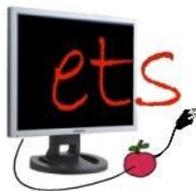


# Marygrove College Online Teaching Guide



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## Introduction

Online courses and programs provide a great opportunity for students to enhance their learning through the convenience of courses taught in an asynchronous environment. Online delivery is especially helpful for individuals whose time constraints with work, family, disabilities or limited access to transportation prevent them from being able to attend traditional classes on a regular basis.



### **Goals of the Marygrove College Online Teaching Guide**

This Guide is for faculty who are both currently teaching using the Internet or plan to do so in the future. It is designed as a guide and reference tool to help you understand the “ins and outs” of online teaching and learning at Marygrove College.

Our goals:

- to keep faculty informed of recommended procedures
- to provide answers to possible questions
- to offer insight into various services at Marygrove College for faculty teaching online
- to make suggestions about procedures for the development and instruction of online courses.

## ***Who should take online classes?***

Students take online courses for a variety of reasons, and unfortunately, some students may not be fully aware of what an online course entails or if it is a method of instruction that would work well for them. If a student contacts you with concerns about enrolling in an online course, direct him to the Marygrove College Educational Technology Services website to take the Online Readiness Survey. The survey has been designed to help students gauge their readiness for online learning by responding to statements in three categories: (1) technology experience, (2) access to tools, and (3) study habits and lifestyle. Each of these areas will have an impact on their ability to be successful in an online course. Students who answer *yes* to fewer than 18 of the 32 questions are encourage to think carefully about whether they are ready for online learning. The results of this survey are for the student's own use, although they may be made available to faculty upon request.

There are also resources available on this site designed to help students prepare for online learning.

## General Information

### Definitions

- **OL**-section courses: This is the designation used in WebAdvisor for courses that are offered 80% or more online. Faculty may elect to hold a maximum of three face-to-face sessions and still maintain the designation of an online course.
- **HY**-section courses: These are considered “hybrid” courses and require a significant number of campus visits. Typically these courses are 50% online and 50% face to face.
- **WE**-section courses: This is the designation given to courses that generally meet in a traditional setting, but in which a substantial portion of the class material (e.g. syllabus, readings, assessments, student interaction) is available via the World Wide Web.
- **Blackboard**: The course management system used to develop online courses at Marygrove so that all online and web-enhanced courses have a consistent look. It is completely web-based so that faculty may develop classes on any computer with access to the Internet.

### How do I know if online teaching is for me?

#### Take an online course

One of the best ways to learn about teaching online is to experience an online class as a student. Many colleges and universities offer online courses. A number of well known universities offer free online courses including:

Massachusetts Institute of Technology  
<http://ocw.mit.edu/OcwWeb/web/home/home/index.htm>

Carnegie Mellon University  
<http://oli.web.cmu.edu/openlearning/>

Tufts University  
<http://ocw.tufts.edu/>

University of California Berkley  
<http://webcast.berkeley.edu/courses.php>

## **Other resources for free online courses and course materials include:**

iTunesUniversity

<http://www.apple.com/education/mobile-learning/>

Open Courseware Consortium

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

## **Take a workshop from the Educational Technology Services department**

Educational Technology Services offers several workshops pertaining to online course development. One-on-one consultations are also available.

The New Century Learning Consortium (<http://nclc-online.ning.com/>) hosts a series of online faculty development courses designed to help faculty members acquire skills and knowledge needed to teach online.

## ***Become familiar with online teaching and learning resources***

### **Online Resources**

The Illinois Online Network (ION) (<http://www.ion.uillinois.edu/>) is a very good source for resources on teaching and learning online. They have links to a variety of topics ranging from the design of online courses to assessment and evaluation.

*Innovate* (<http://innovateonline.info>), an online publication from Nova Southeastern University's Fischler School of Education and Human Services

EDUCAUSE (<http://www.educause.edu/resources>) is a nonprofit association whose mission is to advance higher education by promoting the intelligent use of information technology.

Sloan-C (<http://sloan-c.org/index>): The Sloan Consortium is an institutional and professional leadership organization dedicated to integrating online education into the mainstream of higher education, helping institutions and individual educators improve the quality, scale, and breadth of online education.

### **Webcasts/Webinars**

The New Century Learning Consortium (<http://www.nclc-online.ning.com>) hosts a series of online faculty development courses is designed to help faculty members acquire skills and knowledge needed to teach online.

## ***Familiarize yourself with Blackboard***

Blackboard is a web-based course management system used at Marygrove College to provide a template for your online course. Before you decide to develop an online class, it's a good idea to familiarize yourself with Blackboard and try it out with your on-campus classes.

The Faculty Technology Center offers Blackboard training sessions by appointment. Contact Linda Brawner at Ext. 1846 or Jennifer Meacham at Ext. 1554 to schedule an appointment.

The Educational Technology Services webpage provides documentation and tutorials on how to use the latest version of Blackboard.

The "Faculty" link (<http://lib.marygrove.edu/ets/faculty.asp>) on the departmental website also has a host of printed resources to help you get familiar with Blackboard. There are also a variety of task specific online tutorials that will walk you through using some of the most popular features.

Tea & Technology (<http://lib.marygrove.edu/ets/events.asp>) is a faculty user group forum where faculty can share their ideas about technology integration and online teaching and learning.

*The Marygrove Monitor* (<http://lib.marygrove.edu/ets/newsletter.asp>), a newsletter published by the Educational Technology Services department, provides articles highlighting the innovative ways in which Marygrove College faculty are using technology.

## ***Find out about electronic publisher resources***

### **Contact the textbook publishers**

Many publishers now have extensive resources available for online instruction. There may be a full-blown web course already developed that you can adapt to your needs. When viewing the demos, remember that you can pick and choose to use any parts of the course that you like and eliminate any other parts. You can also add your own content. Contact your textbook sales representative to find out if such materials are available for your textbook.

The larger publishers have websites that allow you to view demos of their online materials:

Pearson Higher Education (<http://www.pearsonhighered.com/elearning>)

McGraw Hill (<http://onlinelearning.mhhe.com/index.php?page=course-and-program-catalog>).

Cengage Learning (<http://www.cengage.com/us/>) is a leading provider of innovative teaching, learning and research solutions for the academic, professional and library markets worldwide. The company's products and services are designed to foster academic excellence and professional development, increase student engagement and improve learning outcomes.

## ***Use online content directories and websites***

You can find online classroom materials in repositories of learning objects, searchable small online chunks of educational content that can be used to support learning in the classroom. Sharing of the materials is the purpose of the repositories, and each of the activities includes information about the developer of the activity and their requirements for you to use the materials.

### **Databases of classroom learning materials**

- Merlot (<http://www.merlot.org>)
- Teacher Tube (<http://teachertube.com>)
- Field Trips ([http://www.hccs.cc.tx.us/JWoest/jw\\_trips2.htm](http://www.hccs.cc.tx.us/JWoest/jw_trips2.htm))
- Games  
(<http://www.ucmp.berkeley.edu/historyoflife/mysteries/mfarchive4.html>)
- Historical Maps (<http://www.lib.utexas.edu/maps/index.html>)
- YouTube (<http://www.youtube.com>)

## ***Advantages of teaching online***

For students who live or work in remote areas or have family responsibilities, taking an online course may provide the only means through which they can attend college. For others, the convenience of a flexible schedule may be what draws them to an online course.

### **For the Instructor**

Teaching online offers more flexibility in an instructor's schedule because there is no need to be tied to a physical classroom at a specific time. However, online classes do require additional time for communicating with students.

### **For the student**

The anyplace anytime nature of online courses is probably what attracts most students to these courses, and can be particularly appealing to students whose schedules vary from week to week.

## ***Time requirements while developing an online course***

Developing an online course requires quite a bit of time “up front” for planning and organizing materials. Each activity in a face to face course must be evaluated for its appropriateness in an online environment. Time must also be spent identifying strategies to deliver the content in this new environment.

### **Learning technology required**

You may need to learn to use various new presentation tools as well as tools to convert your existing materials to online-friendly formats.

Blackboard is the most important tool to learn, and training is available to assist you in:

- Uploading content
- Creating online tests and quizzes
- Setting up CHAT sessions
- Setting up and organizing the Discussion Board
- Creating course archives

### **Organizing material**

One of the most important things to consider when you are thinking about teaching your course online is how to effectively organize course materials so that students can focus on the content and can find the items they need.

To organize your course, first start by thinking about your course and the direction you want it to take. Take another look at your course goals and objectives, and consider the following:

- What is the best way to break your course into manageable sections supporting your objectives?
- Do you tend to teach in chronological order, by textbook chapter, or by subject area?
- How do you want students to move through your course material—sequentially, non-sequentially, or a mixture of both?

Documents that you may have previously created with a word processor or with PowerPoint (such as your syllabus, class notes/lectures, descriptions of assignments, etc.) can easily be integrated into an online course by uploading the files to Blackboard. Even quizzes, if formatted properly, can easily be imported into Blackboard. This may save you some time in getting content into your class. However, other things may need to be created such as supplemental information (used in place of a lecture) and clarified instructions for students. You may need

to scan materials or convert data to different formats for students to access. This takes time and scheduling.

You do not have to create all new material yourself. You can download projects from learning object databases, download the entire course from the publisher, or find existing web sites to supplement your courses. Your textbook may also provide links to web sites that augment content.

## ***Time requirements while teaching online***

### **Answering e-mail**

Your course should be designed so that you manage your e-mail in a way that does not consume inordinate amounts of your time. You can easily end up answering hundreds of e-mails each day. This can be managed by:

- Encouraging students to answer each others' questions
- Using discussion boards on which all questions and answers are posted
- Composing standard responses to students

### **Responding to the Discussion Board**

To keep class discussions on track, and students motivated, some time must be spent responding to discussions. Do not feel the need to respond to every single post; however, as the moderator, it is up to you to facilitate discussion and decide when to move on to other topics. One suggestion is to let your students know ahead of time that you will be monitoring and reading the Discussion Board, but not necessarily responding to everything. You might also consider composing one larger follow-up message to the Discussion Board with your thoughts on multiple postings.

### **Grading assignments**

Blackboard includes an electronic grade book that will automatically enter scores from tests, quizzes, and assignments created in Blackboard. However, you can add any type of assignment to the grade book so that students can view their individual scores online. It is a good idea to let students know a time frame in which they can expect their grades to be posted. Also keep in consideration how you want to give students feedback. There are features in word processing software that allow you to add comments electronically.

### **Posting materials**

After you design online materials, you have to upload them into Blackboard. You have the capability to add and remove material from your class at any time during

the semester. You should build in additional work time during the semester to make changes to your course.

## **Backing up materials**

In case of a disaster, it is extremely important that you keep a backup of all materials. You need to allow sufficient time to back up materials regularly. At the end of each semester, you will receive reminders with information on how to archive your entire course.

## **Areas of concern**

### **Student Privacy**

Be careful about sending grades and private information to a student's e-mail addresses. The Family Educational Rights and Privacy Act (FERPA) gives students certain rights with respect to their educational records. For current legal information on this topic, visit: <http://www.epic.org/privacy/student/>

### **Student Honesty**

A student may be subject to disciplinary action if s/he commits an act of academic dishonesty, such as cheating or plagiarism. Many of the problems of students cheating online are the same as the problems in a face to face classroom, but there are strategies to minimize cheating in your online classroom.

- Ask students to submit work in stages, or ask for drafts.
- Ask students to relate material to their personal experiences.
- Require proctored examinations. These can be administered in the Student Technology Instruction Center (STIC). Please contact Gwen Little at Ext. 1285 or John Stabile at Ext. 1532 to arrange proctoring for your exams.)

### **Plagiarism**

Plagiarism is “to steal or pass off the work of another as one’s own” or “to use another’s production without crediting the source.” Copying and pasting from the web makes plagiarism easier than ever before, but by thinking about the reasons students cheat, you can develop strategies to prevent cheating.

- Make the topics relevant and interesting to the students.
- Make the assignment clear.
- Make it clear that plagiarism is unacceptable.
- Require progress reports.
- Require an annotated bibliography.
- Require students to write about what they learned by writing the paper.

Faculty who discover student plagiarism must discuss this problem with the student, explaining why it is unacceptable. Continued episodes of plagiarism should be discussed with your Dean. There are many websites devoted to the issue of plagiarism. The website VirtualSalt (<http://www.virtualsalt.com/antiplag.htm>) from educator Robert Harris provides strategies of awareness, prevention, and detection.

A good website that provides the legal perspective is Ronald B. Standler's "Plagiarism in Colleges in USA" (<http://www.rbs2.com/plag.htm>).

## **Technology problems**

Although it is rare, there have been experiences when servers have gone down during the semester, disrupting Internet service. This should not harm your course content, but lack of accessibility can be problematic for both faculty and students. It is good to have a backup plan for what to do if servers should go down. If the Blackboard server is experiencing technical difficulties, you will receive an e-mail letting you know the status. If you experience technical problems with your online class, notify the Information Technology department's Service Desk at ext. 1282 or toll free at 1-877-448-1767, or via the online ticket system: <http://support.marygrove.edu/>

It is important to make clear to the students what level of technology problems you will accept. In other words, when will they start to lose points because an assignment could not be turned in, or under what circumstances will you let them retake a quiz due to technology related problems?

## **Student Blackboard problems**

If students experience problems with Blackboard, please have them contact the Information Technology department's Service Desk at ext. 1282 or toll free at 1-877-448-1767, or via the online ticket system: <http://support.marygrove.edu/>

## **Student excuses and procrastination**

Managing time can sometimes be difficult, and procrastination is a major cause of failure in online classes. Stress to your students how important it is to schedule time to work on the class and to stick to the schedule. Let them know when assignments are due and the date/time after which you will no longer accept them.

## **Communicating with online students**

Communication is a KEY issue in online courses, since you and your students will not be able to see facial expressions and visual cues (such as heads nodding to indicate understanding). Some advice on communicating with online students:

It takes longer to type than to talk, and longer to read than to listen. Make sure you and your students are aware of this. Make an effort to “type as you would talk.” Adding humorous comments and casual chat among your online lectures adds a very vital bit of humanization to the online environment.

- Encourage the use of emoticons (smiley faces) to convey emotion in online discussions.
- Break up online text into shorter, readable chunks. It is difficult to read long blocks of text on the screen. Also make sure to use text formatting (color, bold, italics, font size) and graphics to emphasize points.
- Don’t be afraid to repeat information in several locations throughout your course. You can never second guess where students might go to look for information.
- Be clear and concise in your instructions to students.
- When referring to e-mails and external websites, include links right at the point when you refer to them.

Things to be aware of in online discussion groups include students who dominate conversations, students who use chat acronyms or have frequent misspellings, students who provide misinformation, and students who use poor tone and behavior. Have a plan on how you might address such situations in your class.

## **Assessment and evaluation**

This is an issue that concerns everyone who is teaching an online class. What is the proper way for a student to demonstrate learning?

Try to use a variety of assessment techniques in your course:

- Peer evaluations
- Self-evaluations
- Written reports and projects
- Online tests
- Proctored examinations

Try to keep proctored examinations to a minimum because this is an online course. Be sure to make it clear in your course information page if you will require any proctored examinations so that students will have ample opportunity to make arrangements.

## Getting Started

### *Questions to ask before getting started*

Here are some questions that you should ask yourself before you begin:

- How much material do I already have online?
- What is my current teaching style?
- What technologies would I like to see used in this course?
- What technologies do I feel comfortable using?
- How interactive or self-paced should the class be?
- How do I want to communicate with my students and how often?
- How frequently would I like my students to communicate with each other?
- What assessment techniques will be used (online quizzes, projects, graded discussion, group work, on-campus activities, etc.)? How much can be accomplished online?
- Are there any materials (videos, podcasts, etc.) that have been vital to my on campus class? What are my options for using them in my online class?

### *Marygrove College Online Learning Standards*

The Marygrove College Online Learning Standards were developed in 2006 to guide the design of online courses. The standards are based on research from the leading instructional designers in the field, and have been tailored to fit the needs of our unique institution. All courses developed for online delivery at Marygrove College will be reviewed for alignment with these standards by the Online Learning Standards Committee. Faculty receiving approvals are eligible to receive a \$1500.00 online course development stipend (see **Appendix A** for the stipend application) provided the course meets at least one of the President's priorities. These priorities are:

- **Priority # 1 Courses** are those being developed as part of the new Master in the Art of Teaching curriculum.
- **Priority # 2 Courses** are those in high demand for our working adult population.
- **Priority # 3 Courses** are those in high demand for our traditional students, for whom an online course would enable them to take courses that are otherwise unavailable to them due to scheduling conflicts.

## Standards for online courses at Marygrove College

Like all Marygrove courses, online courses must meet the standards set by the Curriculum Committee. Only courses that have been approved by the Curriculum Committee may be submitted to the Online Learning Standards Committee for approval.

### 1. Organization and Structure

- **Syllabus:** The syllabus conforms to the model syllabus and is complete, detailed, and can be printed online. The syllabus is available in a logical content area of Blackboard (e.g., “Course Information,” “Syllabus”).
- **Learning objectives:** Learning objectives are clearly stated at the course level and for many sessions.
- **Content structure:** Course is designed for clarity and organization. Content is well sequenced with attention to a paced workload. Design is balanced to help students manage workload.
- **Course assignments and activities:** Assignments and activities include detailed, clear instructions and directions for submission (i.e., attachment to assignment, Discussion Board). Assignments are posted in advance with mechanism in place for changes and updates.

### 2. Content

- **Accuracy:** Content is credible and sources identified.
- **Clarity:** Presentation of content is clear and straight-forward; text is well-written without typos or grammatical errors.
- **Critical Thinking:** Course provides some activities/assignments to foster content mastery, critical thinking and/or problem-solving skills.
- **Educational Resources:** Link to library is present with instructions on library resources; external links are organized and working; images display correctly, media files work, technical instructions are provided where needed.

### 3. Usability

- **Navigation:** Navigational structures make the organization of the course easy to understand.
- **Technical issues:** Support resources (i.e. STIC, technical support) are identified with instructions on contact information; technical problems are referred to appropriate sources.
- **Technology Requirements:** Minimum technology requirements are clearly stated.
- **Course Elements and Tools:** Many course tools are used and adequately explained; grade book is organized and kept up to date.
- **Media:** Instructions are in place for low bandwidth with consideration given to problems of large media files, graphics and downloads

causing problems for students with low-speed connections to the internet.

#### 4. Communication

- **Student readiness:** Instructor assures students have demonstrated mastery of minimum standards of technical competence.
- **Instructor communication:** A statement introduces the student to the course and to the structure of the student learning; instructor contact information is present in the Contacts section of Blackboard; weekly announcements with links are present; instructor's communication plan is clear; instructor acknowledges completion of assignments; instructor determines and communicates time frame for reply to student queries.
- **Use of the discussion board:** Netiquette expectations with regard to discussions, virtual classroom, and email communication are clearly stated; a plan for use of discussions is in place with directions for use and expectations.
- **Communication tools:** Instructors and students use a variety of communication options and those options function effectively; course is designed for three types of communication/interactivity: student to student, student to instructor and student to content.

#### 5. Instructional design

- **Social rapport:** Activities/assignments provide opportunities for student collaboration; group activities or group online presentations are present.
- **Interactivity:** Course is designed for three types of communication/interactivity: student to student, student to instructor and student to content, including group work or two-way interaction with instructor or peers
- **Collaborative learning:** Faculty should provide a learning environment where students can collaborate in teams.
- **Active learning:** Readings, assignments and other learning events facilitate critical thinking and active learning; multiple means of engagement are used to increase student motivation; course content is presented in multiple ways; students are able to use multiple means of expression to demonstrate knowledge of course content.
- **Look and feel:** Buttons and banners are unique to course; horizontal scrolling is not necessary; page numbers are present in assignments.
- **ADA requirements:** Course complies with ADA requirements. Course content is presented in multiple ways.

#### 6. Assessment/Evaluation

- **Alignment:** The assessment formats provide a reasonable way to measure the stated learning objectives; assignments are consistent with course activities; assignments measure the achievement of stated

objectives and learning outcomes; assessments make use of the technologies and security typically found in an online classroom.

- **Grading:** A list of all activities, tests, etc. that will affect the students' grade is included at the beginning of the course; the grading policy is clear and easy to understand.
- **Feedback:** Assessment and measurement strategies are in place to provide students with frequent, meaningful and rapid feedback; Students have ample opportunity to measure their own learning progress.

## **The course approval process**

Any faculty member interested in developing an online course must complete a Marygrove Online Course Approval form (see **Appendix B**). The form must be signed by the departmental Dean and forwarded to the Online Learning Standards Committee for review. Approval by the Online Learning Standards Committee is a two step process. First, the *proposal* is submitted for review and approval. If approved, a timeline will be established for development. Once the course has been developed, it must be made available to the Committee for final review. It is during this final review that the committee evaluates the course using the Marygrove Online Course Evaluation Rubric (see **Appendix C**). Upon Committee approval the course may be offered. In cases where the Committee believes a course does not yet meet the Standards, specific areas needing improvement will be identified. The instructor would then be expected to address these concerns in order to teach the course in an online format. Instructors may discuss review findings with the Chair of the Committee to gain greater clarity on needed modifications.

## **Overall considerations**

- Reflect on how the course is currently taught on campus and what can stay the same. What needs to change in an online environment?
- Determine what technologies best suit the course content and delivery.
- Become familiar with the various aspects of online course delivery and maintenance (i.e. encouraging discussion, managing the course, assessing student learning, etc.).
- Learn the technologies.
- Organize content: Is content easy to navigate, easy to read, easy to find?
- Online courses are a VISUAL medium. Use colors and pictures to enhance your points, but make sure they are not over-used.
- Make necessary revisions before offering class officially online (or during class as needed).

## ***Using the technology***

At Marygrove, when you develop an online course, the main technology that will be used is Blackboard. However, depending on the level of technology you want to use, other technologies can be incorporated into online course instruction. The Faculty Technology Center (FTC) has a variety of software and hardware available for you to use, including:

- Digital cameras
- Digital video cameras
- Flatbed scanners for digitizing pictures
- Adobe Acrobat (for creating .pdf files)
- Camtasia (allows you to capture “movies” from your computer screen, which is helpful to show the movement of your mouse or typing)
- SnagIt (allows you to capture still images from your computer screen, which is helpful when you want to show portions of your screen and incorporate them as graphics into your class)
- Impatica (allows you to narrate your PowerPoint slides and present them online)
- Raptivity (allows you to add interactivity to your online course)

## Others Issues for Consideration

### ***Assessment***

Since an online course has little to no face-to-face interaction, emphasis must be placed on the use of built-in communication tools like the Discussion Board and Virtual Chat. In order to adequately assess participation, faculty designing online courses should ensure that there are adequate opportunities for interaction with students. Course design should also include collaboration among students.

Students need prompt feedback on their assignments. Each module of a course should require students to engage in analysis and synthesis.

### ***Intellectual property***

Any online courses developed by faculty members through stipend will be jointly owned by the College and the faculty member. Neither the college nor faculty may sell, lease, transfer or assign any interest to them without the written consent of the other party.

### ***ADA***

Marygrove College makes every effort to comply with standards of the Americans with Disabilities Act (ADA). At a bare minimum, descriptive text should be available wherever graphics are included in your course.

### ***Copyright issues***

Copyright law in the United States operates under The Copyright Act of 1976 (<http://www.copyright.gov/title17>). Section 107 of that law gives educators (and journalists) special exemptions from the law under the doctrine of Fair Use. (<http://www.copyright.gov/title17/92chap1.html#107>). Within limits, educators may use copyrighted works without first obtaining permission of the copyright holder. Four criteria are listed for determining whether copyrighted materials have been used legally under this doctrine:

- 1) Purpose and character of the use;
- 2) Nature of the materials used;
- 3) Amount and importance of the part used; and
- 4) Effect on the market of the use.

For more information on the four factors governing Fair Use, see the Copyright & Fair Use page from Stanford University Libraries:

[http://fairuse.stanford.edu/Copyright\\_and\\_Fair\\_Use\\_Overview/chapter9/9-b.html](http://fairuse.stanford.edu/Copyright_and_Fair_Use_Overview/chapter9/9-b.html).

Another useful resource is a “Fair Use Checklist” produced by the Copyright Management Center at Indiana University-Purdue University Indianapolis.:

[http://www.copyright.com/Services/copyrighoncampus/basics/fairuse\\_list.html](http://www.copyright.com/Services/copyrighoncampus/basics/fairuse_list.html)

## **Copyright and online instruction**

In November 2002, the US Congress passed the Technology, Education and Copyright Harmonization (TEACH) Act

(<http://www.ala.org/ala/issuesadvocacy/copyright/teachact/faq.cfm>). It is important for online instructors to become familiar with the law as they develop classes. The TEACH Act expands the Fair Use doctrine to cover distance education. In general, the exemptions given for face-to-face instruction now apply in an online environment.

## **Obtaining copyright permission**

While the Fair Use doctrine in current copyright law enables educators to use copyrighted materials without first seeking permission, it is also legal to use any materials where permission has been obtained. The Copyright Clearance Center ([www.copyright.com](http://www.copyright.com)) will, for a fee, obtain permission for educators. The Copyright Management Center at Indiana University/Purdue University ([http://www.indianactsi.org/index.php?option=com\\_content&view=article&id=5](http://www.indianactsi.org/index.php?option=com_content&view=article&id=5)) gives excellent information on how to seek copyright permissions. The US Copyright Office (<http://www.copyright.gov/>) allows one to search a database for copyright ownership.

## **Getting copyright for your own works**

The US Copyright Office website (<http://www.copyright.gov/>) also has information on registering a work for copyright. Whether or not a work is registered, educators should post a copyright notice on their works. Such a notice reminds students and others of the importance of copyright. Academic and intellectual piracy can be at least be deterred with clearly posted notices.

Online course instructors are responsible for identifying copyrighted materials used in their courses and for either citing that material appropriately or obtaining written permission to use it online prior to the start of the course. The course must be in compliance with the TEACH act

(<http://www.ala.org/ala/issuesadvocacy/copyright/teachact/faq.cfm>).

## Organizing Your Course

### *Before the term begins*

- Schedule time to develop your course
- Attend training on Blackboard and other online teaching/learning topics
- Order textbooks and any course materials
- Familiarize yourself with support resources for online students (counseling, tutoring, bookstore, registration, library services, etc.) and promote these in your class
- Compose a welcome announcement for your online students
- Arrange a student orientation (on campus or online)

### *During the term*

- Provide a discussion forum for introductions so that students can establish rapport with other online students
- Provide discussion forums for questions and casual chat as well as course content
- Arrange for any on-campus testing
- Compose Frequently Asked Questions (FAQ) lists so that if students begin to ask questions you can direct them to one place for the answers
- Conduct surveys throughout the semester to get feedback on the students' experience with the online method of delivery
- Communicate regularly with students

### **Course management**

The following checklist can be used to ensure you have addressed all issues related to your course.

- Welcome announcement (first day of class)
  - Make sure you tell students where they can find information such as grades, due dates, content, etc.
- Link to your syllabus
  - If your syllabus is long, break it into segments (i.e. one folder for course objectives, one folder for grading policies, one folder for due dates, etc.)
- Course calendar
  - Use this if you'd like to post due dates/exam dates in a calendar format
- Online gradebook
  - It is a good idea to set this up ahead of time. When you develop assignments, tests, and quizzes through Blackboard, they are

automatically added to the gradebook as an item. Every other item must be added manually.

- Online resources
  - Plan ahead of time what external websites you might want to have your students visit and include these in a list with descriptions of the site content.

## TIPS

- Due Dates
  - The purpose of an online course is to allow flexibility in the student's schedule for completing coursework. Due dates are important so they can schedule time accordingly.
  - Spread out assignments evenly so not everything is due at once. Be consistent with the day of the week things are due.
  - Make sure you are clear about how strict you will be with due dates
  - Be aware that the time stamp on e-mail not always accurate.
- Setting boundaries for yourself and your students
  - It is very easy to spend a great deal of extra time on your online course. Be sure to schedule your own blocks of time to tend to your course and keep to that schedule. Additionally, it is a good idea to set boundaries for your students on how soon you will respond to questions, make grades available, etc.
- Help prepare students for online learning
  - Online students often perceive online courses as being “easier” since they are not coming to a physical location for class. This is not true! Here are some things to help students with their online course experience:
    - Provide guidelines on what technological requirements they need for your course
    - Reinforce to students the differences in learning online (especially time involved and extensiveness of reading and writing)
    - Be explicit about how much a student should post and what makes a good post
    - Clarify your expectation and provide guidelines for participation
    - Conduct feedback surveys throughout the semester
    - Use announcements to post reminders and keep students up to date with materials
    - Explain your time-frame for answering e-mails
    - Emphasize the importance of courtesy to fellow students
    - Give credit for participating in online discussions
    - Remind students frequently of due dates
    - Remind students to back up their work

## Appendix A Stipend Application



### Marygrove College

#### Application for Online Course Development Stipend

Please complete and return to Linda Brawner, Chair of the Online Learning Standards Committee.

*(Stipends are not available for courses that have already received compensation or for web-enhanced courses. Marygrove defines an online course as any course where at least 80% of the instruction takes place online. For 15 week courses, a maximum of 3 class meetings may occur face to face.)*

Name

Department

For group development, please list group member's names and departments.

Name

Full-time  Part time

Phone

E-mail

Course Name and Number

Number of Credits

When will the course be offered?

Is this a new course? Yes  No

If so, what course will it be replacing?

If this is a new course, please list date of approval by the Curriculum Committee.

Is this your first experience developing online course material? Yes  No

Cite any previous experience.

---

*By checking here, I understand that I will be expected to teach this course more than one time, and I understand that I will be required to attend a series of workshops preparing me for the use of Blackboard, the creation of course materials and the managing of online discussions.*

Describe the relevance of this course to the President's stated priorities. (see attached)

What percent of this course contains commercially prepared materials?

Faculty signature \_\_\_\_\_ Date \_\_\_\_\_  
\_\_\_\_\_

Chair signature \_\_\_\_\_ Date \_\_\_\_\_  
\_\_\_\_\_

Online Learning Standards Committee approval? Yes  No

*To be completed by Vice President of Academic Affairs*

Approval signature \_\_\_\_\_ Date \_\_\_\_\_

Compensation Amount \_\_\_\_\_

## Appendix B Online Course Approval Form

### Marygrove Online Course Approval Form

**Introduction:** In order to offer an existing course for the first time through an online format, the following form must be completed and approved by the appropriate department chair and the online standards committee. Prior to the first offering of the course, a peer-review team composed of experienced Marygrove online faculty will review the course for consistency with Standards for Online Courses at Marygrove. It is also assumed that the department offering the course will evaluate the course's content and effectiveness in ways that are comparable to the evaluation of face-to-face (in-class) course offerings. Online courses failing to meet appropriate standards will need to develop and file a course improvement plan. Prior to completing this form the instructor is expected to have read and understood the documents, Standards for Online Courses at Marygrove and Marygrove Course Evaluation.

Course Name: \_\_\_\_\_

Course Number: \_\_\_\_\_ Credit Hours: \_\_\_\_\_

Course Instructors(s): \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Will this course have a required in-class (face-to-face) component? Yes  No

If yes, approximately what percentage of the course instruction will be online?

\_\_\_\_\_

What is the proposed enrollment limit for this course section? \_\_\_\_\_

When will this course section be initially offered? Semester \_\_\_\_\_ Year \_\_\_\_\_

What is the most recent catalog this course is listed in, or if it is a new course, when was it approved by the Curriculum Committee?

\_\_\_\_\_

**Course Syllabus:** *Please attach a copy of the syllabus for the course to this application.*

Which goals or objectives for this course will be the most difficult to transfer to an online format?

**Method of Instructional Delivery:** *Please describe how you plan to provide instruction via the online medium. Will you provide online lecture notes, streaming audio or video, supplemental online materials provided by a textbook publisher, PowerPoint presentations, case studies, current research, etc.?*

**Assignments and Projects:** *Briefly describe the types of assignments and projects that will be required for the course. Include a discussion of how the assignments and projects will be administered(e.g. collected, graded, and returned to the student).*

**Examinations/Evaluations:** *Briefly describe how exams will be administered.*

**Student Interaction:** *How will the course be structured to promote online student-student and instructor-student interaction?*

**Activities, Special Equipment, etc.:** *Will the student be required to participate in special activities, or will special equipment or software be required of the student (e.g. laboratory experiments, art materials, software)? If so, how will these special needs be accommodated in this course?*

**Special Software Required on Marygrove Online Servers:** *If there is any special software that would be required to be available on Marygrove College servers in order to offer this course, please specify here. Note that special software requests require additional consultation with the Marygrove Information Technology Department to ensure compatibility and technical support capability.*

**Training Required:** *Please indicate the level of Blackboard or course designer training you have already had, or will require in order to offer this course.*

**I will require these training components:**

- Introduction to Blackboard
- Blackboard Pt. 2: Communication, Collaboration, and Productivity Tools
- Strategies for the Effective Use of the Discussion Board
- Strategies for the Effective Use of CHAT
- Activities for the Online Environment

## Level of Development Prior to the Start of the Course:

**Instructor:** In keeping with the goal of offering high-quality online courses that are consistent with the quality of course offerings available at Marygrove in other formats, it is critical that specific course materials be fully developed and available for students at the time they are required. Normally the entire course should be developed one month prior to its first offering. In particular, the department chair and/or dean may require that the course be fully developed prior to its first offering. Only in exceptional cases should a course be approved to be offered if it is not fully developed prior to its first offering.

**Course:** Please check below the level of development that will be completed prior to the start of the course. If all materials will not be fully developed prior to the start of the course, you must justify the reason(s) in the comments section, and indicate how you will meet all course and student needs in a timely fashion. It is understood that if the course is not ready to offer at the level indicated, it will be withdrawn from the class offerings until such time as it is adequately developed.

- All materials will be fully developed approximately one month prior to the start of the course, in accordance with the deadline established by Online Learning Standards Committee.
- The course syllabus and introductory materials will be available. However, the course will not be fully developed by the start of the semester. Explain in the comments section below.

**Comments:**

**Approvals:**

**Instructor:** I have reviewed and will abide by the Standards for Online Courses at Marygrove, and I am committed to having the course ready for students during the semester indicated on the cover page of this application and developed at the level indicated above.

**Course Instructor:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Comments:**

**Department Chair:** The department has reviewed the details of the proposed online offering of this course section and given its approval to have it offered during the semester indicated on the cover page of this application. I further support the level of training required, as indicated.

**Department Chair:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Comments:**

**Online Standards Committee:** The course has been peer-reviewed for conformance to Marygrove Online Standards of Good Practice.

**Online Standards Committee, Chair:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Approved**

**Revise and resubmit**

**Comments:**

**After this form has been completed, and all required signatures have been obtained, please submit the form to the Director of Educational Technology Services.**

## Appendix C Course Evaluation Rubric

### Marygrove College Online Course Evaluation Rubric

#### Directions to Reviewer:

Learning by way of the Internet requires that each course meets specific criteria to ensure that the course is complete and meets quality curriculum standards.

**The reviewer's responsibility** is to review the course for the standards listed in this document and to make recommendations based on that review. Recommendations may include approval as is or suggestions for revisions to the course to meet the standards.

Upon completing the review, the reviewer forwards results to the Director of Educational Technology Services. The original completed standards rubric is kept on file with the Curriculum Committee and the Director of Educational Technology Services

**Course Name:**

**Instructor(s):**

**Reviewer:**

**Review Date:**

**Recommended for online delivery at Marygrove:**

**Yes** \_\_\_\_\_

**No** \_\_\_\_\_

<b>Key</b>	<b>3=</b> Present and meets standards. No changes required
	<b>2=</b> Present but does not meet standards. Requires update and re-review.
	<b>1=</b> Not present. Requires rationale for not including.
	<b>n/a=</b> Not applicable to this course.

No.	Criteria	Values	Notes
<b>Standard 1: Structure and Sequence – Course is organized. Instructions are clear and easy to understand.</b>			
1.	A printable version of the syllabus is available and conforms to the guidelines for all Marygrove course syllabi. A course description is provided.	3 2 1 n/a	
2.	Goals and objectives of the course are present and clearly stated.	3 2 1 n/a	
3.	A clear, concise list of modules and activities that will be completed is provided.		
4.	Content is well sequenced with attention to a paced workload	3 2 1 n/a	
5.	Clear instructions are provided for all assignments. Assignments are posted in advance with mechanism in place for changes/updates	3 2 1 n/a	
<b>Standard 2: Content – Online content is credible, accurate and clearly referenced.</b>			
6.	Course abides by copyright and fair use laws.	3 2 1 n/a	
7.	Presentation of content is clear and straight-forward; text is well-written without typos or grammatical errors.	3 2 1 n/a	
8.	Course provides activities/assignments to foster content mastery, critical thinking, and problem solving skills	3 2 1 n/a	
9.	Link to library is present with instructions on library resources; external links are organized and working; images display correctly, media files work, technical instructions are provided where needed.	3 2 1 n/a	
<b>Standard 3: Usability –Course site is easy to navigate and guides the student in exploring the course content.</b>			
10.	Navigational structures make the organization of the course easy to understand.	3 2 1 n/a	
11.	Minimum technology requirements are clearly stated.	3 2 1 n/a	
12.	Support resources (i.e. STIC, technical support) are identified with instructions on contact information; technical problems referred to appropriate sources	3 2 1 n/a	
13.	Many course tools are used and adequately explained; tools used for this course are either provided or easily downloadable; gradebook is organized	3 2 1 n/a	
14.	Media files are in place for low bandwidth with consideration given to problems of large media files, graphics and downloads causing problems for students with low-speed connections to the internet	3 2 1 n/a	

**Standard 4: Communication - Opportunities for appropriate interaction exist and standards for communication and response time are described.**

15.	Instructor assures that students have demonstrated mastery of minimum standards of technical competency.	3	2	1	n/a	
16.	A statement introduces the student to the course and to the structure of the student learning.	3	2	1	n/a	
17.	Instructor contact information is present in the Staff Information section of Blackboard.	3	2	1	n/a	
18.	Weekly announcements with appropriate links are present	3	2	1	n/a	
19.	Instructor determines and communicates timeframe for reply to student queries. and acknowledgement of completed assignments	3	2	1	n/a	
20.	Guidelines for participation in the discussion board, virtual classroom are clearly and sending email plainly stated.	3	2	1	n/a	
21.	Ample opportunities exist for student to student, student to instructor and student to content communication.	3	2	1	n/a	

**Standard 5: Instructional Design – Course has a consistent design in structure, functionality, and look and feel; presents content in a variety of formats; employs a variety of learning strategies and opportunities for interaction.**

22.	Activities/assignments provide opportunities for student collaboration. Group activities or group online presentations are present.	3	2	1	n/a	
23.	Buttons and banners are unique to course; horizontal scrolling is not necessary. Page numbers are present in assignments.	3	2	1	n/a	
24.	The course complies with ADA requirements. Course content is represented in multiple ways. Students are able to use multiple means of expression to demonstrate knowledge of course content. Multiple means of engagement are used to increase student motivation.	3	2	1	n/a	

**Standard 6: Assessment/Evaluation – Assessment strategies use established ways to measure effective learning, assess student progress through learning objectives and are designed as essential to the learning process.**

25.	Multiple means of evaluation are employed.	3	2	1	n/a	
26.	Assessment and measurement strategies provide ongoing feedback to the student.	3	2	1	n/a	
27.	The grading policy is easy to understand	3	2	1	n/a	