by applying knowledge, facts or rules
Action Verbs	• Define • Match • Label • List • Name • Select • Describe • Locate • Identify	• Categorize • Convert • Paraphrase • Estimate • Classify • Explain • Rephrase • Compare • Outline • Summarize • Contrast • Relate • Translate • Interpret • Tag • Defend	• Implement • Solve • Change • Apply • Build • Model • Organize • Construct • Utilize • Plan • Choose • Modify • Prepare • Graph • Predict
Sample Uses	question and answer sessions; workbooks or worksheets; programmed instruction; games and puzzles ; information search; finding definitions , memory games, quizzes	debate, small group projects; making predictions or estimates; giving examples ; paraphrasing; journaling	case studies; graphing; experiment data; charting; apply concept to own; work; reflection; discussion; forums; wikis; debates; role playing; brainstorming; problem solving

Domain of learning	Analyze	Evaluate	Create
Task	analyze information, find evidence, make inferences, classification	compile and synthesize	present, defend opinions and make informed judgments
Action Verbs	• Organize • Integrate • Quantify • Diagram • Deconstruct • Outline • Extrapolate • Analyze • Compare • Relate • Contrast • Examine • Simplify • Classify • Dissect • Identify • Test • Distinguish • Categorize	• Build • Compose • Design • Formulate • Plan • Solve • Combine • Construct • Develop • Invent • Predict • Test • Compile • Create • Estimate • Modify • Prepare • Theorize • Justify • Argue • Critique • Summarize • Hypothesize	• Justify • Prove • Measure • Support • Defend • Explain • Prioritize • Recommend • Value • Compare • Disprove • Assess • Design • Plan • Invent • Make • Publish • Produce • Assemble • Modify • Synthesize • Formulate • Devise • Appraise
Sample Uses	develop a survey; create an abstract for research paper; organize information in chart or diagram form; case studies; videos; reading; generating criteria for evaluation; problem Identification	debate; journals; lists; case studies; wiki's; discussion forums; peer assessment; research; media; interviews; moderate	discussion forum; wiki; peer; assessment; case studies; chart; survey; plan; create or invent something

Part 2: Condition (Activity)

The condition describes the relevant factors associated with the desired performance. Consider creating activities where your students are more active and involved in the content! To include a condition as part of the objective is not mandatory however it does help clarify the meaning of the objective. Activities include:

- watching the film
- reading a case study
- writing a press release

Part 3: The Standard (Criteria)

The standard describes an acceptable level of achievement desired. They tell the student how well they need to perform to demonstrate competency of the topic. This part of an objective can also be omitted when there is no deviation from standard expectations or protocols. For example:

- percent of correct responses
- within a certain time period
- in compliance with specific criteria

Sample Measurable Learning Objectives:

"By the end of this unit students should be able to:

1. compare and contrast Galileo's approach to Christian scripture and Charles Darwin's assessment of it.
2. examine the positive and negative religious and moral implications to Galileo's and Charles Darwin's emphasis on scientific observation as a source for human understanding or knowing.
3. articulate the interpretive effect on the creation stories in the book of Genesis in light of Galileo's and Charles Darwin's scientific observations and whether such an effect voids any substantial significance from those biblical stories.

(Mode of Assessment: Midterm Exam, Discussion Board, and Final Exam)

NOTE: Read these objectives carefully. As you go through the reading materials in the next three weeks, keep these objectives in mind. You should be able to meet these objectives in a thoughtful and detailed way upon completion of the tenth week (or the last week of Unit 3). After you have completed all three weeks of Unit 3, return to these objectives and then review the readings you have done in Unit 3. Use these objectives as a way of reviewing all the readings you have completed in Unit 3." – Dr. Ki Joo Choi: CORE 2101

"At the end of this unit, you, as the student, should be able to:

- Identify the passages pertaining to free will in relation to vice and virtue
- Explain Augustine's ideas on the morality of children
- Explain Augustine's ideas on the nature of sin from the incident of the pears

(Achievement of these objectives is demonstrated though the Journal, Discussion Board, Midterm and Final)"- Prof. Peter Reader: CORE 1101

"At the end of the unit, students will be able to:

- Explain the terms - populations, samples, data, descriptive and inferential statistics, parameters, statistics.
- Describe the role of the computer in statistical analysis.

Note: Students will need to make sure they have a working version of StatCrunch. (see Course Information for more info on StatCrunch)" – Dr. Joan Guetti: MATH 1203

Online Learning Measurable Learning Objectives Worksheet

Course Name/Number _____

Developer Team_____

This document will provide faculty with foundational knowledge of building measurable learning objectives to aid in creating assignments and assessments.

Measurable learning objectives serve as a foundation, providing many benefits for both faculty and student. For faculty, they help define specifically what students should be able to do by the end of the course; assist in planning coordinating learning activities; and help in the formation of appropriate assessments to determine performance and competency.

For students, measurable objectives help emphasize major points, assist them in measuring their competency, and help them to study more efficiently. The unit/module/week objectives will guide students in achieving the broader course goals.

There are three components in a learning objective.

1) behavior/action verb
2) condition/ activity
3) criteria/standard

Terms that are vague and difficult to measure or assess by an activity should be avoided. Ask yourself how you will be able to measure the degree of competency when choosing an action verb. Verbs can be categorized by the domains of learning as described by Benjamin Bloom and associates (Blooms Taxonomy). To help you determine the best action verb, use this phrase “At the end of this module, students will be able to…”

Use the charts below to choose an action verb and give you an idea of possible activities that align with the action verb.

Domain of learning	Remember	Understand	Apply
Task	facts, terms, and basic concepts	comprehension of facts and concepts	solve problems by applying knowledge, facts or rules
Action Verbs	• Define • Match • Label • List • Name • Select • Describe • Locate • Identify	• Categorize • Convert • Paraphrase • Estimate • Classify • Explain • Rephrase • Compare • Outline • Summarize • Contrast • Relate • Translate • Interpret • Tag • Defend	• Implement • Solve • Change • Apply • Build • Model • Organize • Construct • Utilize • Plan • Choose • Modify • Prepare • Graph • Predict
Sample Uses	question and answer sessions; workbooks or worksheets; programmed instruction; games and puzzles ; information search; finding definitions , memory games, quizzes	debate, small group projects; making predictions or estimates; giving examples ; paraphrasing; journaling	case studies; graphing; experiment data; charting; apply concept to own; work; reflection; discussion; forums; wikis; debates; role playing; brainstorming; problem solving

Domain of Learning	Analyze	Evaluate	Create
Task	analyze information, find evidence, make inferences, classification	compile and synthesize	present, defend opinions and make informed judgments
Action Verbs	• Organize • Integrate • Quantify • Diagram • Deconstruct • Outline • Extrapolate • Analyze • Compare • Relate • Contrast • Examine • Simplify • Classify • Dissect • Identify • Test • Distinguish • Categorize	• Build • Compose • Design • Formulate • Plan • Solve • Combine • Construct • Develop • Invent • Predict • Test • Compile • Create • Estimate • Modify • Prepare • Theorize • Justify • Argue • Critique • Summarize • Hypothesize	• Justify • Prove • Measure • Support • Defend • Explain • Prioritize • Recommend • Value • Compare • Disprove • Assess • Design • Plan • Invent • Make • Publish • Produce • Assemble • Modify • Synthesize • Formulate • Devise • Appraise
Sample Uses	develop a survey; create an abstract for research paper; organize information in chart or diagram form; case studies; videos; reading; generating criteria for evaluation; problem Identification	debate; journals; lists; case studies; wiki's; discussion forums; peer assessment; research; media; interviews; moderate	discussion forum; wiki; peer; assessment; case studies; chart; survey; plan; create or invent something

Online Participation Requirements Template

Course Name/Number _____

Developer Team _____

Participation requirements outline the expectations for both faculty and student. Clear guidelines will help faculty with course management by stating required student behavior upfront. Students benefit by knowing how faculty will be participating in the course and by knowing the rules of communication and participation for the course. The more details and resources you provide, the less confusion there will be.

Faculty Participation Requirements

Response time for email – week day/ week end
(Example: "I will check my email daily, and will do my best to respond to you within 24 hours during the week (there may be days where it will take a little longer for me to respond to your e-mail). On Fridays, I will not answer e-mails after 4pm EST. And I will not respond to e-mails on Saturdays and Sundays.) – Dr Ki Joo Choi: CORE 2101

Preferred method of communication, alternate method of communication
(Example: "My preferred email address is john.doe@shu.edu. If you email me at this address and do not receive a response within the timeframe above, email me at john.doe@verizon.net.") - Prof. Maura Harrington: ENGL 1202

Virtual office hours
(Example:" I will be available for calls, video conferences, and chats via Skype on Mondays and Wednesdays from 9am-10am and on Wednesdays from 8:30pm-9:30pm. To schedule Skype calls, video conferences, chats, or in-person meetings at other times, please email me.") - Prof. Maura Harrington: ENGL 1202

Exceptions - in case of …
(Example: " In this course, we will not observe SHU weather emergency closings. If classes are canceled on a day on which an assignment is due, you are still responsible to turn in the assignment on time. If you experience technological difficulties, (bad internet connection, email malfunction, inability to sign in to Blackboard), you must notify me immediately. If you are unable to email me to notify me, please call

me on my cell phone. Please use my cell phone only for this purpose; I prefer to use Skype for conferencing. I expect to use my cell phone for this course (both calls and text messages) only in case of emergency. If University computers or networks are temporarily disabled, affecting assignments or exams, I will contact you to let you know what to do. For this reason, I request that you provide me with an alternate email address at which I can reach you, as well as a phone number at which you can be reached (preferably cell phone). Please send these to me via email.") - Prof. Maura Harrington: ENGL 1202

Turnaround time for feedback and graded assignments
(Example:" I will read every one of your postings and comment in a general note to the entire class within 48 hours of that class. Occasionally, I will offer specific comments on your individual postings. Papers and drafts, unless in exceptional circumstances, will be commented on and graded (if applicable) within a week.") - Dr. Nancy Enright: ENGL 2101

Faculty participating in the discussion forums
(Example:" My role will be that of the moderator; while I will read all postings, I will insert my comments only when necessary to challenge or correct discussion.") – Dr. Brigitte Koenig: HIST 1302

Student participation requirements (These student participation requirements are general – specific requirements for assignments/papers are addressed with the assignment)

Communication expectations (Netiquette) – spelling/grammar, respect)
(Example: "Our interactions on Blackboard and via email must be characterized by collegiality and professionalism. All participants should feel free to express their own ideas and opinions, and in order to foster an environment in which this can take place, we must consistently treat one another with respect. Should any student in the course violate this policy by engaging in insults or affronts toward other participants, I will send this student a private email to ask the student to refrain from further comments on the forum in question, and the student will receive no credit for the assignment.
All writing for our course, whether Discussion Board responses, email messages, quizzes, exams, or the research paper, must be in clearly-understandable, error-free prose. Of course, in order to express our ideas effectively and completely, we will write in full and correctly-constructed sentences. Participation in the course is of no avail if the participant's meaning is indiscernible. ") - Prof. Maura Harrington: ENGL 1202

Citation guidelines and resources
(Example: "All work that you will complete for this course must be in MLA format. Dust off your Bedford Handbook from College English I and II and prepare to put it to work! If you no longer have a copy of this book, be sure to acquire a copy of it or of another book that details MLA style. If you have questions on which handbooks and style guides are appropriate, please ask me. Also, you will find a link to a website on MLA format, sponsored by the Purdue University Online Writing Lab in the Webliography section of our course. ")- Prof. Maura Harrington: ENGL 1202

General course participation
(Example:" Discussion is important in this class. For this particular section of 1201, there will be no face to face class meetings, though you are welcome to come to my office for a face-to-face meeting if that is possible for you. In general, however, we will communicate through Blackboard and occasionally by e-mail. Participation in these Blackboard discussions and by e-mail is essential to passing this course. We will also be reading and commenting upon each other's papers, sometimes in pairs, sometimes in small groups, and sometimes as a class all together. These workshops and participation in them are an important part of developing your writing skills and maintaining a good standing in the class in terms of your grade. If you do perfect work but neglect to comment on other students' papers, you are missing out of an important part of the course, as well as withholding your contributions from others, who might benefit from them. It is also important to read over the comments of your peers and instructor, so you can take them into consideration when revising your papers.") - Dr. Nancy Enright: ENGL 2101

Discussion forum posting requirements (initial and response) – provide an example if possible
(Example:" ONLINE Discussions: Our class discussions will be held through the Discussion Board forums, on MR, dated for each week within the 5 major units of the course. The Discussion Board forum for the specific day will become available by 2 p.m. of the class day (either Monday or Thursday); your response

to it, unless specifically instructed otherwise, will be due on within the next two days (either Wednesday or Saturday) by 3 p.m. This is how we will hold our class meetings. You will receive a grade for Class Participation. Each week's postings will be used to calculate this grade. Neglecting to post, posting late, or inadequately, will result in a lower class participation grade. Remember to use correct spelling and grammar -- no "text" language, emoticons, expressions like "lol," etc. I am familiar with them -- remember, I have a thirteen year old daughter! -- but they are not appropriate for college writing in any format. See attached file for an appropriate Discussion Board link. Note: this particular example, written by me, would reflect a teacher's knowledge, but it is a good to you in how you should answer the questions and with regard to completeness of your answer. Notice that not all questions require a similar answer in terms of length. The answer should be long enough to answer the question, no longer, but no shorter than that either!") - Dr. Nancy Enright: ENGL 2101

Specific activity participation requirements (this should include grading specifics for the activity) (Example: "Essay: There will be two types of essays in this course:

Personal Ethical Development Essays: These will be three page essays dealing with each student's ethical standards and values. The first will deal with your personal ethical values; the second with your interpersonal ethical values; and the third will be your individual professional ethical code. 5 points per essay; Total = 15 points

Section Analysis Essays: This Communication Ethics course will be divided into three sections: traditional ethical approaches; interpersonal ethics; and media ethics. At the end of each section, each student will be asked to write a short essay, applying the principles of that section to the development of their individual professional ethos. 10 points per essay; total =30 points

Essays will be graded on how thoroughly you fulfill the requirements (See "Essay Requirements") Please make sure that you read the requirements and thoroughly answer all of the questions. Students who fail to fulfill the purpose of the essay may be asked to re-write and re-submit. (NOTE: Essays MUST be submitted within the unit required. Essays submitted within the following unit – ie. one week late – will receive a partial grade. Without specific prior approval, essays will not be accepted more than one week late.)" – Dr. Donald Mckenna: COMM 2134

Online Module Development Template

In order to provide consistency, use this template to aid in the development of online modules (modules can be called unit, week, chapter, or by date which is to be determined by faculty, and should be used throughout the course). Be as detailed as possible. All of the materials within the module should serve students in meeting the module objectives and course goals. **Use one template per module to design your course.**

Module _____
(Example "Module 2: the Molecules of Life") - Dr. Gerald Ruscingno: BIOL 1101

Introduction to Module
(Example:" All students in their academic career have had some exposure to nutrition, either as an entire class, a small segment of a class or even simply a chapter of a biology class. Although, if one was to ask you what a carbohydrate was, most everyone would say sugar, pasta and bread. If one was to ask what a fat was, we may say "oh definitely butter and I will never eat it" and for proteins, all of us would probably immediately answer turkey or cheese. However, how many of us can define the subunits that make up these three food groups? If no one can today that is fine, but by the middle of the semester, possibly sooner, all will say yes!!!") - Dr. Gerald Ruscingno: BIOL 1101

Module Objectives: (Measurable learning objectives helps faculty to develop focused assignments and assessments that align with the objectives. They also help students understand expectations and help them achieve the stated course goals. Limit module objectives to 3-5 objectives per module. For more information and assistance, view the Measurable Learning Objectives Worksheet and Tutorial.) Think of these in terms of what students will be able to do at the end of each module.
Student will be able to:

-
-
-
-
-

Assignments: (Please put these in the order you'd like the students to work through the assignments, delete the activity if you do not wish to use it – All resources must assist students in meeting the module objectives – leave out items which are not part of the module. All activities should serve to achieve mastery of the module information based on the stated learning objectives.)

Important: When using materials other than your own, be sure they are within Copyright, DMCA and TEACH Act laws.

Pre test

Format (multiple choice, matching…)
Points
Timed

Readings

Title/author, pages
Provide .PDF file
Provide link to articles or websites with annotations

PowerPoint presentation(s)

Should be manageable in size or can be made into .PDF's or Flash files.

Video link(s)

Provide link and annotation- should support topics in chapter
It's best if media is streamed- should be manageable in size
Provide length
If possible, provide a transcript

Audio link(s)

Provide link and annotation – should support topics in chapter
It's best if media is streamed - should be manageable in size
Provide length
If possible, provide a transcript

Threaded discussion question(s)

Provide question – should be based on topics discussed in chapter
Include due date for first posting and response posting

Lab assignment(s)

Instructions, lab form, submission instructions – used to support chapter objectives
Can it be taken over and over again?
Topics covered

Post test

Format (multiple choice, matching…)
Points?
Timed?
Can it be taken over and over again?
Topics covered?

Quiz

Format (multiple choice, matching…)
Points?
Timed?
Can it be taken over and over again?
Topics covered?

Exam

Format (multiple choice, matching…)
Points?
Timed?
Can it be taken over and over again?
Topics covered?

Paper (i.e. Research, Reflection, Reaction)

Acceptable format, length, grading rubric, expectations, due date, policy for late submissions
Provide submission instructions

Journal entry (Blog)

Provide assignment description

Group project (Wiki)

Provide instructions
Grading information

Glossary

Can be divided by module
Provide term and definition

Additional resources/Webliography

Provide any additional readings, websites, documents, media etc. which are NOT required but can be used for research or a deeper understanding of the module content.