

TRANSFORMING YOUR FACE-TO-FACE COURSE INTO AN ONLINE OR HYBRID COURSE

March 27, 2013

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Outline

Overview of shift to online teaching & learning

Course design standards of quality

MSU's OCIA course design model:

- Orientation, Content, Interaction, Assessment

Accessibility & Copyright

Montclair State University Launches First Fully Online Master's Degree Programs

Applications now being accepted for Spring 2013



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July 31
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Montclair State will offer two popular master's degree programs in a fully online format beginning in 2013: the MA in Child Advocacy and Policy (CHAD) and the MA in Educational Leadership (TELAD). Both programs are now accepting applications for the spring term.

<http://www.montclair.edu/online>

Course Definitions at MSU

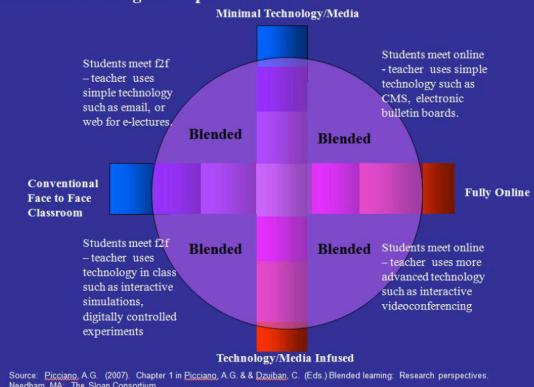
Face-to-Face Course: Course sessions occur in the traditional classroom environment, on campus or at satellite locations, during required face-to-face meeting times. The Internet and other technology may be used for supplemental course content and activities.

Hybrid Course: Online activities replace some portion of the traditional face-to-face class meeting time. Students are required to attend on-campus meetings and to spend a substantial amount of time online. The online portion of the course can be asynchronous or synchronous.

Online Course: The course occurs in an online environment. Students are not required to be present on campus or elsewhere to meet with classmates or their instructor, but some courses may require synchronous (simultaneous) online meetings.

As defined by the ATC and approved by the University Senate.

Blended Learning Conceptualization



Teaching online – what changes?

•Design (iterative process)

- =Identifying outcomes and creating assessments
- =Replacing f2f lectures with appropriate online interactions and activities
- =Adapting and developing materials for the online environment
- =Developing a cohesive and organized online presence and community
- =Learning to use and feel comfortable with the online tools

•Teaching

- =Keeping students engaged
- =Keeping students on track
- =Managing workload

What do Online Students Expect?

- Excellent **quality** online instruction
- **Clearly** defined student assignments
- Faculty **responsive** to student needs
- **Timely feedback** from faculty about student progress

National Online Learners Priorities Report (2011)



Photo credit: Flickr user zachlein / Creative Commons licensed

What do the best ONLINE teachers do?




eLearning Pedagogy Faculty Learning Community (FLC) at Middle Tennessee State University

Bain, K. (2004). *What the Best College Teachers Do*. Brinkhurst, T. M., Fisher, L. S., Gardner, J. G., Raffo, D. M., & Woodard, J. B. (2011). *What the best online teachers should do*. MERLOT Journal of Online Learning and Teaching, 7(4). Retrieved from http://jot.merlot.org/vol7/iss4/brinkhurst_1211.htm

General Categories of What the Best Teachers Do (after Bain, 2004) with Examples and Behaviors Specific to Online Teaching

| |
|--|
| (1) Fostering student engagement |
| <ul style="list-style-type: none"> • Create a community of learners • Foster student-to-faculty and student-to-student interaction • Judicious and strategic use of humor • Creative and engaging use of videos, chats, podcasts, wikis, and discussion forums • Use blogs to facilitate reflective thinking, collaborative learning, and knowledge construction |
| (2) Stimulating intellectual development |
| <ul style="list-style-type: none"> • Create natural critical learning environments • Generate provocative acts, questions, statements • Reflect on students' inaccurate and incomplete preconceptions or mental models • Use technology to create engaging and authentic content |
| (3) Building rapport with students |
| <ul style="list-style-type: none"> • Understand one's student population and determine the amount of help needed • Let students get to know their teacher • Use introductory video or other self-disclosure resources • Keep written records of communication that include relevant student information • Be flexible with deadlines and due dates • Provide individualized feedback on assignments and activities |

(Brinkhurst, Fisher, Gardner, Raffo and Woodard, 2011)

Course Design Standards

The Quality Matters Rubric includes eight general standards:

1. Course Overview and Introduction
2. Learning Objectives (Competencies)
3. Assessment and Measurement
4. Instructional Materials
5. Learner Interaction and Engagement
6. Course Technology
7. Learner Support
8. Accessibility

<http://www.qmprogram.org/rubric>



Course Design Standards

ROI: Rubric for Online Instruction by California State University, Chico <http://www.csuchico.edu/celt/roi/>

| | |
|---|--|
| Learner Support & Resource | Online Organization & Design |
| Course contains extensive information about being an online learner and links to campus resources. It also provides a variety of course-specific resources, contact information. More | Course is well-organized and easy to navigate. Students can clearly understand all components and structure of the course. The syllabus identifies.. More |
| Instructional Design & Delivery | Assessment & Evaluation of Student Learning |
| Course offers ample opportunities for interaction and communication student to student, student to instructor and student to content. Goals are clearly defined and aligned. More | Course has multiple timely and appropriate activities to assess student readiness for course content and mode of delivery. Learning objectives, instruct.. More |
| Innovative Teaching with Technology | Faculty Use of Student Feedback |
| Course uses a variety of technology tools to appropriately facilitate communication and learning. New teaching methods are applied and innovative enhance. More | Instructor offers multiple opportunities for students to give feedback on course content. Instructor offers multiple opportunities for students to give feedback on.. More |

DESIGNING A LEARNING ENVIRONMENT

The diagram illustrates the three pillars of effective learning environment design, as proposed by Anderson, Rourke, Garrison, and Archer (2001) and Moore (1989):

- COGNITIVE PRESENCE** (Knowledge-Centred): Focuses on the exchange of information and ideas, and the resulting sense of presence.
- SOCIAL PRESENCE** (Learner-Centred): Focuses on the social interactions and relationships between learners and the instructor.
- INTERACTION** (Assessment-Centred): Focuses on the interaction between learners and the learning environment, including the use of various technologies and media.

The diagram shows these three components as overlapping circles, indicating their interconnected nature. The background features a circular path with labels: "Authentic Assessment", "Motivations, Goals, Objectives", "Teaching Presence", "Interaction with Peers", "Learning", "Interaction with Content", "Selecting Content", "Setting Climate", "Supporting Discourse", "Authentic Assessment", and "Authentic Activities".

(Anderson, Rourke, Garrison, & Archer, 2001; Moore, 1989)

MSU's Course Design Model

```

graph TD
    O((Orientation)) --- C((Content))
    O --- I((Interaction))
    O --- A((Assessment))
    C --- I
    C --- A
    I --- A
  
```

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Welcome

Welcome to the Sample101 Course

Course Title:

This course will help you understand concepts and process related to ... The list below highlights the learning goals for this course. Within each module, you will be presented learning units that contain material that covers the required topics associated with the learning objectives of the unit.

- List Learning Goal 1 here
- List Learning Goal 2 here
- List Learning Goal 3 here

In order for you to complete the course, it is required that you complete all of the learning units listed below.....

Learning Units

- Learning Unit 1:
- Learning Unit 2:
- Learning Unit 3:
- Learning Unit 4:
- Learning Unit 5:
- Learning Unit 6:
- Learning Unit 7:

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Home Courses Community Content Collection System Admin WebMail Sprague Library Career Center iTunes U Blackboard Help

Demefack Course Template Learning Units

Where Do I Begin?

Below are folders that represent learning units containing subject matter covering topics on... Every learning unit needs to be completed in sequential order before you can move forward. Please click the folder with the learning unit title to access the activity.

- Learning Unit 1: Title**
- Learning Unit 2: Title**
- Learning Unit 3: Title**
- Learning Unit 4: Title**

Learning Units

- One week of learning activities contains all the elements a student needs to achieve the learning outcomes.
- Guides learners through a sequence but flexible in supporting students' preferences
- Contains Learning Objectives, Unit Requirements, Perspective, Subject Content, Interaction, and Assessment.
- Offers consistency between courses

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Demefack Course Template Learning Unit 1: Title

Learning Objectives

By the end of this learning unit, you will be able to:

- Learning Objective 1
- Learning Objective 2

Reading

Read and consider the questions posed in the "Perspective" section below.

- Complete the readings and PowerPoint slides listed below. (Due by Wednesday, prior to participating in discussion forums)
- Participate in the discussion forum. See full instructions below. (Due by Sunday)
- Participate in the discussion forum. See full instructions below. (Due by Sunday)
- Complete the assignment described below in the "Unit 1 Assignment" section. (Due by Sunday)

Perspective

- Questions to consider
- Problem-based scenarios
- Role-playing in real-world situations with problems/case studies

Subject Content

- A. Readings
- B. Readings including book/chapter(s), websites, journal articles, etc. here.
- C. Exercises

Content integrating simulations, cases, inductive reasoning exercises, interactive decision trees, etc., that provides the building blocks for your students to begin construct their knowledge in this subject area.

Interaction

Discussion Topic/Question:

The "Interaction" section above links to the course discussion board (also included in the left navigation bar). You may also choose to set up groups and have students use discussion boards limited to the small teams of students.

Unit 1 Assignment

Assessment is an opportunity for the student to demonstrate that they have achieved the objectives you challenged them to master.

Begin with the objective, determine the best way for the student to demonstrate that he/she has achieved the objectives, assume that any evaluation you give is "open book", and develop assessments where the "open book" factor doesn't

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Demefack Course Template Learning Unit 1: Title

Orientation

Learning Objectives

By the end of this learning unit, you will be able to:

- Learning Objective 1
- Learning Objective 2

Reading

Read and consider the questions posed in the "Perspective" section below.

- Complete the readings and PowerPoint slides listed below. (Due by Wednesday, prior to participating in discussion forums)
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Perspective

- Questions to consider
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- Role-playing in real-world situations with problems/case studies

Content

Subject Content

- A. Readings
- B. Readings including book/chapter(s), websites, journal articles, etc. here.
- C. Exercises

Content integrating simulations, cases, inductive reasoning exercises, interactive decision trees, etc., that provides the building blocks for your students to begin construct their knowledge in this subject area.

Interaction

Discussion Topic/Question:

The "Interaction" section above links to the course discussion board (also included in the left navigation bar). You may also choose to set up groups and have students use discussion boards limited to the small teams of students.

Assessment

Assessment is an opportunity for the student to demonstrate that they have achieved the objectives you challenged them to master.

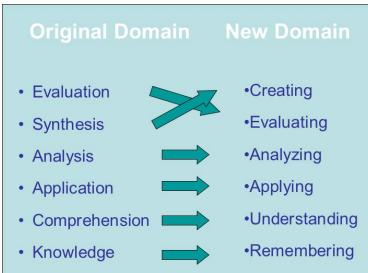
Begin with the objective, determine the best way for the student to demonstrate that he/she has achieved the objectives, assume that any evaluation you give is "open book", and develop assessments where the "open book" factor doesn't

The screenshot shows the Montclair State University Blackboard interface. On the left, there's a sidebar with links like Home, Courses, Community, Content Collection, System Admin, WebMall, Sprague Library, Career Center, iTunes U, and Blackboard Help. The main content area is titled "Learning Unit 1: Title". It contains several sections: "Orientation" (with a red box around it), "Requirements", "Perspective" (with a red box around it), "Subject Content", "Interaction", and "Unit 1 Assignment". Each section has a brief description and some bullet points.

Unit Learning Objectives

- What will students be able to do by the end of the learning unit?
- Do the unit objectives match what students actually do?
- Are the objectives measurable?
- Do objectives build up, increasing in difficulty and complexity?
- Is the number of learning objectives manageable from a student perspective?

Bloom's Taxonomy



http://projects.coe.uga.edu/epltt/index.php?title=Bloom%27s_Taxonomy

Active verbs developed based on Bloom's Taxonomy

| Knowledge | Understand | Apply | Analyze | Evaluate | Create |
|-----------|---------------|-------------|---------------|--------------|-------------|
| define | explain | solve | analyze | reframe | design |
| identify | describe | apply | compare | criticize | compose |
| describe | interpret | illustrate | classify | evaluate | create |
| label | paraphrase | modify | contrast | order | plan |
| list | summarize | use | distinguish | appraise | combine |
| name | classify | calculate | infer | judge | invent |
| state | compare | change | separate | support | hypothesize |
| match | differentiate | choose | select | compare | substitute |
| recognize | discuss | demonstrate | categorize | decide | write |
| select | distinguish | discover | connect | discriminate | compile |
| examine | extend | experiment | differentiate | recommend | construct |
| locate | predict | relate | discriminate | summarize | develop |
| memorize | associate | show | assess | choose | generalize |
| quote | contrast | sketch | divide | convince | integrate |
| recall | convert | complete | order | defend | modify |
| reproduce | demonstrate | construct | point out | estimate | organize |
| tabulate | estimate | dramatize | subdivide | find errors | prepare |
| tell | express | interpret | survey | grade | produce |
| copy | Identify | Manipulate | advertise | measure | rearrange |
| discover | indicate | Paint | appraise | predict | rewrite |
| duplicate | Infer | Prepare | Break down | rank | role-play |
| enumerate | relate | produce | | | |

WEB 2.0 APPS TO SUPPORT BLOOM'S REVISED TAXONOMY ASSEMBLED BY KATHY SCHROCK



<http://www.schrockguide.net/bloomin-apps.html>

Requirements

- Provide a brief overview of what the student will be doing in the learning unit.
- Clarify what is required vs. optional.
- Include specific due dates and times for all assignments, (for example, Thursday, February 14 at 11:59pm EST/EDT).
- Consider student response time so that students can benefit from other students' feedback.

Requirements: Example

Unit 1 Requirements

- A. Consider the questions posed in the "Perspective" section below.
- B. Complete the readings listed below. (Due by 11:59pm Wednesday, prior to participating in discussion forums)
- C. Participate in the group based discussion forum. (Due by 12 noon, Sunday)
- D. Introduce yourself through the Cyber Cafe. (Due by 12 noon, Sunday)

Perspective

- Help build relevant connections with students' prior knowledge, personal lives, work, experience, and expectations.
- Use problem-based scenarios relevant to the unit subject to encourage students to think about solutions.
- Share other relevant links, ideas that connect to the unit's material.

Perspective: Example

Perspective

The issue of religion in the schools is a political one. Most districts choose to avoid the situation altogether by ensuring that religious holidays are devoid of any reference. Few school districts are willing to entertain any controversy regarding religion in the school. However, notwithstanding such trepidation, the Lemon Test gives clear guidance on how the cultural context of religion can be presented within the public school context. Please review your district board of education policies and think about how or if your district acknowledges religious holidays and events. Has your district become more or less conservative regarding its approach to the religious holidays?

Questions to Think About:

- If a principal hired a kindergarten teacher who was also a nun, could that teacher wear her religious garb when teaching in the public school context? Why?
- If a teacher has a religious faith which requires him/her to pray every day at 11:00 a.m., is the district required to arrange his/her schedule so that he/she is free to pray every day at 11:00 a.m.?

Perspective: Example

Perspective
CMPTS80 Unit 1 Perspective on Computer Performance
by: demefackr



Download a transcript of this movie here: CMPTS80_Unit1_Perspective_Transcript.rtf

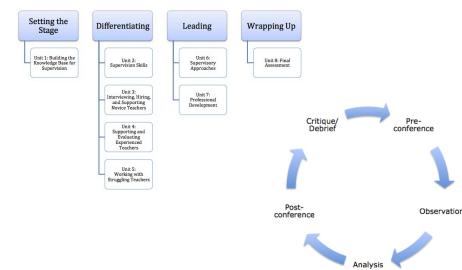
Content

- Identify content that best aligns to your objectives.
- Use a variety of sources such as readings, multimedia, animations, screen captures, simulations, cases, inductive reasoning exercises, audio recordings, and interactive decision trees.
- Integrate user-generated content.
- Consider integrating textbook publisher provided materials.
- Ensure materials are accessible & copyright is clear.

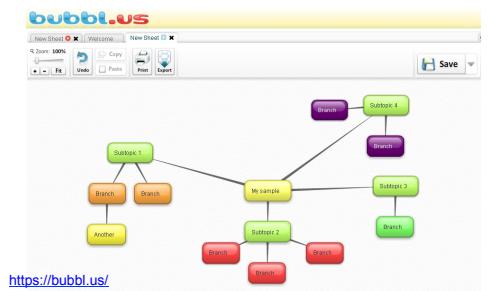
Content: Presentation Tools

- Diagrams (Microsoft Office SmartArt)
- Mind Mapping Tools: [Bubbl.us](#)
- Annotated materials (screen shots, PDFs, documents)
- Narrated presentations/screen capture/audio only:
 - Camtasia Relay: <http://www.techsmith.com/camtasia-relay.html>
 - NJVID: <http://www.njvid.net/>
 - iTunes U: <http://www.apple.com/education/itunes-u/>
- Blackboard Collaborate
- Podcasts: Wimba, podomatic
- SoftChalk: <http://softchalk.com/>
- Xtranormal
- Prezi

Diagrams



Mind Mapping: Bubbl.us



Camtasia Relay & NJVID



Screen: www.screenr.com

Camtasia Relay: <http://www.techsmith.com/camtasia-relay.html>

Camtasia Relay & iTunes U



Bb Collaborate



Podcasts

Two screenshots of podcast platforms. The left one is from Podomatic.com, showing a landing page with the text "Minicasts are easier!". The right one is from Wimba.com, showing a product page for "Wimba_voice" with a "Create Broadcast" button.

<http://www.podomatic.com>

http://www.wimba.com/products/wimba_voice

SoftChalk

A screenshot of the SoftChalk platform. It shows a course structure with sections like "Unit 3: Online Instruction and Interaction", "1 Introduction to Online Instructional Strategies", and "2. Gagné's Nine Events of Instruction". There are also links for "Edit Page" and "View Page".

<http://softchalk.com/>

Xtranormal

A screenshot of the Xtranormal platform. It shows a video player with a thumbnail for "WHAT IS CANCER AND WHAT CAUSES IT?", created by "HALABYR" on "JULY 31, 2012". The video duration is "1 MIN 29 SECS". There are also sections for "General Audiences" and "Dr. Habiby BSC 47N Course Introductory Movie".

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

Welcome to the Chad510 Online Course

Culturally Competent Practice in Child Advocacy

This course provides students with an understanding of multicultural issues that may impact the child welfare field. To achieve this goal, important concepts in the area of racial, ethnic and cultural diversity will be addressed. Additionally, how such issues interact and may impact the child welfare field will also be discussed. The course will involve Power-point and video-clip presentations, assigned readings, online discussions, papers and exams. Participation is therefore required and expected.

You will be expected to achieve at least four goals through this course:

- Goal 1: Increase your awareness of concepts and issues discussed in the diversity and multicultural field.
- Goal 2: Increase your sensitivity to how assumptions, beliefs and conclusions about others may be inaccurate and possibly perceived as offensive.
- Goal 3: Increase your understanding of how issues of difference and diversity may impact the child welfare field and
- Goal 4: Increase self-awareness, cultural competence and acceptance of difference.

Prezi

A screenshot of the Prezi platform. It shows a presentation slide titled "2012 Election" with a ribbon for "OBAMA" and "ROMNEY". The main content area features a stylized graphic of the White House with arrows pointing to "Barack Obama", "The Speeches", "Electoral Vote", and "Ability to Change Our Country".

<http://prezi.com/>

Announcements

Unit 2 Reminders
Posted on: Friday, October 12, 2012
Dear all,

There is some very interesting dialogue happening in the group discussions this week! We encourage you to join in your group's discussion, if you haven't already, in order to truly benefit from the diverse experience that your group members bring to the topic of online teaching management. As in Unit 1, we hope to see a summary of your conversation posted to the course blog.

If you'd like a copy of the MSU Blackboard course template, introduced in this unit, please email us and we can copy it for your personal use. This is a great way to experiment with the ideas introduced in this course.

Best regards,
Caroline & Jinxia

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Learning Unit 1: Title

Learning Objectives
By the end of this learning unit, you will be able to:
• Learning Objective 1
• Learning Objective 2

Requirements
A. Read and consider the questions posed in the "Perspective" section below.
B. Complete the readings and PowerPoint slides listed below. (Due by Wednesday, prior to participating in discussion forums)
C. Complete the assignments listed below. (Due by Saturday)
D. Participate in the discussion forum. See full instructions below. (Due by Sunday)
E. Complete the assignment described below in the "Unit 1 Assignment" section. (Due by Sunday)

Perspective
• Questions to consider
• Problem-based scenarios
• Role-playing in real-world situations with problems/case studies

Subject Content
A. Readings
B. Videos
C. Exercises
C. Online Interacting simulations, cases, inductive reasoning exercises, interactive decision trees, etc., that provides the building blocks for your students to begin construct their knowledge in this subject area.

Interaction
Discussion Topic/Question:
The following links lead to the course discussion board (also included in the "Requirements" section). You may also choose to set up groups and have students use discussion boards limited to the small teams of students.

Unit 1 Assignment
Assessment is an opportunity for the student to demonstrate that they have achieved the objectives you challenged them to master.
Begin with the objective, determine the best way for the student to demonstrate that he/she has achieved the objectives, and then provide the student with the assignment.

**"No interaction"
equals
"no learning"**

(Gunawardena, 1995)

Importance of Social, Interactive Learning

- Online learning should facilitate interaction
- Social, interactive learning is vital to cognitive development
- Higher-order learning originates and develops as interaction is built and enhanced
- Interaction types essential in online courses (Moore, 1989):
 - Learner-content
 - Learner-instructor
 - Learner-learner
 - Learner-self (Soo & Bonk, 1998)
- There is a strong relationship between interaction, social presence and learning (Anderson, et al, 2001).



Interaction

- Offer opportunities for students to interact with the content, each other, and yourself.
- Use instructional strategies and activities that promote active learning and facilitate students' interaction with the content and each other.
- Facilitate a social learning community.
- Consider team based learning.
- Incorporate technology based tools that support interaction.
- Clearly state the instructor's plan for providing feedback on assignments.

Interaction Tools in LMS



Discussion Example

Unit 1 Discussion

- In small groups, respond to the following Discussion Forum question:
- Pursuant to the Courts' decision in Punxsutawney, what are the legal and financial implications for school districts?
- Comment on at least two of your classmates' posts.
- The group leader will then post a summary of the group discussion on the course-wide Discussion Forum.

Cyber Cafe

The screenshot shows the course navigation menu on the left with options like Home, Courses, Community, Content Collection, System Admin, WebMail, Sprague Library, and Career Center. The main area is titled "Forum: Cyber Cafe". It displays a single thread titled "Introduce Yourself" posted by an anonymous user at 8/4/11 10:37 AM. There are "Thread Actions" and "Delete" buttons for this thread.

Teamwork

- Design and facilitate group work
- Design small groups for online interaction (discussion boards, wikis, blogs, etc.).
- Assign roles for each member in each group.
- Require discussion summaries -- knowledge creation process.
- Use other course activities such as: peer review activities, collaborative projects, simulations, and role-playing.



Blog Example

The screenshot shows a blog entry titled "Unit 1: CEO Introductory Speech" with a "Create Blog Entry" button. The entry content is about being the recently hired Chief Executive Officer of an arts organization and giving an introductory speech. It includes a "View Drafts" link and a sidebar with "About this Blog" (Carolyn Demefack), "More Blogs" (Alana, Carolyn Demefack), and "Index".

Wiki Example

The screenshot shows a wiki page titled "Professional Development Models" with a "Create Wiki Page" button. It contains sections for "Articles" (Peer Coaching, Professional Development Models) and "Videos" (TEDxManhattan_Les Foltis - Peer Coaching). A sidebar on the right shows "My Contribution" and "About This Wiki".

Instructor: Carolyn Demefack

Class Day/Time: Online

Office Location: UN5100

Virtual Office Hours: Tuesdays 2-4pm via BB IM (alternative meeting time available upon request)

The screenshot shows a Blackboard IM window for Carolyn Demefack. It displays her availability status and a message from Gouqiang Cui. The message reads: "Gouqiang Cui appears to be offline. (9:49 am) Carolyn Demefack Welcome to our course! Can you tell me a little about your goals for this class? Gouqiang Cui".

Learning Objectives

By the end of this learning unit, you will be able to:

- Learning Objective 1
- Learning Objective 2

Requirements

A. Read and consider the questions posed in the "Perspective" section below.

B. Complete the readings and PowerPoint slides listed below. (Due by Wednesday, prior to participating in discussion forums)

C. Complete the assignment described below. (Due by Friday)

D. Participate in the discussion forum. See full instructions below. (Due by Sunday)

E. Complete the assignment described below in the "Unit 1 Assignment" section. (Due by Sunday)

Perspective

-Questions to consider
-Problem-based scenarios
-Role-playing in real-world situations with problems/case studies

Subject Content

A. Readings
-Readings (including book/chapter(s), websites, journal articles, etc. here.)
B. Videos
C. Exercises
-Complete engaging simulations, cases, inductive reasoning exercises, interactive decision trees, etc., that provides the building blocks for your students to begin construct their knowledge in this subject area.

Unit 1 Assignment

Assessment is an opportunity for the student to demonstrate that they have achieved what is expected of them to master.

Begin with the objective, determine the best way for the student to demonstrate that he/she has achieved the objectives, assume that any evaluation you give is "open book", and develop assessments where the "open book" factor doesn't.

Online Assessment Tips

- Allow students to demonstrate that they have achieved the objectives you challenged them to master in multiple, varied ways.
- Provide meaningful feedback.
- Vary the types of assessment tools.
- Encourage students to measure their own progress.
- Provide grading rubrics.



Communicate Expectations

- Provide clear due dates and specific times online assessments will be available.
- Let students know when and how they will receive feedback.
- Clarify graded vs. ungraded work.
- Send out announcements to remind students of deadlines and expectations for assignments.
- Show how assignment parts relate to the final grade.
- Be flexible.

Evaluation and Grading

Grading and Evaluation Overview

Your final grade will be based on the following:

1. **Discussion Board:** 100 points each unit, average = 20% of your grade
2. **Group Wiki:** 100 points each = 20% of your grade
3. **Multi-Cultural Interview Write-up:** 100 points = 40% of your grade
4. **Journal:** up to 100 points for the total number of journals submitted for the course = 20% of your grade

Grading Rubrics

Attached Files: [CHADS10 Journal Rubric.doc](#) (36.5 KB) [CHADS10 Wiki Rubric.docx](#) (16.326 KB)
[CHADS10 Discussion Rubric.docx](#) (16.396 KB)

Here are the grading rubrics for your participation in the Discussion Forums, journals, and group wikis.

Blackboard online Discussion Evaluation Rubric

| Evaluation Categories | Criteria | | | | | |
|---|--|---|---|--|---|--|
| | Strong | Proficient | Satisfactory | Weak | Unacceptable | Score |
| I. Participation in Discussion | Provides comments and new information that are appropriate and relevant to the discussion. Interacts with a variety of participants, demonstrating thoughtful responses, and thoughtful responses, and thoughtful responses. | Provides comments and some new information that are appropriate and relevant to the discussion. Interacts with a variety of participants, demonstrating thoughtful responses, and thoughtful responses. | Provides minimal comments and some new information. Interacts with a few participants. Demonstrates limited participation in the discussion or contributes minimal comments, and thoughtful responses. | Provides minimal comments and some new information. Interacts with a few participants. Demonstrates limited participation in the discussion or contributes minimal comments, and thoughtful responses. | Does not enter the discussion | |
| II. Content and Focus | Strong 20 | Proficient 15 | Satisfactory 12 | Weak 10 | Unacceptable 5 | Score |
| | Postings are accurate, original and relevant to the discussion. They sell on something new. They raise new questions and ideas. They stimulate discussion. They raise a variety of people's interest. They provide thoughtful responses to the topic as evidenced by thoughtful responses. | Makes significant contributions to the discussion. Revise adequate responses. They provide evidence of thoughtful responses. They provide follow up evidence of thoughtful responses. | Postings consist largely of responses to other participants' experiences. Revise a few responses. They provide evidence of thoughtful responses. They provide follow up evidence of thoughtful responses. | Takes little to no relevance to the participants' experiences. Revise a few responses. They provide evidence of thoughtful responses. They provide follow up evidence of thoughtful responses. | Does not add to the discussion but may contribute to the overall aspect of the course | |
| III. Critical Thinking Evidenced by posting | Strong 20 | Proficient 15 | Satisfactory 12 | Weak 10 | Unacceptable 5 | Score |
| | Utilize a critical analysis of existing information to make original interpretations to any existing idea. | Agree or disagree with others' postings. They provide limited information (e.g. text readings, resources). | Agree or disagree with others' postings. They provide limited information (e.g. text readings, resources). | Provides no evidence of critical thinking. They provide no evidence of critical thinking. | Does not enter the discussion | |
| IV. Skilled Communication | Strong 20 | Proficient 15 | Satisfactory 12 | Weak 10 | Unacceptable 5 | Score |
| | Highly skilled presentation of ideas. They clearly communicate expectations for this level of student work. No spelling errors, punctuation errors, or grammar noted. | Explicitly presents ideas. They clearly communicate expectations for this level of student work. Some spelling errors, punctuation errors, or grammar noted. | Able to present ideas. Communicate expectations for this level of student work. Some spelling errors, punctuation errors, or grammar noted. | Limited ability to convey ideas. Communicate expectations for this level of student work. Many spelling errors, punctuation, and grammar errors. | Does no write responses | |
| Additional Comments | | | | | | Final Score: Total Rubric: 200 points |

Accessibility & Copyright

What is Accessible Design?

Accessible course design allows students of various abilities to access course materials and components without the need for assistance or modification.

Web accessibility means that people with disabilities can perceive, understand, navigate, and interact with the Web, and that they can contribute to the Web. (W3C)

Accessible course design includes anything used to facilitate a course, including: PowerPoint slides, videos, textbooks, articles, evaluation tools, blogs, chats, etc.

Key Design Recommendations

- Videos and audio clips need to include captions.
- Audio files need to include text transcripts.
- Images need alternative text or descriptions (e.g. "alt")
- Color should not be used to convey important information.
- Tables should include row and column headers.

Accessibility Resources

- Accessibility and Usability at Penn State: <http://accessibility.psu.edu/>
- CAST is a nonprofit research and development organization that works to expand learning opportunities for all individuals, especially those with disabilities, through Universal Design for Learning: <http://www.cast.org/>
 - UDL Guidelines Checklist: <http://udlonline.cast.org/guidelines>
- Disability Resource Center: <http://www.montclair.edu/drc/>
- Disabilities, Opportunities, Internetworking, and Technology (DO-IT) Center promotes the success of individuals with disabilities in postsecondary education and careers, using technology as an empowering tool: <http://www.washington.edu/doit/>
- The Faculty Room is a space for faculty and administrators at postsecondary institutions to learn about how to create classroom environments and academic activities that maximize the learning of all students, including those with disabilities: <http://www.washington.edu/doit/Faculty/>

Accessibility Resources

- GRADE project at Georgia Tech with tutorials on how to make e-learning accessible for individuals with disabilities: <http://www.accessiblelearning.net/>
- How to create accessible documents: http://bit.ly/profhacker_accessibledocs
- Web Accessibility in Mind (WebAIM) has a great resources tab with many how-to's, accessibility checklists, and Web Accessibility Evaluation Tool (WAVE): <http://webaim.org/>
- Web Accessibility for Online Learning: How-to Guide for Creating Accessible Online Learning Content: <http://projectone.connect.org/>
- World Wide Web Consortium (W3C) Web Accessibility Initiative. Available online: www.w3.org

Copyright Guidelines

What is copyright?

- Copyright protects certain kinds of "original works of authorship" -- whether published or unpublished. Copyright grants the author of the work the legal right to determine how or whether the work will be reproduced, distributed, displayed, or performed, as well as the right to produce derivative works based on the original.
- Copyright guidelines and resources may be found on the library website: <http://www.montclair.edu/library/services/copyright-intellectual-property-resources/>

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