CUOnline

Guidelines for Teaching Online at Creighton University

Provided by the Center for Academic Innovation, this guide was created to support faculty members teaching in online courses and programs at Creighton University

Acknowledgments

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Welcome to Teaching Online at Creighton University!

The Center for Academic Innovation is pleased to provide this guide for online instructors. This guide includes orientation information for online instructors new to Creighton University as well as the basic concepts and best practices for teaching online. All faculty members teaching online are encouraged to contact the Center for Academic Innovation with questions or for assistance with their online teaching activities. Additional information to orient new online instructors will be provided by the individual online programs.

The Center for Academic Innovation

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About the Guide

The Guide is divided into seven parts:

- Part I: Overview of Teaching Online for Creighton University
- Part II: Creighton University's Mission and Identity
- Part III: New Online Courses: The Checklist and Processes
- Part IV: Developing an Online Course
- Part V: The Pedagogy of Teaching Online
- Part VI: Faculty and Student Support Resources
- Part VII: Policies and Procedures

Audience

This guide is for anyone currently teaching or planning to teach an online or hybrid course for Creighton University. A supplemental guide designed to address the nuances of a particular online program may be available from individual program Directors.

Objectives

This guide will assist faculty with

Orientating to Teaching Online at Creighton University

Articulating the Creighton University mission, including its Catholic and Jesuit identity

Employing strategies to develop a community of online learners

Developing course learning goals and objectives

Developing assessments of student learning appropriate for online learners

Employing strategies for managing an online course

Employing best practices in online course design

Terminology

This guide uses the Higher Learning Commission's definition for online courses.
"Distance or correspondence *courses* or *credits* are those in which all or the vast majority (75% or more) of the instruction and interaction occurs via electronic communication, correspondence, or equivalent mechanisms, with the faculty and students physically separated from each other." (Overview of Commission Policies and Procedures for Institutional Changes Requiring Commission Notification or Approval, Higher Learning Commission, July 2010).

Additional Resources

A bibliography of resources to provide more in-depth information for the topics contained in this guide is located in Appendix A.

The CUOnline Guide and Instructors in Deltak-Supported Programs

This brief supplement provides information about how instructors in programs supported by DeltakEdu, Inc. (Deltak) can most effectively use the CU Online Guide.

Below are notes on specific sections of the CU Online Guide that you might approach differently as an instructor teaching in a Deltak-supported program.

Library Resources and Online Courses Section

Please work with your Deltak Instructional Designer on setting up e-Reserves and ensuring that links in BlueLine to library resources are functional.

Online Course Syllabi (p. 26) and Designing an Online Course

If you are an adjunct instructor teaching a course that you did not design, you will probably be using the previously approved course syllabi and course design of another faculty member. While these sections might be of interest to you, you will not need to directly implement them in a previously-designed course.

Appendix B: Course Development Process for Deltak Supported Programs

Please refer to this timeline for the Deltak-support course development process, rather than the checklists in Appendix E. Faculty working with Deltak will be provided detailed information about the process at the beginning of the Course Development Process.

Appendix E: Selecting Media for Use in an Online Course

Please work with your Deltak Instructional Designer to use any of the media listed in this table.

Appendix F: Checklists

The process and timeframes in these checklists may vary slightly when courses are developed and offered in a Deltak-supported program. Please refer to Appendix B for the course development process for Deltak-supported programs.

PART I:
Overview of Teaching Online for Creighton University

This section of the guide provides some basic information about teaching online at Creighton University. Additional information will be provided by the Director of the program in which you are teaching.

Accessing Creighton University Resources

Access to network resources at the University is managed by assignment of unique username and passwords. A username (NetID) and temporary password will be assigned to you.

Creighton University NetID

A Net ID and temporary password will be assigned to you which will allow access to essential resources such as the learning management system hosting the online courses, email (available at cumail.creighton.edu), the NEST for entering grades, and library resources, among others. If you have not been assigned a Net ID and password, contact the Course Director.

Information about your NetID and password, including how to change your temporary password is available at http://doit.creighton.edu/email-accounts/blue-accounts/reset-your-default-password. You MUST change your temporary password to access Creighton network resources.

Accessing Online Courses:

http://blueline.instructure.com

Creighton University's learning management system, BlueLine, hosts the online course sites. To access your course go to http://blueline.instructure.com and enter your NetID and password. A list of all courses to which you have access will appear. Click on the course in which you will be teaching. The course's instructional designer will contact you to provide an orientation to the use of BlueLine.

Creighton University Email

As a course instructor you will be provided a Creighton University email account. It is important to use this email account when communicating to students. Creighton email is the official means of communication at the University. Information about using your Creighton email account, including how to access your email, using Postini to check for junk mail, and using the calendar associated with your email is available at http://doit.creighton.edu/email-and-accounts.

Preparation for Teaching Online

This guide provides basic information to assist with teaching online. The Center for Academic Innovation offers a certification course for online instructors, *Foundations of Effective Online Teaching and Learning* as well as the opportunity to be paired with an experienced online instructor as part of the Distance Education Mentoring Initiative.

An instructional designer has been assigned to your course and will contact you to provide an overview of the course's design as well as to provide training for the technologies used in the course. Training tutorials designed to provide online instructors the basic knowledge and skills needed for the technologies used in the University's online courses are available at https://www.creighton.edu/bluetrain.

To learn more about these development opportunities contact The Center for Academic Innovation. Contact information is located on page 5 of this guide.

Online Teaching Best Practice Standards

Creighton University has adopted a set of online teaching best practice standards for all instructors teaching online courses. The standards are described and the process of assisting online instructors to achieve these standards on the CAI web site at https://www.creighton.edu/center-for-academic-innovation.

Course Director and Course Instructor

The Course Director monitors and maintains the integrity and quality of the course. He or she designs the course and syllabus for its first offering. The Course Director works with the Instructional Designer to develop teaching and learning strategies and to create the course site in the learning management system. The Course Director also submits the course syllabus to the Curriculum Committee for approval, works with the Instructional Designer to edit the course site, works with Course Instructors to gather feedback from their experience teaching the course, and determines edits to be made to the course site based on feedback from Course Instructors and students.

A Course Instructor teaches a particular section of a course during a specific term. Course Instructor duties include, but are not limited to, 1) facilitating student learning by responding to student discussion board posts and email inquiries, 2) providing feedback on assignments, and 3) grading. Course Instructors teach using the approved course syllabus and course site. If the Course Instructor feels a change is needed to either, please contact the Course Director.

Ideally, the Course Instructor will observe a section of the course before teaching that course. The Course Instructor will also become familiar with course materials and recognize how the course fulfills the program's learning outcomes. Additional information specific to the program in which the instructor is teaching will be provided by the Program Director.

Information regarding submission of grades will be provided by the Course Director.

Exam Proctoring

Online courses using exams are required to employ physical proctors. The Course Director, in collaboration with the Program Director manages the proctoring process. If a course includes exams the Course Director will contact the Course Instructor at least 3 weeks prior to the start of the course to provide information about the exam proctoring process. No more than 3 exams are used per course. Students are responsible for paying the exam proctoring fees. Quizzes used in a course do not require physical proctoring. The Instructional Designer can provide information on strategies for preventing cheating for quizzes.

End of Course Evaluation Items

Each online course must conduct a survey of students at the conclusion of the course to gather student feedback. Most programs have an end of course student survey to be used by all courses within the program. To provide a standard set of data across all online courses at the University, all online course instructors are requested to include the standard set of survey items for online courses. The survey items are listed on the Center for Academic Innovation web site at https://www.creighton.edu/center-for-academic-innovation. These items may be appended to the end of course survey used by a program or individual instructor. If no end of course survey is currently used please contact CAI to obtain a list of survey items you may use at the conclusion of your course to garner student feedback

All online instructors – faculty development resources, procedures, policies (DE policy, IP, QA processes, FERPA, exams and online courses, using the LMS and verification of student identity, TEACH Act)

New Online Courses Not Part of an Online Program

Information for instructors seeking to develop a new online course that is not part of an online program's curriculum can be found on the Center for Academic Innovation web site at https://www.creighton.edu/center-for-academic-innovation.

Of particular importance is the form for seeking approval to offer a new online course and the checklist for seeking approval.

PART II:
Creighton University's Mission and Identity

Creighton University Learning Outcomes

Creighton University embraces the Jesuit spirit of intellectual openness, tolerance and celebration of different gifts and talents. The University provides a values-centered education that develops mastery of a field of study. It puts students in personal contact with faculty scholars in an environment that fosters critical judgment, scholarly initiative and disciplined inquiry. Creighton students are challenged to develop as professionals who have the wisdom and judgment necessary to provide leadership in helping build a more just society. From the University's Mission Statement emerge six objectives:

1. Graduates will demonstrate disciplinary competence and/or professional proficiency.
2. Graduates will demonstrate critical thinking skills.
3. Graduates will demonstrate Ignatian values, to include but not limited to a commitment to an exploration of faith and the promotion of justice.
4. Graduates will demonstrate the ability to communicate clearly and effectively.
5. Graduates will demonstrate deliberative reflection for personal and professional formation.
6. Graduates will demonstrate the ability to work effectively across race, ethnicity, culture, gender, religion, and sexual orientation.

Creighton University Mission and Identity

Creighton is one of 28 Jesuit institutions of higher education in the United States. Founded in 1878, Creighton University is one of the most diverse educational institutions of its size. It is a university in a true sense with nine schools and colleges – College of Arts and Sciences, College of Business Administration, University College, Schools of Dentistry, Medicine, Law, Nursing, Pharmacy and Health Professions and a Graduate School. The current enrollment of over 7,400 students is supported by over 730 full time faculty and 240 part time faculty. Creighton has a faculty and student body made up of individuals of many races and faiths from every geographical region of the United States and several foreign countries.

Mission

Creighton is a Catholic and Jesuit comprehensive university committed to excellence in its selected undergraduate, graduate and professional programs.

As Catholic, Creighton is dedicated to the pursuit of truth in all its forms and is guided by the living tradition of the Catholic Church.

As Jesuit, Creighton participates in the tradition of the Society of Jesus which provides an integrating vision of the world that arises out of a knowledge and love of Jesus Christ.

As comprehensive, Creighton's education embraces several colleges and professional schools and is directed to the intellectual, social, spiritual, physical and recreational aspects of students' lives and to the promotion of justice.

Creighton exists for students and learning. Members of the Creighton community are challenged to reflect on transcendent values, including their relationship with God, in an atmosphere of freedom of inquiry, belief and religious worship.

Service to others, the importance of family life, the inalienable worth of each individual, and appreciation of ethnic and cultural diversity are core values of Creighton.

Creighton faculty members conduct research to enhance teaching, to contribute to the betterment of society, and to discover new knowledge. Faculty and staff stimulate critical and creative thinking and provide ethical perspectives for dealing with an increasingly complex world.

Identity

Creighton is a Jesuit university, rooted in the Catholic tradition. At Creighton we live this mission and are guided by our identity. Because we are Catholic, we approach education with a passion for learning and a zeal for making a difference in our world. In the Catholic intellectual tradition, we celebrate our diversity, we learn through dialogue, and we pursue the truth in all its forms. As a Jesuit university we are continually bringing the richness of a 450 year old educational tradition to bear on the most contemporary issues of our world. Our Jesuit vision commits us to form women and men of competence, conscience and compassion who have learned from reflecting upon their experiences of being for and with others. We do this in service of a faith that does justice.

Jesuit Education

Ignatius of Loyola and his nine companions began establishing schools when they founded the Society of Jesus in 1540. The Jesuits were the first teaching order in the Catholic Church. In 1548 – about 450 years ago – this small group of Jesuits opened the first Jesuit School in Messina, Sicily. Over the next 30 years, the Jesuits opened 30 more primary and secondary schools. Later the secondary school, the Roman College, would be developed into the first Jesuit University, Gregorian University. The Jesuits differed from other earlier orders, such as the Benedictines, in the middle ages as they went about creating schools to educate not clergy, but boys and young men for a worldly career. Wherever Catholics settled, Jesuits founded schools. Georgetown University was the first Jesuit institution in the United States, founded in 1789 (O'Malley, 2008).

The Jesuits apply to their educational endeavors a number of core values, charisms, which are grounded in Ignatian spirituality. The charisms include *cura personalis*, *Magis, finding God in all things, men and women for and with others, faith that does justice, and contemplation in action.* George W. Traub, SJ, (2008) provides an excellent glossary of Ignatian terms for the uninitiated. They are described briefly here, as gleaned from Traub and other sources:

- ***Cura personalis*** is Latin for "care for the [individual] person" (Traub, 2008). Grounded in the Ignatian practice of engaging in one-on-one spiritual direction, the importance of the one-on-one relationship is reflected in Jesuit education. This is closely related to showing concern for the whole person in education, to focus not only on the student's intellectual development, but to support and care for his or her emotional, physical, social and spiritual well-being.

- ***Magis*** is Latin for "more." The Maryland Province of the Society of Jesus defines *magis* as "the spirit of generous excellence--striving for the greater good" (2010). It is the pursuit of excellence, not to glorify oneself but for the greater glory of God, and not for one's own benefit, but for the benefit of others.

- According to Traub, "Ignatian spirituality is summed up" as ***finding God in all things***. It is the invitation for people to seek and find God not only in explicitly religious situations, like

in church or at prayer, but in all of creation. In education, students would be encouraged to encounter the divine through their topics of study, in their relationships with other students and faculty, and in the space they are given to consider questions of faith and ultimate meaning.

- ***Men and women for and with others*** is a phrase closely related to the *faith that does justice*. To encourage students to be *men and women for and with others* means that faculty and coursework moves students away from self-interest and toward love for and service to others, especially the poor and marginalized.

- A "commitment to ***faith that does justice***" is at the core of the mission of Jesuit universities. Fr. Joseph Daoust, in a 2001 article in *Conversations on Jesuit Higher Education*, describes three ways or levels of working for social justice, all of which are necessary: 1) direct service and accompaniment of the poor, 2) developing awareness of demands of justice and the social responsibility to achieve it and 3) participation in social mobilization for a more just order. Level 1 (direct service) and level 3 (advocacy) are ways of doing justice but it is level 2 – developing a social consciousness and conscience ("conscientization") that is the essence of a Jesuit education. When it comes to allocation of resources, we often think of "distributive justice," that is, providing for fair or just distribution of goods. As one thinks about ways of doing justice we are really advocating for participative justice –"a meaningful place at the table where they can participate in the creation of the community of equals. " This concept provides for a fuller, more inclusive community that will build up the human dignity of all.

- ***Contemplation in action*** is the interplay of mindfulness and deed. Contemplation promotes professionalism and ethical behavior as it "fosters the process of examining one's life" (Creighton University Department of Education, 2009). To be a *contemplative in action* is to take time to gather knowledge, reflect on experiences, act, and reflect again. This process is illustrated in the discussion of Ignatian pedagogy below.

Ignatian Pedagogy

From its inception, the Jesuits have endorsed a strong tradition of Ignatian pedagogy. Ignatian is an adjective taken from the noun Ignatius (of Loyola). Commonly accepted characteristics of an Ignatian/Jesuit vision include (O'Malley, 2008):

- See life and the whole universe as a gift calling forth wonder and gratefulness
- Give ample scope to imagination and emotion as well as intellect
- Seek to find the divine in all things (all people, all cultures, all areas of study and learning, every human experience)
- Cultivate critical awareness of personal and social evil
- Stress freedom; need for discernment and responsible action
- Empower people to become leaders in service; men and women for and with others; whole persons of solidarity; building a more humane and just world

Ignatian Pedagogy: A Practical Approach (1993), discusses the Ignatian Pedagogical Paradigm. The five elements of the paradigm include context, experience, reflection, action and evaluation.

CONTEXT: Context references the importance of knowing the learner, their environment, background, community and potential. One of the core Jesuit values is *cura personalis*, personal care and concern for the individual, a hallmark of Jesuit education. This value

emphasizes the importance of taking the time to understand the world of the learner; to create teaching and learning experiences that take into account ways in which family, friends, peers and the larger society impact the learner.

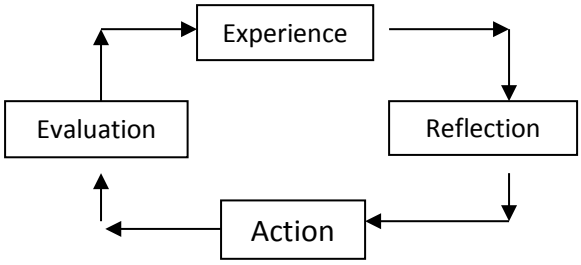
EXPERIENCE: Ignatius worked to engage the whole person in the learning experience – which moves the learner beyond accumulation of knowledge to understand more broadly the facts, feelings, values, insights and emotions that they bring to the subject matter. This may include various ways of designing learning experiences that go well beyond the classroom to the community, workplace or other direct experiences.

REFLECTION: Teachers are responsible for facilitating ways for students to engage in the reflective process, so they can understand more deeply what they have learned. To do this, students need skills and techniques, as well as use of their memory, imagination and feelings as they explore the essential meaning and value of what is being studied. The process of reflection is the exercise of discernment - asking questions, searching for solutions, learning from experience and research.

ACTION: Action here refers to the integration of cognitive and affective reactions to experiences as well as the values embedded in those experiences. Teachers work to provide students with opportunities to challenge their imagination and choose the best possible course of action from what they have learned. Teachers may witness student action through various examples of student performance, participation in class, community engagement or written assignments.

EVALUATION: Assessing the growth of learners across the domains of mind, heart and spirit goes beyond the academic mastery of knowledge to examining the well-rounded growth as persons for others. Consideration is given to the intellectual, social, moral and spiritual formation of the whole person.

The modern day philosophy of Jesuit education is represented by the figure below.



Jesuit Mission and Ignatian Pedagogy in Online Learning

Graduates of Creighton University's online programs should reflect the Catholic, Jesuit values of the University, just as we expect to see those values reflected in students who have graduated from our residential programs. To this end, faculty members are encouraged to utilize Ignatian Pedagogy and promote student engagement with Jesuit charisms and core values. The five aforementioned elements of the Ignatian Pedagogical Paradigm can be utilized in the online environment in a variety of ways. For example, an online instructor might engage the Jesuit value of *cura personalis* by setting up individual phone calls with students as his or her course begins to gain a better understanding of the student as a whole person and of the context in which the student is embedded.

Many other excellent examples of implementation of Jesuit values in distance education can be found in the article by Dickel et al. (2008).

Creighton's Implicit Curriculum: Where Leadership and Lifelong Learning Take Root

Almost all professional/graduate programs have as one of their graduate outcomes some emphasis on leadership. As most universities focus on similar outcomes, is it possible that study at Creighton University will prepare students any differently than study somewhere else? Yes, it is not only possible but expected. The evidence lies in the power of the implicit or hidden curriculum where values are central to the depth and breadth of learning. The explicit curriculum is the publicly defined and shared aspects of the curriculum. This is what is found in written materials, course syllabi, and university bulletins. On paper, many professional and graduate programs look exactly alike. It is the implicit curriculum, however, that includes the values, beliefs, and expectations transmitted to students through not only knowledge but language, actions, and interactions with faculty, staff, administration, and the campus community and culture. It is this aspect of the curriculum that places a unique institutional imprint on graduates.

So what does it mean to be a lifelong learner at Creighton University? Lifelong learning requires the ability of a person to learn from her or his experience. While we have many benchmarks for academic progress such as grades, degrees, and other credentials, learning is a process not a product. Learning from experience is best done through contemplation, reflection or a critical self-reflective process. Critical self-reflection depends on the ability to be mindful and monitor one's own progress. Mindful is used here in a very robust way as there are no boundaries between the cognitive, emotional, technical or spiritual aspects of learning. At Creighton, students, faculty, and staff are challenged to integrate learning and growth across all of these dimensions – not just the cognitive or technical aspects of your discipline but also habits of heart -- knowing better who you are as a human being and as a professional.

This self-knowledge sets the stage for lifelong learning that is not only demonstrated in continual intellectual, emotional and spiritual growth and development, but also in the way this growth and development is integrated into the actions and lives of the learners. Rooted in Catholic and Jesuit values, lifelong learning extends into lifelong action, and the actions exemplified by our graduates have a profound and significant impact on the community, both locally and globally.

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PART III:
Developing an Online Course

Planning and Designing an Online Course

Teaching online can be extremely rewarding. Faculty generally report teaching online has a positive impact on their on-ground teaching. In the process of developing an online course an instructor spends time reflecting on current pedagogical practices, reviewing materials used to teach the course, and discovering how these can be translated to the online classroom. Materials used in the face-to-face classroom cannot simply be copied into an online course. Instead, one must carefully architect student-student, student-content, and student-instructor interactions using tools and strategies designed for the online learner. The information in this section serves as a guide for the process of planning the architecture of an online course.

Working with an instructional designer:
Instructional design refers to the process by which learning needs are analyzed and learning materials are systematically developed to meet those needs. Faculty members typically engage in the instructional design process either on their own or in consultation with faculty colleagues. However, when designing a course for the online environment, partnering with an instructional designer is advised. Instructional designers are Master's prepared staff with expertise in using instructional design models, online pedagogy and the tools employed in the online classroom.

Requests for instructional design assistance can be made in person, by phone call, or e-mail to the Center for Academic Innovation.

The Backward Design Process
The backward design process is used as a framework for creating online courses. Wiggins and McTighe's (1998) "*Understanding by Design"* provides a framework for the backward design process. First the goals and learning objectives of the course are identified. Then, assessment strategies are identified to determine the degree to which students have achieved the goals and objectives. Finally, the instructional activities to help students achieve the goals and objectives are determined.

The Course Development Matrix located in Appendix D serves as guides to assist in designing the various components of an online course.

Course Design Step 1: Developing Learning Goals and Objectives/Outcomes
The first step in designing an online course is to identify the course learning goals and objectives; what the students should be able to do, know, or appreciate by the conclusion of the course. Each program may use specific terminology for defining learning goals and objectives. Instructors should check with their department chair or program director to find out about specific requirements.

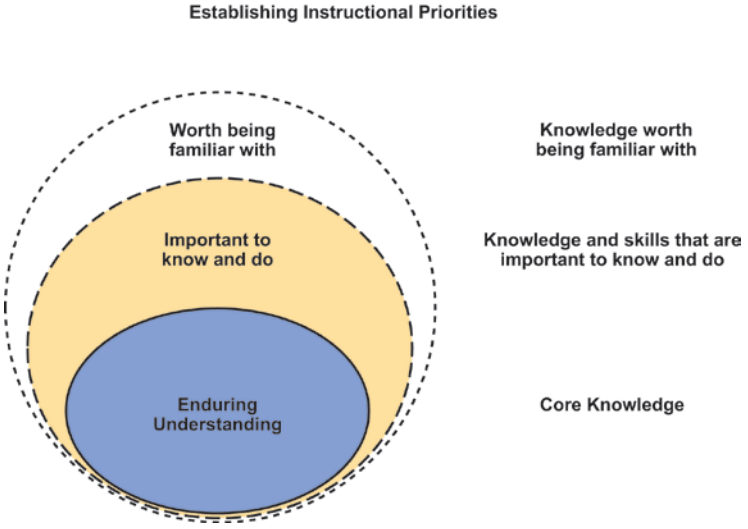
Learning goals define what the students should achieve by the end of the course. The learning objectives are the steps needed to achieve the goals.

Goals are broad, generalized statements about what is to be learned. In contrast, learning objectives (the term 'learning objectives' sometimes is used interchangeably with 'learning outcomes') specify what a learner is expected to know, appreciate or be able to perform as a result of a learning process.

Goals and objectives provide the framework for the course's instructional activities and assessments. Communication of course expectations to the learners, selection of course content, design of appropriate assessments, and evaluation of the course's effectiveness are all based on the learning goals and objectives.

The first step in developing course goals is to establish instructional priorities; core knowledge for the course is identified. Using Wiggins and McTighe's (1998) *Understanding by Design* model, the instructor determines the following:

1. information worth being familiar with;
2. information and skills that are important to know and do;
3. information for which enduring understanding must be developed, the core knowledge for the course.



Course goals are formed based on the core knowledge. Then, work begins on formulating course objectives, the steps students need to accomplish to achieve the course goals. Writing course objectives is informed and assisted by using Bloom's Taxonomy.

Bloom's Taxonomy

In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. During the 1990's a new group of cognitive psychologists, led by Lorin Anderson (a former student of Bloom's), updated the taxonomy reflecting relevance to 21st century work. Bloom's Taxonomy is commonly used as the foundation for defining learning objectives. The table below provides key words for writing learning objectives based on Bloom's cognitive domain categories.

Domain category	Verbs to describe domain activities	Products to demonstrate achievement of learning objective
Remembering: can the student recall or remember the information?	Recognize, list, describe, identify, retrieve, name, locate, find, relate distinguish, reproduce	Quiz, worksheet or test in which students must produce definitions, facts, labels, lists
Understanding: can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase	Summary, explanation, outline, list, label, recitation
Applying: can the student use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write	Illustration, simulation, demonstration, presentation, interview, journal
Analyzing: can the student distinguish between the different parts of the information presented?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test	Graph, spreadsheet, checklist, chart, outline, survey, report, paper, presentation
Evaluating: can the student justify a stand or decision; make a decision based on in-depth reflection, criticism, and assessment?	appraise, argue, defend, judge, select, support, value, evaluate, hypothesize	Debate, panel, report, investigation, persuasive speech or presentation
Creating: can the student create new product or point of view?	assemble, construct, create, design, develop, formulate, write.	Project, plan, media product, paper, presentation

Steps for Writing Learning Objectives

1. Determine the cognitive level from Bloom's Taxonomy that matches the course goal. For example, should students acquire facts and principles (Knowledge), or should they use the facts and principles to write a publishable paper (Synthesis and Evaluation)?
2. Identify the behavior, the skill or knowledge to be gained. Use an action verb that is measurable to describe what a learner should be able to do.
3. Focus on outcomes, not processes.
4. Use only one action verb per learning outcome.
5. Include no more than three outcomes per major topic.

Examples of Learning Objectives

By the conclusion of the course, students will be able to:

- analyze the role of conflict in individual and societal systems.
- develop three methods of problem solving when cultural differences interfere with the work environment.

Need more help with developing teaching goals or writing learning objectives?

The Teaching Goals Inventory developed by Angelo and Cross (1993) can help identify what is to be accomplish in a course, identify learning objectives and identify assessment techniques that are congruent with course objectives. The Inventory can be accessed at: http://fm.iowa.uiowa.edu/fmi/xsl/tgi/data_entry.xsl?-db=tgi_data&-lay=Layout01&-view

The Office of Academic Excellence and Assessment is available to work with Creighton instructors on a one-on-one basis to help develop syllabi, learning goals, learning objectives, and assessments of student learning.

Hours: Monday through Friday 8: a.m. to 4:30 p.m.
Location: Brandeis Hall, Room 111
402-280-1190
http://www.creighton.edu/aea/

Course Design Step 2: Assessment of Student Learning

After learning goals and objectives for a course have been identified, assessment strategies should be developed. Assessments will identify how well students are progressing toward achievement of the course's goals and objectives. Assessment is the systematic, on-going, iterative process of monitoring learning in order to determine what students are doing well and areas in which improvement is needed.

Effective Assessment

Assessment is effective when it...
is student centered
is congruent with instructional objectives
is at the same Bloom's level as the objective it is assessing
is relevant
is clear (in purpose, directions, expectations)
is objective and fair
simulates "end" behavior/product/performance
incites active responses
shows progress/development over time

Formative and Summative Assessment

Assessments are generally categorized as formative or summative. *Formative assessment* is defined as "the gathering of information about student learning-during the progression of a course or program and usually repeatedly-to improve the learning of those students." Example: reading the first lab reports of a class to assess whether some or all students in the group need a lesson on how to make them succinct and informative.

Summative assessment is defined as "the gathering of information at the conclusion of a course, program, or undergraduate career to improve learning or to meet accountability demands. When used for improvement, affects the next cohort of students taking the course or program." Examples: examining student final exams in a course to see if certain specific areas of the curriculum were understood less well than others; analyzing senior projects for the ability to integrate across disciplines.
Source: http://www.creighton.edu/fileadmin/user/AEA/docs/Assessment_Glossary.pdf

Resist the temptation to just transport the assessment processes used for a traditional course to the online classroom. Designing an online course to include multiple opportunities for assessment of process (formative assessment) may be more critical than in the traditional classroom. The online classroom does not provide opportunities for instructors to assess students' understanding of concepts via non-verbal cues (i.e. head nodding to indicate understanding, "deer-in-the-headlights" look), so periodic formative assessments must be included when assembling an online course.

Preparing Students

As in a traditional course, students in an online course must be prepared for assessment activities. Online students have the same questions and concerns as on-campus students, plus concerns about the nuances of engaging in online assessment activities. How will the assessments be graded? How will the grades/feedback be provided to students? How do students discuss with

the instructor items they have questions about? What happens if they encounter technical problems during an assessment activity or when trying to submit as assignment? Providing information to address these concerns as part of the course web site will prevent unnecessary anxiety among students and lessen the number of communications from students to the instructor.

Assessment Strategies

A variety of assessment strategies are used in online courses. BlueLine's exam tools can be used to develop and deliver online exams and quizzes. An instructional designer can assist with learning to use these tools and provide information about processes for conducting exams of online students.

In addition to exams and quizzes, assignments such as discussion postings, papers, presentations, case studies, and projects are generally used in online courses to assess student learning. Rubrics can be helpful in grading assignments. Rubrics are scoring guides used by instructors to help when grading student learning and effort. Rubrics help to make grading consistent and provide students clear expectations for the assignment. Examples of grading rubrics for course discussions are located in Appendix C. An instructional designer can assist with identifying the tools and best practices for using assignments in an online course. Discussion postings are used in most online courses; therefore this guide includes information to assist in establishing and managing discussion boards.

Instructors wishing to use proctored exams are encouraged to contact the Center for Academic Innovation to obtain information about this exam delivery option.

Regardless of the assessments used, it is imperative students are provided with timely feedback on their assignment. Students need to know if they are "on the right track" toward attainment of the course learning objectives, or need to make some corrections. The course syllabus should include information about the turn-around time for grading assessments and how students can contact the instructor to discuss their grade on an assessment.

Course Design Step 3: Design Learning Experiences and Instruction

Once the course objectives and assessments have been identified, the process of developing the course content and designing learning experiences can begin.

Learning Experiences

After goals, objectives and assessment strategies have been established, activities to help students gain the knowledge and skills needed to be successful in the course are developed. Selecting learning activities based on their congruence with the course goals and objectives will maximize impact on student learning. Some learning experiences used in on-ground courses translate well to the online environment; others do not. An instructional designer can provide valuable assistance in designing online learning experiences.

Online courses may employ synchronous and asynchronous activities. Many online courses use discussions as a means to provide students opportunities to use the new information presented. Other asynchronous activities may include readings, listening to/viewing mini lectures, and participating in wikis or blogs. Synchronous learning activities may include small group work, presentations, or web conferencing.

Many other methods can be used to provide students opportunities to actively engage in an online course. The ever-changing landscape of web-based tools such as Wikis, blogs, voice threads, Google documents, and other Google tools provide online instructors a wide variety of options for creating engaging learning experiences in the online classroom environment. In addition to working with an instructional designer, Dr. Curtis Bonk's web site (http://www.trainingshare.com/workshop.php) is an excellent resource to learn more about active learning strategies for online students.

The following five principles can serve as a guide for designing learning activities:

1. Identify a definite beginning and ending time period for the activity.
2. Have a clear purpose for the activity and align it with one or more course objectives.
3. Provide clear and complete directions.
4. Provide a feedback mechanism for the activity.
5. Include a description of the technology or tool being used in the activity.

Instructional Technologies

Numerous instructional technologies are available for faculty at Creighton University. Allowing the learning outcomes to drive the selection of technologies to use in a course helps assure the technology will effectively support the pedagogy. A list of technologies mapped to learning activities and pedagogical strategies is located on the Center for Academic Innovation web site at https://www.creighton.edu/center-for-academic-innovation/academic-technologies/teaching-tools.

Course Structure

An instructional designer will be able to assist in creating a course structure congruent with the needs of each course. Typically, a course is divided into units. Each unit usually contains learning objectives, content, learning experiences, and may contain an assessment activity. The course structure provides a 'road map' of how these units are organized and connected to other units. By carefully designing the structure of the first unit, it may be used as a template for the other units. Using a consistent structure throughout a course helps minimize student confusion.

Online Course Production: Rapid Prototyping

The Rapid Prototyping process provides both the instructional designer and the faculty member an efficient way to develop an online course. In this process, a single instructional unit or module of instruction is developed first. Once completed, the design of the unit is evaluated and changes made as needed. After the design of the unit is finalized; it is used as a template for development of subsequent units. Rapid prototyping involves four steps.

Step 1. Develop a design

The first step builds on the work completed in the course design process. Having a clear understanding of course objectives, course assessment and student measurement facilitates the development of a single instructional module to be used as a template for subsequent units or modules.

The following components comprise the module design process:

- **Student work-flow** - From lecture materials to reading materials, designing the ideal work-flow for a student to engage the pieces of an individual learning module makes planning and designing a course direct and straightforward.

- **Student interaction plan** – Planning for student-to-student and student-to-instructor interaction are essential for student success and development of a community of learners.

- **Assessment integration** - The course objectives have been identified, as have the means to assess student achievement of those objectives. Now the assessments are integrated into instructional modules.

- **Supplemental materials** (links to external resources, library resources, videos, etc.) - Additional materials for the course are identified.

Step 2. Build a functioning prototype module.

This step involves working in BlueLine to create student interaction, student assessments and any instructional materials needed for the specific instructional module. The instructional designer will assist in designing the module content, putting the content into BlueLine, and provide training on the tools to create content and communicate with students. This will ease the faculty member's transition from course design/production to instruction.

Step 3. Test the prototype

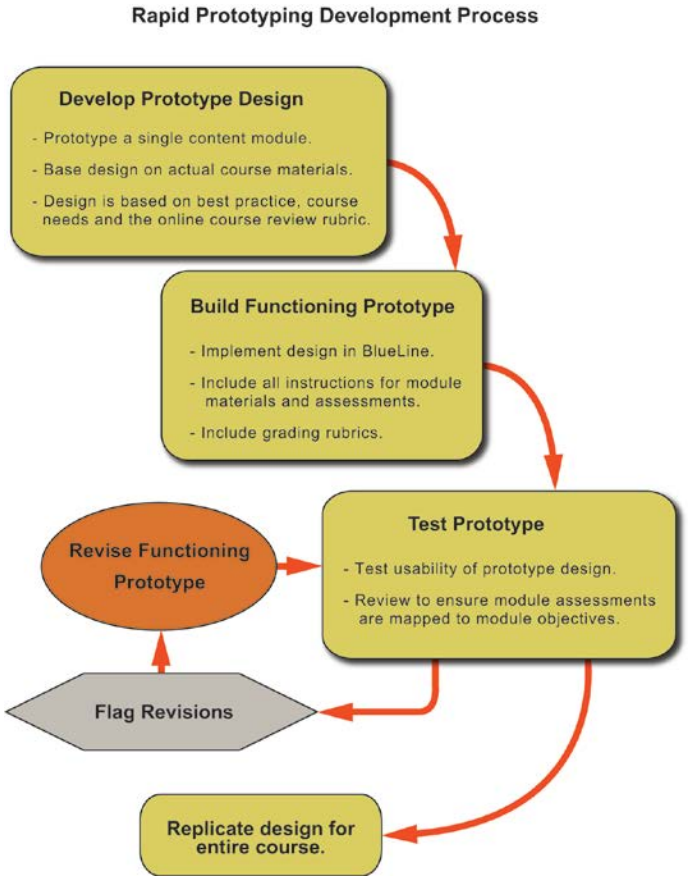
This stage is critical to the success of the course. Students will spend a significant amount of time interacting with their classmates in discussion forums, etc., turning in assignments, taking tests, and working with course materials. Mapping the course objectives to the functionality of the design to determine if students will be able to achieve the stated goals of the course is critically important to the success of the course.

The instructional designer and course instructor carefully examine the interactive design of the instructional module, the feedback loop of the module, the assessment design, and the effectiveness of the directions provided.

Step 4. Revise the prototype

This final stage may have many revisions to ensure the module includes the critical elements necessary for student success. Based on the results of the prototype review, the instructional designer will offer potential solutions to issues and ways to implement the changes. All changes made to the instructional module are discussed with the faculty member before they are made and eventually re-reviewed or implemented.

A module design is established for use in designing subsequent modules. This ensures consistent student experience with the course materials.



PART IV:
The Pedagogy of Teaching Online

The Pedagogy of Teaching Online

When discussing online and on-campus educational experiences the phrase, "Good teaching is good teaching" is often heard; meaning that good teaching practices apply regardless of the venue in which the teaching is occurring. While this is true, the implementation of those good instructional practices in the online teaching environment requires the adoption of different strategies and tools. Effective online teaching requires modification of effective on-campus teaching practices, as well as the adoption of some practices unique to the online classroom.

Literature addressing effective online instructional methods is plentiful. Two key concepts from the literature are included in this guide, the seven principles of good education and learning community development among online learners.

The Seven Principles of Good Education

Chickering and Gamson's Seven Principles for Good Undergraduate Education, first published in 1987 and based on decades of research about student learning, provides a basic set of guidelines for engaging students in the learning process. While originally proposed for undergraduate education, the principles apply equally well to graduate and professional education. The availability of educational technologies provides opportunities to operationalize the Seven Principles in new and different ways. The table below summarizes these principles and provides examples of ways in which technologies can be used to implement the principles in online courses.

Principle: Summary	**Examples of Technologies Available to Operationalize the Principle**
1. Encourage contact between students and faculty: Frequent student-faculty contact in and out of classes is a critical factor in student motivation and involvement.	Asynchronous communication tools such as email, text chat, or discussion boards. Synchronous communication tools such as web conferencing can be used to offer tutoring sessions, for students to collaborate on projects, and for distance student presentations.
2. Develop reciprocity and cooperation among students: Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated.	Study groups and project collaboration can be accomplished by using electronic white boards contained in web conferencing solutions or via virtual collaborative work spaces such as Google Docs. Email, discussion boards, text chat, and social networking tools can also provide avenues for collaboration.

3. Encourage active learning: Learning is not a spectator sport. Students must discuss what they are learning, write about it, relate it to past experiences and apply it to their daily lives.	Search for information using electronic databases available online via libraries or other resources. Increase access to experts in the profession through the use of web conferencing and discussion boards. Use virtual simulation environments to practice the application of new knowledge or skills. Provide opportunities for practice and formative feedback via self-grading electronic quizzes and practice exams.
4. Give prompt feedback: Students need appropriate feedback on performance, opportunities to reflect on what they have learned, what they still need to know.	Electronic submission of assignments and use of electronic portfolios increases the flexibility of time and space for practice (students) and feedback (instructor). Video captures of students' performance and use of video commenting tools can provide opportunities for the student to review his own performance, for others to review and provide feedback, and for longitudinal review of performance. Screen capture software provides the opportunity to quickly create mini tutorials and easily distribute them to multiple students.
5. Emphasize time on task: Learning to use one's time well is critical for students and professionals alike.	Recording lectures, tutorials, and instructional resources using lecture capture or podcasting and posting them online allows students to review the materials when needed, and affords them the opportunity to shape their study time in a manner most beneficial to their learning needs. Increase efficiency of study time by providing online access to study materials via the library or through the learning management system.
6. Communicate high expectations: Expecting students to perform well becomes a self-fulfilling prophecy;	Collaborative work spaces such as Google Docs allow instructors or peers to provide feedback on drafts of papers and presentations.

students will strive to achieve high expectations established by instructors and institutions.	Exemplars of completed assignments posted in the learning management system provide students examples of high quality work.

7. Respect diverse talents and ways of learning: There are many roads to learning. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come as easily.	Multiple practice opportunities can be made available by posting lectures in the learning management system, creating practice quizzes and exams with automated feedback, or using electronic flashcards. Using presentation software, inexpensive and easy to use video recorders, and feely available graphic creation and editing software presents the opportunity for students to demonstrate their knowledge and skills in a variety of ways.

References:
Arthur W, Chickering A, Gamson ZF. (1987). *The American Association for Higher Education Bulletin*. March.

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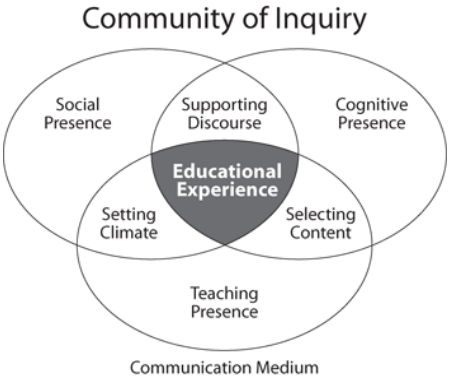
Learning Community Development

Creation of a community of learners who are actively engaged in the course, with each other and with the instructor is one of the most significant predictors of online student success. Attrition rates among online learners are higher than for face-to-face students, generally 20%-50% higher. Developing a sense of community among learners is among the most effective strategies for decreasing student attrition, as well as increasing student satisfaction, student achievement of course outcomes, and decreasing feeling of isolation.

The Community of Inquiry (CoI) model proposed by Garrison, Anderson, and Archer (2000) is often used to frame the various aspects of community. Composed of three interdependent elements; social, cognitive and teaching presence; the Community of Inquiry theoretical framework is intended to develop a learning environment in which students and instructors "engage in purposeful critical discourse and reflection to help students construct personal meaning and confirm mutual understanding" (CoI web site: https://coi.athabascau.ca/).



Social presence is "the ability of learners to project their personal characteristics into the community of inquiry, thereby presenting themselves as 'real people'" (Rourke, Anderson, Garrison, Archer, 2001).

Teaching Presence is "the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes" (Anderson, Rourke, Garrison, & Archer, 2001).

Cognitive Presence is "the extent to which learners are able to construct and confirm meaning through sustained reflection and discourse" (Garrison, Anderson, & Archer, 2001).

Examples of strategies for developing each of the three presences are as follows. The instructional designers at Creighton University are well prepared to assist you in infusing each of these presences in your online course:

Social Presence

Social presence is often described as the ability of participants in computer mediated communication to feel socially and emotionally connected; to project themselves socially and emotionally -- as 'real' people. The sense of instructor presence adds to students' feeling that 'class is in session', that they are being guided and supported. It helps to counterbalance the sense of distance and disconnect students might have, as they sit facing their computer screen.

In general, it's safe to say that the more present the instructor is, the more students feel part of a learning community, connected to other students, to the instructor, and to the program. Students who feel part of a learning community tend to be more satisfied, tend to earn higher grades, and tend to persist in the course or program.

Social presence can be fostered by the instructor by proactively engaging students and providing a variety of responses to student work. Examples of strategies for enhancing instructor presence include:

- Interactive responses: evidence someone is paying attention to what is happening
    - Praising and commenting on students' work
- Affective responses:
    - using humor, emoticons, and personal anecdotes in the instructors' communication throughout the course
- Cohesive responses:
    - share feelings or set the mood (discuss the weather, inquire how others are doing, etc.)
    - address students by name, and use inclusive pronouns (we, us, our).

Cognitive Presence

Cognitive presence encompasses four events; triggering, exploration, integration, and resolution; through which students are guided as they seek to construct meaning from the course's information and learning experiences. The following descriptions of the events are summarized from Garrison, Anderson, & Archer (2001), *Critical Thinking and Computer Conferencing: A Model and Tool to Assess Cognitive Presence.*

Triggering Event

An issue, dilemma, or problem is identified, most often by the instructor, but at times students may bring forward a problem for the class or their group to examine and explore.

The instructor must shape, and when necessary, discard triggering events which do not align with attainment of the courses learning outcomes. Triggering events are most effective for motivating students when they combine course related topics to issues relevant to students.

Exploration

During this event students perceive or grasp the nature of the problem and then advance toward exploration of relevant information. Throughout this event students gradually develop the ability to be selective with regard to what is relevant to the issue or problem. The event includes:

- students learning to use a variety of information sources to explore the problems posed in the course
- students engaging in brainstorming and finding relevant information to help them solve content related questions
- student participation in online discussions to help them appreciate different perspectives

Integration

During this event students construct meaning from the ideas generated in the exploratory phase. They combine new information to answer questions raised in the exploratory event. Active instructor presence is critical to:

- guide discussions
- diagnose misconceptions
- provide probing and additional information
- model the critical thinking process
- guide students' reflection on course concepts to help them understand the course's fundamental concepts

Students are generally more comfortable in the exploration event and therefore need the guidance and an occasional 'nudge' from the instructor to move into the integration event and the more-advanced stages of critical thinking and cognitive development.

Resolution

During this final event, the dilemma or problem is resolved through the application of newly created knowledge. Students are able to:

- test and apply the knowledge created during the course
- apply solutions developed during the course to new and different situations

Teaching Presence

Teaching presence encompasses three components, instructional design and organization, facilitating discourse, and direct instruction. Collaboration with an instructional designer can assist employing best practices for online course design. The Creighton University Online Course Design Rubric:
(http://www.creighton.edu/celai/planning-quality-assurance/distance-course-review) consists of criteria based on online course design best practices and can serve as a roadmap for designing your online course.

Course Organization

A well-organized course structure employing a consistent layout is critical to the success of an online course. Consistency in course layout allows students to maximize their focus on

learning and minimize the time spent figuring out how to navigate the online course environment. Some pragmatic considerations of design consistence include (1) keeping due dates the same each week, (2) maintain the same course layout among all course modules including where students turn in assignments, and (3) keep consistent office hours during which distance students are able to reach you.

Proactively managing online student expectations will help them make the paradigm shift from being a F2F to an online learner. A well designed syllabus (see page 42 of this guide) for an online course will address many of these processes.

Explicit expectations and training on using technologies in the course is also recommended Students are not only becoming acquainted with a new educational model, they may also be encountering new technologies.

Juxtapositioned with the need for upfront planning and explicitness is the use of emergent design in order to be responsive to student needs. An online instructor must strike a balance between proactive organization and planning and flexibility to allow the course to respond to unexpected intellectual exploration by the students.

Facilitating Discourse and Direct Instruction

Rovai (2002) identifies seven factors shown to positively correlate with sense of community in online courses and which have implications for instructor facilitation of discourse and instruction in the online teaching environment.

(1) Transactional distance is the "psychological and communication space between learners and instructors" (Moore, 1993 as cited in Rovai, 2002). Striking a balance between structure and dialog is required to reduce transactional distance; increased dialog leads to a decrease in distance. Instructors should encourage learner participation in dialog and recognize the importance of doing so by making it a graded course component.

(2) Online instructors are encouraged to explore the use of technologies beyond electronic text to help advance social presence.

(3) Social equity, the equal opportunity for all students to participate in online activities and dialog, can be achieved by setting netiquette guidelines and setting expectations for civility and mutual respect in all course activities.

(4) The use of small groups can help ensure all students are meaningfully engaged in the learning activities. Establishing groups of fewer than 10 and providing them with specific tasks will help build community and student cohesiveness.

(5) Instructors must be able to effectively perform two types of group facilitation functions, those related to group tasks and those related to building and maintaining the group. Maintaining humility and recognizing students' knowledge helps advance group task functions. Encouraging student participation and serving as a mediator when necessary will help maintain the groups. Related to group facilitation is the importance of teaching

students how to be online learners. As described in the following section of this guide, instructors need to include activities that help students learn to learn in the online setting.

(6) A match between an instructor's teaching style with each students' stage of learning must be established. Instructors are encouraged to be cognizant of student's stage of self-direction, provide and appropriate degree of structure and help advance the student's self-directedness.

(7) Online instructors are encouraged, to the degree possible, keep online class sizes small to increase learner-learner and learner-instructor interaction.

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Helping Students Transition

The paradigm shift in online education is not only for instructors, but for students as well. Students must become accustomed to working in the online environment. This guide provides some suggestions for assisting students in the transition to the online classroom environment. Educational experiences for most students have been predominately in a face-to-face setting; therefore they need opportunities to build their online learning skills (Conrad and Donaldson, 2004). In *Engaging the Online Learner* Conrad and Donaldson describe four phases which can be used to gradually scaffold student's level of engagement in an online course: Newcomer, Cooperator, Collaborator, and Initiator/Partner. As indicated in the table below, the instructor's role within each phase varies.

Phase	Learner Role	Instructor Role	Weeks (8 week courses)	Process
1	Newcomer	Social negotiator	1-2 (1st week)	Instructor provides activities that are interactive and that helps learners get to know one another. Instructor expresses expectation for engagement in the course, provides orientation to the course, and keeps the learners on track. Examples: icebreakers, individual introductions discussions concerning community issues such as Netiquette rules on a virtual lounge.
2	Cooperator	Structural engineer	3-4 (2nd week)	Instructor forms dyads of learners and provides activities that require critical thinking, reflection, and sharing of ideas. Examples: peer review, activity critiques.
3	Collaborator	Facilitator	5-6 (3rd week)	Instructors provide activities that require small groups to collaborate, solve problems, and reflect on experiences. Examples: content discussions, role playing, debates, jigsaws.
4	Initiator/ partner	Community member/ challenger	7-16 (4th -8th weeks)	Activities are learner-designed or learner-led. Discussions begin to go not only where the instructor intends but also were the learners direct them to go. Examples: Group presentations and projects, learner-facilitated discussions.

Engaging the Online Learner, Conrad and Donaldson (2004), p. 11.

Discussions and Online Courses

Discussion forums allow students to reflect on the course's content and concepts, connect new ideas with existing knowledge, gain exposure to the perspective of other students, and actively engage with others in the course. Student engagement in discussions can be encouraged by placing students into small groups. Groups of 3 to 7 students help keep the discussion manageable. Groups may be assigned or students can be allowed to self-select. In either case, students should remain in the same group for the duration of the semester.

Assigned groups are best for courses:

- with more than 10 students
- in which little synchronous communication and work is necessary, therefore time zones in which students reside is not a consideration
- in which all groups will be working on the same course materials; selection of topics is not a factor
- which are short in duration, such as eight week terms

Allowing students to self-select groups is preferred when:

- time zones in which students reside is a factor and/or synchronous communication is required
- groups will be working on different topics (allow students to select the topic that is of interest)
- the course spans an entire 15-16 week semester

Bloom's Taxonomy and Discussion Questions

Discussion questions posed to students should be designed to help them achieve the course's learning objectives. Therefore, the questions and the learning objective should address the same level of knowledge construction. The Analyze and Design section of this guide includes a summary of Blooms Taxonomy.

Interactions

There are many ways to focus a discussion. Discussions should encourage at least one of the three following interactions within the course:

> **Instructor-Student Interaction:** Provide encouragement, guidance in processing and applying the course concepts and feedback relevant to real world applications.
>
> **Content-Student Interaction:** Encourage students to challenge and reflect on what they have learned. Ask them to share their own research or experiences related to the topic under discussion.
>
> **Student-Student Interaction:** Encourage students to engage and learn from each other. Learning from other individual's viewpoints is one of the contributing factors to open-minded learning in a collegiate environment.

Managing Discussions

Managing online discussions is an art and a science. Below are some tips to help manage the workload, build community, and be visible to your online students.

1. Good discussion questions:
    a. cannot be answered by simply "yes" or "no."
    b. make connections between the course and other issues.
    c. go beyond basic recall. They are open-ended and encourage a variety of responses
    d. may, or may not, have a definite answer.
2. Review discussions frequently to ensure the students are on track, use brief comments to redirect the discussion if needed.
3. At the conclusion of a discussion, summarize the discussion pointing out particularly relevant or important contributions.
4. Do not respond to each student's posting, the discussion will become a conversation between the instructor and each student.
5. Clearly state:
    a. Due date/time for initial post
    b. Due date/time for response posts
    c. Provide a grading rubric, Appendix C contains examples
    d. Identify writing style expectations: conversational or formal
6. Establish beginning and end dates for each discussion.
7. Early in the course praise and encourage postings, the need to do so decreases as students become comfortable with the discussion environment.
8. Discourage long, drawn out responses and encourage concise, thoughtful responses.
9. Establish a schedule for managing the discussion then hang a sign on your office door that states you are 'in class' during the time set aside for doing so.
10. Establish a discussion board strictly for questions so that off-topic questions don't make their way into weekly discussion forums.

Types of Discussion Postings

Summarizing and channeling posts: Tie 2-3 discussion threads together by pointing out a theme running through them and posing a related question.

Contrasting posts: If Student A posted an opinion which is in conflict with Student B's opinion, ask them to relate to each other's posts.

Substantive posts: Relate to a topic raised by a student, or open a 'new topic post', and add in anything ranging from one new substantive piece of information to a 1-page mini-lecture on something that seems important to you to comment on, as the week develops.

Practice posts: Tying the discussion/topic/reading to the instructor's own experience in practice.

Theory to practice posts: Related to the previous type of post, this type of post might take a philosophical or theoretical debate students are engaging in, and bring it down to earth by sharing a story or posing a vignette to students in which they are asked to apply the concepts under discussion in a practical situation.

Reflection/reflective posts: Think out loud, online – giving students an insight into the instructor's thinking process.

Question posts: In which the instructor relates directly to something a student wrote, and ask them (or anybody who wants to jump in) to expand, clarify, suggest, etc.

Conversational posts: A good amount of 'light' conversation and banter goes on in the forum. As the instructor gets to know students, s/he might participate with a 1-2 line comment of their own periodically.

Wrap-up: At the end of every week or every thread, summarize the discussion themes, adding an insight or two, connecting it to next week's material, and inviting students to add their own comments.

Advice for Facilitating Discussion

Don't drop out: Students notice when teachers disappear. If the instructor will be traveling or out of touch for more than a day or two, let students know.

Keep an eye out for marginalization: Sometimes, group dynamics cause certain students to be marginalized. Their comments go disregarded; their posts are not responded to. Bring them into the fold, with a comment or question aimed to bring others to respond to them. On the same note: Make sure the instructor does not fall into a trap, regularly engaging with the same students time and again, and not relating to others.

Don't be the first to respond: As a rule, try to avoid being the first to respond to a student's primary post. This can cut off or narrow the scope of the conversation that students might have developed.

Questions are better than comments: An instructor's comment can effectively end a discussion thread, no matter how lively. A comment with a question at the end can keep it going. Try to always include questions in your posts.

Grading Discussions

Instructors new to teaching online often wonder if discussion postings should be graded. All required assignments should be graded. Students are busy. If an assignment is not graded it will mostly likely be viewed as 'busy' work and students will not complete it. Grading of discussion postings can be as simple as acceptable or not acceptable or as complex as scoring on multiple dimensions. How discussion postings are graded and the impact discussion postings have on the final grade should be determined by the course objectives and assessment plan. Examples of rubrics to grade discussion posting are located in Appendix C.

Online Course Syllabi

Most departments have a standard syllabus template to be used for all courses. Typically, these templates include:

1. Course pre-requisites and requirements
2. Course overview, description
3. Course learning goals and objectives
4. Grading policies and grading structure
5. Structure of the course

In addition to the department's template, the following elements should be included in an online course syllabus.

1. Communication Plan
    a. Instructor response time for emails, phone calls, and grading assignments
    b. Clearly state how online students can contact the instructor and when the instructor will be available (online office hours, if any, and communications tools to be used; chat room, phone, e-mail, etc.).
    c. Expectations for writing style for each type of communication (e.g., semi-formal style for discussion board postings, informal for chat room participation)
    d. How the instructor will communicate announcements to students
2. Participation Expectations
    a. How often students should check the course web site
    b. How often students will post to the discussion board.
    c. How the instructor will reply to discussion postings (e.g., at the end of the week to summarize)
3. Internet Etiquette (Netiquette)
    a. The code of conduct students need to follow.
    b. Netiquette includes respecting different opinions, perspectives, and values in discussion board and in all other class activities.
    c. Netiquette includes not sending e-mail or messages in ALL CAPS or with too many !!!!!s, or even asking repetitive questions in forums that have FAQs posted.
4. Student Resources and Support
    a. How to access course materials in course management systems
    b. How to use the tools in the online course (e.g., post to discussion board, submit assignments via digital drop box)
    c. How to access information on the digital library, if any
    d. How to get technical support (e.g., can't log in or post, etc.)
5. Use a simple layout for the syllabus that is printer friendly
6. Reiterate critical information in the course web site as well as in the syllabus
7. Post the syllabus as early as possible, no later than the first day of the course
8. Include a course calendar, dates, each week's activities, assignments, and due dates
9. List the due dates of course milestones, **include date and time of day**
10. Keep due dates for discussion postings consistent each week (e.g., initial posting due every Monday at noon, responses due every Wednesday at noon)

11. Be careful not to use language that does not apply to the online learning environment (e.g., class will meet…, attendance will be taken daily…)
12. Address nuances of an online course
    a. What students should do if they experience a technology failure
    b. Protocol for late assignments
    c. Tips for being successful in the course

Multimedia to Support Learning

Multimedia is the presentation of material in more than one format, such as both words and pictures (Mayer, 2001, Clark and Mayer, 2008). Mayer's (2001) Cognitive Theory of Multimedia Learning serves as a foundation for effective implementation of multimedia. Three assumptions frame the theory:

1. ***Learning is dual channel:*** visually presented material (pictures, videos, animations, on-screen text) and auditory materials (narration and background sounds) are processed using different channels.
2. ***Limited Capacity:*** students are limited in the amount of information that can be processed in each channel at one time. The average memory span is five to seven chunks at a time (i.e. numbers, words, etc.)
3. ***Active Processing:*** students will actively engage in cognitive processing to "make sense" of a multimedia presentation, combining new information with existing experience and memory.

Words and relevant graphics rather than words alone are recommended to improve content retention and transfer of knowledge. Words include printed or spoken text. Graphics include static (illustrations, photos, maps, graphs, etc.) and dynamic (animations and videos). The assumption is sometimes made that the use of graphics and text together, regardless of their design, provide the student with a rich experience that addresses different learning styles. However, research dispels this myth.

Decorative graphics are those added to a page primarily for aesthetic purposes. Example: a person riding a bicycle in a lesson on how a bicycle tire pump works.

Representational graphics illustrate a single item. Example: an image of a bicycle pump in a lesson of how pumps function.

Use of decorative and representational graphics should be kept to a minimum as they require working memory resources, thus reducing the capacity for processing relevant information. In lieu of decorative or representational graphics, organizational, relational, transformational or interpretive graphics are recommended.

Organizational graphics show the relationship among components. Example: a labeled graphic of the pump parts in a lesson about bicycle tire pumps.

Relational graphics represent the quantitative relationship between two or more elements. In a bicycle safety presentation, for instance, a line graph could be used to indicate the relationship between the age of the rider and the probability of being in an accident.

Transformational graphics represent changes in time or over space. A video showing how to use a bicycle pump to fix a flat tire would be an example of this type of graphic.

Interpretive graphics attempt to make intangible phenomena visible and concrete. Example: In the bicycle pump example, an animation showing how the flow of air makes the pump work.

The following principles build on the multimedia principle and should be considered when designing multimedia for online courses.

Contiguity Principle 1
Printed words should be co-located with the graphic to which those words refer. For instance, to help students to understand a form, place the text describing each part of the form next to the relevant part of the form.

Contiguity Principle 2
Spoken words should be synchronized with related graphics. The spoken word should be used synchronously rather than successively to describe the graphic.

Modality Principle
Audio narration rather than on screen text should accompany relevant graphics to reduce the demand on visual processing. An option for written text may be appropriate to meet ADA requirements, but this should not be presented as the default mode, only as an option.

Redundancy Principle
A common belief is that simultaneously presenting both audio and written script to explain visuals addresses different learning styles. However, the redundant presentation of information overloads the visual channel and decreases student learning.

Coherence Principle
Adding interesting material that does not directly support the learning objective can interfere with learning. Material not central to the instructional goal should be removed, including extraneous graphics, text, and music. Background music or sounds, for instance, may overload working memory.

Personalization Principle
Using a more informal conversational tone and virtual coaches can increase student performance. The use of conversational style text activates a "sense of social presence" for the student. This results in deeper cognitive processing. Furthermore, students performed better when pedagogical agents are used with a human voice. On screen coaches, or pedagogical agents, are characters who help guide the learning process. These coaches can be cartoon characters, avatars, or photos. These "coaches" are best used for providing hints, working out examples, demonstrations, or explanations. Having an on-screen character which has no instructional purpose does not improve student learning.

Segmenting Principle
Breaking complex learning material or lessons into segments reduces cognitive load and positively impacts student learning. Compare a continuous presentation of complex material to one that is broken into bite size chunks. In the latter, the student has time to process each step.

Pre-training Principle
Before presenting unfamiliar material, introduce terms or characteristics of the key concepts to be presented. For instance, suppose students will be introduced to the circulatory system including how blood flows through the heart. Providing a guide to the terms to be used will improve the ability of the student to process the information in the lesson as the student is not overloaded by learning both the terms and the process of circulation at the same time.

These principles as well as the matrices located on the Center for Academic Innovation web site at https://www.creighton.edu/center-for-academic-innovation/academic-technologies/teaching-tools **will assist in selecting the multimedia tool to best support achievement of course goals and objectives.**

PART V:
Faculty and Student Support Resources

Center for Academic Innovation

Faculty and Administrators: The office is designed to be a resource for faculty and administrators seeking to develop online courses. The office has been charged with coordinating the development of online courses, including policies, processes, and faculty preparation for teaching in the online environment.
Staff: This office serves as the resource for staff in assisting faculty in the creation of online courses.

To help facilitate these resources and services, this CUOnline Guide was developed.

Faculty Development Resources

Distance Education Mentoring Initiative (DEMI): Faculty members teaching in the distance learning environment are dedicated to providing quality instruction. With the increase of course offerings in this relatively new teaching and learning environment, the number of faculty members and other instructors facing challenges and opportunities that are unique to this form of course delivery has also grown. One avenue of support for these individuals is peer mentoring. The Distance Education Mentoring Initiative (DEMI) is designed to provide peer mentoring opportunities for individuals new to teaching in the distance format at the University. Facilitated and supported by the Center for Academic Innovation, the DEMI initiative is described on the linked document. To learn more or to participate as a mentor or a mentee, contact the Center for Academic Innovation at celai@creighton.edu or call extension 3114.

Foundations of Effective Online Teaching and Learning Certificate Course: The course encompasses foundational knowledge and skills necessary for successful online course facilitation. This course is designed for anyone currently teaching or planning to teach an online or hybrid course for Creighton University. Course topics include Online Learning and Value-based Education, Planning Your Course, Designing and Producing Your Course, Teaching Your Online Course, and Online Teaching and Learning Policies and Procedures. Completion of the course is required for all instructors new to teaching online at Creighton. The course is offered three times a year (August, October, and March) and runs for two weeks. To learn more or to register, contact the Center for Academic Innovation at celai@creighton.edu or call extension 3114.

Tools for Teaching Online

The following tools are available for online faculty and students at Creighton University. Information about training workshops is available at
http://www.creighton.edu/celai/academic-technologies/teaching-tools

Tool Matrix
A matrix to assist with selecting multimedia tools for use in online courses teaching tools is also available. (See Appendix)

Training to Use the Tools

Blue Cafe - **Web conferencing:** For faculty and students, BlueCafe powers the virtual classroom inside BlueLine and enhances BlueLine's features by allowing faculty and students to meet real time, online.

BlueLine - **Learning Management System:** The Creighton University learning management system which includes a variety of tools for online and hybrid courses including a gradebook, assessment tools, collaboration tools, and more. Contact an instructional designer to learn more about BlueLine. Tutorials are available at https://blueline.instructure.com.

BlueQ - **Web-based surveys:** Creating surveys and analyzing results can be done with ease in this completely web-based application. BlueQ can also be used as a teaching tool for students learning survey methodology. Faculty and staff members can request an account at blueq@creighton.edu.

BlueTrain - **Learn software applications:** BlueTrain is an online tutorial repository for a wide variety of software applications. Faculty, staff and students can go through a tutorial once or as many times as needed. Log in from your desk, at home, or participate in a workshop.

SoundCloud – **Podcasting:** Creighton's official solution for recording and hosting podcasts is SoundCloud a free, public service for faculty to podcast to students and/or groups to share digital audio files for use other than in course content. Faculty who wish to use podcasts in online course content, please use BlueCast which will accommodate ADA compliance. If you are interested in using SoundCloud, please contact Derek Horton at DerekHorton@creighton.edu.

iTunes U - **Podcasting:** Through iTunes U, is presently still available to faculty already using it.

Technical Support

Journals – Memberships (SLOAN, WCE) Conferences: We have links to several distance education focused journals and currently are members of SLOAN and WCE with opportunities for conferences. Please follow these links to the Center for Academic Innovation web site for access and information.
Journals - http://www.creighton.edu/celai/faculty-resources/faculty-development

Memberships/Conferences - http://www.creighton.edu/celai/faculty-resources/faculty-development

Library Resources and Online Courses
The libraries at Creighton University are well resourced to support online teaching and learning. Instructors developing online courses are encouraged to contact the library for their discipline area to learn more about the resources and assistance available.

Services	Health Sciences Library/LRC	Reinert-Alumni Library
Services for students	http://www.creighton.edu/health/library/services/distanceeducation/index.php	http://www.creighton.edu/reinert/services/distancelearning/index.php
Copyright Assistance	http://www.creighton.edu/health/library/services/obtaincopyrightpermission/index.php	http://www.creighton.edu/reinert/facultyservices/copyrightinformation/in

	Judi Bergjord (402) 280-5199 bergjord@creighton.edu	dex.php Deb Sturges (402) 280-4756 dsturges@creighton.edu
How to create links to library sources	http://www.creighton.edu/health/library/services/computerresources/index.php	http://www.creighton.edu/reinert/facultyservices/howtocreatecourselinks/index.php
How to log-in	http://reinert.creighton.edu/aboutlib/help/ezproxy.htm	
E-Reserves (BlueLine LOR)	Circulation Department (402) 280-5109 hslcirc@creighton.edu	Access Services Department (402) 280-2260 ralcirc@creighton.edu
Subject liaisons (help with library links, instruction)	http://www.creighton.edu/health/library/services/libraryliaisons/index.php	http://www.creighton.edu/reinert/contactsandhelp/subjectliaisons/index.php
Tutorials for students	http://www.creighton.edu/health/library/help/index.php	http://www.creighton.edu/reinert/researchtoolbox/tutorialsandguides/index.php

Resources	Location
E-books	Library catalog (CLIC): http://clic.creighton.edu/
Streaming video	Films On Demand: https://login.cuhsl.creighton.edu/login?url=http://digital.films.com/PortalPlaylists.aspx?%20cid=1637&aid=3864
Journal articles	Databases listed by subject on "HSL > Resources" and "RAL > **Research Guides**" menus.
Encyclopedias	Reference sources listed by subject on "HSL > Resources" and "RAL > **Research Guides**" menus.
Images	HSL/LRC multimedia: http://www.creighton.edu/health/library/lrcmultimedia/index.php ARTstor: https://login.cuhsl.creighton.edu/login?url=http://www.artstor.org
Creighton Digital Repository	Online archive of teaching and curriculum materials: http://dspace.creighton.edu/xmlui
Bibliographic management software	http://www.creighton.edu/health/library/refworks/index.php
Summon	Find books, articles and more from the Creighton Libraries http://www.creighton.edu/academics/libraries/index.php

Support for Students in Online Courses

Orientation to the online environment: The Blueline Canvas tutorial of our LMS http://doit.creighton.edu/center-academic-technology/resources
or the Distance Student Orientation (information on what to expect at the Center for Academic Innovation website (http://www.creighton.edu/celai/student-resources/distance-student-success).
If you would like access to the orientation please contact the Center for Academic Innovation celai@creighton.edu or call extension 3114.

Writing Center: is available to students enrolled in online programs. You will need to schedule an appointment to submit your writing. The Writing Center advises you sign up for appointments early as they fill up quickly.
http://succeed.creighton.edu/online-writing-center

Disability Services: Services for students with disabilities are provided to qualified students to ensure equal access to educational opportunities, programs, and activities in the most integrated setting possible. Students with disabilities who require accommodations must make those needs known, in writing, to the Dean's or the Office of Disability Accommodations (*within 2 weeks of acceptance, or at least 5 weeks in advance of a course, workshop, program, or activity for which accommodation is requested*.) It is the responsibility of the student to make these needs known in a timely fashion and to provide documentation and evaluations in appropriate cases. In some cases, time will be required to evaluate documentation, work out specific accommodations, arrange a schedule in barrier-free classrooms, work out arrangements including funding for auxiliary services, and arrange accommodations for orientation. The University may not be able to accommodate last minute requests for accommodation.

Each student may be required to submit medical or other diagnostic documentation of disability and limitations and may be required to participate in such additional evaluation of limitations as may appropriately be required by Creighton University or other agencies prior to receiving requested accommodations. Qualified students who apply for services related to a documented disability will receive written confirmation of what services will be provided by the University. Students who do not require accommodations need not make their disabilities known. The university reserves the right to provide services only to students who complete and provide written results of evaluations and service recommendations to appropriate university personnel.

Information concerning a student's disability and accommodations is treated as confidential information under applicable federal, state, and university laws and policies.

Other Student Services to Support Online Students

Technology Support: Technical help for students is found at the Division of Information Technology Service desk by going to the following web site.
http://doit.creighton.edu

Technology Tutorials are available in BlueTrain (Atomic Learning). The tutorials are short, focused snippets of information to assist in learning the features of the key software applications used at the University. You will need to login using your NetID and Blue password to access the tutorials.
https://www.creighton.edu/bluetrain/

Libraries: The Health Sciences Library, Reinert-Alumni Library, and Klutznick Law Library. All have e-reserves and research in the form of e-books, articles and much more. The Reinert-Alumni Library has a site just for Distance Learning which is the link.
http://www.creighton.edu/reinert/services/distancelearning/index.php

Business Office: The purpose of the Business Office is to provide financial services to our students and University departments. The office consists of three financial departments: Student Accounts, Cashier Services and Student Loans.
http://www.creighton.edu/businessoffice/

Financial Aid: coordinates the aid opportunities for all of Creighton's four undergraduate and five graduate/professional schools/colleges. The website provides background information needed to apply for financial assistance and understand the types of student aid options offered.
http://www.creighton.edu/financialaid/

Bookstore: Textbooks may be ordered through efollett.com. The site also contains the Jays FanAttic apparel, accessories, collections, etc. e-catalog to order Creighton Bluejays items. The Help/FAQ link at the top of the page is beneficial.
http://www.bkstr.com/webapp/wcs/stores/servlet/StoreCatalogDisplay?storeId=10457&langId=-1&catalogId=10001

Access to NEST: (**N**early **E**very **S**tudent **T**ransaction) is a 24 by 7 self-service web site that allows students access to: Registration, Financial Aid, Student Accounts, Student Health, and to update your contact information. You will need your NetID and BLUE password to login to the system.
https://thenest.creighton.edu/PROD/twbkwbis.P_GenMenu?name=homepage

ID Cards: Card Services for distance learning students is a web site to assist students in acquiring a CU Identification card if they choose. The web site contains all the forms and steps to help you expedite the process.
http://www.creighton.edu/admin/cardservices/distancelearningstudents/

PART VI:
Policies and Procedures

Policies

The University's Intellectual Property and Quality in Distance Education policies are located in the policy section of Office of General Counsel's web site at http://www.creighton.edu/generalcounsel/cupolicies/

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act of 1974, commonly known as FERPA, is a federal law that protects the privacy of student education records. Students have specific, protected rights regarding the release of records included in the FERPA definition of educational records. FERPA requires that institutions adhere strictly to these guidelines. Therefore, it is imperative that the faculty and staff have a working knowledge of FERPA guidelines before releasing educational records. Information about FERPA is found on the Creighton University Office of the Registrar web site at http://www.creighton.edu/registrar/confidentialityprivacyferpa/

In addition to the information provided in the tables, the Klutznick Law Library also provides services and resources to support the legal information needs of the University community, including students and faculty engaged in online teaching and learning: http://www.creighton.edu/law/library/. Faculty who require copyright information, electronic access, document delivery, or legal research assistance from the Klutznick Law Library may direct their questions to lawref@lists.creighton.edu or (402) 280-5541.

Technology, Education, and Copyright Harmonization Act (TEACH Act)

The Technology, Education, and Copyright Harmonization Act (TEACH Act) became law in 2002. The American Library Association describes this act as "redefining the terms and conditions on which accredited, nonprofit educational institutions throughout the U.S. may use copyright protected materials in distance education-including on websites and by other digital means--without permission from the copyright owner and without payment of royalties."

Libraries at Creighton University are prepared to assist instructors with navigating the rules and regulations of copyright for online courses.

Health Sciences Library - http://www.hsl.creighton.edu/HSL/copyright/copyres.html
Judi Bergjord (402) 280-5199 bergjord@creighton.edu

Reinert- Alumni Memorial Library - http://reinert.creighton.edu/
Deb Sturges (402) 280-4756 dsturges@creighton.edu

Klutznick Law Library - http://culaw2.creighton.edu/index.aspx?p=100

Quality Assurance for Online Programming

Creighton University employs several quality assurance processes to ensure the University's online programming maintains the high quality students expect from Creighton University education. Additionally, these quality assurance processes are used to assure alignment with federal, state, and accreditation requirements. These processes include a review of the design of all online courses and use of a standard set of survey items for end of course evaluations.

All Online Instructors – Procedures & Policies

Student Identity Verification: Distance courses and programs must employ the University's established processes for verification of distance student identity. Student identity verification requirements are established to assure compliance with regulations promulgated by the HCL. Pursuant to the Higher Education Opportunity Act of 2008 and subsequent HLC regulations, each distance student is issued a unique username and password. These credentials are used to access distance course content and assessments of learning. Initial verification of student identity occurs during the program admission processes. Given the dynamic nature of student verification regulations, the Student Identity Verification portion of this policy will be reviewed annually and modified if needed. Distance students must be made aware of and held accountable to the same academic integrity standards as on- campus Creighton students. These standards are articulated in the Code of Conduct and the Academic Honesty Policy from the Creighton University Student Handbook and the relevant University Bulletin. Exams that are not open book must either be timed such that in order to successfully complete the exam students would not have time to use reference materials to obtain answers, or employ a proctor using a testing center or other proctoring arrangement approved by the academic program. Faculty will apply the same or similar techniques to detect academic dishonesty for distance and on-campus students.

Course Delivery: Course start dates follow: traditional semester, 8 week term, 5 week term, and 3 week term. All online courses will follow University holidays, breaks, and closings.

Creighton Email: The Creighton University assigned email account shall be the official means of communication with all students, faculty, and staff. All community members are responsible for all information sent to them via their University assigned email account. Members who choose to manually forward mail from their University email accounts are responsible for ensuring that all information, including attachments, is transmitted in its entirety to the preferred account.
All faculty, staff, and students are required to maintain an @creighton.edu computer account. This account provides both an online identification key and a University Official Email address. The University sends much of its correspondence solely through email. This includes, but is not limited to, policy announcements, emergency notices, meeting and event notifications, course syllabi and requirements, and correspondence between faculty, staff, and students. Such correspondence is mailed only to the University Official Email address.
Faculty, staff and students are expected to check their email on a frequent and consistent basis in order to stay current with University-related communications. Faculty, staff, and students have the responsibility to recognize that certain communications may be time-critical.

Online Course Design Review

Each online course at Creighton University undergoes a review process examining the design of the course. The purpose of the review process is to assure congruence with best practices for online course design. A rubric based on nationally recognized criteria for online course design is used. The process for online course review is outlined in the table below. Additional information about the review process is located on the Center for Academic Innovation web site at https://www.creighton.edu/center-for-academic-innovation.

Timeline (no later than)	**Steps**	**Person/Unit Responsible**
4 weeks prior to course start date	Notify the Center for Academic Innovation when course is ready for review	Instructional Designer
	Submit course to Online Course Review Team (OCRT) for review	the Center for Academic Innovation
	Review of course/revisions suggested if necessary	Online Course Review Team
	Arrange for meeting of OCRT and instructor	the Center for Academic Innovation
2 weeks prior to course start date	Meet with instructor to discuss course review	Online Course Review Team
	If required: Instructor and instructional designer make necessary modifications to course design based on review results	*Instructor Instructional Designer*
1 week prior to course start date	*If changes were required: Notify* the Center for Academic Innovation *changes have been made*	*Instructional Designer*
	Online course content approved, notify the Center for Academic Innovation	Online Course Review Team
	Notify instructor and instructional designer course has passed the online course design review process	the Center for Academic Innovation

End of Course Evaluation Items

Each online course must conduct a survey of students at the conclusion of the course to gather student feedback. Most programs have an end of course student survey to be used by all courses within the program. To provide a standard set of data across all online courses at the University, all online course instructors are requested to include the standard set of survey items for online courses. The survey items are listed on the Center for Academic Innovation web site at

https://www.creighton.edu/center-for-academic-innovation. These items may be appended to the end of course survey used by a program or individual instructor. If no end of course survey is currently used please contact the Center for Academic Innovation to obtain a list of survey items you may use at the conclusion of your course to garner student feedback

Online Teaching Best Practice Standards

Creighton University has adopted a set of online teaching best practice standards for all instructors teaching online courses. The standards are described and the process of assisting online instructors to achieve these standards on the Center for Academic Innovation web site at https://www.creighton.edu/center-for-academic-innovation.

Conclusion

This guide includes a variety of information to assist instructors with preparing to teach online. Appendix E includes checklists summarizing much of the online course development and teaching processes. Teaching in the online classroom is a very different experience than the familiar, traditional face-to-face environment. The Center for Academic Innovation is ready to assist you with your online teaching experience, please do not hesitate to contact them for assistance.

Appendix A: Suggested Resources

Assessment

Angelo, T. (1999). Doing assessment as if learning matters most. *AAHE Bulletin*, May 1999.

Comeaux, P. (2005). *Assessing online learning*. San Francisco: Jossey-Bass

Paloff, R.M. & Pratt, K. (2009). *Assessing the online learner*. San Francisco: Jossey-Bass.

Learning Goals and Objectives

Bloom, B., Englehart, M., Furst, E., Hill, W., & Krathwolhl, D. (1956). Taxonomy of educational objectives: The classification of educational goals. Handbook I: cognitive domain. New York: Longmans Green.

Course Design

Chickering, A. W., and Ehrmann, S.C. (1996). Implementing the Seven Principles: Technology as lever. ASHE Bulletin 3(6), 3-6.

Chickering, A. W., and Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. AAHE Bulletin 39(7): 3-7.

Lehman, R.M. & Conceicao, S.C.O. (2010). Creating a sense of presence in online teaching. San Francisco: Jossey-Bass.

Mayer, R.E. (2009). Multimedia learning. New York: Cambridge University Press.

Smith, R. (2008). Conquering the content. San Francisco: Jossey-Bass.

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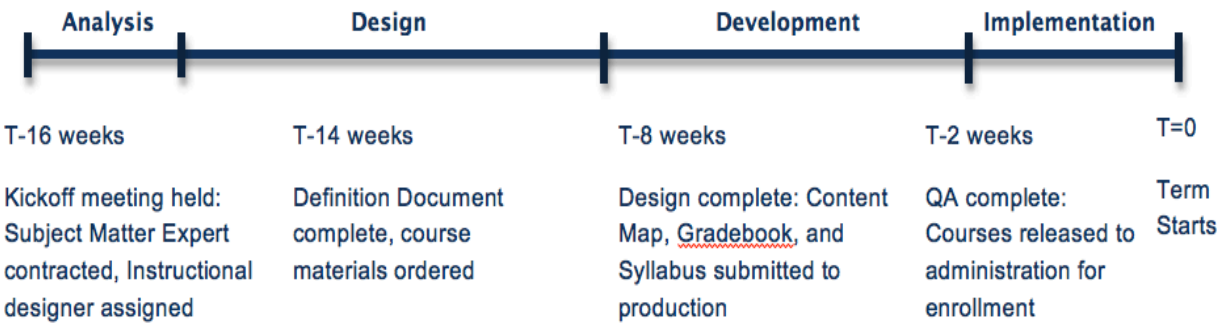
Appendix B: Course Development Process for Deltak Supported Programs

The Deltak course development process is collaboration between subject matter experts (faculty) and Deltak instructional designers encompassing 5 stages: Analysis, Definition, Design, Implementation, and Evaluation. Faculty working with Deltak will be provided detailed information about the process at the beginning of the course development process.

Deltak Course Development Process



Appendix C: Grading Rubrics for Online Course Discussions

Grading Online Discussion Participation: A Sample Rubric

The Educational Technology Center
Northeastern University

The following 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.

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 member's 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.

Discussion Board Grading Rubric

From California State University at Hayward: Assessing Effectiveness of Student Participation in Online Discussions

Category	1	2	3	4
Promptness and Initiative	Does not respond to most postings; rarely participates freely	Responds to most postings several days after initial discussion; limited initiative	Responds to most postings within a 24 hour period; requires occasional prompting to post	Consistently responds to postings in less than 24 hours; demonstrates good self-initiative
Delivery of Post	Utilizes poor spelling and grammar in most posts; posts appear “hasty”	Errors in spelling and grammar evidenced in several posts	Few grammatical or spelling errors are noted in posts	Consistently uses grammatically correct posts with rare misspellings
Relevance of Post	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	Frequently posts topics that are related to discussion content; prompts further discussion of topic	Consistently posts topics related to discussion topic; cites additional references related to topic
Expression within the post	Does not express opinions or ideas clearly; no connection to topic	Unclear connection to topic evidenced in minimal expression of opinions or ideas	Opinions and ideas are stately clearly with occasional lack of connection to topic	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic
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	Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely	Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic

Example Discussion Area Grading Rubric

	Focus	Timeliness	Specificity	Support	Thoughtfulness	Use of Language
A	Comments make vividly clear references to readings	Posting meets deadlines	Majority of comments include specific details	Comments are well-supported	Comments are articulate and show a high level of thought	Writing is well-organized, unified, and error-free
B	Comments make perceivable reference to readings	Posting meets deadline	Many comments include specific details	Comments are mostly well-supported	Comments show above average thought	Writing is mostly organized and unified, with few errors
C	Comments make some reference to readings	Posting fails to meet deadline	Some comments include specific details	Comments are somewhat well-supported	Comments show some thought	Writing is somewhat organized and unified, with some errors
D	Comments make little reference to readings	Posting fails to meet deadline	Few comments include specific details	Comments are not very well-supported	Comments show little thought	Writing is poorly organized and unified, with many errors
F	Comments make no reference to readings	Posting fails to meet deadline	No comments include specific details	Comments are not supported	Comments show no thought	Writing is not organized or unified; errors impair communication

Appendix D: Matrices

Online Course Development Matrix

Sample Matrix for a Single Goal

Goal	**Objectives** (Steps to achieving the goal)	**Assessment** (how you will know the student achieved the objective)	**Learning Activity** (activities to help students gain knowledge and skill needed to achieve the learning objective)
Students will be effective oral communicators	Students will critique oral presentations to distinguish effective speaking strategies in interpersonal, organizational, and public contexts.	View three video clips of speakers and write a short critique of each video discussing the effective and ineffective strategies used in each presentation.	1. Text reading pages 2-10 2. Article by Smith and Smith, 2009 3. View Instructor created PowerPoint presentation 4. View video clips of speakers 5. Contribute to discussion
	Students will construct three extended messages for interpersonal, organizational, and public contexts.	Submit written message, use rubric to grade the assignment	1. Write messages for each audience, first exercise will be a short message, 2 minutes or less, the second will be 5 minutes, the last will be 10 minutes. 2. students in pairs to conduct peer critique of messages 3. Edit messages as needed 4. Submit final written message to drop box
	Students will deliver three extended messages for interpersonal, organizational, and public contexts in a transactional manner.	Synchronous presentation to the class using BlueCafe, use rubric to grade presentation	1. Practice delivery of the message with small group, small group members use rubric to critique delivery, modify delivery as needed 2. Deliver message for grade by instructor using BlueCafe recording feature

Appendix E: Selecting Multimedia for Use in an Online Course

I want to . . .	Basic Options	Advanced/Other Options	Pedagogy
Record my lecture	*BlueCast – Creighton University's lecture capture solution Tutorials available in BlueTrain	Use BlueCast* to record lecture from your own computer. Tutorials in BlueTrain. Record lecture from your computer and upload to YouTube	Studies have shown that audio plus relevant graphics improve learning outcomes; video that includes professor can promote the social aspect of online learning. Be careful about long recordings for online courses. Avoid the use of graphics that are not directly tied to a concept or content.
Record a guest lecturer	BlueCast– Creighton University's lecture capture solution.	May use BlueCafe* as alternative, especially if chat is included or lecturer wants to use an electronic whiteboard.	Providing recordings of guest lecturers, experts in specific areas can add both interest and enhanced content. A guest lecture must sign a release form prior to recording. Release forms are available from the Center for Academic
Record audio	Audacity - a free software application to record and edit audio. Upload to course as file. Tutorials available in BlueTrain.	Wavosaur - www.wavosaur.com is a good free online audio editing software that does a bit more than Audacity.	Audio alone is not as effective as audio with relevant graphics, but it does provide an alternative way to present material. Audio recordings of the professor provide a personal touch. Consider providing notes or relevant graphics to support the audio recording.

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Convert a classroom course to an online course. What about lectures?	• BlueLine is the learning management system for the university and provides many options for an online course. • Consult with an instructional designer in to find out about options and effective strategies • BlueCast can be used for lectures Tutorials are available in BlueTrain.	When students have problems with specific topic in the course, consider doing a short audio or video presentation to provide tutoring.	Presentation of online course material is different than the traditional classroom lecture course. Students are less willing to sit through an hour lecture online than in a classroom. Consider converting to different activities for the online course such as short audio or video presentations, discussion forums, and other activities which require students to actively engage in the learning process. Ensure that expectations are very clear (learning objectives and rubrics), the course is well organized and navigable, social interaction is included (discussion forums, groups).
Have self-graded exams in course.	Use quiz tool in BlueLine*. Self-graded questions include multiple choice, multiple answer, matching, true or false, fill in the blank, dropdowns, numerical, formula, and essay. Tutorial available in the BlueLine Orientation.	Use assessment tool with the automate feature in BlueLine*.	In addition to exams for grades consider using practice quizzes that do not count toward the grade, but allow student to test knowledge and guide study efforts. This is especially helpful for courses with difficult vocabularies.
Provide introductory information at the beginning of each week.	Use audio or video recordings with one of the techniques above on the built in BlueLine audio/video		Providing students with introductory information and clarifying expectations can improve student performance.

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Clarify difficult topics for students.	Audio or video recordings, Discussions in BlueLine*, and some iPad apps allow you to record the screen. This is very helpful for math/statistics problems.	Consult an instructional designer for more options. Create interactivity, diagrams or other graphics (instructional designers can help).	If students are lacking the prerequisite knowledge needed to understand new concepts presented in a course, providing resources to assist students in building the prerequisite knowledge may be necessary.
Provide students that miss a classroom course an opportunity to catch up.	An online component in BlueLine* can provide access to material for students in a face-to- face classroom. BlueCast* recordings can be done for lectures and made available to students who miss class or need to review material presented in the lecture.	Add a study sheet to the BlueLine* component of your face-to-face course.	Resources in BlueLine* can assist students.

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Add discussion forums to a course.	BlueLine* has a discussion forum component. Tutorials are available in BlueTrain and in the BlueLine Orientation for faculty from the Help button or this link. BlueLineOrientation	BlueLine* has a number of advanced options for discussions including groups and peer review capabilities.	The use of discussions should be directly tied to advancement of particular learning objectives. Include a discussion rubric so students understand expectations and will make relevant posts. Course should include "netiquette" guidelines to ensure online civility. Discussions can assist in achieving some of the higher levels of learning in Bloom's taxonomy, but should be monitored to ensure that students are on-track. Use the BlueLine video tool in discussions to help clarify topics.
Provide students information on a regular basis and provide new material as needed.	Add announcements to a course in BlueLine*. Images, equations, forms, videos and other items can be added to announcements. They may be set to appear at a delayed date. Add information in a specified discussion. Students also receive notifications through BlueLine*	Create a blog using Creighton's WordPress* account. Faculty member can add posts on a regular basis and either allow or not allow students to respond to posts (helpful for asking questions). Can link directly to your blog in BlueLine. Talk with an instructional designer about WordPress.	Blogs have become very popular because blog followers are interested in the "new" information. Allowing students to respond and/or ask questions improves the course interactivity and student engagement. This is another place where an instructor can clarify difficult topics and personalize the course.

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Add interactivity to the course.	BlueLine* has interactivity options that include discussions and the quiz tool can be used to create interactivities (graded or not).	Consult an instructional designer for more options and help in development.	Activities requiring students to interact are more engaging and require students to apply new information. Activities such as crossword puzzles/quiz shows are good for vocabulary development. Branched activities that result in "consequences" from decisions made by students can be extremely effective in applying higher levels of cognitive skills.
Promote student collaboration.	Create groups in BlueLine*. Discussions and assignments can be assigned to groups. BlueLine also has collaboration tools that include Google Docs and Ether Pad.	Google Docs provides an excellent resource for collaboration. Students can collaborate on documents, presentations, and spreadsheets. Students may also use Big Blue Button for synchronous discussions.	Collaborative efforts mirror "real life" situations. Students learn from each other as well as from the professor.
Include student presentations in my online course.	Have students use the BlueLine record tools to do a presentation in a discussion. Narrated PowerPoint can be submitted to an assignment. An instructional designer can assist by providing instructions for minimizing the file size of the presentations. Consider using peer critiques of student presentations.	Use BlueCafe* to record Presentations	Providing students with guidelines or a rubric can assist in creating effective presentations. Many guidelines are available online. Presenting material to others requires a greater understanding of the content than what is usually gained through watching presentations by others. Having students critique the presentations of their peers (with guidelines) is at the advanced level of understanding in Bloom's taxonomy.

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Include student peer review of papers or projects.	Peer reviews may be done in BlueLine*. Set an assignment to include Peer Reviews (under more options) and choose settings that work for you. Students have access to the grading rubric and Crocodoc mark-up tool.	Google Docs has an online document program that allows for editing comments by others. If you have questions about using this tool, contact an instructional designer	Critiquing the work of others is at the advanced level of understanding in Bloom's taxonomy. This process can assist students in more clearly critiquing their own work. Clear guidelines for critiquing should be provided to students to enhance the activity and to ensure that comments are appropriate.
Have an activity for my students, but I don't have time to make one.	There are a large number of online resources in many fields that are already available and can be linked from your course. Merlot.com is one example. Create a link in your course.	Contact an instructional designer to assist in finding available activities. Many textbooks have accompanying online resources. Delicious.com is a social bookmarking site that can aid in finding specific topics. Check Films on Demand from the libraries.	To maximize the effectiveness of an activity it should directly tie to a learning objective. Although many online resources are available they range in quality from extremely good to very poor. Checking for resources that are already available for a specific topic can save you from "reinventing the wheel" and add interactivity that can enhance student learning.
Have students introduce themselves to others in the course.	Set up an introduction discussion in BlueLine*. Students can include information about themselves, a photo, and favorite links. Students may also record video introductions.	Create an icebreaker activity. These activities can help both the faculty member and students learn more about each other. Contact an instructional designer for assistance. Ideas are also available from several online	Providing students the opportunity to get acquainted with each other can reduce feelings of isolation in online courses. Including student introductions and opportunities to become acquainted is critical if students will be required to work together during the course.

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Provide topic relevant videos.	The Reinert-Alumni Library's subscription to Films on Demand makes available a variety of films for use on on-ground and online courses. This resource is accessible from the Reinert library's web site, Faculty Services, "How to Create Links to Library Content." Other library video resources are also available. Contact a librarian.	A search of the Internet can often provide additional videos. Search YouTube and TeacherTube for some ideas. These can be embedded in a page in BlueLine. Contact the library about obtaining copyright permissions prior to using videos.	Using videos, such as those in Films on Demand, can provide students with additional insight into a topic. Consider providing focus questions prior to the video to help guide students' video viewing and to help them connect the video to learning objectives.
To find and add images to a course.	Images are available from many web sites. Prior to using an image in an online course copyright permission must be secured. BlueLine has an image tool in the toolbar found at the4 top of Pages, Discussions, Assignments, and Quiz questions that allows you to obtain public domain photos from Flickr.	Contact an instructional designer for help in finding images. Contact the library about obtaining copyright permissions.	Images and words used together can enhance student learning. Use of images for decorative purposes should be avoided.

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Edit images for my course, but don't have the software.	Pixlr is a free online image editing program containing advanced editing features including filters, layers, and masks.	Picasa is a free image editing software available from Google. Administrative rights are needed for installation on your Creighton issued computer, contact DoIT for assistance. Check the Internet for other tools.	Cropping images, adding text and labels, and resizing images can enhance their usability.
Create a rubric for a course project or paper.	Examples of rubrics are available online. BlueLine has a tool to create rubrics (under Outcomes, Manage Rubric). Those may be used for assignments or discussions.	Contact an instructional designer for assistance with building rubrics and the Rubric Manager. There is a rubric tutorial in the BlueLIne Tutorial	Using rubrics to clarify expectations will result in better student performance for both online and face-to-face courses. A rubric is an excellent way to define those expectations as well as make grading subjective assignments (such as discussion forums) a more objective and consistent process.
Quickly send an e-mail to all or some of the students.	The announcements button on the home page of the course in BlueLine allows you to easily send a message to all or some of the students in the course.	The Inbox may also be used, but requires an extra step to start a message. The Inbox is found on the upper right tool bar.	Keeping in touch with students and clarifying expectations when there are questions is an important part of guiding students and promoting success.
Record the screen on a computer.	Jing (by TechSmith) is a free tool which can be used to create videos of on screen activities. Administrative rights are required for installation, contact DoIT for assistance.	Contact an instructional designer for more advanced or longer video screen captures. Some iPad apps allow you to do screen recordings.	Recording a screen capture can be a great way to show how to use a software tool or to guide a student through a process on a computer.

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Multimedia Tools

Multimedia tools available to use in online courses are divided into BlueLine specific tools (tools available within BlueLine), BlueLine affiliated tools (tools that are not part of the BlueLine learning management system, but accessible from within a course in BlueLine, and other tools).

BlueLine Specific Tools

BlueLine Tool	Description	Use/Consideration
Quizzes	Testing tool with multiple choice, multiple select, matching, short answer, essay, true/false, ordering, fill in the blank, and other types of questions.	Good assessment tool that provides a variety of options for the questions and automatic grading (except for essay questions). Can create question banks.
Discussions	May be added to modules.	Discussions can be very effective in promoting critical thinking along with the ability for peer review. The value of a discussion is enhanced by the quality of the question/topic and guidelines provided by the
Assignment	In BlueLine you may add an assignment to a module or it is available under the assignments button.	Tool for student submission of assignments. The rubric manager (later in list) can be used for assessment of assignments submitted using the Drop
File/Folders	Add files and organize with folders from the Files button.	Provides a way to add a variety of file types including zip, Word, Excel, PowerPoint and graphic files.

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Page	In BlueLine add item to module – page.	Creates an HTML page that can be edited "on-the-fly" without the need to revise and upload a new file. Made up of a basic "what you see is what you get" web editing interface. Can add images, links, videos, audio recordings, etc.
Rubric	Found in BlueLine under, Outcomes, Manage Rubrics	Allows you to create a rubric with grading parameters that can provide guidelines for students and be used for assessments and discussions.

BlueLine Affiliated Tools

Affiliated Tool	Description	Use/Consideration
WordPress Blog	A blog is a type of website or part of a website. Blogs are usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or video. Entries are commonly displayed in reverse-chronological order. (Wikipedia)	Especially good tool for faculty members to provide up-to- date information, guide learning, provide supplementary material and address learning concerns. Can be set up to allow for student comments and embedded directly in BlueLine by adding a link to a module.
BlueCafe	BlueCafe is the University's web conferencing solution. Training is available in BlueTrain.	BlueCafe may be used for synchronous sessions with students including text chat, audio discussions, electronic white board, and desktop sharing. Sessions can be recorded for later viewing.

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BlueCast	BlueCast is the University's lecture capture solution. Lectures may be recorded during class. In addition, a faculty member may install the software on their individual computer and use a webcam to make a recording.	This tool can be used to provide a recording of the class for review and for students who have missed the class. It is currently available in many classrooms. If PowerPoint presentations are used during the recording, the information is indexed to allow the student to quickly access specific information. Individual faculty recordings can also be made on topics that need further explanation or to provide thought provoking points.
BlueQ	BlueQ is the University's web-based survey solution. Training videos are available in BlueTrain.	This is a good tool for finding out how students perceive a topic and can be used as a basis for class discussion. It is also available to a limited number of students and gets students involved in results analysis.
BlueTrain	Contains a wide selection of video tutorials on a variety of software tools for on-demand training. Available to Creighton University faculty, staff, and students as well as students through "My Creighton"	A good tool for providing students training on software used within a course.

Other Tools

Tool	Description	Use/Consideration
Authorstream	Free resource that converts PowerPoint presentations to video. http://www.authorstream.com/	The free version allows up to 1 GB file sizes and a total of 10 files. Presentations can also be delivered "live". Requires a microphone if audio is included.

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Google Docs	Google Docs is a free document creation, editing and sharing application. Includes word processing, spreadsheet, and presentation tools. A good solution for collaboration on a presentation or paper. docs.google.com	Google Docs is a good student collaboration tool. In addition, a presentation made using the presentation tool can be converted to an embeddable Flash format to be placed in blogs. Requires free account.

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iTunes University	Upload and share videos. https://www.creighton.edu/itune	Requires microphone and video (for vodcasts) or video recorder.
Picasa	A free image editing, organizing, and sharing application. Besides basic editing functions, geo location can be added. picasa.google.com	Images specific for a course topic can be shared with students. To install on your Creighton issued computer contact DoIT.
Screencast	Service to host videos, including MP4 files which that can be played on portable devices. http://www.screencast.com/	This is simple to use, but limited to 2GB storage space and 2 GB bandwidth use per month for the free version. Allows for full screen viewing and can be embedded in a BlueLine page. Large videos quickly use up the monthly bandwidth, but good for short videos.
YouTube	Searchable repository of videos on numerous topics. www.youtube.com	Faculty members (and students) can record and upload their own videos free of charge. The videos can be directly incorporated into a BlueLine course page. A video camera or webcam is required.

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Appendix F: Checklists

The following checklists are designed to provide online instructors a concise resource containing contact information, online course development steps, and activities to help manage an online course.

Online Course Development Checklist

Steps	Person/Unit Responsible
Complete the new course approval process within the academic unit offering the course	Instructor
Notify the Center for Academic Innovation of the new course	Instructor
Assign Instructional Designer to the course	the Center for Academic Innovation in consultation with instructional designers
Instructional Designer contacts instructor	Instructional Designer
Online course content and learning activities developed in the learning management system	Instructor in collaboration with instructional designer
Notify the Center for Academic Innovation when course is ready for review	Instructional Designer
Submit course to Online Course Review Team (OCRT) for review	The Center for Academic Innovation
Review of course/revisions suggested if necessary	Online Course Review Team
Arrange for meeting of OCRT and instructor	The Center for Academic Innovation
Meet with instructor to discuss course review	Online Course Review Team
Online course content approved, notify the Center for Academic Innovation	Online Course Review Team
Notify instructor course has passed the online course design review process	The Center for Academic Innovation

Online Course Management

Prior to Semester Start Date

Activities	Optimal Timeframes
Courses previously taught online: Meet with instructional designer and update course as needed	3 weeks before course start date
Adjunct faculty: become familiar with the course layout and tools, obtain a copy of the textbook from program Director	3 weeks before course start date
Review the course; make sure all links work (web sites, video, audio, etc.)	3 weeks before course start date
Identify course start and stop dates and University calendar	2 weeks before course start date
Identify module start and stop dates, set module start and stop dates within BlueLine if modules will be opened sequentially during the term.	2 weeks before course start date
Identify individuals to be added to the course in addition to students and role of each (graduate students, mentors, etc.)	2 weeks before course start date
Work with instructional designer to make necessary modifications for students needing accommodations	2 weeks before course start date
Determine if students will be placed into groups, if so create and assign groups to discussion boards, drop boxes, content, assessments, etc.	1 week before course start date
Identify dates upon which the course may be made available to students.	1 week before course start date
Post an introduction and contact information for the instructor(s)	1 week before course start date
Post an introductory announcement	1 week before course start date
Enable the course so students can access it	Course start date
Send a welcome email to the class	Course start date

During the Semester

Activities	Optimal Timeframes
Make notes about changes to be made to improve the course	Throughout the course

Gather formative data from students about the course (pacing, work load, course design, etc.)	Mid-way through the term
Provide students a summary of the student feedback data and plans to make changes to the course if needed.	Within 2 weeks of gathering feedback data
At the end of the semester, administer end of course evaluations	To be determined by program Director or Department Chair

End of the Semester

Activities	**Optimal Timeframes**
Submit grades to NEST, Registrar's office will send a notification about grade due dates	Due dates determined by Registrar's Office
Conduct post-course review. Review end of course evaluations and notes made during the semester.	As soon after the conclusion of the course as feasible
Make appointment with instructional designer to modify course based on student feedback and reflection notes.	As soon after the conclusion of the course as feasible