Contents

INTRODUCTION ................................................................................................................................................ 2

CELT MISSION.................................................................................................................................................... 2
BROCKPORT OPEN SUNY COURSES.................................................................................................................. 2
HYBRID COURSES ............................................................................................................................................ 2
COMBINED COURSES (CMB) .......................................................................................................................... 2
INSTRUCTIONAL DESIGN SPECIALIST ....................................................................................................... 2
CELT TRAINING FOR ONLINE TEACHING .................................................................................................... 4

SECTION 1: GENERAL INFORMATION AND DEVELOPMENT PROCESS .............................................. 5

STEPS TO COMPLETE FOR TEACHING ONLINE AT BROCKPORT .......................................................... 6
SUNY LEARNING NETWORK (SLN) COURSE OFFERING PROTOCOL ....................................................... 7
HYBRID AND ONLINE COURSE APPROVAL FORM ..................................................................................... 8
SUNY LEARNING NETWORK COURSE FACULTY INFORMATION FORM ................................................. 9
MEDIA TRANSFORMATION REQUEST FORM ............................................................................................... 11
COURSE DEVELOPMENT TIMELINE GUIDELINE SPRING 2015 ................................................................. 12
TECHNICAL ASSISTANCE AND TRAINING ................................................................................................. 15

SECTION 2: COMMUNICATION AND SOCIAL PRESENCE ....................................................................... 16

BLACKBOARD & BROCKPORT COMMUNICATION TOOLS ........................................................................ 17
WEB 2.0 COMMUNICATION TOOLS ................................................................................................................ 17
WEB 2.0 TEACHING TOOLS ............................................................................................................................. 18
ASSESSING ONLINE TEAM BASED LEARNING .......................................................................................... 19

SECTION 3: ENGAGING ASSIGNMENTS AND EFFECTIVE ASSESSMENTS .......................................... 21

COURSE DEVELOPMENT ACTIVITY ............................................................................................................. 22
50 ALTERNATIVES TO LECTURE ...................................................................................................................... 23
FACILITATING DISCOURSE AND INTERACTION .......................................................................................... 27
ASSESSMENT RESOURCES AVAILABLE FOR FACULTY ......................................................................... 29
9 PRINCIPLES OF GOOD PRACTICE FOR ASSESSING STUDENT LEARNING .............................................. 30
DISCUSSION FORUM RUBRIC ......................................................................................................................... 32

SECTION 4: COURSE RUBRIC AND EVALUATION ..................................................................................... 35

OPEN SUNY COTE QUALITY COURSE REVIEW RUBRIC .............................................................................. 36
Introduction

CELT Mission

The Center for Excellence in Learning and Teaching is dedicated to the advancement of student learning through the highest quality collegiate instruction. CELT delivers services to advance student learning and teaching excellence to empower students and instructors through the development and delivery of educational practices that facilitate meaningful learning and to improve the quality of educational experiences for students and faculty.

Brockport Open SUNY Courses

Online courses provide students and faculty in an innovative way to learn and teach asynchronously (i.e. from anywhere at anytime) and our SLN courses are taught via BLACKBOARD Learning Management System (LMS), which is used college wide.

Hybrid Courses

Hybrid courses are courses in which there is a significant blend of online instruction and face-to-face student instruction/interaction with faculty. This definition provides wide flexibility in the amount of online and face-to-face instructional time to be provided in the hybrid course.

Combined Courses (CMB)

Combined Online courses blend asynchronous methodologies with synchronous (same-time or “live”) teaching and learning activities. This may include having all students log-on at the same time to participate in online chats, blogs, Collaborate, polls, webinars, Q&A, quizzes, tests, etc. (See the next page for and extended definition).

Instructional Design Specialist

Ann Pearlman, CELT Instructional Design Specialist, will help you to convert your existing learning modules, courses and programs to electronic format to enable you to teach in online or hybrid format. Ann will also help you design new learning materials for electronic delivery in collaboration with faculty, staff and information technology staff. In addition to these tasks, Ann will train faculty and staff in applications and the use of new learning technologies, consult with and advise faculty and staff on appropriate selection of technologies for learning objectives; resources appropriate new tools, strategies and technologies for instructional delivery online and face-to-face. You can contact Ann Pearlman at 585-395-2154 or apearlma@brockport.edu
Announcing
“Combined Online” Instructional Method
~ Effective WinterSession ’15 ~

In response to identified faculty pedagogical flexibility for faculty teaching online, there are now two online methods that may be used for online teaching and learning.

1. 100% Online Instruction (ASY) Asynchronous - Anytime, from Anywhere
2. Combined Online (CMB) Asynchronous & Synchronous - from Anywhere, with Same-time (but not same place) Participation

What is Combined Online?
• Combined Online blends asynchronous methodologies with synchronous (same-time or “live”) teaching and learning activities.
• This may include having all students log-on at the same time to participate in online chats, blogs, Collaborate, polls, webinars, Q&A, quizzes, tests, etc.

What is NOT Combined Online?
• Teaching and learning activities that include fixed or designated location (i.e., location-bound activities, site-to-site video-conferencing, conference calls via phone, etc.) or require students to be at any specific or common location.

Considerations for Combined Online…
• The combined format, indicating the same-time or “live” requirements must be clearly articulated in course notes, syllabus, and on department web sites.
• Because of the same-time nature of instruction, combined online may limit access for students unable to “attend” and participate in prescribed “live” course activities. This format is more restrictive than Asynchronous online.
• To list a course as combined, indicate “CMB” when listing the course title and the list the location as LRNNET.
• Faculty submit the same Online Course Approval Form used for 100% Online (ASY) courses and work with Ann Pearlman (Instructional Design Specialist) to develop combined online courses.
• Required supplemental technology equipment, software, and supplies (e.g., camera, microphone, web cam, etc.) must be included with textbook order information.

Contact Karen Schuhle-Williams, PhD, at kschuhle@brockport.edu or 585.395.5724
**CELT Training for Online Teaching**

The College at Brockport  
Ann Giralico Pearlman, Instructional Designer

The Center for Excellence in Learning and Teaching offers a wide variety of workshops, trainings and consultations for faculty and staff who teach courses online, in a hybrid format (a combined face-to-face and online course), or wish to enhance their face-to-face class with online tools, multi-media, and other forms of instructional technology.

Instructors who teach an online or hybrid course at The College at Brockport for the first time participate in a “Nuts and Bolts of Online Teaching” workshop and at least three individual training sessions with the CELT Instructional Design Specialist. It is expected that instructors attend the workshop and the trainings during the semester prior to teaching the online or hybrid course for the first time.

All other consultations or training requests for online, multi-media, or instructional technology are available upon request. To make a request, contact the CELT Instructional Design Specialist via email or phone.

Instructional Design Specialist Contact Information:

Ann Giralico Pearlman  
Instructional Designer, CELT  
A4 Edwards Bldg  
apearlma@brockport.edu  
585-395-2154
Section 1:
General Information and Development Process
# Steps to Complete for Teaching Online at Brockport

## General information for faculty...

### Pre-Course Information

<table>
<thead>
<tr>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Online courses at The College at Brockport are taught using Blackboard and through the Open SUNY</td>
</tr>
<tr>
<td>Your Blackboard course shell should be available for you to access when registration begins</td>
</tr>
<tr>
<td>Access “Instructional Design Faculty Course” in Blackboard for information, tools and model course examples</td>
</tr>
<tr>
<td>Develop course one semester prior to start. (Design and technical help is available.)</td>
</tr>
</tbody>
</table>

### Pre-Course Management

<table>
<thead>
<tr>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completes Hybrid, Online, or CMB Course Approval Form</td>
</tr>
<tr>
<td>Attend designated Nuts and Bolts CELT workshop</td>
</tr>
<tr>
<td>Schedules times with Instructional Designer for at least 3 one-on-one meetings/discussions</td>
</tr>
<tr>
<td>Attends Blackboard Workshops and takes advantage of Blackboard Walk-in Training as needed</td>
</tr>
<tr>
<td>Updates the Syllabus and corresponding folders with facilitator’s name and contact information.</td>
</tr>
<tr>
<td>Uses Open SUNY COTE Quality Course Review Rubric as guideline for course development</td>
</tr>
<tr>
<td>Any audio, video, or media files that will be included in your course should be selected or created early during development stage, as significant time and assistance from LMT is required. (At least 5 business days are required for processing and placement into your course) Any media should be delivered to the LITS, 30 A Drake Library along with the media and required media request form.</td>
</tr>
<tr>
<td>Records lectures to be used in course with Camtasia or Kaltura early in the development process.</td>
</tr>
<tr>
<td>Completes the course three weeks prior to the semester start for course technology review Learning Systems Team (LST) makes the course available one week prior for student previewing. An email will be sent, regarding this procedure. Please check to see if your course is open on the specified day</td>
</tr>
<tr>
<td>Learning Systems Team (LST) makes the course available one week prior for student access (Go Live). An email will be sent, regarding this procedure. Please check to see if your course is complete and open on the specified day</td>
</tr>
</tbody>
</table>
SUNY Learning Network (SLN) Course Offering Protocol

The following protocol has been established in an effort to keep the lines of communication open and develop a common understanding between all parties regarding SLN course offerings.

- Faculty interested in teaching a SLN course must consult with their chair/director. Critical discussion points should include the appropriateness of offering the specific course fully online (i.e., asynchronously) and whether the course is being offered as part of, or in addition to the instructor's course load for a specific semester. Course overloads must be paid by the department offering the course.
- SLN courses are taught via the BLACKBOARD platform. First time, SLN instructors receive a one-time, $500 recognition reward for their first SLN course development effort, when their course “Goes Live” (becomes accessible to students), one week prior to the start of class.
- Department chairs/directors must communicate to their deans, their department's SLN course offering plans. The department chair/director designates “LRNNET” as the course location on the course schedule/adjustment form.
- Once confirmed with the department chair, the new SLN faculty member notifies the SLN Academic Coordinator, Karen Schuhle-Williams (kschuhle@brockport.edu), confirming his/her plans to teach a SLN course, indicating the course title, number, and the term in which the course will first be offered.
- In the semester prior to launching a SLN course, instructors must work with our campus Instructional Design Specialist (IDS), Ann Pearlman (apearlma@brockport.edu) in CELT, to develop the entire course, prior to the “Go Live” date. Once a course is developed, faculty may make revisions as the term progresses. In addition to the course development assistance we are fortunate to have the Learning Systems Team (LST), led by Brendan Post, available to help you with BLACKBOARD use and other technical matters, as well as Brandon St. John and Bob Cushman (LITS), and Jennifer Kegler (Drake).
- Once determined s/he will teach online, new SLN faculty must complete and submit the following:
  - The automated Online Course Approval Form must be signed by Ann Pearlman, for the course registration to be activated. (Registration & Records will load the course, but block registrations until the IDS-approved form is received). To complete the form, go to www.brockport.edu/celt/online.
  - The Faculty Information Form (www.brockport.edu/sln/slnfif.doc) must be submitted to Karen Schuhle-Williams, who shares the information with the SLN Support Team members, so they may best assist faculty with course development and the use of (and trouble-shooting challenges with) instructional technology.

<table>
<thead>
<tr>
<th>Term Course Offered</th>
<th>Course Development Timeframe</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Prior spring or summer</td>
<td>Faculty who may be unavailable or out of the area in SU, may wish to develop their course in SP.</td>
</tr>
<tr>
<td>WinterSession</td>
<td>Prior fall</td>
<td>Only faculty who have already taught an online course previously, may teach a SLN course in WinterSession.</td>
</tr>
<tr>
<td>Spring</td>
<td>Prior fall</td>
<td>-</td>
</tr>
<tr>
<td>SummerSession</td>
<td>Prior spring</td>
<td>Faculty may choose from a 5, 7, 10 or 12 week session and new SLN faculty are encouraged to teach longer than five weeks.</td>
</tr>
</tbody>
</table>

For more information re: SLN at Brockport, go to: www.brockport.edu/sln/ .

Please call Karen Schuhle-Williams (x-5724) if you have any questions or concerns. Thank you for your interest in teaching a 100% asynchronous/online course via The College at Brockport's SUNY Learning Network program.

Updated 9/17/13
Hybrid and Online Course Approval Form

Faculty member: ________________________________  (Please Print)

For the first time a course is taught in hybrid or online format by any given instructor. This form must follow closely, course submission to Registrar and must be signed by the Instructional Design Specialist [IDS] in CELT for course registration to be activated.

Term ______________________  Dates: ______________ to ______________  Department:____________________

Course/Section Number:________________  Course Title:______________________________

Format: (Check one)  □ Online = (100%) Asynchronous
□ Hybrid = Synchronous (Face-to-Face)* ____%  Asynchronous ____%

Proposed Schedule: Indicate all specific day/time schedules that students are expected to be available for face-to-face and/or synchronous online instructional sessions. *Face-to-face meetings of hybrid courses must adhere to standard scheduling time blocks. Course notes in the College’s online schedule will state the day/time of these meetings and must be submitted by the dept. each semester. Place hybrid course note here:

Rationale for online or hybrid offering – Why is this course content, with its assignments, tests, and/or papers appropriately offered in the online or hybrid format? [Please attach a complete syllabus with reading list.]

Course Plan Details: How will this course provide for student/instructor contact, student/student contact, information transmission methodology, evaluation of student learning by participants, student evaluation of course?

Technology Needs: What specific technologies are to be utilized in the conduct of this course? Indicate specific equipment required or specific hardware/software requirements. NOTE: Instructional Designs Specialist (IDS) signature below indicates that all technological needs can be met.

Training: What experience/instruction has the instructor received in the use of the technology involved?

Faculty member: ________________________________  Date: ______________

Department Chair: ________________________________  Date: ______________

Dean: ________________________________  Date: ______________

Note:  a) This form must follow closely, course submission to the registrar.
       b) Registration & Records will load the course, but allocate zero seats, until the IDS-approved form is received.

IDS Review: ________________________________  Date: ______________

After signing, IDS submits e-file of this form to schedule@brockport.edu

*NOTE: Face-to-face meetings must be scheduled during standard MWF or TR time blocks for courses offered during the spring and fall semesters, and during the standard time blocks written for WinterSession and SummerSession courses. Where possible, departments should balance multiple hybrid course offerings to make efficient use of all days in the chosen on-campus time block.

ELECTRONIC SIGNATURE FORM: - can be found on the CELT website tab, Hybrid on Online Training, at http://www.brockport.edu/celt/hybrid%20and%20online%20training.html
**SUNY Learning Network Course**  
**Faculty Information Form**  

This SLN Course Information Form confirms that you will be teaching a College at Brockport, SUNY Learning Network course for the first time. Please complete the following information and email the form back to sderry@brockport.edu. Thank you for your help!

1. **INSTRUCTOR** (your name as you wish to have it listed on the SLN Web site):

2. **DEPARTMENT**:  

3. **COURSE TITLE/DISCIPLINE CODE/COURSE NUMBER**:  

4. **INSTRUCTOR RECOGNITION FOR FIRST, SINGLE COURSE DEVELOPMENT**:  
   a. _____ Stipend  
   b. _____ Not Applicable

5. _____ GRADUATE COURSE  _____ UNDERGRADUATE COURSE  
   _____ SWING COURSE (UNDERGRADUATE/GRADUATE)  
   _____ CROSS LISTED COURSE  ________________ LIST DEPARTMENT(S)  
   _____ # OF CREDITS

6. **COURSE DESCRIPTION**:  

7. **PREREQUISITES**:  

8. **CO-REQUISITES**:  

9. **SPECIAL FLAG**:  
   a. _____ None  
   b. _____ Matriculated Students Only  
   c. _____ Departmental Approval Required  
   d. _____ Instructor Permission Only  
   e. _____ Majors Only  
   f. _____ Special Program (EOP, Honors, etc.)  
   g. _____ Other_____________________  

10. **REQUIRED TEXTBOOKS**:  

11. **REQUIRED SOFTWARE** (Please include version):  

12. **MISC. SUPPLIES**:  


13. **ADDITIONAL/SUPPLEMENTAL FEES:**

14. **SLN INSTRUCTOR INFORMATION:**
   (Unless otherwise noted, all home and personal information is for office/IT support use only).

<table>
<thead>
<tr>
<th>INFORMATION CATEGORY</th>
<th>CAMPUS</th>
<th>HOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADDRESS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PHONE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EMAIL ADDRESS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FAX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTERNET BROWSER</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CELL PHONE NUMBER:**

**OTHER MISC. PHONE NUMBER:**

**HOME ISP:** MODEM _____ DSL _____ ROAD RUNNER _____

**INSTANT MESSENGER - AIM SCREEN NAME:**

15. **INSTRUCTOR WILL BE USING:**

   **AT HOME:** _____ PC _____ Mac

   **AT WORK:** _____ PC _____ Mac

   Software Apps : ___________________ ___________________
   (Word, PowerPoint, SPSS, etc.)

16. **NUMBER OF SEMESTERS YOU HAVE TAUGHT ANY ONLINE COURSE:** __________

   **PLATFORM(S) USED:** ______________________

17. **NUMBER OF SEMESTERS YOU HAVE TAUGHT THIS COURSE:** __________

   **IF ANY, PLATFORM(S) USED:** ______________________

---

*PLEASE REMEMBER THAT YOU MUST ORDER YOUR REQUIRED TEXTBOOKS AND/OR SUPPLIES THROUGH THE COLLEGE AT BROCKPORT B&N BOOKSTORE, AS PER STANDARD PROTOCOL.*

*PLEASE SUBMIT THIS FORM TO SUE DERRY (sderry@brockport.edu)*
**Media Transformation Request Form**

Library and Information Technology Services (LITS) can convert physical media and most computer media formats to a standard format (and player) for use in Blackboard courses. Please note that we cannot legally convert all materials (in particular, full length commercial releases), but we can convert most other materials. Please use this form to request this activity.

Instructor: ______________________________  Semester/Year: ____________________
Course: ________________________________  Lesson/Module: ________________________
Date you would like to have it completed: ____________________________.

**Please be aware that there is a lead-time of five (5) business days for these requests.**

Existing media format:
- Video (DVD, VHS, …)
- Audio (CD, Cassette, …)
- Computer File: Indicate format (QuickTime, Windows Media, …) if known: ________________
- Other: ________________________

Desired Output:
- Full Work
- Scene(s): If scenes, please describe as best you can which scene(s) you would like to have captured. Please note any key metrics that would help us determine the correct scene (for example, the scene number or time stamp on the player or computer).

(Here is an example)

| Example: Scene Start: Picture of athlete running | Scene End: image of runner running a race ends at the finish line |
| Audio Start: “Watch him run” | Audio End: “He is the winner” |
| Time Start: 01:10 | Time End: 01:15 |

**Fill-in your information here: (make more copies as needed)**

| Scene Start: | Scene End: |
| Audio Start: | Audio End: |
| Time From: | Time To: |

Please deliver this form and video to Mrs. Tammera A Loscombe, Information Technology Asst., LITS, 30 A Drake Library (585) 395-2368 tloscomb@brockport.edu, between: 8 – 4 p.m.
For any questions please email helpdesk@brockport.edu
<table>
<thead>
<tr>
<th>Task List</th>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nuts and Bolts Workshop for New Faculty</td>
<td>Held in CELT October, 2014</td>
</tr>
<tr>
<td>Hybrid or Online form signed and sent to registrar</td>
<td></td>
</tr>
<tr>
<td>Access to Blackboard Course Shell</td>
<td>90 Days before class start date October 28, 2014</td>
</tr>
</tbody>
</table>

**Stage 1 - Course Analysis**
Evaluate course goals & outcomes from traditional course, outline online structure

<table>
<thead>
<tr>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>77 Days before class start date Week of November 10, 2014</td>
</tr>
</tbody>
</table>

**Stage 2 - Design**
Complete Course Structure, Communication plan, Syllabus, review online structure

<table>
<thead>
<tr>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>63 Days before class start date Week of November 24, 2014</td>
</tr>
<tr>
<td>1st Individual Milestone Meeting with Instructional Designer</td>
</tr>
</tbody>
</table>

**Stage 3 - Develop**
All course modules/lessons

<table>
<thead>
<tr>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>42 Days before class start date Week of December 15, 2014</td>
</tr>
<tr>
<td>2nd Individual Milestone Meeting with Instructional Designer</td>
</tr>
</tbody>
</table>

**Stage 4 - Evaluate**
Course 100% complete & ready for content and technical review

<table>
<thead>
<tr>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 Days before class start date Week of January 5, 2015</td>
</tr>
<tr>
<td>3rd Individual Milestone Meeting with Instructional Designer</td>
</tr>
</tbody>
</table>

**Go Live!**
Course Open for to Students access 2 weeks prior to semester course start date

<table>
<thead>
<tr>
<th>Fall 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go Live Date: January 12, 2015</td>
</tr>
<tr>
<td>Class Start Date: January 26, 2015</td>
</tr>
</tbody>
</table>
### Course Development Timeline Guideline Summer 2015

<table>
<thead>
<tr>
<th>Task List</th>
<th>Spring 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nuts and Bolts Workshop for New Faculty</td>
<td>Held in CELT</td>
</tr>
<tr>
<td>Hybrid or Online form signed and sent to registrar</td>
<td>February, 2015</td>
</tr>
<tr>
<td>Access to Blackboard Course Shell</td>
<td>90 Days before class start date</td>
</tr>
<tr>
<td></td>
<td>February 17, 2014</td>
</tr>
<tr>
<td><strong>Stage 1- Course Analysis</strong></td>
<td>77 Days before class start date</td>
</tr>
<tr>
<td>Evaluate course goals &amp; outcomes from traditional course, outline online structure</td>
<td>Week of March 2, 2014</td>
</tr>
<tr>
<td><strong>Stage 2- Design</strong></td>
<td>63 Days before class start date</td>
</tr>
<tr>
<td>Complete Course Structure, Communication plan, Syllabus, review online structure</td>
<td>Week of March 16, 2014</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Individual Milestone Meeting with Instructional Designer</td>
<td></td>
</tr>
<tr>
<td><strong>Stage 3- Develop</strong></td>
<td>42 Days before class start date</td>
</tr>
<tr>
<td>All course modules/lessons</td>
<td>Week of April 6, 2014</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Individual Milestone Meeting with Instructional Designer</td>
<td></td>
</tr>
<tr>
<td><strong>Stage 4- Evaluate</strong></td>
<td>21 Days before class start date</td>
</tr>
<tr>
<td>Course 100% complete &amp; ready for content and technical review</td>
<td>Week of April 27, 2015</td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Individual Milestone Meeting with Instructional Designer</td>
<td></td>
</tr>
<tr>
<td><strong>Go Live!</strong></td>
<td></td>
</tr>
<tr>
<td>Course Open for to Students access 2 weeks prior to semester course start date</td>
<td>Go Live Date: May 4, 2015</td>
</tr>
<tr>
<td></td>
<td>Class Start Date: May 18, 2015</td>
</tr>
</tbody>
</table>
### Course Development Timeline Guideline Fall 2015

<table>
<thead>
<tr>
<th>Task List</th>
<th>Summer 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nuts and Bolts Workshop for New Faculty</strong></td>
<td>Held in CELT</td>
</tr>
<tr>
<td>Hybrid or Online form signed and sent to registrar</td>
<td>February, 2015</td>
</tr>
<tr>
<td>Access to Blackboard Course Shell</td>
<td>90 Days before class start date</td>
</tr>
<tr>
<td><strong>Stage 1- Course Analysis</strong></td>
<td>77 Days before class start date</td>
</tr>
<tr>
<td>Evaluate course goals &amp; outcomes from traditional course, outline online structure</td>
<td>Week of June 15, 2014</td>
</tr>
<tr>
<td><strong>Stage 2- Design</strong></td>
<td>63 Days before class start date</td>
</tr>
<tr>
<td>Complete Course Structure, Communication plan, Syllabus, review online structure</td>
<td>Week of June 29, 2014</td>
</tr>
<tr>
<td>1st Individual Milestone Meeting with Instructional Designer</td>
<td></td>
</tr>
<tr>
<td><strong>Stage 3- Develop</strong></td>
<td>42 Days before class start date</td>
</tr>
<tr>
<td>All course modules/lessons</td>
<td>Week of July 20, 2014</td>
</tr>
<tr>
<td>2nd Individual Milestone Meeting with Instructional Designer</td>
<td></td>
</tr>
<tr>
<td><strong>Stage 4- Evaluate</strong></td>
<td>21 Days before class start date</td>
</tr>
<tr>
<td>Course 100% complete &amp; ready for content and technical review</td>
<td>Week of August 10, 2015</td>
</tr>
<tr>
<td>3rd Individual Milestone Meeting with Instructional Designer</td>
<td></td>
</tr>
<tr>
<td><strong>Go Live!</strong></td>
<td></td>
</tr>
<tr>
<td>Course Open for to Students access 2 weeks prior to semester course start date</td>
<td>Go Live Date: August 17, 2015</td>
</tr>
<tr>
<td></td>
<td>Class Start Date: August 31, 2015</td>
</tr>
</tbody>
</table>
## ADDIE Model for Online Course Design

<table>
<thead>
<tr>
<th>Analyze</th>
<th>Design</th>
<th>Develop</th>
<th>Implement</th>
<th>Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-planning; thinking about the course</td>
<td>Design your course on paper</td>
<td>Develop course materials and assemble the course</td>
<td>Begin teaching</td>
<td>Look at the course outcomes with a critical eye</td>
</tr>
</tbody>
</table>

- Design of course
- Audience
- Goal
- Objectives
- Identify content
- Identify Environment and Delivery
- Instructional Strategies
- Assessment Strategies
- Formative Evaluation
- Constraints

- Name the learning units of Instruction
- Identify content and strategies for an individual unit of instruction
- Write instructions for the learning unit
- Name the menu items for a learning module

- Based on design phase
- Build content, assignments, assessments
- Build course structure
- Upload content

- Overview of course
- Expectations
- Initiate instruction
- Interaction
- Ask for feedback early on (formative evaluation)

- Did the students achieve expected learning outcomes?
- What have you learned?
- How can you make the course better?

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For BLACKBOARD Training Visit the [Brockport.edu/LITS](https://brockport.edu/LITS) website

### Technical Assistance and Training

**Contact:**
Learning Management Team (LMT) through the Help Desk ext. 5151 or [helpdesk@brockport.edu](mailto:helpdesk@brockport.edu)
Section 2: Communication and Social Presence
BLACKBOARD & Brockport Communication Tools

- Email
- Announcements
- Collaborate
- Tasks
- Blogs
- Wiki’s
- Discussion Board

Web 2.0 Communication Tools

1. Blogs:
   b. Google Blogger: http://blogger.google.com
   c. Tumblr: http://www.tumblr.com/ -Microblogging platform and Social Networking
   d. Social Networking Sites
   e. Facebook: http://www.facebook.com/ -General
   f. Flickr: http://www.flickr.com/- image based networking and discussion
   g. Goodreads: http://www.goodreads.com/-Library cataloging, book discussions
   h. Google+: http://plus.google.com -General
   i. Pinterest: http://pinterest.com - Online pinboard for organizing and sharing projects & ideas


2. Personal Information Management
   b. Remember the Milk: http://www.rememberthemilk.com/

3. Presentation: Video, Image, and Audio sites
   a. Jing: http://www.techsmith.com/jing/-basic tools to start sharing images and short videos of your computer screen.
   b. Camtasia Relay: http://www.techsmith.com/camtasia-relay.html -a screen recording solution that allows you to easily record and share presentations, lectures, meetings, and mobile video from virtually anywhere.
   d. VoiceThread http://voicethread.com/-audio collaboration
   e. MyBrainshark http://www.brainshark.com/mybrainshark -create, share and track online and mobile video presentations
Web 2.0 Teaching Tools

These websites are either completely free or have a free version that can be used with small groups of students.

1. VIRTUAL OFFICES- online editing and sharing of text files, spreadsheets, chats and emails, calendars, etc.
2. WORD PROCESSING / TEXT / WIKIS
   a. Google Docs: http://www.google.com/google-d-s/documents/
3. SPREADSHEETS only
   a. Google Docs: http://www.google.com/google-d-s/spreadsheets/
4. DATABASES only -
5. MAPPING
6. PICTURE TOOLS
7. BLOGS
   a. Learning Blogs - http://learnerblogs.org/ - for K-12, University students, ESL & EFL educators, and Education professionals (teachers, etc.)
8. ONLINE MEETINGS
9. ACADEMIC SEARCH


Teaching with Technology Examples & Forums

University of Michigan- http://www.crlt.umich.edu/inst/techexamples/#Webpromote
Assessing Online Team Based Learning

THINGS YOU SHOULD KNOW ABOUT...

ASSESSING ONLINE TEAM-BASED LEARNING

Scenario
Serena is taking an online course on media presentation in which students are assigned to five-member learning teams. Each team will complete a semester-long project to develop an interactive college-orientation website that educates high school students about how degree programs are structured and how to register for classes. Teams are encouraged to make their contributions lively with multimedia presentations.

The first two graded deliverables are a team contract and project outline. The contract outlines meetings, roles, deadlines, and conflict-resolution strategies. Serena volunteers for the role of facilitator, and her team meets synchronously in an online chat room to brainstorm about the outline. They decide to call their website “What in the world is Dac?” Serena encourages others to speak up about special skills they bring to the table. The team decides to begin with an area of the site dedicated to intracurricular activities, leveraging Tad’s internship experience in student life. Cindy’s ability to do simple cartooning and Devlin’s theatre background suggest that a slideshow “play” might work, where Devlin’s training can be put to good use in the voiceover. The team will depend upon Kevin, in the designer role, to draft storyboards. They will also use a critique system where each contribution is checked for effectiveness and accuracy by at least one other team member.

As teams submit their initial deliverables, the instructor asks the individual members to evaluate their own and their teammates’ contributions by completing a short comment form. Teams are encouraged to share their constructive feedback with each other. The instructor grades the work and returns it to the team. Serena’s team project, when completed, displays a slideshow of cartoons, each with its own voiceover and options for users to hear comments from students throughout the first year in college. Team members are held responsible for the quality of the actual project: the presentation and its effectiveness in helping students learn about college, as well as the group’s effectiveness in working as a team. Students are also asked to submit a summative report, which they compile together, in which they detail what worked well and could have been improved through the team-based learning process, which the instructor uses in iteratively improving this pedagogy.

What is it?
In team-based learning, students work in groups on outcome- or problem-based assignments. This approach has become an increasingly valuable methodology in higher education, particularly in online courses, where the academic and social interaction of the group can enrich a learning process that lacks a face-to-face component. Assessing the work produced by teams, however, presents a significant challenge, and this difficulty is especially prominent in online environments. Historically, instructional methods were geared toward individual learning, and assessment mechanisms—including grades and feedback—reflected this model. By contrast, in collaborative or cooperative learning environments, the instructor must assess the individual efforts of team members, the end product produced by the group, or both. In this regard, the online learning team offers faculty an opportunity to explore an iterative, process-oriented learning modality with new avenues for the incremental and asynchronous assessment of student work.

How does it work?
One approach to the assessment of online team-based learning is to design projects and activities that can accommodate both group and individual evaluation. These assessments, which could be either graded or ungraded, are most effective when they occur regularly during the development process rather than simply when the project is completed. To this end, many faculty members teaching online courses choose to “drop in” on live group or asynchronous online discussions to observe how students function as a unit. To further engage students, some instructors issue challenges in which teams compete against one another to develop or respond to exam questions. The efforts of individual team members can be tracked by using self-assessments, progress reports, or interim project deliverables. At the end of the term, students might fill in a team audit or “competency matrix” in which they respond to questions about the participation, contribution, or even attendance of the others on the team. Finally, when a complex group project is submitted for evaluation, some instructors require the inclusion of a separate report that breaks out the contributions of each team member.

Who’s doing it?
Team-based learning is increasingly common in higher education in a growing range of disciplines. In an online management course at St. Olaf College in Northfield, Minnesota, students start each class with a quiz, first taken by individuals and subsequently by teams after some deliberation. Data captured over multiple terms consistently shows that teams perform better than the highest-scoring individual in each team. Similarly, in a study of chemistry students at Cedarville University in Ohio where multiple-choice tests were taken first individually and then by the group, scores for teams were the same or higher for individuals 84 percent of
THINGS YOU SHOULD KNOW ABOUT...
ASSessing ONLINE
TEAM-BASED LEARNING

the time. Because many faculty are still new to teaching online or hybrid courses and may be inexperienced in team-based learning in those settings, some institutions have published guidelines for practice. UC Berkeley offers a resource called "Collaborative Learning: Group Work and Study Teams" that offers recommendations for the evaluation of group efforts. Similarly, the Center for Teaching Excellence at the University of Medicine and Dentistry of New Jersey provides a portal page to papers on learning team approaches called Group and Collaborative Learning. The site links to papers that discuss strategies for group learning assessment.

4 Why is it significant?
With better online tools to support team-based teaching and learning, this type of instructional methodology—which is not uncommon in face-to-face learning environments—might become more common in online instruction. Effective team-based learning provides an excellent means to develop this skill in students; for this process to be successful, the assessment component must reinforce this concept, regardless of whether students study in face-to-face or online settings.

Team-based learning is predisposed to formative assessment—among students, by their peers, and by the instructor. Students engaged in group problem-solving consider what they have learned in brainstorming sessions and later in rethinking what didn’t work well and should be revised, and this is especially true when they are collectively producing a final product. These processes can mean more structured time on-task, greater engagement in the learning process, and greater opportunity for feedback and learning. Further, team-based learning can be designed to support peer critiques, enabling comment and guidance during the early stages of student work, as well as refinement and redirection along the way. This method emphasizes education as a process as opposed to a product and supports early correction of misconceptions and an opportunity for cognitive scaffolding.

5 What are the downsides?
Students in online learning teams frequently express concern that not all members contribute equally. They see team assessments as a black box where individual efforts are averaged into a single score that each member of the team receives, regardless of their relative contributions. Some students take on the bulk of the work to ensure a quality end product, ignoring the unequal nature of this approach; other students lack the commitment or organizational skills needed to contribute successfully. Construction of effective team-based learning activities—and their timely assessment—helps learners understand the appropriate allocation of tasks, the evaluation of individual work, and the value for team members to support each other in the learning process. Online environments can be used to monitor and evaluate the various functions of a learning team: critique, coordination, review, and response, both by the instructor and by peers. While it is possible to construct team-based learning assessments that address many of these concerns, doing so can be challenging, especially for instructors accustomed to grading individual work, and might require additional time to structure a course with clear incremental or process-oriented qualitative assessments.

6 Where is it going?
Team-based learning has the potential to enhance online learning by more deeply engaging students with the content, each other, and the instructor. As Web 2.0 technologies are integrated into online classrooms, team-based learning will increasingly involve the collaborative development of complex projects, and new technologies will enable new ways to track participation and assess individual and group effort. Online applications that make it possible to determine which collaborator provided which material will make it easier for instructors to track individual effort; providing an opportunity to support students in their roles as team members. Finally, the movement toward group learning also has the potential to improve the lecture-based pedagogical model, moving toward a functioning collective of teams that study, build, and apply what they have learned. This model might give students new options to pursue learning activity beyond instructor directives, possibly independent of instructor oversight.

7 What are the implications for teaching and learning?
Because successful project-based group work often involves the incremental assessment of progress toward objectives, as well as the group’s ability to communicate well and function collectively, it supports the trend of relying less on measuring final outcomes and more on supporting the learning process. Especially in online environments, learning teams support students in engaging with content, iterating on solutions, engaging with one another, and applying the critical thinking skills and concepts taught in their courses. Online courses that follow the model of assessing individual work can devolve into a collection of students working independently, the team project is a way to break out of such silos and have meaningful, outcome-oriented interactions with fellow students. Developing and implementing a transparent assessment process that both supports and recognizes individual and group learning can generate a powerful combination of interdependency and peer cooperation. Online assessment tools that evaluate both individual and group effort support this dynamic, fostering the reliance on community that is becoming an increasingly important feature of the online academic landscape.

EDUCUSE is a nonprofit membership association created to support those who lead, manage, and use information technology to benefit higher education. A comprehensive range of resources and activities is available to all EDUCUSE members. The association’s strategic directions include focus in four areas: Teaching and Learning, Managing the Enterprise, E-Research and E-Scholarship, and the Evolving Role of IT and Leadership. For more information, visit educuse.org.

August 2010
Section 3:
Engaging Assignments and Effective Assessments
## Course Development Activity

**Sheet 2 – Learning: The Missing Link in TLT?**

Sr. Scott Simkins, NC A&T State University, simkinss@ncat.edu

<table>
<thead>
<tr>
<th>What student <em>learning objectives/outcomes</em> do you have for your course?</th>
<th>What kinds of <em>teaching pedagogies and assessment techniques</em> can be used to achieve these objectives?</th>
<th>How can you use technology <em>in combination with</em> these pedagogies and assessment techniques to achieve these learning objectives?</th>
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50 Alternatives to Lecture

Almost any activity can be designed to be carried out in some way or another for an online course. Most important is that the instructor must set up the activity with all the supporting and explanatory documentation necessary for the students to understand fully what they are to do, when, where in the course they are to do it, what is expected specifically, and how they will be evaluated. Areas in the course must be designed and set up in advance by the instructor to account for and accommodate, explain, model, and evaluate each activity. Below are some ideas to get you thinking about what is possible and how. For help implementing any of these ideas in your course, contact your assigned instructional design partner.

1. **Conduct an interview:** A formal interview consists of a series of well-chosen questions (and often a set of tasks or problems), which are designed to elicit a portrait of a student's understanding about a concept or set of related concepts. The interview may be conducted as an offline activity and videotaped or audio taped for later analysis, or online asynchronously. Online course assignments and activities can be designed to prepare interview questions either as individual or small group activities.

2. **Guest speaker:** Instructors can bring additional expertise into the "classroom" in the form of virtual guest speakers. The instructor sets up a module or section in the course for the guest speaker, sets up the activity, introduces the guest speaker, requests web access for the guest speaker, and creates the kick off document for the guest speaker to use to start the discussion or presentation. The guest then interacts in the course via the web.

3. **Student led discussion:** Often associated with 'idea circles.' These are peer-led, small group or whole class discussions of concepts fueled by single or multiple text sources. Students work together with a student leader to build abstract understandings from the facts, data, and details provided by a variety of resources. Variations include students assuming the role of the professor, asking guiding questions, & facilitating the discussion.

4. **Student summaries:** single sentence or paragraph. This simple technique challenges students to answer the questions "Who does what to whom, when, where, how, and why?" (represented by the letters WDWWWWH) about a given topic, and then to synthesize those answers into a simple informative, grammatical, and long summary sentence. Can be used as a pop quiz. See below.

5. **Pop a quiz:** These quizzes can be used as "curve busters," opportunities for students to earn extra points and improve their grades by answering questions correctly. Pop quizzes are unannounced and can be inserted at any time into any course module. A pop quiz section to each module with an explanatory document can alert students that a pop quiz might occur at any time. Information on the pop quiz aspect of the course should be clearly detailed in the course and in the module at a glance areas of module in which they are likely to occur.

6. **Direct an observation:** observations may include written field notes with detailed accounts of an event, objects or people observed. They run the gamut of disciplines from artistic to scientific observations. The observation is conducted as an offline activity (See related, Field Trip). Online course assignments and activities can be designed to prepare observation instruments either as individual or small group activities.

7. **Brainstorming:** This is a technique for generating new, useful ideas, and promoting creative thinking. It can be a very useful to help generate ideas for projects, encourage shy or reluctant students or solve problems. This can be conducted online as a small group discussion activity or with the class as a whole.

8. **Build consensus:** Students are expected to look for key themes of a given topic and post their position. Next students read others messages, look for an ideal framework and post a message supporting more than one position. In the following stage, students also post a message supporting more than one position. Finally, there is a debriefing, discussion and final evaluation. A specific example is the Jigsaw method. It is a useful for encouraging cooperation. In this technique students are arranged in "expert" groups, responsible for developing an approach to solving part of the problem. Students are then reorganized in "home" groups with one person from each of the expert groups and are expected to find an overall solution. This is then brought together by the instructor by having each group report their overall solution. This can be organized as an online activity using small groups. Careful planning, explanation, and course document set up is necessary to have this flow well and in a timely way.

9. **Buzz groups:** A group is divided into sub-groups of from 3 to 6 persons each for a brief period of time, to discuss an assigned topic or to solve a problem. A representative is sometimes selected from each sub-group to report the findings to the entire group. It allows for total participation by group members through small clusters of participants, followed by discussion of the entire group. It is used as a technique to get participation from every individual in the group. This activity is implemented online via small group discussion activities.

10. **Case Histories:** Case teaching presents authentic, concrete teaching problems for students to analyze. Teaching cases have long been a cornerstone of professional training in schools of business, law, and medicine. It provides models of how to think professionally about problems. Online case studies or histories can be set up as activities for individual or small group work.

11. **Chain story, poem, article:** The teacher begins e.g., 'One morning Ben got up & went to work.' A student is invited to continue with another sentence & so on round the class. You provide the linkers - 'and then', 'so', 'next', ...' finally;
good for conditionals. Each person adds to what the previous person told, ending on a cliff-hanger phrase such as, "but suddenly..." or "but when he opened the door he saw..." and so on -- the trick being to work the word in so that it fits the story. This works for poems, articles, and dialogue, too. This can be set up as an online activity either as a discussion with the class as a whole or in small groups. Every time a new person logs in to the course they add to the story...

12. **Chain math or science problem**: The teacher or a student poses a multi-staged problem which one student after another offers one step in its solution. This is done in small groups. Variation: students are given a list of solutions, and asked to create the problem to which it is the answer. The instructor gives guidance on what type of problem the solution is to. This can be set up as an online activity either as a written assignment with the "save for class" option and including the class as a whole or in small groups. Every time a new person logs in to the course they add a step to the solution or problem. The first person to save their response gets the credit for that level. Duplicate or concurrent respondents have to redo their response at a different level.

13. **Charts**: They can be used in a variety of ways in all disciplines, sometimes teacher-generated, other times student-generated to cover a vast array of topics. Closely related is the Categorizing Grid. Charts can be created using various software programs and attached to assignment documents for the instructor, for the class, or in small groups; both as stand-alone documents or as supportive materials to a presentation or paper.

14. **Chalkboards/Whiteboards**: Teachers or students use these to outline, summarize, and highlight concepts and information. Online these can be created in PowerPoint or other graphics programs and attached as files to assignment documents. There are also tools that can be used synchronously online specifically for this purpose that may include capture and playback options as a feature.

15. **Class created annotated bibliography**: A glossary of various types of resources for any discipline. Using the Shared References Area and form students can be directed to regularly contribute a certain number of shared references to the class. As a directed learning activity the instructor can evaluate the student on the quantity of submissions, and require that the student include a summary of the resource as well as an evaluation of the resource. There are fields on the shared references form for summary and evaluation notes and to document the type of resource.

16. **Conduct a survey**: The teacher or students devise a survey instrument to use in or outside class. One example of a teacher-created survey is the attitude survey of students, which provides valuable information on student perceptions of their online course experience, or as a mechanism to poll students on a particular course-related topic. Students can also work in small groups to design instruments that they then implement offline and return to the group or class to report on.

17. **Debate**: Informal debates encourage students to think critically about an issue or issues presented in class and allow for interactive class discussion. It is implemented by dividing students into two groups and assigning each a point of view to debate based on controversial material that had been presented in class. It is a pro-and-con discussion of a controversial issue. The objective is to convince the class (audience), rather than display skill in attacking the opponent. This can be done using the small group for preparation of the strategy of each side, and discussion areas for the actual presentation of the debate in the online course.

18. **Demonstration**: Teacher or students demonstrate a concept, procedure, or technique. This can be an online or offline activity. Online, it might be presented as a discussion with supporting documents or graphics. Offline, it might be video or audio taped to be turned into the instructor, with a section in the online course for reflections on the process. Or, a video or audiotape sent to the students by the instructor, with a section in the online course for reflections on the process.

19. **Discussion**: Lively online discussion fosters democratic participation and enhances learning. It emphasizes participation, dialogue, and two-way communication. The discussion method is one in which the instructor and a group of students consider a topic, issue, theory, or problem and exchange information, experiences, ideas, opinions, reactions, and conclusions with one another. Teaching by online discussion can be an extremely effective means of helping students apply abstract ideas and think critically about what they are learning and how to use and evaluate online and other resources to support their positions. Variation: student-led online discussions. Online discussion questions work best that are open ended and provocative. Instructors need to make sure students understand what is expected and how they will be evaluated. Students must be clear on how to take a position and support it. See related, *Questions and Answers*.

20. **Field trips**: This strategy increases motivation and highlights the application of classroom material to the real world. It is an excellent opportunity to facilitate learning outside of the online classroom in an interesting and purposeful way. Field notes, reports, inventories, and treasure hunt lists, can be developed in the online course individually or in small groups and then used in the field trip. Students can then return to the course to report on their experiences to the class or in small groups. Variation: Students can also videotape the field trip and turn it into the instructor. See related, *Direct an Observation*.

21. **Film/Video**: As an offline activity for an online course, these visual tools help build background for particular topics or motivate student reaction and analysis. They encourage the use and development of communication skills and can be used to establish a social context for English as a second language, or to provide visual "texts" for deaf students.
Film/Video/Audio etc. can be developed by the instructor and sent out to students, or in some cases students can be directed to find a particular resource at the local library or video rental store.

22. **Group activity:** There is a nearly endless list of group and collaborative activities you can do in the online classroom. The group discussion, for example, provides an opportunity for pooling of ideas, experience, and knowledge.

23. **Keep a journal:** Journal entries provide students an opportunity to make observations and reflect on their learning or development of a skill. This can be saved privately by the student and then periodically turned in to the instructor or submitted to the instructor on more regular intervals. Journaling activities can also be done in pairs or small groups with peer review intervals.

24. **Games:** They can be used to teach everything from art to zoology and are only limited by the imagination. Online or offline games can be used. Students can work individually or in small groups.

25. **Laboratory:** This is where students apply what they have learned. Labs can be set up as online experiments using simulation web sites, or software, or off line as actual experiments that the students conduct and then return to the class to report their findings. Lab packets can be sent to students including anything from seeds to sprout to a dead cat for dissection... Set up for this activity is rigorous and essential.

26. **Learning teams:** This group method encourages full participation from students in the learning process, provides shared support among students and promotes individual preparation prior to class. This can be accomplished online using the small group areas. Variations see, **Study Groups.**

27. **Maps:** Concept maps, diagrams, and maps are used to explain concepts. They can be student- or teacher-generated. They can be created in spreadsheets or other graphics software programs and attached as files to assignment documents or imported into the course for display.

28. **Memorization:** There are a variety of memory techniques that students can devise, learn about, and practice as online and off line activities. In an online course that requires memorization, the self-test is a useful study tool to help students self assess.

29. **Models:** Teaching and learning models add dimension to the learning environment even when they are abstract. In an online classroom, models can be used as examples to clarify what is expected from the student in terms of behavior, responses, quality of work, etc.

30. **News Articles:** Topical news stories are a great source of teaching material. They can raise the level of involvement and participation that the students have in the lesson. In an online class, topical news stories can be used to bring in current events or to target learning to the individual interests of students, or to target learning to timely topics. To do this in an online course where everything must be created prior to the first day of class, the structure of the course is designed in advance to explain, and accommodate timely topical new, e.g., place holder documents are created in the course in a Module called "the news room" where topical news based activities will appear as they happen in the news. Variation: Students pick a news story, item, trend, issue and follow it and post assignments related to their topic designed build expertise in the student on that topic, e.g., student becomes an expert related to the economics of South Africa, by reviewing an assigned list of periodicals for a certain period of time and completing a series of assignments designed to probe the topic, leading a small group discussion, and writing a paper to synthesize a report on the topic.

31. **Object/Object Lessons:** Activities specifically developed to target the nature of science concepts serve as object lessons that can enhance online discussions.

32. **Panels:** An online discussion among a selected group of students with an assigned leader, in front of the class that joins in later. It is used as a technique to stimulate interest and thinking, and to provoke better discussion. With set up and explanation this can be done online using online discussion. Students are broken into Groups/Panels, given a topic, and a leader is assigned. The discussion in each group is restricted to group members but members from other groups are assigned to pick other panels to follow and then at a specific time are invited to pose questions to the panel and participate in the discussion.

33. **Paradox:** It helps students move beyond either/or toward both/and thinking. A paradox presented online to a student, a small group, or to the class can be a very effective discussion starter, written assignment or small group activity to problem solved. See related, **Puzzles.**

34. **Peer Review:** Student peer review is often used to increase the amount of feedback students receive on their writing and speaking assignments, but it can be applied to a variety of activities. Variation: Peer observations are different from the peer review. You aren't asked to review, rank, or evaluate your peers, but provide formative information, to help a person improve, change, and grow as a writer. Online this can be done in assigned pairs or in small groups.

35. **Picture Studies:** Use of pictures & diagrams in the classroom. Graphics files can be imported or attached to documents in an online course by the instructor of the student to illustrate, support, document, or demonstrate.

36. **Problem Solving:** Online, students solve given or self-generated problems individually or in groups.

37. **Projects:** These can be done individually, in pairs or groups, student- or teacher designed. They can be online or offline activities. They can be posted online, to the instructor, to the class, to a small group, for evaluation, review or discussion or sent in to the instructor for evaluation, e.g., a sculpture, a video demonstrating a skill, an audiotape of a conversation in a foreign language, etc.
38. **Puzzles**: These cover all disciplines and may be verbal (written), mathematical, conceptual or concrete. A puzzle presented online to a student, a small group, or to the class can be a very effective discussion starter, written assignment, or small group activity to problem solve. See related, *Paradox*.

39. **Quiz or self-test**: Questions may be short essay, multipart, matching, multiple choice, short answer, true/false, etc.

40. **Questions and Answers**: A variation on the ancient Socratic method. This as an online activity can be done with the entire class or in pairs or groups. Student and teacher may reverse roles. See related, *Discussion*.

41. **Report**: An online report may occur in a variety of formats and may be delivered individually or as a group effort, to the entire class or to small groups, or to the instructor. The instructor must set up the location in the course for reports and clearly document, how, when, and where reports are expected.

42. **Review**: An online review may have various resources as its object such as a book, article, a performance, etc. Variation: Students can peer review each other's work.

43. **Role Playing**: The spontaneous acting out of a situation or an incident by selected members of the group. It may be used as the basis of developing clearer insights into the feelings of people and the forces in a situation, which facilitate or block good human relations. Online a role-play has documented and assigned roles, scenarios that set up the situation or incident and can be carried out in small groups. The instructor must provide very clear definition of roles, role assignment, activity set up, explanations, etc. A role-play must be carefully planned and executed in an online course for it to work. See related, *Simulation*.

44. **Skits**: Skit writing can easily be incorporated into an online classroom including science and math to make concepts and ideas come alive. A skit can also be carried out in an online classroom as an offline activity that is video taped and turned into the instructor for review and evaluation. A report /description of the skit can be submitted by the student online to the class to incorporate it as part of the online course.

45. **Simulations**: (1) Provide a way of creating a rich communicative environment (a representation of reality) where students actively become a part of some real-world system and function according to predetermined roles as members of that group. Some examples include the Analytic Memo, In Basket (Manager's Box); Committee Hearing; management lab (corporate business); treasure hunt; web quest; Sam's Café (philosophical perspectives); Point Counter Point; U.N Council Meeting; Let's Do Business! etc. Rigorous set up for this type of activity is required on the part of the instructor. Definition of roles, role assignment, and activity set up, explanations, etc., must be carefully planned and executed in an online course for this to work. See related, *Role Play*. (2) Multimedia simulations can be added to an online course to illustrate, explain, deconstruct a process, function, system, etc. Simulations can be distributed to students on CDs as accompanying materials to the course, added as objects or links to a course as presentation material, be incorporated into a course as a component of test or quiz, etc.

46. **Storytelling**: This is a powerful teaching strategy that can be used online not only in English, but also in history and any disciplines with an historical background, which includes all.

47. **Study Groups**: Students can be assigned to pairs or small groups to help each other out in the course for the entire duration of the course, or to rotate with time or change in topic. Variation see, *Learning Teams*.

48. **Symposium**: An ancient Greek instructional technique. It is a discussion in which the topic is broken into its various phases; an expert presents each part or person well informed on that particular phase, in a brief, concise speech. Online, students can perfect their phase individually or in small groups with discussion and assignments designed by the instructor or the students to perfect their brief concise "speech," and then be directed to present it to the entire class.

49. **Take a poll**: This is a quick technique that can be used to take the pulse of the class, highlight differences of opinion or interpretation, and surface assumptions. Instructors can use the test/self-test or multipart written assignment forms to create their online polls.

50. **Testimonies**: Personal testimonies bring life to any learning environment. Online self-disclosure can be easier for some with an aspect or illusion of anonymity because of the lack of face-to-face presence. Ground rules need to be set up to establish expectations for confidentiality, online courteous behavior, and respect for each other.

researched by J. Prusch and written and adapted by A.M. Pickett.
Facilitating Discourse and Interaction

Improve your Online Discussion/Interactions

An online discussion will take at least 2 weeks to fully develop. Also, keep in mind that students are told "any time, any place" and many working students logon only on weekends.

A full discussion will require at least:
1. An initial response
2. A response to someone else's response
3. Then respond to any response to their original response

It is very important that you begin the first discussion activity in your course with a document that gives instructions and explains your expectations for discussion in your course. It is also important that you include the number of responses required, any other specific requirements or expectations you may have for the activity (such as a time frame for the discussion), how you plan to evaluate discussion, what percentage of the grade their interaction in the course will be, and what constitutes an acceptable response.

Keep in mind that Online "Discussion" or interaction is not the same as traditional "class participation." Asynchronous interaction between students and with the instructor is a complex instructional interactive process that requires thought, synthesis, analysis, substantiation, critical thinking, etc. In this environment for most courses it is a primary teaching and learning tool. It must be valued accordingly.

Best Practices in Online Interaction

- Make sure your discussion/interaction is long enough. Remember that discussions usually take at least 2 weeks to fully develop.
- Require participation: specify quantity and quality of participation. The clearer you are the better. Consider providing students with a model response specifying the criteria they should use to support their opinions and responses.
- Grade participation: Be sure students are clear about the quantity and quality of participation required. Be sure to give students clear instructions on timeliness of their participation in the activity.
- Give students private feedback on their participation in your course discussion. It is important to evaluate the quality of the contributions in your course discussion and give periodic individual feedback on how they are doing in this type interaction.
- Create and provide documents in your course that specify what is due when. Module overviews, timeframes, agendas help students keep on task and working on activities as a group and ensure that participation in your activities happen smoothly.
- If you have more than one discussion item in a module, indicate the start and end dates in the document title so students will know which discussions are active and the time frame for the discussion.
- Resist the temptation to respond to every student's response. Otherwise, the discussion may become a series of dialogs between you and each student, rather than among the students.
- However, don't be absent from the discussion either. The students need to know you are there.
- Resist the temptation to be "didactic" in your own responses-- Instead of supplying the answer, guide the discussion so that the students "discuss" the answers on their own.
- Encourage students to use the subject field to describe their input. The subject should add to the context of the discussion, not just state for example, "DISCUSSION ITEM 1." Descriptive subjects add to structure and understanding of the discussion.
- Don't ask questions that are not interesting. Use open-ended questions. Your discussion starter should be posing a question that requires comprehension or synthesis of the readings / course materials, or be provocative in some way. NOT for example, "List the 5 major points of ... "
- Structure the discussion/interaction. Topics should not be too open-ended or students may lose focus. One way to structure discussion is through debates. Assigning or asking students to choose a position in advance can be helpful. Other structuring devices include - problem solving, case studies, interviews, panels, brainstorming, summaries, etc.
- Be explicit in your expectations for participation and types of acceptable responses. You may consider giving students a model, e.g., "yup, I agree" will not count.
• Know the difference between setting up an online discussion and asking students to write a short essay response to a question.
• Require a product, which is based on, or the result of discussion: A "hand-in" assignment that is based on class discussion can help students to synthesize, integrate and apply what has been discussed.
• Include ideas, and information generated in discussion/interaction on exams. This serves two purposes. It reinforces the importance of student collaboration and makes "cheating" much more difficult. If students need to participate in class discussions to answer exam questions they will be unable to simply "copy" from outside sources.
• Form Small Groups or Learning Teams. Assigning students to these (rather that allowing self selection) can help avoid logistical problems that inhibit productivity. If you do allow self-selection, establish a deadline for this process (a week to ten days) and then default to teacher assignment to the groups after the deadline. Small groups can
  o Come to a consensus
  o Develop group presentations
  o Peer review each other's work
  o Prepare for exams
  o Analyze a case study, etc.
  o Small groups are especially helpful for large classes
• Create a discussion response that calls on specific students that have not yet participated in the discussion.
• Create a discussion response that asks a specific student to clarify a point, or that asks a student to reassess a response in light of another student's response.
• Don't hesitate to call on individual students in the discussion to clarify a point, or to further substantiate their position.
• Don't hesitate to call on a student by name to ask a question. You can use this method to encourage discussion among students. For example, ask what one student thinks of another's response in light of his/her own position.
• Assign individual students the task of summarizing the discussion.
• Create a discussion response that asks a follow-up question of the group or of an individual student.
• The quickest way for you to grind a discussion to a halt is to step in and summarize or synthesize the discussion. Students will assume that since you are the instructor, a summary caps the discussion. To keep the discussion going draw attention to points that come up, refer to students' responses by name, etc., and post more questions that will encourage the students to take the discussion further. You can also call on a student by name to clarify, or probe a point.
• Employ a student-led discussion strategy where assigned students come up with critical thinking questions and are evaluated on the quality of their questions and how they facilitate the discussion. In a discussion intensive course, this strategy will help the instructor with workload.
• Establish boundaries or rules for interaction in your course. Include a document on netiquette appropriate for your course in your course information documents. Setting acceptable behavior rules for your course and making these rules explicit for your students helps set the appropriate expectations for behavior in your course.
• Be encouraging, supportive, timely, and constructive in all discussions and all evaluations of the products of discussions/interactions. Promote quality participation by publicly acknowledging it and by modeling it.

Taken from SLN 101 Course
**Assessment Resources Available for Faculty**

Links to Rubric and Assessment Examples, Tutorials, and Development Materials:

**MERLOT Pedagogy Portal - Rubrics and Grading**

To measure student performance against a set of criteria, a rubric is typically created which contains the criteria for the task and appropriate levels of performance for each criterion. Grading is the assignment of some value, either quantitative or qualitative, as a measure of student performance. The following sites will help you understand how to create rubrics and also how to grade projects using the rubrics.

[http://pedagogy.merlot.org/RubricsandGrading.html](http://pedagogy.merlot.org/RubricsandGrading.html)

Example from this site: Discussion Board Rubric

<table>
<thead>
<tr>
<th>Discussion Rubric</th>
<th>6 Points Per Box</th>
<th>3 Points Per Box</th>
<th>0 Points Per Box</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates understanding of lesson objectives through discussion of topic</td>
<td>Demonstrates understanding of lesson objectives in own words</td>
<td>Uses some original words in demonstrating understanding of lesson objectives</td>
<td>No original words used to summarize objectives, and no evidence that student understands the concepts</td>
</tr>
<tr>
<td>Reflections from clinical experience</td>
<td>Reflections from clinical experience are incorporated to demonstrate meaningful learning</td>
<td>Some reflections from clinical experience are alluded to, with some attempt at explanation</td>
<td>No explanation of relationship of article to reflections in clinical experience</td>
</tr>
<tr>
<td>Critical analysis of topic of discussion</td>
<td>Points out specific reasons why conclusions are made about the topic</td>
<td>Hints at reasons why conclusions are made about the topic</td>
<td>No explanation of reasons why conclusions are made about the topic</td>
</tr>
<tr>
<td>Visualizes application to practice</td>
<td>Outlines specific examples of opportunities to apply concepts in lesson to practice as manager</td>
<td>Outlining of examples of application to practice is vague and not clear.</td>
<td>No effort is made to show application of concepts to practice</td>
</tr>
<tr>
<td>Communicates ideas in writing both original posting and thoughtful responses.</td>
<td>Posting is focused, organized, shows depth of thinking with precise writing that clearly conveys ideas to reader.</td>
<td>Posting is somewhat unfocused and unorganized; problems conveying understanding of material and its application</td>
<td>Essay is unfocused and unorganized; does not conveying understanding of material and its application.</td>
</tr>
<tr>
<td>Responds thoughtfully and courteously to postings of course-mates.</td>
<td>Consistently responds to posts of others in a thoughtful and courteous way, and responds to most posts for the lesson within the course timeframe.</td>
<td>Responds to posts of others in a thoughtful and courteous way, and responds to some posts for the lesson within the course timeframe.</td>
<td>Does not respond to posts of others in a thoughtful and courteous way, or does not respond to any posts for the lesson within the course timeframe.</td>
</tr>
</tbody>
</table>

The Center for Excellence in Learning and Teaching (CELT) has a series of faculty presentations and materials on assessment and other teaching pedagogical strategies. These event materials can be found at on the website at [http://www.brockport.edu/celt/CELT Past Events.html](http://www.brockport.edu/celt/CELT Past Events.html)
1. The assessment of student learning begins with educational values. Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only what we choose to assess but also how we do so. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about.

2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time. Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing a diverse array of methods, including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer bases for improving our students' educational experience.

3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes. Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations -- those derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals. Where program purposes lack specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.

4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes. Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experience along the way -- about the curricula, teaching, and kind of student effort that lead to particular outcomes. Assessment can help us understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.

5. Assessment works best when it is ongoing not episodic. Assessment is a process whose power is cumulative. Though isolated, "one-shot" assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time. This may mean tracking the process of individual students, or of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester after semester. The point is to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights.

6. Assessment fosters wider improvement when representatives from across the educational community are involved. Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. Thus, while assessment efforts may start small, the aim over time is to involve people from across the educational community. Faculty play an especially important role, but assessment's questions can't be fully addressed without participation by student-affairs educators, librarians, administrators, and students. Assessment may also involve individuals from beyond the campus (alumni/ae, trustees, employers) whose experience can enrich the sense of appropriate aims and standards for learning. Thus understood, assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.
7. **Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.** Assessment recognizes the value of information in the process of improvement. But to be useful, information must be connected to issues or questions that people really care about. This implies assessment approaches that produce evidence that relevant parties will find credible, suggestive, and applicable to decisions that need to be made. It means thinking in advance about how the information will be used, and by whom. The point of assessment is not to gather data and return "results"; it is a process that starts with the questions of decision-makers, that involves them in the gathering and interpreting of data, and that informs and helps guide continuous improvement.

8. **Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.** Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision-making, and avidly sought.

9. **Through assessment, educators meet responsibilities to students and to the public.** There is a compelling public stake in education. As educators, we have a responsibility to the publics that support or depend on us to provide information about the ways in which our students meet goals and expectations. But that responsibility goes beyond the reporting of such information; our deeper obligation -- to ourselves, our students, and society -- is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement.

**Authors:** Alexander W. Astin; Trudy W. Banta; K. Patricia Cross; Elaine El-Khawas; Peter T. Ewell; Pat Hutchings; Theodore J. Marchese; Kay M. McClennen; Marcia Mentkowski; Margaret A. Miller; E. Thomas Moran; Barbara D. Wright

This document was developed under the auspices of the AAHE Assessment Forum with support from the Fund for the Improvement of Postsecondary Education with additional support for publication and dissemination from the Exxon Education Foundation. Copies may be made without restriction.
### Discussion Forum Rubric

**Student's name:**

**Module:**

<table>
<thead>
<tr>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A (90-100)</strong></td>
</tr>
<tr>
<td><strong>Outstanding</strong></td>
</tr>
<tr>
<td>Discussions incorporated at least 6-8 of the critical thinking skill areas. And, continued to broaden the discussion into other areas germane to the topic. Mastery of discussion was demonstrated.</td>
</tr>
</tbody>
</table>

### Critical Thinking Skills**

1. **Novelty**
2. Bringing outside knowledge to discussion
3. Ambiguity/clarity
4. Linkages
5. Justification
6. Critical Assessment
7. Practical Utility
8. Breadth of Understanding

<table>
<thead>
<tr>
<th>Grade/Comments</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>0</th>
</tr>
</thead>
</table>

### Content/Subject Knowledge

Initial posting & responses displayed a complete understanding of necessary knowledge areas to address & respond to the topic, including being able to relate seemingly unrelated topics which contributed to a better understanding of the topic by other participants.

<table>
<thead>
<tr>
<th>Grade/Comments</th>
<th>0</th>
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<th>0</th>
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</table>

### Coherence & Organization

Initial posting & responses were clear & concise, directly addressing the topic. in a very organized manner.

<table>
<thead>
<tr>
<th>Grade/Comments</th>
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</table>

### Participation

Numerous, early & timely postings so others could have time to read, analyze & respond. There is a high degree of engagement & responses to other postings.

<table>
<thead>
<tr>
<th>Grade/Comments</th>
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</tr>
</thead>
</table>

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**Rubric created by Arthur Graham, The College at Brockport**

**See Critical Thinking worksheet, this spreadsheet**
<table>
<thead>
<tr>
<th>Indicator</th>
<th>+</th>
<th>-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevance</td>
<td>Relevant statements</td>
<td>Irrelevant statements, diversions</td>
</tr>
<tr>
<td>Importance</td>
<td>Important points/issues</td>
<td>Unimportant, trivial points/issues</td>
</tr>
<tr>
<td>Novelty. New info, ideas, Solutions</td>
<td>New issue-related information</td>
<td>Repeating what has been said</td>
</tr>
<tr>
<td>Bringing outside knowledge/experience to address issue</td>
<td>New ideas for discussion</td>
<td>False or trivial leads</td>
</tr>
<tr>
<td></td>
<td>New solutions to issues</td>
<td>Accepting first offered solution</td>
</tr>
<tr>
<td></td>
<td>Welcoming new ideas</td>
<td>Squashing, putting down new ideas</td>
</tr>
<tr>
<td></td>
<td>Bringing new things in</td>
<td>Dragged into discussion by instructor</td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td>Ambiguities: clarified or confused</td>
<td>Clear, unambiguous statements</td>
<td>Confused statements</td>
</tr>
<tr>
<td></td>
<td>Discussed ambiguities to clear them up</td>
<td>Continues to ignore ambiguities</td>
</tr>
<tr>
<td>Linking ideas, interpretation</td>
<td>Linking facts, ideas, notions &amp; other issues</td>
<td>Repeating information without making inferences or offering an interpretation</td>
</tr>
<tr>
<td></td>
<td>Generating new data from information collected</td>
<td>Stating that one shares the ideas or opinions stated without taking these further or adding any personal comments</td>
</tr>
<tr>
<td>Justification</td>
<td>Providing proof or examples</td>
<td>Irrelevant or obscuring questions or examples</td>
</tr>
<tr>
<td></td>
<td>Justifying solutions or judgments</td>
<td>Offering judgments or solutions without explanations or justifications</td>
</tr>
<tr>
<td></td>
<td>Presenting advantages &amp; disadvantages of situations or solutions</td>
<td>Offering several solutions without suggesting which may be the most appropriate</td>
</tr>
<tr>
<td>Critical assessment</td>
<td>Critical assessment/evaluation of own or others' contributions</td>
<td>Uncritical acceptance or unreasoned rejection</td>
</tr>
<tr>
<td>Practical utility (grounding)</td>
<td>Relate possible solutions to familiar situations</td>
<td>Discuss in a vacuum (treat as if on Mars)</td>
</tr>
<tr>
<td></td>
<td>Discussed practical utility of new ideas</td>
<td>Suggested impractical solutions</td>
</tr>
<tr>
<td>Breadth of understanding (Complete Picture)</td>
<td>Widened discussion (problem within a larger perspective)</td>
<td>Narrow discussion. (Address bits or fragments of the issue)</td>
</tr>
<tr>
<td></td>
<td>Intervention strategies within a wider framework.</td>
<td>Suggest glib, partial, solutions.</td>
</tr>
</tbody>
</table>

Section 4: Course Rubric and Evaluation
### Open SUNY COTE Quality Course Review

<table>
<thead>
<tr>
<th>QUALITY INDICATOR</th>
<th>Review</th>
<th>Sufficiently Present</th>
<th>Minor Enhancement</th>
<th>Major Enhancement</th>
<th>Needs Refresh</th>
<th>Not Applicable</th>
<th>ACTION PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course includes Welcome and Getting Started content.</td>
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</tr>
<tr>
<td>2</td>
<td>Course design includes a Course Information area that deconstructs the syllabus for students in a clear and navigable way (for instance, one page with anchor hyperlinks and an included PDF).</td>
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<tr>
<td>3</td>
<td>Course includes relevant campus policies on plagiarism, computer use, student grievances, accommodating disabilities, etc. Course provides access to campus and Open SUNY resources including Technical Help and Tutoring.</td>
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<tr>
<td>4</td>
<td>Course provides a variety of course-specific resources, contact information for instructor, department, and program.</td>
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<tr>
<td>5</td>
<td>Course incorporates an orientation module specific to the course designed to prepare the student with skills necessary to be successful in the course.</td>
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<tr>
<td>6</td>
<td>Course information identifies and clearly delineates the role the online environment will play in the total course (ie blended, fully online). Appropriate methods and devices for accessing and participating in the course are communicated (mobile, publisher websites, secure content, pop-ups, browser issue, microphone, webcam). Course provides access to extensive information about being an online learner.</td>
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<tr>
<td>7</td>
<td>Requisite skills for using the tools required by the course are clearly stated and supported with resources. Technical skills required for participation in course learning activities scaffold in a timely manner.</td>
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<td>8</td>
<td>Students have an opportunity to get to know the instructor and each other in the course. Course contains ice breaking activities intended to build a sense of class community, support open communication, and establish trust.(for example, Bulletin Board, Meet Your Classmates, Ask a Question discussion forums).</td>
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<td>9</td>
<td>Grading policies and consequences of late submissions are clearly stated in the course information area or syllabus.</td>
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<td>10</td>
<td>The course sets the expectation for timely and regular feedback from the instructor.</td>
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<tr>
<td>11</td>
<td>Expectations for interaction are clearly stated (i.e., netiquette, grade weighting, models/examples, and timing and frequency of contributions).</td>
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<tr>
<td>12</td>
<td>Course is organized in a logical way based on the syllabus and is easy to navigate.</td>
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<tr>
<td>QUALITY INDICATOR</td>
<td>ACTION PLAN</td>
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<tr>
<td>13 Course objectives are clearly defined, measurable and aligned to student learning outcomes. Learning activities are mapped to the learning outcomes.</td>
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<tr>
<td>14 Course activity instructions are provided and well written and used consistently throughout the course.</td>
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<tr>
<td>15 Course offers access to a variety of engaging internal and external resources that support course content. Course uses a variety of technology tools (multimedia) to appropriately facilitate communication, collaboration, deliver content and support learning objectives. Course provides a variety of visual, textual, kinesthetic and/or auditory (multimedia) activities to enhance student learning, engagement, and accessibility.</td>
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<tr>
<td>16 Course offers opportunities for interaction, collaboration, and communication, i.e., student to student, student to instructor, student to content. Course learning activities provide students with the opportunity for group work and collaboration. Students are provided with the opportunity to contribute teaching presence in the course - the opportunity to learn from each other.</td>
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<tr>
<td>17 Course provides students multiple modalities to contribute to learning activities, interactions, and collaborations. Course provides students choices on how to demonstrate their learning (if appropriate).</td>
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<tr>
<td>18 Course provides multiple activities for students to develop critical thinking and problem-solving skills. The course includes activities such as experiential learning, case studies, and problem-based activities that emulate real world applications of the discipline. Students have multiple opportunities to make their thinking and learning visible.</td>
<td></td>
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<tr>
<td>19 Course learning activities provide students with the opportunity to share resources. Students are encouraged to inject knowledge from diverse sources of information in their course interactions. The course includes the opportunity to contribute to a shared course knowledge base if appropriate (e.g., Diigo, shared resources/references).</td>
<td></td>
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<td>20 Student assessment strategies are clearly stated, consistent with course learning objectives, and student learning outcomes. Required learning activities have companion assessments for students to demonstrate comprehension, completion, or mastery of the assignment given (e.g., course provides opportunities for feedback or recommendations to promote active learning, or enables student reflection and metacognition).</td>
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<td>QUALITY INDICATOR</td>
<td>Sufficiently Present</td>
<td>Minor Enhancement</td>
<td>Major Enhancement</td>
<td>Needs Refresh</td>
<td>Not Applicable</td>
<td>ACTION PLAN</td>
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<td>The course structure includes adequate and appropriate methods and procedures to assess students’ mastery of content.</td>
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<td>21 Students have opportunities to peer evaluate and/or assess their own learning throughout the course (i.e., pre-tests, self-tests, reflective assignments, etc.)</td>
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<td>22 The course contains mechanisms to provide timely feedback, evaluation, or assessment that assist students to improve their performance (as examples - use of Discussion Post ratings, automated self-tests, module grades).</td>
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<td>23 Opportunities are present in the course for students to review, remediate and retest to achieve learning outcomes.</td>
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<td>24 Ongoing varied and frequent assessments are conducted throughout the course to inform instruction throughout the term.</td>
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<td>25 Course uses the grade book to encourage students to monitor their own progress.</td>
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<td>26 Summative assessments are designed to address a range of achievement levels (e.g., rubrics) Standards for grading have been clearly articulated (rubrics, exemplary work)</td>
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<td>27 Students have multiple opportunities to provide descriptive feedback on course design, course content, and course experience. Students have multiple opportunities to provide descriptive feedback on ease of online technology and accessibility of course.</td>
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<td>28 Basic ADA accessibility is addressed - i.e. ALT tags (alternative text for images) are present for all images in this course, and videos and narrated presentations are properly scripted or captioned to meet this standard.</td>
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<td>29 Consistency in design, look and feel, to present and communicate course information clearly throughout the course. All web pages are visually and functionally consistent throughout the course.</td>
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Adapted from “Rubric for Online Instruction” by California State University, Chico. Available under a Creative Commons Attribution (CC-BY) 3.0 License

http://www.csuchico.edu/ltp/resources/rubric/rubric.pdf

We suggest a full review of all ADA compliance standards in this course to ensure universal access for all students. A more comprehensive review rubric for all ADA compliance standards is currently in development for SUNY courses and will be made available to your campus when complete. More information is available here:

http://commons.suny.edu/fact2onlineaccessibility/
http://accessproject.colostate.edu/udl/
http://ncdae.org/resources/cheatsheets/