

MINNESOTA STATE UNIVERSITY MOORHEAD

The Online Instructor's Guide: Course Development & Facilitation

for online, hybrid, & technology-enhanced courses



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SECTION I: Planning and Preparation

Overview

The *Online Instructor's Guide: Course Development & Facilitation* serves as a reference guide for MSUM instructors developing online courses. While the guide focuses primarily on online courses, many of the guiding principles can be used by instructors while developing hybrid and technology-enhanced courses as well. This guide is not intended to be all-encompassing, but rather one of many tools available to help instructors think intentionally about their course design. Developing and facilitating online courses is different than the process for face-to-face courses; much more time is generally required upfront in online course development as the materials need to be in place prior to the actual course start date. This guide is intended to help you consider the many steps in the development process.

In addition to using this guide to support course design, the Instructional Technology Services (ITS) team of instructional technologists and instructional designers strongly encourages all instructors to take part in an online course or workshop as a student – having walked a mile in the online student's shoes can powerfully inform the perspective of an online instructor. Multiple online workshops exist on the topic of online teaching & learning and online course development; taking a course in this subject can strengthen your knowledge on the topic through both the subject matter examination and the experiential learning opportunity. Contact ITS if you would like recommendations.

“Shopping List” for Course Development

Before delving into creating the actual course components, it is helpful to gather the necessary resources and create a development plan to ensure you understand all of the elements that will be required to make the course development process a success. This shopping list should help you think about the resources you'll need.

- **Build a development timeline.**
 - Set a target end date.
 - Set progress benchmarks at regular intervals before the targeted end date.

When will this course be taught? It is ideal to have at least one semester to create an online course from conceptualization to completion. All course components should be completed and ready BEFORE the course starts – ideally well before the course starts so you can review and so students may be allowed in the virtual classroom a few days early to explore and familiarize them with the course structure.

- **Storyboard the course.**

Get a **big picture** idea of what you want your course to be. In general terms (don't get lost in the details yet): What will the course “look” like? Where should students be by the end of the course? What major topics will be covered? What learning materials will be presented? What technologies and media will be needed? Start thinking of the key elements you will need to consider.

➤ **Gather the appropriate course design tools.**

In addition to the Quality Matters Workbook, ITS has made available a Course Design Checklist and an Accessibility Checklist. [Copies are available on the ITS website.](#)

➤ **Get instructional design support.**

The instructional technology team has been trained in Quality Matters – instructional design principles related directly to designing online courses. Schedule a consultation to review course design plans. Get a copy of the Quality Matters Workbook (copies available upon request from ITS). Know who your support people are on campus, and use them!

➤ **Gather the appropriate instructional technologies resources.**

What technologies will be needed to design and deliver the course? Plan ahead; don't wait for the last minute to learn what technologies are available and how to use them. [Know what technologies are available](#) and who your support people are on campus – and use them!

➤ **Get technical training if needed.**

Take advantage of the instructional technology training staff – listen to pointers they can offer on best practices for using the instructional technologies, along with the technical support they provide.

Principles of Course Design

Before starting your course development, it is helpful to have a foundational understanding of instructional design to help you create a purposeful learning experience. Course design is a cyclical process for which many models exist, including **ADDIE** (Analysis, Design, Development, Implementation, Evaluation), **SAM** (Successive Approximation Model), and **Backward Design**. The advantage of employing one of these models is that they provide a research-driven and systematic approach to designing instruction. This guide will focus on course design using the Backward Design¹ approach.

Backward Design – The Basics

What is Backward Design?

"To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now that the steps you take are always in the right direction." (Covey, p. 98)

Essentially, Backward Design means to begin with the end in mind. Using Backward Design, objectives are set before a course and its components are designed. Following formulation of the course-level and unit-level objectives, the course assessments are designed, and then finally the course content. The idea is that if you ultimately know what you want students to take away from your course, you can better design the

¹ There are many approaches to and philosophies of design within the world of instruction. Backward Design is a method of instructional design that originates from a large framework of instructional philosophy called Understanding by Design (UbD), an instructional design method introduced by Grant Wiggins and Jay McTighe, prominent leaders in educational consulting.

components of the course that will get them to that point, like giving your students a compass and a map to reach their destination.

The main principles of Backward Design can be captured in three central ideas (Wiggins & McTighe):

- **Stage 1: Identify Desired Results**
 - Where do I want students to be by the end of the course?
 - To answer this question, you can look to your learning objectives (the final destination).
- **Stage 2: Determine Acceptable Evidence**
 - How will we know they've gotten there?
 - Using assessments that align with your learning objectives will help to put students on the right track.
 - Using rubrics helps you to determine if the students are achieving the objectives you are intending students to meet.
- **Stage 3: Plan Learning Experiences and Instruction**
 - How can I help them get there?
 - What "modes of transportation" or learning activities makes most sense to get students to the desired destination?

What Does Backward Design mean for me?

Backward Design helps create order and purpose to course activities.

Backward Design is a great tool for building online courses (face to face courses as well!). Knowing the final outcome you want students to achieve helps to guide you through your entire course development. In the online classroom organization and explicitness is a must; Backward Design can help you achieve those goals by making sure each activity is tied to the desired final outcome.

It also provides transparency for students - in your final product (the course) they get to see what they should be learning, how the information they are reading and watching is relevant to their learning, and how the activities and assessments are helping them to achieve the goals of the course, connecting their learning to the course content.

See [Recommended Resources](#) for additional information on Backward Design.

Quality Matters (QM™)

What is Quality Matters?

Quality Matters is a program that provides educational organizations with the tools for evaluating the design (not teaching) of online and blended courses. The following excerpt was taken directly from the [Quality Matters website](#):

*The **Quality Matters (QM) Program** is a nationally recognized, faculty-centered, peer review process designed to certify the quality of online courses and online components. Colleges and universities across and beyond the U.S. use the tools in developing, maintaining and reviewing their online courses and in training their faculty.*

*The **QM Process** for continuous improvement is the framework for quality assurance efforts in online learning and provides effective professional development for faculty making the transition into distance education.²*

*The **Quality Matters Rubric** has become the most widely used set of standards for the design of online and blended courses at the college level. Today, more than 700 colleges and universities subscribe to the non-profit Quality Matters Program.*

The Quality Matters Rubric is a set of 8 general standards and 41 specific standards used to evaluate the design of online and blended courses. The Rubric is complete with annotations that explain the application of the standards and the relationship among them. A scoring system and set of online tools facilitate the evaluation by a team of reviewers.³

In many ways, Quality Matters (QM) compliments the Backward Design method of instructional design as one of the main focal points of QM is learning objectives – in fact most of a QM review will hinge upon if you have successfully written measurable, learner-centered objectives, and then based the course materials and activities around achievement of those objectives. This is a concept QM refers to as Alignment.

Achieve alignment in a Quality Matters (QM) review.

Backward Design can help you to achieve alignment among the critical elements in your course. The objectives, assessments, and learning activities are deliberately connected. As you build each piece of your course upon the previous, you naturally progress toward full alignment.

What is QM Alignment?

From the QM website: Critical course components - Learning Objectives, Assessment and Measurement, Resources and Materials, Learner Engagement, and Course Technology - work together to ensure that students achieve the desired learning outcomes. When aligned, each of these course components is directly tied to and supports the learning objectives.⁴

In a QM Review, certain parts of a course (the critical components listed above) are examined to make sure they bring each other into line, assuring each part is relevant to helping students achieve the objectives of the course. If one of those parts is not considered "in alignment" the course will not be considered to have met the standard(s) of the review. Using Backward Design to thoughtfully construct your course can help ensure you are aligning the "critical components" of your course.

See the **Annotations** within the QM Rubric Workbook to find out exactly how each critical component should align with the next.

Accessibility and QM

Quality Matters also helps us to consider the accessibility of a course's design. Making a course accessible is not an option, but rather a must – it is the law, and simply the right thing to do. Standard 8 in the QM Rubric

² About the Program, *Quality Matters Program*. Retrieved February 25, 2014, <https://www.qualitymatters.org/higher-education-program>

³ Higher Ed Program Rubric, *Quality Matters Program*. Retrieved February 25, 2014, <https://www.qualitymatters.org/rubric>

⁴ What is Alignment? *Quality Matters Program*. Retrieved February 10, 2014, <http://www.qmprogram.org/rubric>

expects that a course will “demonstrate a commitment to accessibility for all students... [incorporating] the principles of Universal Design for Learning (UDL) and is consistent with Web Content Accessibility Guidelines (WCAG).” (*Quality Matters™ Rubric Workbook for Higher Education*, 2011). Specifically, the standard looks for the use of accessible technologies, guidance for students on obtaining accommodation, use of transcripts or closed captioning, readable and non-distracting course design, and course materials that accommodate the use of assistive technologies. See the annotations in the Workbook for examples of how you might achieve these results. Also, ITS has created an [Accessibility Checklist](#) to which you can refer as you develop your course materials.

How can we use QM at MSUM?

The Rubric focuses heavily on the alignment of learning objectives, assessments, and instructional materials in the course design as well as the clarity of all information provided in the course. The Rubric can serve as a guide as you develop a course. However, QM can be employed in varied ways, such as:

- Use the QM Rubric to do informal reviews of your courses to identify opportunities for improving course design.
 - *If you don't already have one, be sure to contact ITS to receive a copy of the Quality Matters Workbook.*
- Submit your course for a formal QM Review to receive QM Certification.
 - *[Formal QM reviews in Minnesota](#) are coordinated through [MOQI](#). (You will need to work with ITS and the campus QM Institutional Representative for help in arranging your review.)*
- Take QM workshops as professional development in online course design and facilitation.
 - *Online workshops are available [through MOQI](#) or directly [through QM](#). (Contact ITS and the campus QM Institutional Representative to get information on assistance paying for this PD.)*
- Become a Peer Reviewer and serve on a formal peer review team.
 - *Learn more about [peer review opportunities](#) on the MOQI website.*

MOQI (Minnesota Online Quality Initiative)

In Minnesota we have a unique partnership with Quality Matters. Our QM program is managed through an organizing body called MOQI – Minnesota Online Quality Initiative. MSUM is a member of MOQI, along with numerous other MnSCU campuses, the U of M System, and the Minnesota Department of Education. You can [learn more about MOQI](#) on their web site. You are also encouraged to contact [ITS and the campus QM Institutional Representative](#) with questions about MOQI or Quality Matters.

Key Elements in Your Course

Before you work through the three stages of course development, it may be helpful to conceptualize your course by understanding and identifying some of the key elements that will be needed in your course. These key elements may influence how you think about presenting your course objectives and materials to your students.

Course Components	Key Design Elements
Initial Support	<ul style="list-style-type: none"> • Welcome & introductory email sent to students 1 week prior to course start date • Course opens one week early to allow perusal • Orientation activities
Course Information	<ul style="list-style-type: none"> • Structure and flow of Content • Course Calendar includes all activities and due dates • Syllabus information • Semester-long activities explained • Special instructions provided for third-party software
Building Community	<ul style="list-style-type: none"> • Introductions discussion thread for students and instructor • Open discussion forum(s) (i.e. “Raise your hand” or “Ask the class/instructor”) provide space for communication not related to a specific assignment/activity • Announcements posted regularly in News
Content Presentation	<ul style="list-style-type: none"> • Includes personal commentary from the instructor (written, video, and/or audio) • Goes above and beyond reading assignments – illustrates course topics, makes relevant to life beyond the books • Incorporates personality of instructor • More conversational than formal • Written for the Web – incorporates headers and chunking • Anticipates where students may struggle and provides support (in text or FAQ) • Appropriate use of media • Keeps accessibility and UDL in mind
Activities	<ul style="list-style-type: none"> • Linked to learning objectives • Build from concept knowledge to practice, application, and analysis • Discussion encourages synthesis • Discussion follow-up encourages reflection • Quizzes used for reinforcement of concepts and auto-grading of homework

SECTION II: The Course Development Process

When ready to begin creating and compiling materials for your course, work through Stages 1-3 of the development process. Be sure to keep handy your instructional design resources: the Course Design Checklist, the Accessibility Checklist, and the QM Workbook to help guide you.

Stage 1: Identify Desired Results

It's now time to write the objectives you will use to set the framework for your course. Begin by writing the course-level objectives, and then proceed to the unit-level objectives. Thinking in terms of Backward Design, where do you want your students to be by the end of the course?

Objectives are *the most critical element* in the course design process. They provide the foundation and infrastructure to guide the development of assessments, learning activities and learning resources.

Resources for guiding the course development process use the terms goals, objectives, and outcomes, sometimes interchangeably. Generally speaking, however, goals seem to be the broadly defined statements that provide direction for defining specific and measurable objectives, which result in student learning outcomes. For our purposes here, we will be focusing on course-level and unit-level objectives in the course development process.

What is an objective?

An objective is a statement that describes what students are expected to be able to know, do, think, or feel upon completion of a course. Objectives must be clearly defined, student-centered, measurable, and achievable.

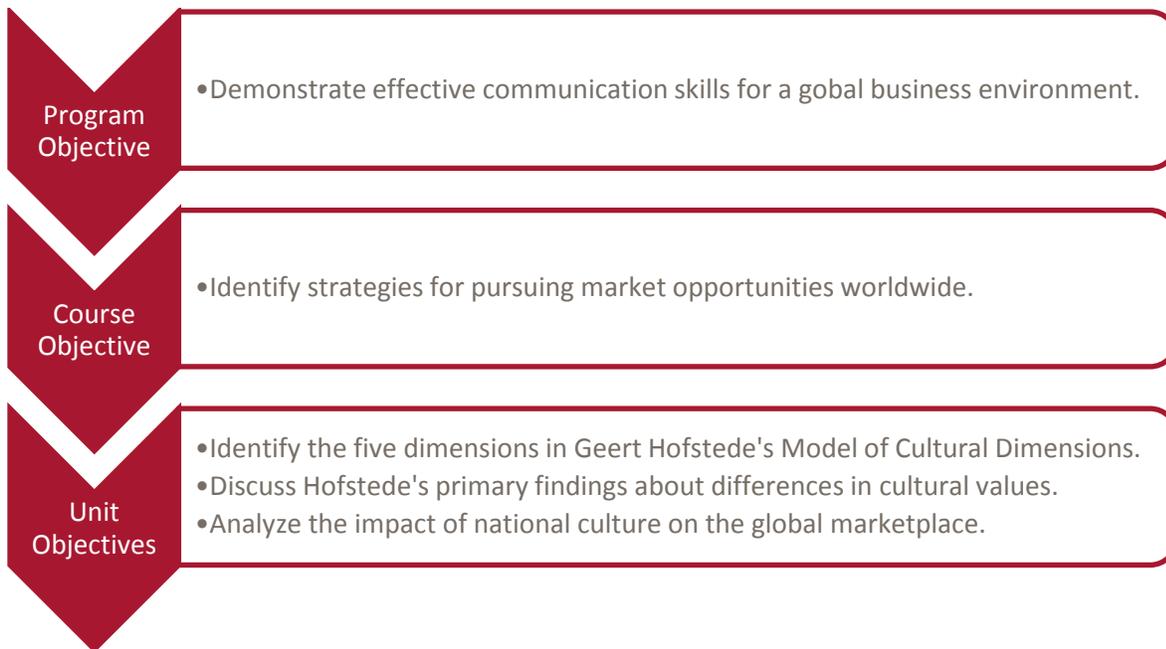
What's the difference between a course-level and a unit-level objective?

The basic difference is *scope*: course-level objectives are simply broader than unit-level objectives.

Course objectives are the overall outcomes you want students to take away from the course. In designing course objectives, ask yourself: what are the enduring ideas I want students to remember when this course is over (or in two, three, or four years from now)? These outcomes are generally related to the core values or skills of your specific discipline. Unit objectives are smaller, more specific outcomes that, collectively, will help students to achieve the overarching course objectives. While both sets of objectives need to be written in measurable terms, unit objectives are often more precise, measuring competencies in a specific task or skill.

Example of Objectives:

This example drills down from a program-level objective to specific unit objectives focusing on the concept of communication in the global business environment to illustrate the narrowing scope that emerges as you drill down through the various levels.



The program objective here is very broad and will impact all areas of preparing students to succeed in the global business environment. In this case, we drill down to focus more specifically on how to pursue the global business opportunities. Relating to this course-level objective, there are a number of concepts that are related including, political/legal issues, economic conditions, cultural factors, etc. Finally, we focus specifically at the unit level on cultural factors to be considered in the communication process that takes place while pursuing market opportunities worldwide.

Why are objectives important in the course development process?

In the example above, we turned key concepts into measurable learning objectives. These objectives will guide us to develop assessments, learning activities, and instructional materials that are aligned. For example, Unit Objective 1 above indicates that students will be able to “identify the five dimensions in Geert Hofstede’s Model of Cultural Dimensions.” The verb to identify guides us to an assessment that requires students to recall information. A quiz question or short answer question are appropriate assessments for this objective. The second unit objective, however, indicates that students will be able to “discuss Hofstede’s primary findings about differences in cultural values.” A discussion activity or essay would be appropriate assessments for this objective.⁵

⁵ Bloom’s Taxonomy of Cognitive Levels, developed by Benjamin Bloom in 1956, identifies appropriate assessments based on the various levels within the cognitive (knowledge) learning domain. Bloom also identified two other domains for learning, affective (attitude) and psychomotor (skills). Taxonomies for these domains have also been developed since Bloom’s original taxonomy was developed.

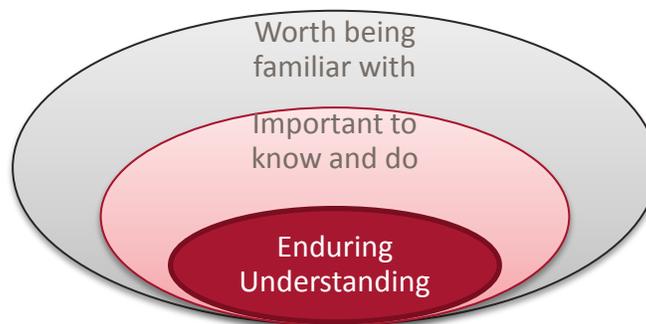
How do I identify objectives?

The easiest way to identify objectives is to crack open the textbook and see what's listed there. Is that the best strategy? Probably not, but it shouldn't be completely discounted. Textbook objectives can provide some of the learning objectives for your course. But in order to determine what to keep and what to throw out the window, you need to have a guide for determining what is most important. While we would all like to believe our students remember every bit of information that came up in our courses, the reality is that much of the information is lost after time. So a good place to start when identifying learning objectives is to ask this question:

"What are the key concepts my students should remember from this course?"

Once you answer that question, you can take those concepts and convert them into course objectives by identifying what your students should be able to know about and do with these key concepts. From there, you can drill down and generate specific unit learning objectives.

In their book, *Understanding by Design*, Grant Wiggins and Jay McTighe provide a Venn diagram guide for prioritizing learning objectives as part of the Backward Design model of course development (2005).



Those items placed in the smallest circle (Enduring Understanding) are your course-level objectives – the most important concepts that students should take away from the learning experience. They are the foundational “must know” pieces students will take away from the course.

The second circle (Important to know and do) provides support to achieve the enduring understanding of the major concepts and are, therefore, the unit-level objectives. They are the “need to know” pieces.

The last circle (Worth being familiar with) allows for you to identify some of the concepts and information that are related to the main course objectives and worth of mention throughout the course but may not be important enough for assessment. These can be considered the “nice to know” pieces.

How should objectives be written?

No matter if the learning objective is at the course level or the unit level, there are certain criteria to follow in writing the objective.

➤ **Is the learning objective measurable?**

Meaning: Use action verbs, such as "identify" or "evaluate" or "apply".

While course-level objectives are meant to be broader than unit-level objectives, it's still important to ensure they are measurable; it is best to **avoid** verbs that are difficult to assess such as to *know*, *understand*, *appreciate*, and *familiarize* whenever possible as they are very difficult to measure.

➤ **Does the learning objective utilize an effective action verb that targets the desired level of performance?**

➤ **Is the learning objective student-centered?**

Meaning: Written in a way describing what the student will be able to do, not what the instructor will do in the course...i.e. "Following this unit, the student will be able to..."

➤ **Does the learning objective target one specific aspect of expected performance?**

➤ **Is the learning objective written in terms of observable, behavioral outcomes?**

➤ **Does the unit objective stem from a course objective?**

Verb List

The following table breaks down the levels of understanding based on each domain of learning (as defined by Bloom's Taxonomy) and into the various levels within those domains. The "Relevant Verbs" column provides a list of appropriate verbs that can be used when writing learning objectives to correspond with the appropriate level of understanding you want your student to achieve.

Domain	Emphasis	Relevant Verbs
Cognitive	Knowledge	Recall, identify, recognize, acquire, distinguish, state, define, name, list, label, reproduce, order
Cognitive	Comprehension	Translate, extrapolate, convert, interpret, abstract, transform, select, indicate, illustrate, represent, formulate, explain, classify, comprehend
Cognitive	Application	Apply, sequence, carry out, solve, prepare, operate, generalize, plan, repair, explain, predict, demonstrate, instruct, compute, use, perform, implement, employ, solve
Cognitive	Analysis	Analyze, estimate, compare, observe, detect, classify, discover, discriminate, explore, distinguish, catalog, investigate, breakdown, order, determine, differentiate, dissect, contrast, examine, interpret
Cognitive	Synthesis	Write, plan, integrate, formulate, propose, specify, produce, organize, theorize, design, build, systematize, combine, summarize, restate, argue, discuss, derive, relate, generalize, conclude, produce
Cognitive	Evaluation	Evaluate, verify, assess, test, judge, rank, measure, appraise, select, check, judge, justify, evaluate, determine, support, defend, criticize, weigh, assess
Affective		Agree, avoid, support, participate, cooperate, praise, help, offer, join
Psychomotor		Adjust, repair, taste, bend, measure, perform, operate, use, move

Once you've determined the objectives students should be meeting in your course, it becomes much easier to tailor your assessments and activities to help students meet the desired outcome.

Bloom's Taxonomy

Bloom's taxonomy provides us a formula for thinking about instructional design, i.e., objectives, class activities, and assessments. Using Bloom's Taxonomy to design our courses does the following:

It informs the **students**:

- what they should study
- how they will be assessed

It guides the **instructor**:

- in assessment strategies
- in teaching strategies

It tells the **instructor** (and **accreditation agencies**):

- if teaching strategies worked
- if assessment strategies worked

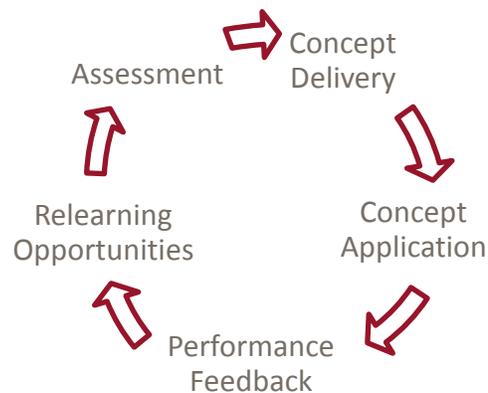
See [Recommended Resources](#) for additional information on Learning Objectives and Bloom's Taxonomy.

Stage 2: Determine Acceptable Evidence

It's now time to create the assessments you will use to measure the outcome of the learning objectives.

How will you know students have arrived at the intended destination? Using assessments that align with (and directly measure) your learning objectives will help you know if your students have arrived. Creating multiple opportunities to assess the students throughout the course will help you know if your students are on the right track to that final destination.

Designed purposefully, online assessment becomes a teaching tool and not strictly an evaluation mechanism. Strategically, assessments should be designed as part of the learning cycle process.



Types of Assessment

Learning is often a cumulative process. Punctuating your course with multiple assessment opportunities with feedback provides you the ability to gauge your students' learning progression and students with opportunities for re-learning and re-applying, building toward mastery of the learning objectives. An optimal strategy is to build in a variety of assessment techniques

Formative assessments provide the instructor and students with regular feedback on mastery of course module objectives. As an instructor, you can use the results to refine your instruction – intervene and redirect learning as appropriate. Students can use the results to identify areas for further study. These assessments are generally “lower-stakes”, such as **discussion posts, reflections, quizzes, simulations, and short answer questions, self and peer evaluations.**

Summative assessments provide results that can be used to assign grades and make summary conclusions about course-level objective mastery. The goal is not diagnostic feedback, such as with formative assessments, but rather accountability. These assessments are generally “higher-stakes” and occur at the end of a learning unit. Examples include **midterm and final exams, essays, research papers, simulations, projects, portfolios, presentations, case studies.**

It is often helpful to **benchmark** larger project or research type assessments throughout the course. Having various components due at regular intervals during the course helps keep students on track time and content-wise. This also provides peer-review opportunities for students

Fixed-choice assessments where students select answer options or recall information can be helpful to test knowledge and lower-order skills and reinforce basic concepts. This may include multiple-choice, true-false, fill-in-the-blank, and matching type activities. They can enable students to evaluate their own progress through the course materials, but should serve as a small component of your overall assessment strategy. You may even consider incorporate some of these as optional, practice opportunities. In this model quizzes and become more of a learning opportunity rather than students viewing them as a punitive measure.

If you choose to incorporate fixed-choice assessments into your formative or summative assessments, there are several things to keep in mind:

- Consider these online quizzes as open-book. Unless you intend to proctor the exam, it is difficult to prevent students from opening their text or another browser window to look up answers.
- If you have a timed test, keep the window of time the quiz is open narrow enough that students do not have time to look up every answer.
- If the assessment is to be summative, design the questions so they must apply the knowledge in order to select the correct answer.
- If possible, have the quiz open over the period of two or three days to allow schedule flexibility – one of the most attractive qualities of an online course.
- You can create a large pool of questions and draw randomly from that pool so that not all students are asked the exact same questions, in the exact same order. (Answer options can also be randomized.)
- Some textbook publishers have ready-made test banks that can be imported directly into D2L.

Rubrics

Rubrics can be used to outline criteria for discussions, case studies, essays, course projects, and other assignments and activities. Rubrics help you determine if students are achieving the objectives you are intending them to meet in particular assessments. Rubrics also assist you, as the instructor, acting as a scoring guide when evaluating papers or projects - you will know implicitly what makes a good final product, and why, and thus how to 'grade' each student's assignment in a consistent manner. When students receive the rubric before beginning an assignment, they understand how they will be evaluated and can prepare accordingly. The rubric can then provide scaffolding to improve the quality of the student's work.

Advantages to using rubrics:

- Instructors can increase the quality of their direct instruction by providing focus, emphasis, and attention to particular details as a model for students.
- Students have explicit guidelines regarding instructor expectations. Explicit directions and clear expectations are especially necessary in an online class.
- Students can use rubrics as a tool to develop their abilities.
- Instructors can reuse rubrics for various activities. Once a rubric is created, it can be used for a variety of activities and across courses. An established rubric can be used or slightly modified and applied to many different types of assignments.

[Sample rubrics](#) are available for your reference; feel free to use and modify. [Online rubric-making tools](#) are also available.

Stage 3: Plan the Learning Experiences and Instruction

It's now time to design, create, and compile the materials and activities for the students in your course.

How can you help your students achieve enduring understanding of the course subject? What are the maps, tools, and interactions students will need to successfully navigate through the assessments? What "modes of transportation" or learning activities makes most sense to get students to the desired destination?

The activities and learning materials in your course should help students build a framework for understand the course concepts. Ultimately they ensure students will be successful in the course assessments. If you have already defined the learning objectives and created assessments to measure those objectives, the activities and materials are the resources students use to work through those assessments and ultimately achieve the objectives.

Often online courses are heavily text-based. What does this diagram mean for how we should approach online course design in terms of the learning materials and activities?

The research findings of [William Glasser](#) suggest that we remember:



You may choose to write or record your own course materials. You may choose to incorporate the works of others (videos, articles, texts, webpages, guest experts). Much of the course material you select may be text-based or perhaps you will incorporate a lot of multimedia, such as video. The type and variety of material is important, but what you have your students do with that material is paramount. Will they simply read/watch, or will they also reflect? Will they discuss? Will they experiment? Will they analyze? They must engage.

Student Engagement

Ultimately, how much students take away from the course, will depend upon how much they have engaged in the course. While they must be motivated to take on the learning challenges presented to them, it is also incumbent upon you, as the course designer, to create an environment of engagement. There are three main capacities for student engagement in the course. The degree to which students participate in each of the three capacities varies from course to course, but each should be considered in your course design.

1. **Student – Content**

Students can engage with the content of the course in many ways including (but not limited to) reading, researching, reflecting, completing assignments, and watching videos.

2. **Student – Student**

Students can engage with each other in multiple ways such as group work/collaboration, class discussions, peer reviews, and informal exchanges (chats, emails, discussions, etc.).

3. **Student - Instructor**

Students can engage with the instructor through many means, such as discussions, online office hours, and feedback received on assignments.

UDL: Universal Design for Learning

Universal Design for Learning (UDL) is a framework for guiding the development of flexible learning environments to accommodate for differences in individual learning. The intention of UDL is to increase access to learning by reducing physical, cognitive, intellectual, and organizational barriers to learning. UDL is related to Accessibility in that they share the goal of expanding access to learning for all. While accessibility is concerned mostly with providing fair and equal access to education no matter the physical differences in learners, UDL goes further by also addressing variability in learning of all learners.

UDL calls for courses to be developed using three core principles:

1. ***Provide multiple means of representation*** to give learners various ways of acquiring information and knowledge. Provide multiple, varied examples to your students.
(Supports [recognition learning](#).)
2. ***Provide multiple means of expression*** to offer learners more than one way to demonstrate what they know. Use more than one form of assessment and allow opportunities for practice and feedback.
(Supports [strategic learning](#).)
3. ***Provide multiple means of engagement*** to tap into learners' interests, challenge them appropriately, and motivate them to learn. Present the course concepts in more than one way.
(Supports [affective learning](#).)

As you create the learning activities for your course, consider presenting course concepts and assessments in varied ways to reach learners who process and express information in different ways. Efforts made toward following UDL principles often reinforce efforts for making courses accessible.

More information on UDL is available in this [online learning module](#).

Learning Materials (Student-Content Engagement)

In a sense, in the online classroom, you are a curator of content for your subject matter. You must find the best sources of information related to your course and make that available to your students. The result is often a combination of external sources of information (such as field experts, textbook publishers, researchers, organizations) and internal sources (you). The delivery of the course concepts can be done using multiple mechanisms: textbooks, documents, articles, videos, audio clips, links to web pages, PowerPoint presentations ... etcetera, etcetera, etcetera.

Instructor Created Content – Instructor Commentary

As a subject matter expert you may deem it appropriate to create some of your own resources to include in the course. An effective way is through ***instructor commentary*** – this can be done by text, audio/video, or a combination of the two. Used effectively, the instructor commentary is not just a rehash or summarization of what students have already read in the assigned text (or other readings), but rather the value-added piece you bring as the expert. This is your opportunity to bring context to the content, drawing upon real-world examples (some may even be from your own experiences) and illustrating what the concepts being covered in a particular unit mean.

The instructor commentary can be presented to students via text through such tools as HTML documents, PDF, Word documents, PowerPoint, SoftChalk, or a combination of these. While the choice of which medium

to use is somewhat a personal matter that depends on the time and tools you have available to you, there are advantages and disadvantages to each. Consult with ITS if you have questions about the various options.

Using HTML documents in D2L can be advantageous as they are editable directly within D2L and are generally readable across all browsers and devices. SoftChalk lessons are also easily readable across various platforms and easily allow you to “chuck” your content and embed multimedia, making it web-friendly. SoftChalk also allows you build in interactive and self-check pieces, helping students to more fully engage with the material.

No matter what form of text you choose to use, you will want to make sure it is fully accessible as you create it. This would include using headings in your document (pre-build headings are built in to MS Word, D2L’s HTML editor, and SoftChalk), adding **alt text** to any images, and transcripts for any videos you have included.

Transcripts are necessary if **closed-captioning** is not available on the video - having both is even better! Most publisher-created videos are closed-captioned or transcripts are made available, and many YouTube videos are also scripted or captioned. Should you choose to create your own videos for your course, the same expectations apply.

Short (5-10 minute) videos created by you are effective ways to deliver targeted content to your students – adding variety to a course that may already require a lot of reading. Instructor-created videos also add a human element and instructor presence to the course. Many video creation options exist. Our current campus-supported software is Panopto, which allows you options of combining video with screen capture and/or presentation capture (i.e. PowerPoint or Keynote). You may be tempted to replicate 30-60 minute in-class lectures in a video for your online course. However, to keep video instruction effective, it is considered best practice to keep them short and targeted to a few main points.

Links to Existing Web Content

The Internet is a wealth of information and a great deal of existing content may exist to which you can link directly from within your course. Text publishers may also have pre-packaged learning modules you can import into your course or link to from their web site. An excellent resource for existing learning materials is [MERLOT \(Multimedia Educational Resource for Learning and Online Teaching\)](#) – a free, peer-reviewed collection of learning materials. Here you may find materials you wish to use in your course, or develop ideas for materials you would like to create yourself.

Videos, podcasts, web pages, simulations, and articles can be shared with your students as part of their required course activities. Keep in mind that web content changes and links break so you will need to make a practice of checking your links each term before your course is offered. It is also helpful to provide students with an introduction to external content – set the stage for them: Why are they watching or reading the material? How does it relate to a unit or learning objective? Are there particular things you want them to look for while reading/watching?

You will need to keep copyright and fair use in mind if you are linking to content made by someone else. Make sure that you are free to use the materials for your purpose and that you attribute sources where appropriate. Also, just as any material you create needs to be accessible, so do any materials to which you link that have been created by others. Reference the [Accessibility Checklist](#) for specifics.

Articles

Including journal articles as part of your course readings is an effective way to present students recently published pieces or seminal works in your field. Before posting a PDF copy of an article directly in your D2L course, first check to see if the article is freely available online or in the library database. Providing a link to the article, rather than posting the article directly in the course, is advantageous for multiple reasons. If the article is in the library's database or you are linking to the original source (i.e. The Wall Street Journal) you do not have to worry that you are violating the publisher's copyright. Also, many database articles are available for students to choose either HTML or PDF format, so they can access whichever format is easier for them to use on their device.

If you cannot find an online or database version of the article, nor can you link to the original source online and only have a hard copy available, you can scan your article as a PDF and upload into your course. You will need to be sure to scan the document as text, and not as an image, to ensure it is accessible for a screen reader or other assistive technologies. Questions about how your off-campus students can access the library's database, or copyright concerns, should be directed to the library's [DE Librarian](#).

Learning Activities (Student-Student & Student-Instructor Engagement)

The degree to which students will be expected to engage with each other in the course may vary depending on the course topics. The level at which students organically engage with each other will also vary depending on the mix of personalities, as well as age and experience of the group. Structuring student-student interactions into the course builds a **community** of learners within your online classroom. This also helps to build a **human element** to your course, which, along with **instructor presence**, is often considered paramount to the success of the course and satisfaction of the student. Students can interact with each other in many ways – discussion boards, collaborative projects, and wikis.

In addition, live, synchronous web conferencing for class events, such as Q&A sessions, group discussion, guest speakers, and student presentations provides an opportunity for both student-student and student-instructor interaction. To keep true to the flexible spirit of online learning, it may behoove you to make any synchronous sessions optional (or provide multiple opportunities to fit varied schedules) as not all students may be able to adjust their schedules to attend a live session. However, recording these sessions allows students who may not be able to attend to view them later.

Part of what some instructors (and even some students) fear gets lost in an online course is the direct contact between student and instructor. While it may be expressed differently, that contact does not have to be sacrificed. As the instructor, you can still interact with your students and show your presence in the course through regular News postings, in the discussion board, feedback provided on assignments and assessments, via email, and by offering online office hours. Much of your presence will be made known while you are actually facilitating the course, but should be built into the course as you plan and design it.

Online Discussions

Discussions provide a direct means for student-student and student-instructor interaction, and often become the heart of an online course. In addition to graded discussion activities, the discussion tool can be used as a means for students to ask course-related questions and have informal exchanges with their classmates. A bit

of strategy and special consideration is required for designing and working with graded discussion activities in online courses.

Discussion Design and Logistics

Most online discussions are designed to mimic what happens in a face-to-face discussion. This approach is not always the most appropriate for meeting the desired learning objectives related to the activity. In the classroom, a full-class discussion happens in real-time and generally follows one idea before moving on to another. In the online discussion, many ideas can emerge at the same time and can overwhelm students, not to mention the instructor too. It's critical that the design of the discussion activity be appropriate for the online environment to maximize student learning.

Design Considerations

A "traditional" discussion that mimics the face-to-face discussion can work in the online environment, with a few strategic modifications.

- **Ask open-ended questions as the basis of the discussion activity.**

The question must be open enough to sustain original ideas and contributions from all students involved in the discussion. You can also list "probing" questions out as well in the discussion assignment. If you chose to list the probing questions up front, make it clear if the students only have to focus on one, some, or all of the questions in their post.

- **Do not always require each student to start a new thread.**

In classroom discussions, we generally don't ask each student to make a comment before we start responding to one another. So why should we do it that way online? Instead, at times, it may be appropriate to ask students to either start a new thread *OR* respond to another person by a specific date. This approach will greatly reduce the number of single posts without any responses as well as the number of threads happening simultaneously that are focusing on almost the same topic. Instead, you can bring those duplicate threads together into a richer discussion.

- **Assign staggered deadlines.**

Instead of asking students to post all of their messages to the discussion assignment by one specific date, ask them to post by two separate dates: one due date for their first post, and a second due date later in the week for their subsequent post(s). This helps reduce the number of students who wait until the last minute to complete the assignment, allowing for discussion to actually happen. A true dialog cannot emerge unless students are posting messages at different times and have posts from their classmates to which they can respond.

- **Consider breaking the students into smaller groups so they are not overwhelmed by multiple posts from each student in the class.**

We need to face the facts: If there are 200+ discussion posts in a given topic, most students aren't reading all the messages. While some of the breadth may be lost by breaking students up into smaller groups, the potential depth they will achieve can make up for it. As the instructor, you can share ideas that have emerged in the small group discussions as News posts or in the various group discussion topics. You could also ask students to summarize their small group's discussion to share with the large group.

➤ **Provide suggestions for responses to avoid the “agreement” syndrome.**

Below is a list of different ways the instructor can encourage students to respond to each other in traditional discussion assignment. Depending on the nature of the discussion question and the learning objectives associated with the assignment, some of these response strategies may be more appropriate than others:

- **Reflection about meaning:** Describe thoughtfully what something means or new insights it provides, or raise a question as a seed for clarification or further discussion.
- **Analysis:** Discuss relevant themes, concepts, main ideas, components, or relationships among ideas. Or, identify hidden assumptions or fallacies in reasoning.
- **Elaboration:** Build on ideas of others or ideas found in the readings by adding details, examples, a different viewpoint, or other relevant information.
- **Application:** Provide examples of how principles or concepts can be applied to actual situations, or discuss the implications of theory for practice.
- **Synthesis:** Integrate multiple views to provide a summary, a new perspective, or a creative refashioning of ideas.
- **Evaluation:** Assess the accuracy, reasonableness, or quality of ideas.
- **PQP:** Praise, Question, Polish. Students can first point out something positive in a classmate’s post, then pose a question about something in or related to the post, then offer suggestions to expand upon the idea in the post.

➤ **Provide an alternative format for the discussion assignment, as appropriate.**

There are a number of ways that discussions can be formatted besides the traditional format, including debates, fishbowls, jigsaw, show-and-tell, and peer evaluations. By providing alternative formats in the discussion assignments, you might be able to better meet the assignment’s learning objectives while also offering some variety for your students.

- **Debates**
Instead of discussing a question openly, students can either pick a side to support or can be assigned to a specific side. Be sure to remind students to be professional in their messages and direct their comments at messages, not individuals, to avoid flaming.
- **Fishbowls**
In this discussion design the class is divided in half. One half of the class starts the discussion while the other half observes. Then the groups switch and the other half of the class completes the discussion activity. It’s critical to provide clear expectations for student participation up front in order for this format to work.
- **Jigsaw**
Some discussion assignments may require students to focus on multiple topics as part of the discussion. A jigsaw is a great way to make such assignments manageable. For this discussion format, you first enroll students in homogenous groups where each group is assigned a different topic to

focus on. In part two, you split the groups up and form new groups that contain at least one person from each of the homogenous groups to form heterogeneous groups. In their new groups, they might work together to provide a “big-picture” recommendation based on the individual topics they researched. Once again, it’s critical to provide clear expectations so students understand what their individual role is in each discussion group in order for this format to work.

- **Group Consensus**

Students work in small groups to come to agreement on a question or problem. Groups must be small; four is the ideal size. Students should also be responsible for posting their own thoughts first and then go on to work on agreement to avoid freeloaders. Finally, extra time should be given for discussions that require consensus due to the amount of time it takes to achieve this in an asynchronous environment.

- **Show-and-Tell**

While the Show-and-Tell discussion format generally doesn’t evolve into a true dialog, it’s a great opportunity to facilitate sharing among your students. Ask students to find articles, videos, or other resources related to a particular topic and share with the class, along with a brief annotation, to generate a bibliography for a specific topic or unit in the course.

- **Peer Feedback**

A common response on course evaluations is the request for more feedback. While it’s important for instructors to provide feedback, students can also provide feedback for each other. Formatting a discussion to generate peer feedback can be an extremely valuable learning tool for students giving as well as receiving feedback. When creating such discussions, it’s important to ensure that all students receive quality feedback. Having students work in small groups of 3-4, where they provide feedback to everyone in the group seems to work best. The instructor must also provide guidelines for how the feedback should be focused.

Logistical Considerations

While there are some tips for using deadlines and small groups in the previous section on design considerations, there are some other general logistical considerations for creating successful discussion assignments.

Deadlines

- Use staggered deadlines for assigning discussions.
(i.e. the initial post is due by 11:59pm, Thurs, Jun 4, the follow-up posts/responses are due by 11:59pm, Sun, Jun 7)
- Clearly explain students’ responsibilities in order to meet each deadline.
- Assign a discussion over a 4 to 7 day timeframe.

Group Sizes

- Avoid assigning discussions for an entire class to complete in the large group if you have a large class size.

- Assign students to smaller groups whenever possible for discussion assignments – sometimes groups of 8-10 work, sometimes smaller groups work better. This may take some experimenting to find the right number for your activity.
- Use groups of around four students when the assignment requires group consensus.
- Use the D2L Groups tool to enroll your students into small groups. You can also restrict discussion topic access based on group enrollment.

Instructor Roles

Make sure students know you are paying attention to what they are saying in the discussion area. You can make timely references to their posts in News messages or you can respond directly in the discussion area.

Do not dominate discussions. The fastest way to shut down a discussion is to post too often. When you do get involved in the discussion, post new ideas or probing questions to redirect the conversation if it's not focused on the learning objectives, correct any false information that is posted, or be a "cheerleader" and recognize great discussion messages to encourage more.

Student Roles

Assigning roles to students can help encourage them to take ownership of their learning. Students can rotate roles during discussion assignments to make it a more successful learning experience for everyone. Some examples of roles that could be assigned to students in discussion assignments include:

- **Facilitator**
For each discussion assignment, one student takes the turn of facilitating the discussion. This student encourages others to post in a timely manner, keeps the conversation on topic, encourages "quieter" students to get involved in the discussion, and summarizes the discussion to wrap up the assignment.
- **Reporter**
To bring a discussion to a close, there can be some kind of summarization activity. The instructor may provide the summary or each student can take a turn being the reporter and summarizing the discussion and sharing with the rest of the class.
- **Fact Checker**
Students take turns double checking the accuracy of facts that are shared in discussions. They also encourage academic honesty by discouraging plagiarism and ensure that information is correctly cited with the appropriate style.

Grading Strategies

- Use a rubric to provide grading criteria up front and to provide feedback and rationale when you grade student posts.
- Be as consistent as possible in the grading criteria you use in each discussion so students establish a pattern. Participation will be easier for them and grading will be easier for you.
- Provide more feedback early on in the course to help students succeed at discussions during the rest of the course.

Group Work – it can be done online!

Discussions are the most traditional form of online group work. But other forms of group work can also be successfully conducted in an online course. The collaboration and coordination skills learned through these activities can make for a rich learning experience.

Examples of Group Activities

Online group work can come in many forms from weekly group discussions of content topics to semester-long presentations. The following table describes some types of group work activities that can be used online.

Type	Description
Guest Interview	Groups prepare for and interview a guest expert on a previously chosen topic in the guest's field of expertise; interview may be via synchronous chat or asynchronous e-mail exchange; at the completion, groups may analyze, de-brief, etc. (Guest may be sent questions in advance)
Brainstorm	Creative thinking around a given problem. Judgment suspended during first phase--idea generation. Second phase, editing and evaluation should result in a final product.
Peer teaching	Groups are assigned to conduct a short lesson on a given topic. Requires planning and coordination with instructor.
Written (or audio/video clip) scenario	A brief (approx. one paragraph written or less than 5 minute audio/video) description of a real or fabricated situation is presented for analysis by groups. Include presentation or specified product at end of discussion.
Complete case study	Real world description of problem with all accompanying data. Groups are asked to resolve the problem and make recommendations for presentation to class.
Create mini-case study	Groups construct their own scenario based on targeted concepts.
Practice with discussion	Provide an opportunity for learners to practice skills in an activity done to a specific time-frame (e.g. labeling, rank ordering, multiple choice, true/false, completion); follow with feedback and discussion in small groups.
Brief readings	Read a short article, paper, or section of a longer work; break into small discussion groups to discuss topic (Instructor may provide question starters for discussion or require reporting out on some aspect).
Role Play	Learners are given a situation and a role to play; without practice, they dialog through the events of the situation (situation could provide a broad outline or a detailed confrontational practice). Peer or Instructor feedback provided after discussion.
Simulation	Presents cases, problems, scenarios, etc. in which discussants take on a character or perspective and maintain that throughout the activity. A critical situation is discussed and analyzed and group decisions made about how to resolve the situation.
Trigger audio or video	Very short (approx. 1 minute) scenario presented; small groups of learners are asked to identify the problem, different courses of action, and then make a recommendation. After the recommendations are presented, a follow-up audio or video is presented showing the course of action taken by a professional.
Critical incidents	Variation on the case method; learners are given a description of an incident that

	happened but with too little information to make a decision. Additional information is revealed if groups ask appropriate questions. May also be used in reverse--with an explanation of a situation presented and learning groups are asked to generate critical incidents (e.g. "What is a good supervisor?" Learners explore the topic and report out their results to class).
Debate	Organized and civil formal argument.
Quality circles	Learners work in groups for peer support of understanding of class concepts; periodically they report to Instructor on areas that need further coverage.
Snowball group	Given a problem, students first work alone, then in pairs, and finally in foursomes during which time they compare, refine, and revise their conclusions and recommendations (originated with British Open University).

Considerations and Practical Tips for Online Group Work

- Consider waiting to form groups until second week of class to allow for early drops to minimize any necessary rearrangement of groups.
- Determine the group enrollment.
 - Size of group depends on purpose of group. Usually 3-10?
 - 4-6 best for a project
 - 5-10 for discussions
 - Can set up groups as auto-enroll, self-enroll, or you can enroll
- If appropriate, create a discussion board in D2L for group work spaces.
 - Restrict so students can only see their group's space
- Encourage the use of collaboration tools within D2L.
 - Chat
 - Group Lockers
 - Discussions
 - Email
- Consider the use of collaboration tools external to D2L.
 - Video chat (i.e. Google+ Hangout, Skype, etc.)
 - Wikis (i.e. MSUM WikiSpaces, Google Drive, etc.)
- Clearly define the parameters and expectations of the group work, whether it is a project, presentation, or discussion.
 - Post clear directions in the course content
 - Set up the work spaces needed within the course
 - Use a rubric(s) to lay out criteria you will use to evaluate project, discussions, etc.
 - For major projects, consider having students complete a team contract and/or project charter (provide them with example documents)
- Use Peer Evaluations for large projects/presentations to help alleviate student concerns over non-contributing group members.

The Syllabus

A syllabus is an important element for any course, but a detailed syllabus for an online course is absolutely critical. Your online students are not able to ask questions of you in the same manner as your students in the face-to-face classroom. Clarity and explicit directions are important for the course activities, but are also just

as important for the class policies and support information presented in the Syllabus. A detailed syllabus can eliminate many questions and many frustrations.

Elements of an Online Syllabus

The following table identifies elements critical for the online syllabus. While fairly comprehensive, there may be elements not identified here that you find you will want to include based on the specific needs of your course. Also view [MSUM's syllabus policy](#) for additional information that may be required.

Recommended Elements	Description
Instructor Information	<ul style="list-style-type: none"> List your name, title, department, email, phone Optional: List Skype or Google+ account information
Course Description	<ul style="list-style-type: none"> The official course description from the course catalog should be included. You may want to add additional details to further describe what the course will cover. List credit hours and prerequisites.
Required and Optional Course Materials	<ul style="list-style-type: none"> List all required and optional course materials that students must obtain. If requiring a text, be sure to provide title, author, edition, and ISBN. You may want to provide a link to the bookstore (or other possible sources) as most students will purchase the book online. You may want to include a statement about additional course materials you will be providing via D2L (articles, videos, etc.) and note if they are required. If students will be required to purchase special software or other online accounts, list those details as well.
Course Logistics	<p>This is where you explain course logistics that will make the class run smoothly. For example:</p> <ul style="list-style-type: none"> When does the class week start? Will your weekly schedule run from Monday through Sunday? When are homework assignments due? For example, all homework assignments are due at noon on Mondays. If you are concerned about students in different time zones having different deadlines, indicate the Central time zone as being the deadline. Indicate a naming convention for assignment filenames, if you wish. For example, a homework file must be appended by the student's username, such as homework1-username.docx. This may make it easier for you to manage assignment files you download to your computer. If you require students to submit assignments written in a particular style (i.e. APA or Chicago Manual style), mention it here.
Course Communications	<p>Outline your communication policies, practices, and expectations here.</p> <ul style="list-style-type: none"> When should students post to the "Raise Your Hand/Ask the Class" Discussion board? When should students email? Should students call? What will be your turnaround time on responding to emails? Discussion board questions? When will you host online office hours?

	<ul style="list-style-type: none"> • Etiquette or professional conduct expectations should be clearly stated in the course <p>Some examples:</p> <ul style="list-style-type: none"> • Students should access their MSUM email and the course site on D2L daily for class related updates and announcements. • Email is regarded as a professional means of communication. Proper sentence structure, capitalization, and punctuation are required. Proper information must be included within each email: include the course name in each subject line and identify your name at the bottom of each email. • For all online communication, proper “netiquette” is expected: correct spelling & grammar, proper formatting (avoid all caps), courtesy, respectful language. • Emails will usually be answered within 24 hours on weekdays and within 48 hours on weekends or official holidays, although, in most cases, I will answer you even before. If I am out of town without internet access, I will post a note on D2L • Generally, email will be checked frequently Mon-Fri and students can expect a reply within 24 hours. I will be available online during the weekends, although not necessarily all day. If I will not be available for some reason during the weekend, I will let you know. You are expected to check D2L for notices, reminders, and messages regularly (preferably daily). By simply logging in to D2L, you will see reminders and messages to help you succeed in this course.
Course Learning Objectives	<ul style="list-style-type: none"> • List your course-level learning objectives.
Grading Policy	<ul style="list-style-type: none"> • Provide a breakdown of the graded elements with points and/or percentage toward the final grade. • Provide your grading scale indicating how final grades are assigned. For example, 90-100% = A. • Explain your late work policy. • Explain your extra credit policy.
Participation Expectations	<ul style="list-style-type: none"> • State your participation expectations and policies for the Discussion boards. For example, you should indicate the following: <ul style="list-style-type: none"> ○ Whether or not discussion postings are required and graded. ○ The number of original postings and follow-up postings students are expected to make. ○ Deadlines for posting, as well as a suggested schedule for reading and posting questions (i.e. post an original posting by Wednesday and two follow-up postings by Saturday). • If discussions are graded, how will points be given? For example, to get full credit, follow-up postings must add value to the discussion by building on the ideas of others, challenging the position of others, or incorporating personal experiences that provide a different perspective to the posting of another student. • Use a Discussion Rubric – indicate that one is provided in the course and

	where it is located.
General Course Outline with Assignment Details	<ul style="list-style-type: none"> • Give students a general breakdown of the course timeline, indicating what topics will be covered each week or module. • Let students know what they will be graded on to assess their achievement of the learning objectives for each module and the criteria that will be used in determining those grades. Alternatively, this can be included with each Module in Content. If you choose to put this detailed information in Content, it is helpful to have a note in your Syllabus telling students that the information is provided within each Module. • Note that a listing of specific due dates for each activity/assignment can be found in either the Calendar tool or the Schedule in Content.
Group Work Policy	<ul style="list-style-type: none"> • If group work is to be completed during the course, list any expectation or special details.
Academic Honesty Policy	<ul style="list-style-type: none"> • Share your expectations for academic honesty in the class <i>and</i> link to the university's policy: The MSUM Academic Honesty Policy is found in the Student Handbook.
Accessibility Statement	<ul style="list-style-type: none"> • Include a statement about the course's accessibility and how students who need accommodations can get assistance. The boilerplate MSUM statement is available online. • It may be helpful to your students if you expound upon the standard statement.
Technology Requirements	<ul style="list-style-type: none"> • Include a statement about the technology requirements for your course. If your course will require basic word processing, Internet searching skills, and the ability to navigate the tools within D2L, let students know that. • If more in-depth skills and software will be required, make clear to students what those requirements are, where they can get the software (if needed), and what type of support is available. <p>An example:</p> <p>Technical Requirements</p> <p>As part of your online learning experience, you can expect to utilize a variety of technology mediums as part of your curriculum. You must have the following technical abilities:</p> <ul style="list-style-type: none"> -Navigating D2L (Student Tutorials for D2L) -Communicating via email including sending and receiving attachments -Navigating the Internet using a web browser -Use of office applications to create documents and/or presentations -Communicating using a discussion board -Ability to upload and submit assignments to the course website <p>Internet Browsers and Computer Software Requirements</p> <p>In order for D2L to function properly on your computer, you must be using a</p>

	compatible operating system and browser and software. You can perform a system check to make sure you have the proper system set-up: System Check .
Learner Support	<ul style="list-style-type: none"> • Include links to various student support options. • A “Resources” and “Library” menu appears in each course on the D2L navigation bar. You can direct students to these menus. It may be helpful to also list important resources directly in your syllabus. <p>An example:</p> <p>Learner Support</p> <p>Academic Support</p> <p>The Academic Support Center has resources to assist you with Advising, Registration, Academic Support and Tutoring, and Academic Enhancement. Visit their website for a list of services Academic Support Center, or call 218.477.4318.</p> <p>The Write Site is also available to assist with student writing questions.</p> <p>The Student Handbook is a valuable reference available to you.</p> <p>Technical Support</p> <p>The IT Help Desk, located in the Library, is available for technical assistance: 218.477.2603 or support@mnstate.edu.</p> <p>D2L Tutorials are available online for students.</p>

Course Calendar vs. Schedule

It is imperative that all due dates a student will be expected to meet are clearly listed in your course when the course begins. While there may need to be some flexibility within that schedule, having this information will be helpful to your busy students; they appreciate knowing what is coming up so they can plan ahead around other classes, work, and other family and social commitments.

A Calendar tool is available in D2L. The Calendar appears on the D2L home page and on each course’s home page, as well as a menu item on the “Materials” dropdown list. Students are able to view the Calendar for each course in which they are enrolled. You can directly link other course tools to the Calendar, such as Discussions, Quizzes, Surveys, Dropboxes, and Content.

An alternative option to using the Calendar tool is to create a document of the Course Schedule and placing that document in Content just below your Syllabus. The document could be in list or table format, citing all required readings, activities, assignments, and their respective due dates. Preparing this chronological list and posting it in Content, gives students a single reference point to help them stay on task.

SECTION III: Building the Course in D2L

Contemplations before You Start

Before you start building your course in D2L, consider these points from **Six Ways to Prepare Your Online Course**, by Rob Kelly, Editor, *Online Classroom*.

Careful preparation is essential to the success of an online course "to provide a positive experience for the students and to be able to maximize your time with students so that you're not spending time on reworking things that weren't clear up front," says Ann Millacci, associate professor of education at the University of Cincinnati. In an interview with Online Classroom, she offered the following advice on preparing your course for your learners:

1. **Be clear, concise, and comprehensive.** "Everything has to be there. You can't walk in as an instructor with your yellow pad and ad lib the session like you might in the face-to-face classroom. You have to have everything laid out. It has to be very organized. And the students have to have the material as soon as the course goes online."

Logical flow of the course is important as well, and Millacci recommends having a colleague check the course for ease of navigation, clear instructions, and accurate placement of content. "You don't want students to be frustrated because things aren't where they're supposed to be."

2. **Provide a manageable amount of content.** Because online courses often operate on a compressed schedule, it's important to consider how much work is reasonable to expect of students while at the same time ensuring you're covering the necessary content.
3. **Provide a variety- of learning activities.** Consider which types of activities are appropriate for the goals of the course and how you might offer different types of assignments to make the course more interesting and engaging for the students. The educational leadership program in which Millacci prepares educators to become principals includes field interviews, case studies, discussion boards, and collaborative assignments.
4. **Avoid making last-minute changes.** Making changes in an online course can have unintended consequences such as inconsistent information. This can create confusion for the students. It's best to make changes when you have time to check that the changes didn't create any problems in the accuracy or flow of the course.
5. **Provide resources to help students succeed in the online classroom.** Don't assume that your students have all the knowledge and expertise to succeed in an online course format. While it's unrealistic to teach students what they need to know about the learning environment, you can provide them with links to resources that can help.
6. **Test the course in different browsers and on different computers.** Sometimes what works on one computer doesn't work on another. Fixing any problems before the course goes live will help avoid student frustration and the need for you to scramble to help them access the course.

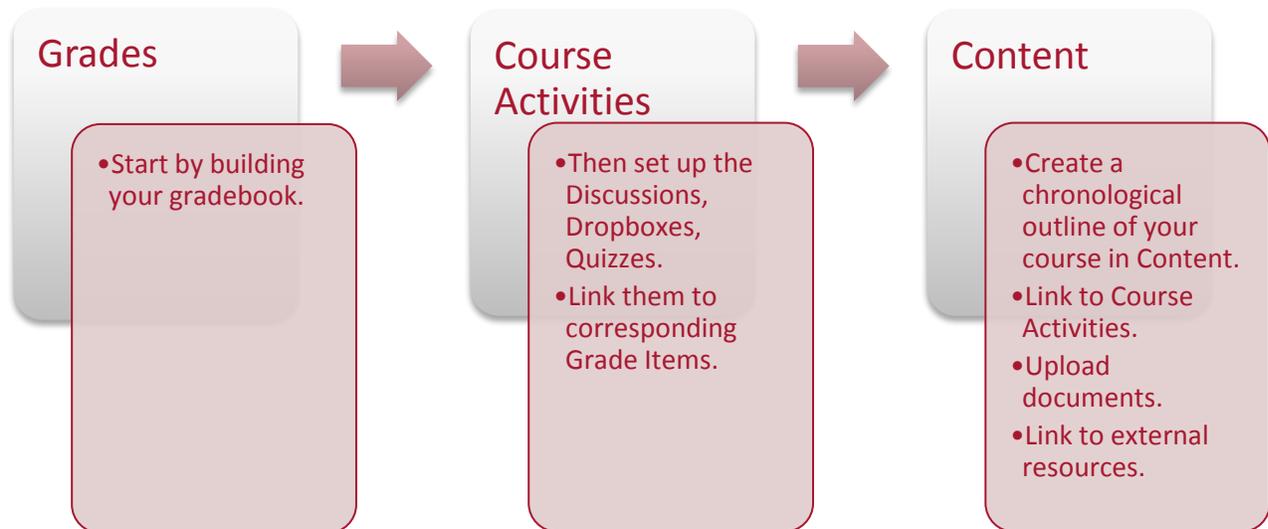
A Note about Accessibility

Ensuring your course is accessible is necessary because *it is the law* and *it is simply the right thing to do*. It may seem daunting, but if you are willing to learn and try, we can make baby steps together, as a campus, to provide fully accessible online courses. [ITS has an array of resources available](#) for you to use as you design your course, including an Accessibility Checklist. While we may not be able to anticipate every need and accommodation a student may need in a course, the law requires we show a good faith effort. Planning ahead to anticipate where accommodation may be needed is easier than trying to retrofit a course after it's been built.

Time to Build!

Your course should be fully constructed before the course begins – building the boat while sailing is not fair for you or for your students. You will want to save the time while your course is running to focus on engaging with your students and grading assessments. Online [documentation for D2L](#) is available on the ITS website.

As you add course components to D2L, you will find methods that work best for you. If you are new to building courses in D2L, it may be best to start with the method described here, using the storyboard and materials you created earlier while in [Section 1](#) and [Section 2](#) of this guide.



Sample Content Structure

Getting Started [module]

[Welcome Letter](#) [topic] [\(link to sample Welcome Letter found on this page\)](#)

[Software Overview](#) (if any special software is needed in the course)

[Link to student D2L tutorials & Helpdesk](#)

Course Information [module]

[Syllabus](#)

[Course Schedule](#)

[About the Instructor](#) (video or text based)

Unit 1: Title [module]

[Unit-level learning objectives](#)

[Reading assignments](#)

[Commentary](#) (instructor insights, illustration of unit concepts, stories from the trenches, video lectures, etc.)

[External links](#) (links to YouTube, text publisher content, websites, etc.)

[Assignment 1](#) <link to Dropbox>

[Discussion](#) <link to Discussion>

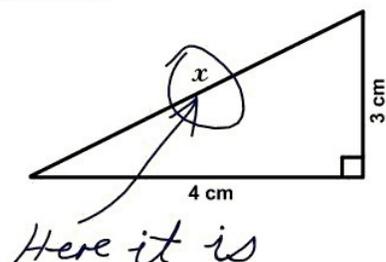
[Chapter 1 Quiz](#) <link to Quiz>

The Course Homepage - NEWS!

The Course Homepage is the first thing students see every time they enter your course, and here lives the **News** widget. A **welcome note** should be posted in the News for students to see the very first time they access the course. This item should welcome them, and let them know where and how to get started in the course.

Use the News tool to your advantage; make it a **"living"** part of your course. News postings with pertinent course communications should be added on an almost daily basis. Use this space to communicate impending deadlines, introduce or recap a unit, summarize a discussion or highlight salient points covered. This is also a great space to encourage students through a particularly difficult part of the course, post links to current events coverage related to the course, or even post a fun item.

3. Find x .



SECTION IV: Course Facilitation

While an instructor plays many roles when moderating and facilitating an online course, four prominent roles tend to emerge:

- **Pedagogical** (*intellectual*)
 - Contribute special knowledge and insights
 - Question and probe to stimulate students' critical thinking of concepts and skills
- **Social**
 - Create a safe, friendly environment where students are comfortable
 - Promote group cohesiveness
- **Managerial** (*organizational, procedural, administrative*)
 - Set up due dates
 - Set objectives
 - Provide directions and expectations up front
 - Manage flow of large projects with benchmarks throughout the term
 - Manage flow and direction of discussions - check in on them!
 - Check in on groups informally, check for laggards
- **Technical**
 - Make sure students are comfortable with technology options for collaborating
 - Provide directions where applicable

Whatever role you are playing at a particular time in your course, the importance of **communication** cannot be over-emphasized. Online students are more successful and more satisfied with even the most challenging of courses if they are given clear direction, receive ample feedback, and feel there are open lines of communication between them and their instructor.

Online office hours are excellent way to keep the lines of communication open between you and your students. Just like traditional office hours, students feel reassured when they know there is a time they can count on reaching out to you and know you'll be there on the other end. You can host these office hours in multiple ways: as simply as telling students you are available M, W, F from 2-3 and 6-7 via phone, email, or chat. Or you can actually host an interactive session via web-conferencing tools such as Skype, WebEx, Google+ Hangouts, or an online whiteboard. Whatever option you choose, make sure students know this mentoring/tutoring time is available to them, and remind them on a regular basis. Consult with ITS if you have questions about setting up your online office hours.

Before course even begins you will want to communicate with them. Sending a **Welcome Letter** via email with textbook information and other details about your course starts many students off on the right track. It may also be helpful to **send students a copy of the course syllabus and schedule** so they can begin to prepare for the time commitment involved in your course. Some instructors choose to **open their course a few days or even a week early** so that students can get comfortable with the layout of the course before the work actually begins.

Before the course begins...

- When appropriate, verify the textbook with regard to edition changes to the last time the course was offered.
- Edit and proofread all course materials.
 - Revise and update deadlines on course schedule.
 - Set any start and/or end dates on any materials that should have availability restrictions or release conditions.
 - Confirm all links work.
- Email a “Welcome Letter” ([link to sample Welcome Letter found on this page](#)) to students enrolled in the course. The welcome letter should be clear about the structure of your course and outline the technology requirements.
- Post a “Welcome to Class” News item to that introduces you, engages the students, and provides them with a sense of direction for how to get started in the class.

While the course is running...

- Communicate, communicate, communicate.
- Remind students how and when to communicate with you.
 - Provide contact information.
 - Include a schedule of online office hours or chat times.
 - Indicate which types of communication should take place over which channels.
- Provide a friendly atmosphere.
 - Introduce yourself at the beginning of the course – including your academic and professional background is important, but including a personal bit gives students the sense that you are approachable. Include a picture of yourself.
 - Don’t be afraid to show your personality in Discussion posts, News items, and emails.
 - Humor is great, but be careful as it can be difficult to convey online.
 - Personalize communication with students; use students’ names when responding.
 - Any necessary negative feedback for an individual should be communicated privately to the student.
- At the beginning of the course, include an introduction activity in Discussions that helps students get to know each other and gives students practice in using the discussions tool.
- Establish instructor presence by posting News on a regular basis.
- During the M-F workweek, respond to questions in the “Raise Your Hand/Ask the Class” discussion forum (or in email) within 24 hours.
- Return graded assignments to students within a reasonable amount of time after submission (shorter courses necessitate faster turnaround). One week is a common timeframe. Let students know how soon they can expect feedback, and stick to that timeframe as much as possible.

- Communicate exceptions to the norm as soon as you are aware of them (i.e. if you will be unable to communicate with the students for three days, if turnaround time on an assignment will be more than a week, etc.). Use the News tool!
- Provide thorough *timely* feedback and insight into grades.
 - Typically, a letter grade or % is not sufficient, nor is a “good job” type comment).
 - Some overall comment to the class may be appropriate (not necessary on every assignment).
 - Personalized feedback to individuals is vital to student learning.
- Reward excellence publicly.
 - Use past students’ projects and papers as examples for students to refer to.
 - Tell students in your current class that you hope to use their excellent work as examples for future students.
- Contact students directly (either via email or by phone) who:
 - Are not active in the course within the first 48 hours of the course start date.
 - Fall significantly behind on submission of coursework or in performance.
 - You suspect are involved in any sort of academic misconduct (cheating, plagiarism, etc.).
- Maintain a presence in the Discussions.
 - Posting occasionally lets students know you are reading their posts.
 - Be mindful not to post too often as too frequent of instructor postings tends to minimize student contributions.
 - Take advantage of the opportunity to model what you consider a good post –making your post constructive, and building upon ideas.
- Consider offering a simple Mid-Term Evaluation for courses running eight weeks or longer. This offers you a chance at formative assessment of student perception of the course, with enough time to make adjustments before the end of the course.
- Troubleshooting technical issues will often start with you. But for issues you cannot easily resolve, forward your students to the [IT Help Desk \(support@mnstate.edu, 218-477-2603\)](mailto:support@mnstate.edu).
- Take notes about what is / is not working in the course so you can make improvements for the next offering.

Near the end of the course and after...

- Offer students a Course Evaluation.
- Download and save a copy of course grades by exporting the gradebook.
- Make edits to the course while the ideas are still fresh in your mind.

SECTION V: Resources

Articles and Web Sites for Further Study

Must Reads – Short, Practical, Helpful Articles

- Top 10 Rules for Developing Your First Online Course: <http://www.facultyfocus.com/articles/online-education/top-10-rules-developing-first-online-course/>
- Seven Guidelines for Designing Effective Course Pages for the Online Classroom: <http://www.facultyfocus.com/articles/instructional-design/seven-guidelines-for-designing-effective-course-pages-for-the-online-classroom/>
- Why Demand Originality from Students in Online Discussion Forums?: http://www.facultyfocus.com/articles/asynchronous-learning-and-trends/why-demand-originality-from-students-in-online-discussion-forums/?utm_source=cheetah&utm_medium=email&utm_campaign=2013.12.16%20Faculty%20Focus%20Update

Backward Design

- Backward Design – Vanderbilt University: <http://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/>
- EduTech Wiki: http://edutechwiki.unige.ch/en/Backwards_design
- The Chronicle of Higher Education: <http://chronicle.com/blogs/profhacker/planning-a-class-with-backward-design/33625>
- Backward Design Model : <http://www.ascd.org/research-a-topic/understanding-by-design-resources.aspx>
- *Understanding by Design*, by Grand Wiggins and Jay McTighe

Verb Lists for Writing Objectives

- Kansas State University – How to Write Student Learning Outcomes: <http://www.k-state.edu/assessment/slo/how.htm>
- Park University – Writing Quality Learning Objectives: <http://www.park.edu/cetl/quicktips/writinglearningobj.html>
- University of Northern Iowa – Bloom’s Taxonomy “Revised” – key words: http://www.uni.edu/stdteach/TWS/BloomRevisedTaxonomy_KeyWords-1-1.pdf
- Old Dominion University – Bloom’s Taxonomy: http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm
- Taxonomies of Learning Domains: <http://www.nwlink.com/~donclark/hrd/bloom.html>

Bloom’s Taxonomy – Digital Taxonomy

- Bloom’s Taxonomy – Original, Revised, and Why?: <http://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>
- Bloom’s Taxonomy Action Verbs: <http://www.clemson.edu/assessment/assessmentpractices/referencematerials/documents/Blooms%20Taxonomy%20Action%20Verbs.pdf>

- The Analog Teacher's Guide To Bloom's Digital Taxonomy: <http://www.edudemic.com/blooms-digital-taxonomy/>
- A Wheel on SAMR and Bloom's Digital Taxonomy: <http://www.educatorstechnology.com/2013/05/a-new-wonderful-wheel-on-samr-and.html>
- How the Best Web Tools Fit Into Bloom's Digital Taxonomy: <http://www.edudemic.com/best-web-tools-blooms-digital-taxonomy/>

UDL (Universal Design for Learning)

- Postsecondary Education & Universal Design for Learning Online Module: <http://www.fltpsid.info/UDLModule.php>

Assessment & Activities

- Online Assessment Resources – Authentic Assessment: <http://www.uwstout.edu/soe/profdev/assess.cfm>
- 6 Online Rubric Makers Worth Trying: <http://www.edudemic.com/online-rubric-makers/>
- MERLOT (Multimedia Educational Resource for Learning and Online Teaching): <http://www.merlot.org/merlot/index.htm>

Online Discussions

- Understanding the Instructor's Role in Facilitating Online Discussions: <http://www.facultyfocus.com/articles/asynchronous-learning-and-trends/understanding-the-instructors-role-in-facilitating-online-discussions/>
- How to get students to participate in Online Discussions: <http://onlinelearninginsights.wordpress.com/2012/06/22/how-to-get-students-to-participate-in-online-discussions/>
- How-to Facilitate Robust Online Discussions: <http://onlinelearninginsights.wordpress.com/2012/06/25/how-to-create-robust-discussions-online/>
- The Methods and Means to grading Student Participation in Online Discussions: <http://onlinelearninginsights.wordpress.com/2012/06/28/the-methods-and-means-to-grading-student-participation-in-online-discussions/>
- Evaluating Online Discussion: <http://www.magnapubs.com/blog/teaching-and-learning/evaluating-online-discussions/>

Online Group Work

- Five Elements that Promote Learner Collaboration and Group Work in Online Courses: <http://onlinelearninginsights.wordpress.com/2014/02/10/five-elements-that-promote-learner-collaboration-and-group-work-in-online-courses/>
- Five Essential Skills Instructors Need to Facilitate Online Group Work & Collaboration: <http://onlinelearninginsights.wordpress.com/2014/02/17/five-vital-skills-instructors-need-to-facilitate-online-group-work-collaboration/>
- Student Perceptions of Online Group Work: What They Really Think and How to Make it Work: <http://onlinelearninginsights.wordpress.com/2014/02/25/student-perceptions-of-online-group-work-what-they-really-think-and-how-to-make-it-work/>

- Why we need group work in Online Learning: <http://onlinelearninginsights.wordpress.com/2012/03/24/why-we-need-group-work-in-online-learning/>
- Strategies for effective group work in the Online Class: <http://onlinelearninginsights.wordpress.com/2012/03/27/strategies-for-effective-group-work-in-the-online-class/>
- Making peer evaluations work in Online Learning: <http://onlinelearninginsights.wordpress.com/2012/03/30/making-peer-evaluations-work-in-online-learning/>
- Working in Groups: A Note to Faculty and a Quick Guide for Students: <http://isites.harvard.edu/fs/html/icb.topic58474/wigintro.html>
- How to Design Effective Online Group Work Activities: <http://www.facultyfocus.com/articles/online-education/how-to-design-effective-online-group-work-activities/>
- Using Wikis for Collaborative Learning: <http://www.facultyfocus.com/articles/online-education/using-wikis-for-collaborative-learning/>
- Fostering Collaboration in the Online Classroom: <http://www.facultyfocus.com/articles/online-education/fostering-collaboration-in-the-online-classroom/>
- How to Survive Virtual Group Work: <http://www.elearners.com/online-education-resources/online-learning/how-to-survive-virtual-group-work/>
- Group Work: Should Your Top Students Work Together?: <http://www.facultyfocus.com/articles/instructional-design/group-work-should-your-top-students-work-together/>
- Group Work: Are Student-Selected Groups More Effective?: <http://www.facultyfocus.com/articles/teaching-and-learning/group-work-are-student-selected-groups-more-effective/>
- What Makes an Online Group Project Work?: http://www.itdl.org/Journal/Feb_05/article04.htm

Exhibits

Sample Rubrics

Included here are example rubrics for discussions and a variety of writing assignments. You may use any of the rubrics as-is or adapt to your needs and to meet your course's specifications. Keep in mind D2L has a Rubrics tool which you may choose to use. Otherwise you may choose to post your rubric as an HTML, PDF, or Word document.

Discussion Rubrics

Exhibit 1: Discussion Rubric

Category	1 pt	2 pts	3 pts	4 pts
Promptness	Did not post all required components of the assignment in a timely manner	Posted one of the required components in a timely manner	Posted most of the required components in a timely manner	Posted all of the required components in a timely manner
Grammar, spelling and format	Did not perform spell check; contains grammar errors; no formatting	Contains some spelling and grammar errors; some attempt at formatting the assignment	Few spelling and grammar errors; assignment is formatted with little room for improvement	No spelling or grammar errors; assignment is well formatted.
Content of assignment	Assignment does not apply any of the course concepts nor does it reference any readings	Assignment contains course concepts but are not applied appropriately; little or no reference to course readings	Assignment contains course concepts that are applied correctly for the most part; few references to course readings	Consistently contains references to course readings, resources student found independently and course concepts are applied correctly
Peer Evaluation	Did not provide any feedback	Provided feedback but of minimal or no substance (e.g., "Good job")	Provided some positive feedback and constructive feedback	Provided both positive and constructive feedback

Exhibit 2: Discussion Rubric

The quality of your discussion posts will be evaluated using this rubric. 10 points are possible for each discussion assignment - in order to achieve a score of 10, you must earn the maximum points allowed in each category.

Category	1 (1 point)	2 (2 points)	3 (3 points)
Promptness and Initiative	Does not respond to most postings; rarely participates freely	Consistently responds to postings in less than 24 hours; demonstrates good self-initiative	
Delivery of Posts	Utilizes poor spelling and grammar in posts; posts appear “hasty”	Consistently uses grammatically correct posts with rare misspellings	
Relevance of Posts	Posts topics which do not relate to the discussion content; makes short or irrelevant remarks	Occasionally posts off topic; most posts are short in length and offer no further insight into the topic	Consistently posts topics related to discussion topic; cites additional references related to topic (including assigned readings)
Contribution to the Learning Community	Does not make effort to participate in learning community as it develops; seems indifferent	Occasionally makes meaningful reflection on group’s efforts; marginal effort to become involved with group	Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic.

**Adapted from California State University at Hayward: Assessing Effectiveness of Student Participation in Online Discussions*

Exhibit 4: Discussion Rubric

Scoring Rubric for Discussion Participation	
2 points	-Response to questions or discussion shows that reading done and understood -Responds thoughtfully and constructively to others throughout discussion -Volunteers relevant and interesting ideas during discussion
1 point	-Responses suggest that reading not completed or understood -Doesn’t post at least required amount of responses in discussion -Points raised are not relevant
0 point	-Fails to post -Fails to respect others in class

**Adapted from California State University at Hayward: Assessing Effectiveness of Student Participation in Online Discussions*

Exhibit 5: Discussion Rubric

Original Post		
No points	Partial points	Full points
<ul style="list-style-type: none"> -Key points or questions are not clear -Repeats material presented in the text without expanding 	<ul style="list-style-type: none"> -Key points or questions are not immediately clear -Statements are only partially supported 	<ul style="list-style-type: none"> -Questions or comments are clearly stated -Makes references to textbook materials -Cites other sources as necessary Expands on information that is presented in the text
Responses		
No points	Partial points	Full points
<ul style="list-style-type: none"> -Agree/disagree without providing support statements (“Me, too” or “I agree”) -“Flaming” other students 	<ul style="list-style-type: none"> -Key points are not immediately clear -Statements are only partially supported 	<ul style="list-style-type: none"> -Responses are clearly stated -Makes references to textbook materials. -Cites other sources as necessary. -Expands on information that is presented in the text A-re respectful of other people’s opinions, feelings -Gives constructive criticism

Exhibit 6: Discussion Rubric

You will be expected to participate from the first day of class; often this participation comes in the form of discussions, which will be graded based on criteria outlined by your instructor. Below is the discussion rubric I will use to evaluate your participation.

Full Points	Partial Points	No Points
<ul style="list-style-type: none"> -Response to questions or discussion shows that readings and activities were done and understood -Builds on group members' postings, offers suggestions, provides examples, and/or asks questions -Responds thoughtfully and constructively to others throughout discussion -Volunteers relevant and interesting ideas during discussion -Uses examples to support point of view or share suggestions -College-level mechanics of writing are intact -Tone is respectful 	<ul style="list-style-type: none"> -Responses suggest that readings or activities not completed or understood -Posts agree/disagree statements (e.g., "Me too." or "I agree.") without providing support statements -Responses are not relevant 	<ul style="list-style-type: none"> -Posts are late -Fails to post an initial response and a follow-up response -Fails to respect others in class -Fails to follow Netiquette policy outlined in Syllabus

Exhibit 7: Discussion Rubric

Pass	Fail
<ul style="list-style-type: none"> -Responses to reflection questions or scenarios show that readings and activities were done and understood -Responds thoughtfully and constructively to the issues under examination -Uses examples to support point of view or share suggestions -Shares relevant and interesting ideas -Proper mechanics of writing and grammar are intact -Tone is respectful 	<ul style="list-style-type: none"> -Responses suggest that readings or activities not completed or understood -Points raised are not relevant -Doesn't write length of response required by assignment -Submissions are late -Fails to submit

Exhibit 8: Discussion Rubric

Discussions will be graded on a continuum with the following considerations:

Full Points (25)	Partial Points	No Points
<ul style="list-style-type: none"> -Response to questions or discussion shows that readings and activities were done and understood -Builds on group members' postings, offers suggestions, provides examples, and/or asks questions -Responds thoughtfully and constructively to others throughout discussion -Volunteers relevant and interesting ideas during discussion -Uses examples from organization to support point of view or share suggestions -College-level mechanics of writing are intact -Tone is respectful 	<ul style="list-style-type: none"> -Responses suggest that readings or activities not completed or understood -Posts agree/disagree statements (e.g., "Me too." or "I agree.") without providing support statements -Responses are not relevant -Posts initial response late (within 1 day of due date = automatic 5 point deduction; > than 1 day of due date = automatic 10 point deduction) (If you want to discuss a late post, please call me rather than send an email) -Attaches documents late (automatic 5 point deduction for each day late) or fails to attach documents to discussion board when specified for a particular discussion 	<ul style="list-style-type: none"> -Fails to post an initial response (automatic 15 point deduction) -Fails to post a follow-up response (automatic 10 point deduction) -Fails to respect others in class

Exhibit 9: Discussion Participation

In this course 40 percent of a participant's final grade is based on participation in class discussions.

A-LEVEL PARTICIPATION (40 Points)

- The participant consistently posted insightful comments and questions that prompted on-topic discussion.
- The participant consistently helped clarify or synthesize other group members' ideas.
- If disagreeing with another group members' ideas, the participant stated his or her disagreement or objections clearly, yet politely.

B-LEVEL PARTICIPATION (36 Points)

- The participant was notably lacking in one or two of the items listed for A-level participation.
- The participant consistently had to be prompted or coaxed to participate.
- The participant usually, but not always, expressed herself or himself clearly.

C-LEVEL PARTICIPATION (32 Points)

- The participant was consistently lacking in two or more of the items listed for A-level participation.
- The participant was extremely reluctant to participate, even when prompted.
- The participant rarely expressed himself or herself clearly.

D-LEVEL PARTICIPATION (32 Points)

- The participant frequently attempted (success is irrelevant) to draw the discussion off-topic, even if the participant's participation otherwise conforms to a higher level on the rubric.

F-LEVEL PARTICIPATION (32 Points)

- The participant was rude or abusive to other course participants. The participant consistently failed or refused to participate at all, even when specifically prompted or questioned, even if the participant's participation otherwise conforms to a higher level on the rubric.

**The preceding grading rubric was taken from the course "Student Assessment in Online Courses," a component of the Making the Virtual Classroom a Reality series of online faculty development courses offered through the University of Illinois Online Department.*

Writing Assignment Rubrics

Exhibit 10: Action Plan Rubric

Your culminating assignment in Unit 3 is to write an Action Plan with 50 points possible.

Criteria	0 points	2 points	8 points	10 points
Building Relationships Section	Relationships not discussed or discussed without any specificity	Strong or weak relationships are identified, no plans for making stronger relationships provided	Strong and weak relationships are identified, vague plans for making stronger relationships provided	Strong and weak relationships are identified, clear and actionable plans for making stronger relationships provided
Identify Section	No summary of burnout levels and suggestions from colleagues	Summary of burnout levels OR suggestions from colleagues	Vague summary of burnout levels and suggestions from colleagues	Clear summary of burnout levels and suggestions from colleagues
Design, Give it a Try, Evaluate Section	No major intervention described	One major intervention described in detail, intervention plan provided or evaluation plan vaguely described	One major intervention described, Somewhat detailed intervention plan provided, evaluation plan provided	One major intervention described in detail, Very detailed intervention plan provided, clear evaluation plan with benchmarks
Sustain Section	Section missing	Section provided, but not really about sustaining change	One to two vague paragraphs with plans for sustaining changes	One to two detailed paragraphs with plans for sustaining changes
Criteria	0 points	2 points	6 points	10 points
Professionally Presented	Numerous spelling and grammar errors	Errors that make presentation of material difficult to follow	Minor errors that are distracting to reader, but content is not diminished	Presented without errors of writing

Exhibit 11: Reflection Assignment Grading Rubric

Criteria	Pass	Fail
Spelling & Grammar	Writing is well-organized with few or no spelling and grammatical errors.	Writing lacks organization and contains many spelling and grammatical errors.
Content & Writing	Ideas within the writing are clearly articulated and well developed. Reflections contain application to readings, experiences, and other examples.	Ideas within the writing are not communicated clearly nor are they well developed. The reflections contain little or no application to readings, experiences, and other examples.
Timeliness	Assignment is submitted before or on deadlines.	Assignment is submitted late.

Exhibit 12: Reflection Exercise Rubric

Participation in weekly reflection exercises will be evaluated using the following considerations:

Pass	Fail
<ul style="list-style-type: none"> -Responses to reflection questions or scenarios show that readings and activities were done and understood -Responds thoughtfully and constructively to the issues under examination -Uses examples to support point of view or share suggestions -Shares relevant and interesting ideas -Proper mechanics of writing and grammar are intact -Tone is respectful 	<ul style="list-style-type: none"> -Responses suggest that readings or activities not completed or understood -Points raised are not relevant -Doesn't write length of response required by assignment -Submissions are late -Fails to submit

Exhibit 13: Reflection Paper Rubric

Reflection papers will be evaluated using the following considerations:

Criteria	Pass	Fail
Introduction	There is an introductory paragraph that clearly identifies the critical issues under examination.	Introduction is poorly written or missing.
Body/ Perspectives	Body of the paper clearly identifies and explains perspectives.	Body of the paper is missing well supported perspectives, or they are identified with little or no explanation.
Conclusion	Conclusion is powerful, pulling together the key points of the reflection.	Conclusion is poorly written or missing.

Exhibit 14: Essay Rubric

Criteria	full points	partial points	partial - zero points
Introduction	There is an introductory paragraph that clearly identifies the critical issue under examination.	Introduction does not clearly identify the critical issue under examination.	Introduction is poorly written or missing.
Body	Body of the essay clearly identifies and explains well supported perspectives regarding the critical issue under examination. Perspectives are evaluated on the basis of clarity, supporting evidence, ethics and reasonableness.	Body of the essay identifies perspectives that are not clearly explained or are lacking supporting evidence. Relevant components of the evaluation are missing, unclear or lack comprehensiveness.	Body of the essay is missing well supported perspectives, or they are identified with little or no explanation. Evaluation of perspectives is superficial, illogical or missing.
Conclusion	Conclusion is powerful, pulling key points from the body of the essay together.	Conclusion does not synthesize major points made in the essay, or it contains new information that should have been presented in the body of the essay.	Conclusion is poorly written or missing.
Format and grammar	The essay is free of grammatical and spelling errors. It meets the following criteria: Double spaced, 1" margins, size 12 Arial or Roman font, page numbers, appropriately referenced throughout and accompanied by a reference list.	A few grammatical errors are present and/or the format does not meet all of the criteria.	Several grammatical errors are present and/or the format does not meet several of the criteria.

Essay adapted from: Marquette University, College of Professional Studies, PRST 010

Exhibit 15: Essay Rubric

Criteria	Achieved all possible points for criteria when this column is checked.	One to three points deducted per criteria when this column checked.	Four or more points deducted per criteria when this column checked.
Introduction	There is an introductory paragraph that clearly identifies the critical issue under examination.	Introduction does not clearly identify the critical issue under examination.	Introduction is poorly written or missing.
Perspectives	Body of the essay clearly identifies and explains well supported perspectives regarding the critical issue under examination.	Body of the essay identifies perspectives that are not clearly explained or are lacking supporting evidence.	Body of the essay is missing well supported perspectives, or they are identified with little or no explanation.
Evaluation of perspectives	Perspectives are evaluated on the basis of clarity, supporting evidence, ethics and reasonableness.	Relevant components of the evaluation are missing, unclear or lack comprehensiveness.	Evaluation of perspectives is superficial, illogical or missing.
Personal perspective on this issue	Personal perspective is clearly stated with supporting evidence from critical resources and possibly from past experience.	Personal perspective is somewhat unclear and/or supporting evidence is weak.	Personal perspective is illogical and/or lacks supporting evidence.
Conclusion	Conclusion is powerful, pulling key points from the body of the essay together.	Conclusion does not synthesize major points made in the essay, or it contains new information that should have been presented in the body of the essay.	Conclusion is poorly written or missing.
Format and grammar	The essay is free of grammatical and spelling errors. It meets the following criteria: Double spaced, 1" margins, size 12 Arial or Roman font, page numbers, appropriately referenced throughout and accompanied by a reference list.	A few grammatical errors are present and/or the format does not meet all of the criteria.	Several grammatical errors are present and/or the format does not meet several of the criteria.

Adapted from Marquette University, College of Professional Studies, PRST 010

Exhibit 16: Case Analysis Business Problem Solving

Criteria	Achieved all possible points for criteria when this column is checked.	One to three points deducted per criteria when this column checked.	Four or more points deducted per criteria when this column checked.
Snapshot of current state of affairs	Description of pertinent current events given in the case.	Description present, but some major points missing.	Description either missing or very incomplete.
Purpose statement	Clear and concise statement of the intent of your analysis i. e., "What are you trying to persuade us to believe?"	Purpose statement unclear.	Purpose statement missing.
Root cause analysis	One root cause clearly identified and well substantiated with facts from case.	Root cause identified, but not well substantiated.	Root cause either unclear or missing.
Major plausible strategies	Three major plausible strategies clearly identified, including identification of strengths and weaknesses of each major strategy, which are aligned with the internal and external environment.	Less than two strategies, or strengths/weaknesses incomplete, or strategies not aligned with the environment.	Strategies unclear or missing.
Recommended strategy (ies)	Recommended major strategy (or at most two) is clearly stated. Models and theories discussed in class are applied appropriately.	Recommended strategy is not clearly stated and/or models/theories discussed in class are not applied, or are inappropriately applied.	Recommended strategy is missing or incomplete. Model/theory application is missing.
Implementation plan	Major components of the implementation plan are addressed, particularly those that address the weaknesses of the recommended strategy.	Major components of the implementation plan are not fully addressed.	Major components of the implementation plan are missing.
Multidisciplinary Perspective	Multidisciplinary perspective (finance, HR, marketing, etc.) is fully addressed in the implementation plan.	Multidisciplinary perspective is not well addressed in the implementation plan.	Multidisciplinary perspective is missing from the implementation plan.

Conclusion	Conclusion is powerful, pulling the analysis together and emphasizing points already made. This is NOT the place to bring in new information.	Conclusion does not synthesize major points in the analysis and/or adds new information that should have been addressed in the case.	Conclusion is poorly presented or missing.
Visuals	Visuals are free of grammatical errors; content illustrates major points made. Design is complementary versus distracting to the presentation.	A few grammatical errors are present; visual content at times unaligned with major points.	Several grammatical errors are present and/or content is poorly displayed.

Adapted from Marquette University, College of Business Administration, BUAD 262

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