

Course Development Recommendations for Online Learning

Created by the School of Education Technology Committee:

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Definitions to vocabulary specific to online learning that appear through out these Recommendations.

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Choosing a course describes the types of courses that are particularly appropriate for online learning.

3. [Organizing Instruction](#) – pg. 4

Organizing instruction creates a base for faculty to work with and systematize the process of building an online course.

Areas of Interest:

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Contact information regarding who can help faculty with online course development, university offered resources, links to free downloadable resources, and an article dealing with Blackboard online classroom that could be useful for creative instruction and design of an online course.

Areas of Interest:

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Communication Strategies for Online Courses provide helpful suggestions and examples of how to communicate and build rapport with in your online community.

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New sections for a syllabus includes sections specific to an online course. In addition, you will find a handful of helpful suggestions and reminders for Faculty creating online courses.

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The calendar format presents expectations for each lesson, including the objective, existing media, evaluation, assignments and faculty notes.

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Evaluation of student performance offers a possible format for assessment of student performance that is unique to online learning. Included is an article that discusses design, facilitation, and evaluation of online discussion.

Areas of Interest:

1. [Article:](#) Knowlton, D. S. (April 2001) Promoting Durable Knowledge Construction through Online Discussion. – pg. 16
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Evaluation of the course provides recommendations for both formative and summative assessments of the course.

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Terminology

Helpful Website - [Mount Royal University, eLearning & Distance Learning Defined](#)

Asynchronous - Involves technologies that use “static” formats for presentation and sharing of information and allows students to access this information at their convenience and repetitively.

Blended - Courses combine the best features of classroom-based teaching and learning with the best features of online learning in order to enhance the educational experience and give students added scheduling flexibility. A key feature of blended delivery courses is a reduction in scheduled classroom or lab time, usually by 25 to 50 per cent. Students make up for the reduction in class time by engaging in online learning activities, usually delivered on a website.

Distance Learning - Generally there is no required face-to-face meetings. A variety of mediums are used, such as print materials, Internet, e-mail, audio and/or video conferencing. Distance Learning offers frequent contact between students and instructors by telephone and/or e-mail.

Face-To-Face - offers students the chance to take courses on-campus. Often includes a lab component, which enables students to use the latest teaching and learning technology. This type of course promotes frequent contact between students and instructors.

Fully Online Course - Enables students to complete all course activities online. This style of course eliminates the need for face-to-face meetings between students and instructors, although instructors may make meetings available to students as an option. Offers students flexibility.

Netiquette - Appropriate etiquette for interaction via the internet, including email, blog, and online discussion.

Synchronous - Involves technologies that allow “real time” presentation and sharing of information that allows student to interact with the instructor and each other.

** Loyola University Chicago & The Higher Learning Committee are discussing standards for online learning. Nothing has been confirmed at this point. However, a portion of this discussion is whether or not to make **Synchronous** activities a standard of an online course. It is possible that we may be moving in this direction and perhaps something to consider implementing now as you create your online course.*

2

Choosing a Course

While all courses can be designed to be developed online, some courses are more easily adapted to online formats. As you begin to adapt courses/programs to be delivered online, it is best to start with courses that focus more on theoretical and conceptual content, rather than practical applications content. The exceptions to the above suggestion are practicum courses, where the purpose of class meetings is to reflect on, share, and process practicum experiences on a regular basis.

Face-to-face courses that emphasize conceptual and theoretical content can easily be converted to online formats. Course content can be delivered through PowerPoint, audio incorporated PowerPoint's, audio recordings, video recordings, Wimba and virtual classrooms. Discussion of information can take place using threaded discussion, text chats, and virtual classrooms.

Face-to-face courses that emphasize practical application of content are more easily adapted to blended formats. For these courses, conceptual and theoretical content can be delivered and discussed online, as discussed above. While face-to-face class meetings should emphasize application of knowledge through small and large group activities, cases studies, field visits, etc.

In addition to determining whether or not your course is compatible with online instruction, students should be encouraged to take a self assessment for online course readiness. The Illinois Online Network (ION) provides a test for students to self evaluate titled [Self Evaluation for Potential Online Students](#)

3

Organizing Instruction

GAGNÉ'S NINE EVENTS TEMPLATE JOB AID

Robert Gagné is a major contributor to both behavioral and cognitive learning theory. One of his most notable contributions is a model of instruction that includes nine critical events such as "Grabbing the Learner's Attention" at the beginning of a lesson. Although the model seems quite simple, it has been shown to be an effective way to organize instruction across a wide variety of subjects. It is one model of instruction that might be employed in an interactive multimedia program. Of course, there are other models that may be more appropriate in your situation.

Instructions:

1. Gagné's Nine Events Template is a list of instructional events that make up a specific instructional model. Gagné argues that an instructional lesson or module is not complete unless it attends to each of these nine events.
2. A blank template appears on the next page.
3. When designing an instructional lesson or module, decide on strategies for handling each of the events in the model. Remember that these events can be either student generated or instructionally supplied.

[TEMPLATE ON NEXT PAGE](#) →

(3.1)
GAGNE'S NINE EVENTS TEMPLATE

Course or Program:

Objective for Lesson or Module:

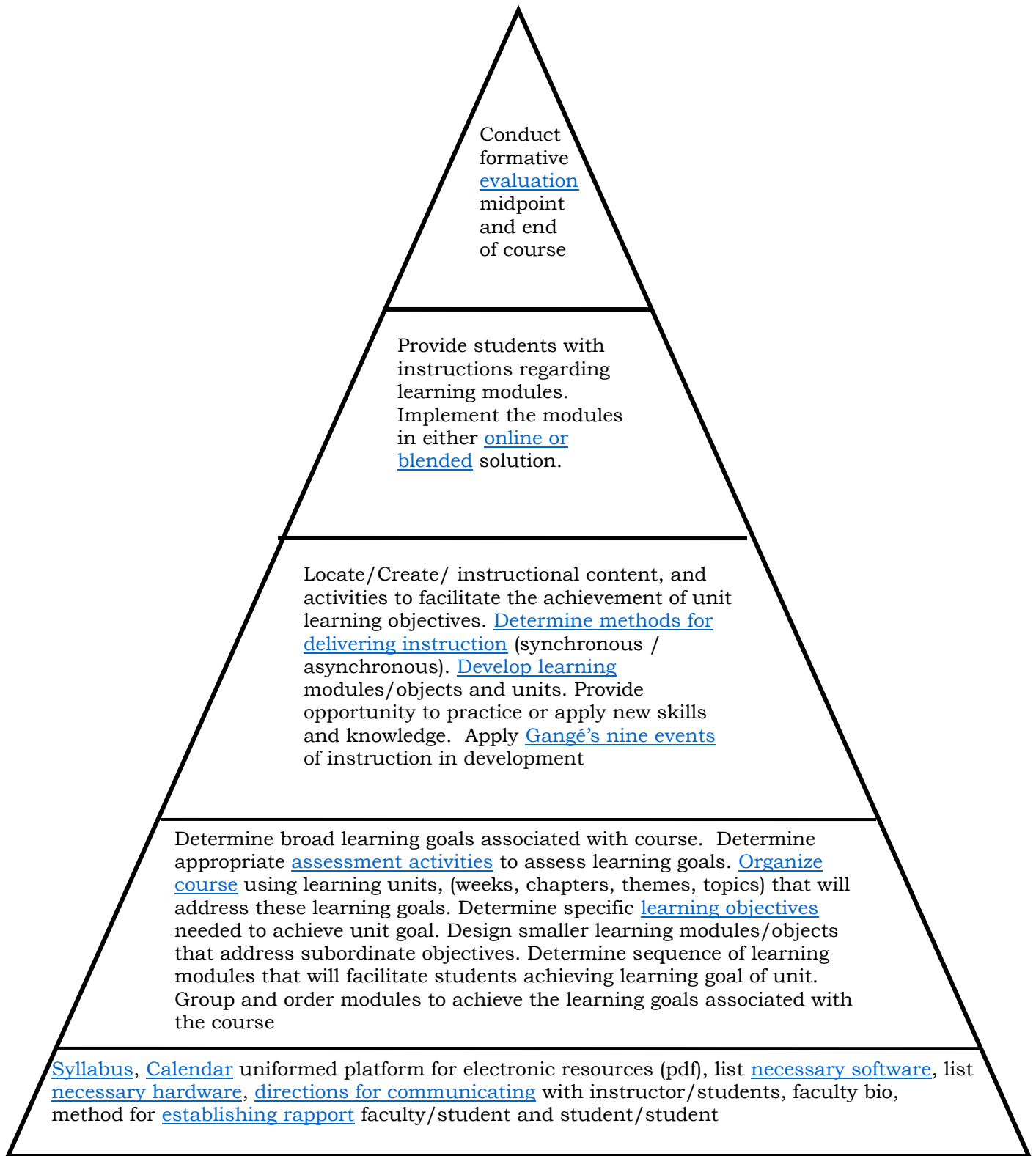
Specify how each event will be handled in the instruction.

EVENT	PROCEDURE-ACTIVITY
1. Gaining attention	
2. Informing the learner of the objective	
3. Stimulating recall of prior learning	
4. Presenting the stimulus material	
5. Providing learning guidance	
6. Eliciting the performance	
7. Providing feedback	
8. Assessing performance	
9. Enhancing retention and transfer	

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PYRAMID FOR ORGANIZING/BUILDING AN ONLINE COURSE



4

Course Development Resources

(4.1)

LOYOLA HELP

Terry Moy

Learning Technologies Coordinator

Location: LSC

(More than willing to Travel)

Granada Center, 432

Phone: 773 - 508-7475

Email: tmoy1@luc.edu

Carol Scheidenhelm

Director of Learning Technology & Assessment.

Location: LSC

Granada Center, 434

Phone: 773 - 508-7489

Email: cscheil@luc.edu

Jack W. Corliss

Manager of Teacher Research Technology Services

Location: LSC

Granada Center, 243

Phone: 773 - 508-7606

Email: jcorlis@luc.edu

(4.2)

LOYOLA AVAILABLE RESOURCES

Digital Media Lab

digitalmedialab@luc.edu

773-508-8029

- Borrow Equipment
- Q&A
 - Blackboard
 - Computing Labs
 - Digital Media Lab
 - Information Technology Services
- What you can do...
 - Create a website with multimedia elements
 - Publish a weekly podcast
 - Create video, graphics and animation to make your PowerPoint presentation come to life
 - Borrow multimedia equipment, including:
 - Camcorders
 - Digital Cameras
 - Apple Mac Book Pro and Dell Latitude Laptops
 - External Hard Drives
 - Reserve a workstation online
 - Purchase multimedia supplies for your project

Blackboard Services

blackboard@luc.edu

- Drop-In Help
- Help Materials
- Help Chat Room

Information Technology Services

InfoServices@luc.edu

773-508-3000

- Access 24/7
- Assistance for Faculty
 - Personal Technologies (Configure Blackberry)
 - Help Desk
 - Media Services
 - Web Content

Techconnect Blog

This blog was created to provide the Loyola Community with a concentrated list of free or discounted software and hardware. Choose from the categories below to find interesting offers. This site is updated frequently based on your feedback.

(4.3) ARTICLE

Integrating Methods to Achieve an Effective Online Learning Environment

Dr. Jim Grubbs
University of Illinois at Springfield

Abstract

This paper examines the design and structure of the [Blackboard](#) online classroom for Media from a Liberal Arts Perspective (COM 458) offered at the [University of Illinois at Springfield](#). This study supports the case for an integration of both online and offline course materials and both computer-based and more traditional media. Discussion centers on the effective integration of each of these items in order to enhance student satisfaction and retention in an online environment. This paper includes a close examination of ways to match bandwidth demands for streaming [Real](#) media with student needs. It also includes discussion of how to enhance and analyze discussion board participation. Finally, discussion addresses ways to work around limitations of the Blackboard courseware.

Please follow this link to read the entire article:

<http://www.ion.uillinois.edu/resources/casestudies/vol2num1/grubbs/index.asp>

(4.4) RESOURCES FOR INTEGRATION OF ONLINE AND OFFLINE MATERIALS

Productivity

[Open Office](#) - word processor, spreadsheet, presentation, drawing, data base

Webpage Authoring / HTML Editing

[The Free Country](#) - This page lists free HTML editors, Web editors, WYSIWYG editors, web site builders, as well as specialized editors.

[Kompozer](#) - designed to be extremely easy to use, making it ideal for non-technical computer users who want to create an attractive, professional-looking web site without needing to know HTML or web coding.

[TextPad](#) - general purpose editor for plain text files. Easy to use, with all the features a power user requires.

Web Conferencing

[DimDim](#) - virtual conference with archive & podcast Export

[Skype](#) - free phone & video calls

Conversion

[Authorpoint Lite](#) - convert Power Point to Flash - You can share your presentations Online.

[PdfForge](#) - convert to PDF

Multimedia Editing

[Windows Movie Maker](#) - video

[Audacity](#) - audio

[GIMP](#) - (GNU Image Manipulation Program) image editing

Blogging

[Wordpress](#) - what you use when you want to work with your blogging software, not fight it.

Macintosh

Various Open Source Tools

5

Communication Strategies for Online Courses

(5.1)

BUILD RAPPORT

The lack of face-to-face interaction can create a sense of distance for all participants in an online course. Additionally, the use of technology for communication purposes makes the need to establish rapport with your students essential. Faculty must create ways to establish rapport with students and create opportunities for students to develop rapport with one another. It is critical that the rapport is developed early on and is viewed as an important activity during the first week of the course.

The following are suggested strategies for helping build rapport in an online course:

Faculty Rapport:

- Create a video or audio recording to post on Blackboard
- Create an articulate presentation on yourself to post to Blackboard

Give your students some information about your teaching career, your interests, why the course is important to you and why you have chosen to teach this course. You also want to communicate that you are interested in the students' welfare and with their successfully mastering the course material. It is recommended that you spend some time offering advice as to how to do well in the course.

Student to Student / Student to Faculty Rapport:

- Have students provide a one page resume / vita with a picture to each student and instructor.
 - Black Board offers mini WebPages for students
 - How to create: make everyone in the class a group and they can file exchange
- Create a discussion board forum that asks students to share some personal information about themselves or responded to discussion question.

Sample Discussions:

- 1) Ask students to share what they have heard about the class to try to dispel myths about the course.
- 2) Ask students to share their thoughts/feelings about the class and what they think the class will cover.
- 3) Ask students to share what they hope to gain from the course or how it fits into their professional development.
- 4) Pose a question that requires students to share their thoughts, feelings, or beliefs about a topic.
- 5) Ask students to reflect on a statement or quote and post their thoughts.

(5.2)

STUDENT QUESTIONS

In live classrooms questions about assignments, course procedures and content are typically asked and answered in class, where all students can receive the information at once. Online courses require different strategies that allow faculty to answer questions without having to make individual e-mail responses student questions. The following suggestions provide methods that allow students to ask questions and allow faculty to respond without the use of e-mail.

- **Create separate dialogue/question forum:**
To avoid answering individual emails about the same question, it is recommended that you create a dialogue/question forum that students can use to post questions for you to answer. This practice has several advantages, 1) you can require students to post questions here instead of sending them to your e-mail, this reduces the number of e-mails you receive and 2) it allows you to answer a question once through the forum and then refer student to the forum for answers. These separate dialogue forums can be set up to address various categories of questions, such as technology questions, class procedure questions and content questions. These dialogue/questions forums can also have the added advantage that students can answer each other's questions. When using this strategy it is beneficial to inform students that if they answer other student's questions correctly they will receive extra points.
- **Build small groups:**
Using Blackboards group feature create small groups of 5- 6 students. Have students create their own small group question forums to answer content questions for each other. The small group option also provides the opportunity to use small group discussion forums that allow for more in-depth discussion among students as compared to whole class discussion boards.
- **Build frequently asked question (FAQ) page:**
As you develop experience in teaching online you will notice that similar technology, procedural and even content questions arise. It is helpful to keep track of the most commonly asked questions related to your online course and develop a FAQ page that student can access through Blackboard. Student should be informed to check the FAQ first prior to posting questions to a question forum or sending an e-mail to the instructor.

(5.3)

COMMUNICATING CONTENT INFORMATION

Successful online courses utilize various methods and strategies for communicating content information to students and often rely on multimedia formats to communicate information. It is recommended that faculty use both synchronous and asynchronous communication when designing and developing online courses.

Synchronous Communication involves technologies that allow “real time” presentation and sharing of information that allows student to interact with the instructor and each other.

Examples of synchronous communication include chat, wimba presentations, virtual classroom, webinars, video conferencing, virtual learning spaces (e.g. Second Life)

Asynchronous Communication involves technologies that use “static” formats for presentation and sharing of information and allows students to access this information at their convenience and repetitively.

Examples of asynchronous communication includes lecture notes, web quests, PowerPoint / Articulate presentations, audio recordings, video recordings, (podcasts), discussion boards, dialogue/questions forums.

Faculty should consider the type of information and the desired student-learning outcome when selecting information delivery systems. Factual and conceptual information can easily be presented using asynchronous methods such as PowerPoint / Articulate presentations, video or audio recordings and web quests. Students can be required to preview this content prior to engaging in other asynchronous (i.e. discussion boards,) or synchronous learning methods (chat, wimba presentations, video conferencing, webinars and virtual classrooms.) that provide the opportunity to exchange or share ideas, perceptions related to content.

6

New Sections for a Syllabus

(6.1)

REQUIRED TECHNOLOGY SKILLS, FAMILIARITY & SOFTWARE

When creating the syllabus for your online course it is important to include your expectations of the student's technological skill / familiarity, links to required software and a list of additional tools and helpful software. Below are suggested requirements and links to software applications. Adjust suggestions to fit your course's needs.

Required Access

Access to (at least) a DSL Internet connection
Loyola Email Account with reliable access

Required Familiarity

Be able to download and attach files
Create and open a Zip File
Microsoft Office Package
 Microsoft Word
 Microsoft Excel
 Microsoft PowerPoint

Tools

Computer
Computer Headset
Printer



Necessary Software – Please download for free at the linked website.

[Adobe Flash Player](#)

[Adobe Reader](#)

[Adobe Shockwave](#)

[Horizon Wimba Live](#) - a fully-featured, live, virtual classroom solution that includes audio, video, application sharing and content display.

[Java Software](#)

[QuickTime](#)

[RealPlayer](#)

Optional Software

[Spybot Search and Destroy](#)

[Adware](#)

Commonly Used Software

[Cmap Tools Software \(Concept Map\)](#) - empowers users to construct, navigate, share and criticize knowledge models represented as concept maps.

[Webspiration](#) - a new online visual thinking tool that helps you: capture ideas, organize information, diagram processes, create clear, concise written documents

[Inspiration Software \(offers a Free Trial Download\)](#) - the essential visual thinking and learning tool students rely on to plan, research and complete projects successfully.

[Multimedia Educational Resource for Learning & Online Teaching \(MERLOT\)](#) - Helpful Website for Faculty

(6.2)

ONLINE ETIQUETTE *

* This material is from University of Wisconsin Colleges Online website on Online Etiquette. <http://online.uwc.edu/technology/onlEtiquette.asp>

Brave New Electronic World

Welcome to the world of online, Web-based courses. If you're like many people, this is your first experience with an online course. You may have taken some courses before, and you may also have had experience with some form of electronic communication, but a Web-based course is a new area of social interaction, and as such it has its own rules for interacting with others. This guide is intended to be an overview of appropriate etiquette for interaction in this new environment.

Disembodied Discussions

A key distinguishing feature of an online course is that communication occurs solely via the written word. Because of this, the body language, voice tone, and instantaneous listener feedback of the traditional classroom are all absent. These facts need to be taken into account both when contributing messages to a discussion and when reading them.

Keep in mind the following points:

- ***Tone down your language.***
Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.
- ***Keep a straight face.***
In general, avoid humor and sarcasm. These frequently depend either on facial or tone of voice cues absent in text communication or on familiarity with the reader.
- ***Be forgiving.***
If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion is also new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.
- ***The recorder is on.***
Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. Also, although the grammar and spelling of a message typically are not graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them.
- ***Test for clarity.***
Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, even better.
- ***Netspeak.***
Although electronic communication is still young, many conventions have already been established. DO NOT TYPE IN ALL CAPS. This is regarded as shouting and is out of place in a classroom. Acronyms and emoticons (arrangements of symbols to express emotions) are popular, but excessive use of them can make your message difficult to read.

Some common ones are listed below:

Acronyms

FYI = For your information

B/C = because

W/ = with

BTW = by the way

F2F = face to face

Emoticons

:-) = smiley face: happiness, pleasure

:-(= frowning face: displeasure

A Course is a Course

You may be familiar with many of the previous points if you have participated in other forms of electronic communication in the past. But Web-based courses have some added constraints not present in other arenas. Keep in mind these additional four points:

- **Remember your place.**

A Web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a Web-based course as well. Treat your instructor and your fellow students with respect.

- **Brevity is best.**

Be as concise as possible when contributing to a discussion. Web-based courses require a lot of reading, and your points might be missed if hidden in a flood of text. If you have several points that you want to make, it might be a good idea to post them individually, in several more focused messages, rather than as a single, lengthy, all-encompassing message.

- **Stick to the point.**

Contributions to a discussion should have a clear subject header, and you need to stick to the subject. Don't waste others' time by going off on irrelevant tangents.

- **Read first, write later.**

Don't add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to. Doing so is tantamount to ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.

↑ Citations and Other Etiquette Sources ↑

Many of the points made here were taken from The Core Rules of Netiquette, excerpted from the book Netiquette, by Virginia Shea. The Core Rules of Netiquette can be accessed at <http://www.albion.com/netiquette/corerules.html>.

(6.3)

NETIQUETTE QUIZ

Take a moment to check out these online Netiquette Quizzes from About.com – Internet for Beginners.

[Level 1 – Netiquette Quiz](#)

[Level 2 - Netiquette Quiz](#)

(6.4)

SENDING EMAILS & DOCUMENT TITLES

Faculty: it is suggested that you communicate with students via Blackboard using the Discussion Board. However if you decide to communicate via email this could be a helpful section on how to organize the communication process. Refer to the section "[Communication Strategies for Online Courses](#)" on page 9 for further information.

When sending an email to your professor for any reason it is extremely important to title the email correctly. If you do not have the correct **subject line** your email and / or its urgency could go over-looked. Making the Subject simple and straightforward is the best way to get a speedy response.

Subject line: *(Order of necessary information)*

1. Course / Subject
2. VERY brief purpose of email

Examples:

CIEP101 -HELP! - Curriculum Portfolio
ELPS101 - Critique Paper
RMTD101 - Assignment #7
CPSY101 - Quick Question
Advising Appt - Response needed by 00.00.00

When you are turning in an assignment electronically the **title of your document** should be clearly labeled. Your professor may need to save your document to a file. It is your responsibility to make the title clear so your Professor knows what they are opening.

The order of the title should be as follows:

1. Course
2. Student's Last Name
3. Subject of Document
4. Semester & Year

Examples:

CIEP101 - Miller - Assignment #5 - Sum II 08
ELPS101 - Smith - Critique Paper - Fall 08
RMTD101 - Parker - Quiz 14 - Spring 08
CPSY101 - Stevens - Journal #2 - Sum I 08

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Calendar to Organize Content

The following is an example of what you may want to include in a Calendar that organizes course content.

Calendar	Lesson/s Topic	Objective/s	Media for lesson/s	Evaluation	Assignment/s & HW due--dates/times	NOTES ON HW
Week 1	Online learning course calendar	Demonstrate Understanding of course calendar and its components	1. PowerPoint Presentation Course calendar; 2. Discussion Thread on Blackboard	Responses to discussion threads about calendar	For week 1, read PPT presentation (due 7/3), respond to discussion thread by 7/5, 5 pm CST	Disc. Thread.: What are the key components of a course calendar: weight these, explain your reasoning
Week 2						
Week 3						
Week 4						
Week 5						
Week 6						

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Evaluation of Student Performance

(8.1)

ARTICLE

Promoting Durable Knowledge Construction through Online Discussion

Dr. Dave S. Knowlton, Director

The Center for Distance Education and Learning Technologies
Crichton College

Abstract

The success of online discussion is not happenstance. This paper focuses on practical advice for making online discussions educationally durable. This advice focuses on all stages of online discussions, from designing the assignment guidelines through summative evaluation. While this practical advice is grounded in the author's experience, it is more substantively grounded in a framework defining durable knowledge construction.

Please follow this link to read the entire article:
<http://frank.mtsu.edu/~itconf/proceed01/11.html>

(8.2)

ASSESSMENT & EVALUATION RESOURCES

Illinois Online Network

[How Dale Maeder Grades Participation in His Online Courses](#)

Dr. Dale Maeder

Professor of Educational Psychology
UCLA

A BRIEF COMMENT ABOUT YOUR DISCUSSION PARTICIPATION

My online students often wonder how their participation in class discussions is going to be evaluated. Although I know that your grade here is probably not your greatest concern, you may be interested in knowing how I will be determining the participation portion of your course grade.

Suffice it to say that there are two fundamental principles I consider when calculating this portion of your grade:

- 1) No one is punished for not speaking up, i.e., you all will receive a minimum amount of points (110/160) for participation since I'm assuming you're reading all of the notes;
- 2) I'm more interested in quality over quantity whenever possible, i.e., notes an issue raised in text/lecture or information about new developments in a related field are always going to carry significant weight. The main point is that active discussants will be receiving more points.

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Nevertheless, just like in a face-to-face classroom, sometimes the group discussion steers into a topic that doesn't wag your tail. In those instances, it's tempting to sit in the corner and work on your own, (I know, because that's what I do -- except for the tail-wagging part).

But here in the virtual classroom, you have the opportunity to "interrupt" and change the subject without being rude! Isn't that great? You can simply jump in and introduce a new idea -- classmates can ignore you and continue "talking" or some/all can switch over to the new topic.

My suggestion is to forget about how I, or anyone else, envision the class discussions and simply comment when you feel led to. If the discussion topics aren't about what you'd like to talk about, then bring up a new topic. There are enough of us participating in the course to give us plenty of opinions on the various issues.

So if the current topics under discussion don't seem to float your boat, then jump in and ask for comments on your own areas of interest. You know that people will have opinions on everything and are probably more than willing to let you know how they feel. Online courses depend heavily on class discussions to drive the learning process.

(8.3)**EXAMPLE OF ASYNCHRONOUS FORMAL CLASS DISCUSSION RUBRICS****(E.G. BLACKBOARD DISCUSSION)**

	Exemplary	Good	Satisfactory	Poor	Unacceptable
	Meets required criteria at a highly proficient level	Meets all requirements at a proficient level	Meets basic assignment criteria	Meets some of criteria, at unacceptable level	Fails to meet the project criteria
Knowledge of the Subject Matter	Bring forth new or expanded ideas that reflect high-level critical thinking on the topic and demonstrate practical application	Present new or expanded ideas and make a practical application	Post illustrates basic knowledge of topic without applying or expanding idea. Properly uses lesson vocabulary	Displays only a minimal grasp of the concepts covered Does not expand upon the central concepts	Displays no understanding of central concepts
Evidence of Research	Research applied to support and extend ideas.	Research clearly connected to ideas; proper citations used.	Uses research to support ideas; properly cites research with minor errors.	Some research used but fails to support ideas. Uses citations with significant errors.	Lack of appropriate research. No citations listed.
Grammar, Punctuation, Spelling	Absence of errors. Uses compound sentence structure.	Minimal errors. Varied sentence structure.	Minimal errors in grammar, punctuation and spelling. Sentence structure correct but basic.	Substantial errors with weak sentence structure.	Substantial errors with significant structural problems.
Addresses the Assigned Topic	Directly answers the question asked provides additional insights	Directly answers the question asked	Indirectly answers the assigned question	References questions assigned but does not address it.	Does not address the assigned question
Originality	Evidence of original thought apparent throughout; clear application of the course concept being discussed.	Evidence of original thought apparent throughout with a reference to the assigned topic or concept	Allusion to an original idea but with no clear connection to the assigned topic or concept	Random original thoughts; no cohesion among ideas presented	No evidence of original thought.
Timeliness	Initial postings and responses completed with sufficient time for peers to read, reflect, and respond.	Initial posting and responses completed on or slightly before deadline	Initial post and responses posted by deadline.	Both initial post and responses posted 1 day after deadline.	Initial post and responses submitted more than 1 day after deadline.
Responses to Others	Support or refute the original posting with additional evidence	Support or refute the original posting, introducing a new topic or concept	Supports or refutes the original posting while respecting the views of peers by using academic and nonthreatening	Does not refer to the posting directly or simply agrees or disagree without explanation Does not respect the views of peers.	Does not address the posting Blatantly disrespect the views of peers.

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Evaluation of the Course

The recommendation for evaluating your course is that you conduct both formative (at minimum the midpoint) and summative (end) evaluations. Evaluations should include questions related to physical structure (e.g., navigation, dead links), instruction, and content. In order for students to provide feedback in an anonymous manner, it is recommended that you use software designed to do so (e.g. Opnio or Survey Monkey, Blackboard). For final course evaluations, similar to in-person evaluations, allow students time at the end of an asynchronous session to complete the evaluation forms.

For formative and summative example questions please see the Example Survey Questions below this section and/or follow this imbedded link to the Arizona State University [SAMPLE ASUonline Course Evaluation](#) (for online Distance Education courses) to find more examples..

Additionally, the Illinois Online Network and the Board of Trustees of the University of Illinois developed A *Tool to Assist in the Design, Redesign, and/or Evaluation of Online Courses* which serves as a rubric of “best practices” in online courses. Faculty can use the rubric to self-assess the quality of their online course. Data from the rubric will guide the design and redesign of your course. A copy of the rubric can be downloaded at [Illinois Online Network - Initiatives](#).

EXAMPLE SURVEY QUESTIONS

Developed by Carol Scheidenhelm

Director of Learning Technology & Assessment
Loyola University Chicago

(9.1)

FORMATIVE SURVEY QUESTIONS

Likert Scale

1. Readings for the course have helped me see aspects of diversity I had not considered.
2. Course assignments relate to the course objectives, as stated in the syllabus.
3. Using Blackboard has made access to course materials and assignments relatively easy.

True / False

1. I have found the professor's comments on my written work helpful.

Multiple Answers

1. Regarding the professor's response to my questions: I have found the professor (check all that apply)
 - a. Responds quickly and positively
 - b. Answers the questions asked
 - c. Provides supportive assistance
 - d. Does not address my needs
 - e. Has ignored my requests for assistance

Essay

1. What have you learned about yourself as new college student?
2. Overall, what positive comments do you have about the class so far?
3. What things would you like to see changed for the remainder of the semester?

(9.2)

SUMMATIVE SURVEY QUESTIONS

Likert Scale

1. This course was well-paced
2. This online materials were easy to access
3. The **synchronous** chat (where we all logged in at the same time to discuss the materials read for class) helped me better understand the topic and provided me an opportunity to share my perspective.
4. The **asynchronous** (discussion boards) online course activities helped me more fully understand certain aspects of the required reading for the week.
5. The group projects helped me better understand Loyola, Chicago and helped me get to know my classmates.
6. There was ample interaction among classmates
7. There was ample interaction with the professor
8. The online materials integrated course goals
9. My learning goals were met through this online course
10. The assigned readings were integrated with online course materials and instruction.

Multiple Answers

1. Technical support was provided by (check as many as apply)
 - a. Information Technology Services HelpDesk or campus Blackboard Support
 - b. Major department
 - c. Professor
 - d. Classmates
 - e. Other
2. Which of the following statements describe you as an learner in this course? Check all that apply.
 - a. I read all the materials assigned.
 - b. I investigated some of the provided links to additional materials.
 - c. I participated actively in my group.
 - d. I completed all my assignments on time.
 - e. I corresponded with the professor when I had questions or comments, or posted my questions online in HELP.
 - f. I kept in touch with my group mates weekly.
 - g. I regularly (several times a week) checked Blackboard for updates from the professor and my group.
 - h. I took ONLY the one absence allowed for the semester.
3. Which of the assignments did you feel were most valuable in helping to pull together course concepts?
 - a. Group Projects
 - b. Class discussions (in-class, discussion boards and asynchronous chat sessions)
 - c. Challenge Journal
 - d. Final Project
4. Which were the least helpful in helping to pull together course concepts?
 - a. Group Projects
 - b. Class discussions (in-class and online)
 - c. Challenge Journal
 - d. Final project

Essay

1. Where this class to be offered again, what should be changed and what should remain the same?
2. List any comments about the Loyola Seminar that were not included in the questions above.

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Appendix

1. [Terminology](#) – pg. 3

Information Accreditation Link

Mount Royal University -

<http://www.mtroyal.ca/ProgramsCourses/DistanceLearning/Definitions/index.htm>

2. [Choosing a Course](#) – pg. 4

Embedded Links

Text: **Self Evaluation for Potential Online Students**

(Illinois Online Network)

<http://www.ion.uillinois.edu/resources/tutorials/assessment/index.asp>

4. [Course Development Resources](#) - pg. 7

Area of Interest:

2. [Loyola Available Resources](#) - pg. 7

Embedded Links

Text: **Blackboard Services**

(Loyola University Chicago)

http://www.luc.edu/its/help_blackboard_doc.shtml

Text: **Digital Media Lab**

(Loyola University Chicago)

<http://www.luc.edu/digitalmedialab/index.shtml>

Text: **Information Technology Services**

(Loyola University Chicago)

<http://www.luc.edu/its/index.html>

Text: **Techconnect Blog**

(Loyola University Chicago)

<https://myits.luc.edu/techconnect/category/availability/faculty/>

Area of Interest:

3. [Article](#): Grubbs, J. (2007). Integrating Methods to Achieve an Effective Online Learning Environment. - pg. 8

Link to Article

Grubbs, J. (2007)

(Illinois Online Network)

<http://www.ion.uillinois.edu/resources/casestudies/vol2num1/grubbs/index.asp>

Embedded Links

Text: **Blackboard**

(Blackboard)

<http://www.blackboard.com/us/index.bbb>

Text: **Real**

(Real Networks Inc)

<http://www.realnworks.com/>

Text: **University of Illinois at Springfield**

(University of Illinois at Springfield)

<http://www.uis.edu/>

Area of Interest:

4. [Resources for Integration of Online and Offline Materials](#)– pg. 8

Embedded Links

Text: **Audacity**

(SOURCEFORGE.NET)

<http://audacity.sourceforge.net/>

Text: **Authorpoint Lite**

(authorGen Technologies)

<http://www.authorgen.com/authorpoint-lite-free/powerpoint-to-flash-converter.aspx>

Text: **DimDim**

(dimdim Inc.)

<http://dimdim.com/>

Text: **GIMP**

(The GIMP Team)

<http://gimp.org/>

Text: **Kompozer**

(KompoZer)

<http://kompozer.net/>

Text: **Open Office**

(OpenOffice.org)

<http://www.openoffice.org/product/product.html>

Text: **PdfForge**

(pdfforge.org)

<http://pdfforge.org/>

Text: **Skype**

(Skype Limited)

<http://skype.com/>

Text: **TextPad**

(The Text Editor)

<http://textpad.com/download/index.html>

Text: **The Free Country**

(thefreecountry)

<http://www.thefreecountry.com/webmaster/htmleditors.shtml>

Text: **Various Open Source Tools**

(OpenSourceMac)

<http://www.opensourcemac.org/>

Text: **Windows Movie Maker**

(Microsoft Corp.)

<http://www.microsoft.com/windowsxp/downloads/updates/moviemaker2.msp>

Text: **Wordpress**

(WordPress.org)

<http://wordpress.org/>

7. New Sections for a Syllabus – pg. 11

Areas of Interest:

1. Required Technology Skills, Familiarity & Software – pg. 11

Embedded Links

Text: **Adware**

(Adware-2009.com)

<http://www.lavasoft.com/?domain=lavasoftusa.com/software/adaware/>

Text: **Adobe Flash Player**

(Adobe Systems Incorporated)

<http://www.adobe.com/products/flashplayer/>

Text: **Adobe Reader**

(Adobe Systems Incorporated)

<http://www.adobe.com/>

Text: **Adobe Shockwave**

(Adobe Systems Incorporated)

<http://get.adobe.com/shockwave/>

Text: **Cmap Tools Software (Concept Map)**

(Cmap)

<http://cmap.ihmc.us/download/>

Text: **Horizon Wimba Live**

(Wimba Inc.)

<http://loyola.wimba.com/>

Text: **Inspiration Software**

(Inspiration Software Inc.)

<http://www.inspiration.com/>

Text: **Java Software**

(Sun Microsystems)

<http://www.java.com/en/>

Text: **Multimedia Educational Resource for Learning & Online Teaching**

(MERLOT)

<http://www.merlot.org/merlot/index.htm>

Text: **QuickTime**

(Apple Inc.)

<http://www.apple.com/quicktime/download/>

Text: **RealPlayer**

(Real Networks)

<http://www.real.com/>

Text: **Spybot Search and Destroy**

(CBS Interactive Inc.)

http://www.download.com/Spybot-Search-amp-Destroy/3000-8022_4-10122137.html?cdIPid=10861988

Text: **Webspiration**

(Inspiration Software Inc.)

<http://www.mywebspiration.com/>

Areas of Interest:

2. [Online Etiquette](#) – pg. 12

Information Accreditation Link

Albion.com & Seth T. Ross - <http://www.albion.com/netiquette/corerules.html>

University of Wisconsin Colleges Online -

<http://online.uwc.edu/technology/onlEtiquette.asp>

Areas of Interest:

3. [Netiquette Quiz](#) – pg. 13

Embedded Links

Text: **Level 1 – Netiquette Quiz**

(The New York Times Company)

<http://netforbeginners.about.com/od/netiquetteonlineculture/1/blnetq2005.htm>

Text: **Level 2 – Netiquette Quiz**

(The New York Times Company)

http://netforbeginners.about.com/library/quizzes2006/bl_netiquetteQL2.htm

9. [Evaluation of Student Performance](#) – pg. 16

Areas of Interest:

1. [Article](#): Knowlton, D. S. (April 2001) Promoting Durable Knowledge Construction through Online Discussion. – pg. 16

Link to Article

Knowlton, D. S. (April 2001)

(Crichton College)

<http://frank.mtsu.edu/~itconf/proceed01/11.html>

Areas of Interest:

2. [Assessment & Evaluation Resources](#) – pg. 16

Link to Article

Maede, D.

(Illinois Online Network)

<http://www.ion.uillinois.edu/resources/tutorials/assessment/maeder.asp>

10. [Evaluation of the Course](#) – pg. 19

Embedded Links

Text: **Illinois Online Network – Initiatives**

(Illinois Online Network)

<http://www.ion.uillinois.edu/initiatives/qoci/rubric.asp>

Text: **SAMPLE ASUonline Course Evaluation**

(Arizona State University)

<http://www.asu.edu/oue/endedweb/f02oleval.htm>