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ONLINE LEARNING HANDBOOK

Houston Baptist University

ONLINE LEARNING HANDBOOK

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SECTION A: UNIVERSITY POLICY

DEFINITIONS: WEB-FACILITATED, HYBRID, AND ONLINE COURSES

Web-facilitated courses are courses that include online learning activities as part of the course requirements. Online learning activities include discussions, assignments, video lectures, quizzes, etc. The occasional class session may be conducted online; however, online sessions should not exceed 25% of the course meetings and should have prior approval from the college dean.

In a **hybrid (or blended) course**, up to 40% of class sessions are conducted online. The remaining 60% of sessions are conducted in face-to-face class meetings. Details of online and face-to-face interactions must be detailed in the course syllabus. All hybrid courses must receive prior approval from the college dean.

In **online courses**, from 50%-100% of the instruction is delivered online through the learning management system. Typically in 100% online classes, there are no face-to-face meetings, although faculty may require student attendance at synchronous online sessions (e.g., videoconferencing or chats). All 100% online courses must be preapproved by the college dean and should follow the development guidelines set forth in this handbook.

If a faculty member is interested in teaching an online course he/she must address this with the dean. The dean will submit a request to the Associate Provost's office for the faculty member to receive approval to teach an online course.

ATTENDANCE

In the online classroom environment, attendance is documented through classroom participation and follows the same policy set forth by HBU. Professors may apply additional attendance policies as appropriate to individual courses. In 100% online classes, there are no face-to-face meetings. Class weeks begin each Monday. Professors should record attendance based on classroom participation at least once per week using the Blackboard attendance module. For attendance purposes, classroom participation is on-time submission of course activities (e.g., posting to a discussion forum, submitting a quiz or assignment, etc.). The fact that the student has logged into the online course is not sufficient evidence of participation for attendance purposes. See [Census \(12th-day Roll\)](#) and [Last Date of Attendance](#) topics for additional policy.

BROWN BAG SESSIONS

The COEBS Online Education Committee will sponsor 3 training sessions per semester related to teaching practice in the online classroom. These sessions are open to all HBU faculty.

CENSUS (12TH-DAY ROLL)

Faculty teaching online courses must submit a 12th-day class roster to the registrar. Attendance for the 12th-day roll is based on demonstrated participation in the course. Students participate by submitting a course activity (e.g., syllabus acknowledgements, posting to a discussion forum, submitting a quiz or assignment, etc.). The fact that the student has logged into an online class is not sufficient evidence of participation for the purpose of verifying attendance. Students must have submitted a course activity to be counted on the 12th-day roll.

UNIVERSITY ONLINE EDUCATION COMMITTEE

Online faculty will serve on the HBU Online Education Committee.

COMMUNICATING WITH STUDENTS

[Section C: Recommendations for Online Teaching](#) defines expectations for communicating and interacting with students in the online classroom.

COURSE DEVELOPMENT SESSIONS

The COEBS Online Education Committee offers consultation sessions for faculty developing online courses. These come-and-go work sessions are held 3-5 times per semester. Online faculty can receive one-on-one consultation, support, and problem-solving related to course design or learning resource development (e.g., lectures, interactive media, discussion activities, etc.). These sessions are open to all HBU faculty.

FACULTY BLACKBOARD TRAINING

Before a faculty member begins developing an online course, he/she must complete the HBU Blackboard Learn Orientation/Online Teacher Certification training. All faculty teaching 100% online courses will be required to successfully complete this training course.

This is a self-paced, online training that will give faculty first-hand experience as an online learner. Course topics include using Blackboard content, communication, and evaluation tools; interacting through discussion posts; and translating the face-to-face classroom to the fully

online classroom. Tips and learning principles of effective course design and pedagogy are also addressed. To successfully complete the course, participants must complete all required modules while earning the minimum number of points.

For additional Blackboard support, view the HBU Faculty Blackboard Support page at <http://hbu.libguides.com/bbfacultysupport> or access the Blackboard On-Demand Learning Center (Blackboard Help) from inside a Blackboard course.

FACULTY SUPPORT

There are multiple resources to support faculty teaching online courses.

- 1) All faculty receive training for teaching online before the course development phase begins. (See [Faculty Blackboard Training](#) above.)
- 2) The COEBS Online Education Committee sponsors [Brown Bag Training Sessions](#) each semester.
- 3) The COEBS Online Education Committee also sponsors [Course Development Sessions](#) 3-5 times per semester. Faculty can receive one-on-one consultation, support, and problem-solving related to developing their online courses.
- 4) All faculty have access to on-demand support at the HBU Faculty Blackboard Support page (<http://hbu.libguides.com/bbfacultysupport>) or the Blackboard On-Demand Learning Center (Blackboard Help) from inside a Blackboard course.

FINAL EXAMS

Final exams are to be given during the designated final exam week posted by the university.

LAST DATE OF ATTENDANCE

When a student drops an online course or when a grade of F is earned at the end of a term, the student's last date of attendance should be recorded. The last date of attendance in an online course is the date of the student's most recent course activity submission (e.g., discussion forum post, assignment, quiz, etc.). The fact that the student has logged into the online course is not sufficient evidence of participation for attendance purposes. To determine the last date of attendance, faculty can use the logs and/or gradebook features of the learning management system to determine the date of a student's last activity submission.

LEARNING MANAGEMENT SYSTEM

Effective Fall 2014, online courses will be taught using the Blackboard learning management system (LMS).

ONLINE COURSE DEVELOPMENT

See [Section B: Online Course Development](#) for more information.

OPENING & FIRST WEEK PROCEDURES

One week before start of the course, the professor should:

- Verify that the course is open and ready for students.
 - Check that all elements in the Course Orientation (e.g., syllabus, course calendar, etc.) are available for students.
 - Check that what students need to see in the first week of the course is visible to them (applies only if professor chooses to use adaptive (gradual) release of modules).
- Send out a Welcome Email to students. In the Welcome Email, give students (a) the link to log-in to the course, (b) instructions for logging in, (c) details for getting started in the course, and (d) a deadline for logging in to course and completing introductory activities. In addition, the professor may wish to attach the syllabus and encourage students to purchase the textbook(s). See the [Sample Welcome Letter](#) in the Appendices.

During the first week of class, the professor should:

- Monitor LMS logs to verify that students have logged in.
- Contact students who haven't logged in by Day 3 of Week 1.
- Provide introductory orientation activities for students (if not done in the week before the semester begins). Course orientations can include: the course requirements and syllabus, expectations of students (including estimated time-on-task per week), course set-up and navigation, answers to frequently asked questions, professor introduction, and icebreaker (getting acquainted) activity(ies). See the [Course Orientation](#) section for additional information.
- Answer student questions as needed.
- Provide feedback to students as needed (e.g., responding to students' introduction posts).

- Verify that all students have completed the Syllabus Acknowledgements and Professional Integrity Statements.

PLAGIARISM SOFTWARE

The university utilizes Turnitin plagiarism prevention software. All major papers for a course should be submitted to Turnitin, which is integrated with Blackboard. Visit the university's Faculty Turnitin Resource page at <http://hbu.libguides.com/turnitin> for assistance with Turnitin.

PROVIDING FEEDBACK TO STUDENTS

[**Section C: Recommendations for Online Teaching**](#) describes various practices for providing feedback to students.

STUDENT GRIEVANCES

See the current Faculty and Student Handbooks for the complete student grievance policy, which also applies to online courses (<http://www.hbu.edu/Online-Learning/Online-Learning-Policies-and-Procedures.aspx>). Online students will be allowed to attend grievance-related meetings via web voice/video conferences (e.g, Skype or similar).

VERIFICATION OF STUDENTS' IDENTITY

Periodically throughout an online course, students will be required to verify their identity while working in the course. Student identities are authenticated using Acxiom Identify-X™, which utilizes publicly available database information and non-publicly available proprietary information to create challenge questions for the student to answer.

SECTION B: ONLINE COURSE DEVELOPMENT

DEVELOPMENT TIMELINE

The provost's office will contact the faculty member via the dean and provide steps to begin the development process. The development phase is approximately 150 days. During the semester prior to launch of the online course, a course designer from the online provider will request the syllabus from the instructor and schedule a conference call. After the designer reviews the syllabus, s/he will contact the faculty member with questions and ideas for the course. Table 1 lists the milestones for the course development phase.

Table 1

Course Development Milestones

From Semester Start Date:	Milestone
150 days out	Email contact from online providers course designer
120 days out	Complete course analysis, draft syllabus, and conference call with course designer
110 days out	Finalize syllabus and objectives and review with course designer
90 days out	All content for 1 st half of course due
60 days out	All course content due
45 days out	All content posted to course shell
30 days out	Course is complete and undergoes technical inspection
7 days out	Course is scored for quality

At the conclusion of this period, a fully developed course with assignments, lectures, exams, quizzes, discussion forums, and creative activities for the students will be ready to launch. The dean should be kept informed of the progress over this time period and any concerns that have surfaced.

Although development begins 150 days prior to the first day of the course, only 90 days of the 150-day development phase is available for course material creation. Therefore, faculty members are strongly encouraged to begin developing course materials prior to the initial contact from the course designer.

EXPECTATIONS FOR FACULTY DURING COURSE DEVELOPMENT

During the course development phase, HBU online faculty members are expected to:

- Maintain communication with the course designer via email, phone call, etc.
- Submit course materials according to the milestones set forth by the online provider.
- Develop a course that
 - Is equivalent to the face-to-face version of the course and
 - Receives a minimum quality review score of **3** prior to course launch. (College deans may require a higher minimum score.)

QUALITY INDICATORS

All online courses will be reviewed for quality prior to launch. The online provider's team conducts the quality review on or before 7 days prior to course launch. Courses are scored using a quality review rubric. The deans of each college have reviewed the rubric. Quality review rubrics may be customized per a department's needs. For example, the Apologetics faculty developed a customized quality review rubric for their department.

The university requires a score of **3** in order to launch. College deans may require a higher minimum score before launch.

Table 2 (next page) lists what each learning module must include in order to receive a score of **4** on the standard quality review rubric (i.e., the customized Apologetics rubric requires different components for a score of **4**). Keep in mind that learning modules may be multi-week units of instruction. It is not necessary to have all of these components for each week of instruction.

STIPEND FOR DEVELOPMENT

In the first term that a course is launched, the faculty member who developed the course will be paid a one-time development stipend. The amount of the stipend is based on the course's score on the quality review rubric: \$1000 for a course receiving a **3**, \$1200 for a course receiving a **4**, and \$1500 for a course receiving a **5**. Request for payment is submitted at the beginning of the term on the adjunct payroll form by the dean of the appropriate college in the term the course is taught.

Table 2

Components of a *Level 4* Course According to the Standard Quality Review Rubric*(Note: Components may not apply to Apologetics rubric.)*

Module Component	Attributes
Objectives (5-10)	<ul style="list-style-type: none"> • Must be measurable • Address varied cognitive domains
Introduction	<ul style="list-style-type: none"> • A brief introduction describing the contents of the module
Reading assignment	<ul style="list-style-type: none"> • Addresses an objective
Learning resources	<ul style="list-style-type: none"> • Lectures, videos, or other documents in standard web formats (e.g., HTML, PDF, etc.) that <ul style="list-style-type: none"> ○ Have graphics, photos, graphic organizers, etc. ○ Are sufficient to address all objectives ○ Incorporate at least 1 reference ○ Are divided into appropriate units of instruction (e.g., lecture, video, other)
Discussion activity	<ul style="list-style-type: none"> • Measures an objective • Includes a rubric
Practice (or learning) activity	<ul style="list-style-type: none"> • At least 1 ungraded practice activity in each lesson
Graded activity or assignment	<ul style="list-style-type: none"> • Measures an objective • Includes a rubric, unless objectively scored
Automatically scored assessment (quiz)	<ul style="list-style-type: none"> • Includes 10-15 questions that assess lesson objectives • Measures varied levels of cognitive domain • Gives feedback beyond correct/incorrect
Supplemental resources	<ul style="list-style-type: none"> • At least 2 scholarly links to address student learning outside classroom • A glossary w/at least 1 term defined
Multimedia or interactive media	<ul style="list-style-type: none"> • Flashcards of glossary terms, matching games, crosswords, interactive timeline, or other custom media components • Could be used as practice activity
Other elements included within the above components	<ul style="list-style-type: none"> • Visual media used to illustrate key material • Material communicated in an unbiased tone

SECTION C: RECOMMENDATIONS FOR ONLINE TEACHING

As in face-to-face courses, there are many pedagogical practices that are effective in online learning. Many of the same teaching practices that are effective in face-to-face classrooms are also effective in online classrooms (Graham et al., 2001). However, in the online classroom, instructor and students are separated by time and space, and face-to-face oral communication is rare. Communication tends to be written rather than oral; therefore, online learners do not have the paralinguistic cues, multiple communication modes, and immediate feedback that face-to-face learners have. As a result, instructors must account for reduced communication context through learner-centered pedagogical practice. This section of the handbook describes four essential learner-centered practices for online learning: (a) comprehensive course orientation, (b) interaction, (c) instructor engagement and presence, and (d) providing feedback to learners.

COURSE ORIENTATION

Include a course orientation in online courses. A course orientation prepares students for the course, improves retention, and assuages anxiety related to the online environment (Jones, 2013). Students can complete the orientation in the week before the semester begins or in the first week of the semester, depending on the instructor's preference.

A strong course orientation or introduction includes: the course requirements and syllabus, expectations of students (including estimated time-on-task per week), course set-up and navigation, answers to frequently asked questions, professor introduction, and icebreaker activity(ies). In addition, a practice quiz and/or practice assignment submission would help students practice submitting activities in a low-stakes context. Table 3 (next page) lists components that could be included in a course orientation and what they might look like in practice.

Table 3

Components of a Course Orientation

Orientation Component	Description
Syllabus	PDF document of the course syllabus
Course Overview	PowerPoint/PDF lecture or video that summarizes the course requirements and policies, states expectations of students, introduces the course layout, and answers frequently asked questions
Course Calendar	Calendar showing the course modules and assignment due dates
Project and Assessment Documents	PPT/PDF documents, such as long-term project descriptions and rubrics used in the course
Icebreaker Activity	Discussion forum and prompt asking students to introduce themselves to the class and share a photo of themselves
Professor Introduction	Video of professor introducing himself/herself or written introduction with photos (PDF)
Practice Quiz	Ungraded quiz over the syllabus and course overview
Practice Assignment	Ungraded assignment that asks students to practice uploading files for assignment submission

INTERACTION

Online courses should be designed with three types of interaction structures in mind: learner to content, faculty to learner, and learner to learner. Including all interaction structures builds a supportive online community (Boettcher & Conrad, 2010). Each structure is described below.

LEARNER TO CONTENT (OR LEARNER TO RESOURCE)

Learners dialogue with the content when they are reading assigned chapters or texts, responding to online discussion questions, viewing streaming lectures, analyzing and solving problems, conducting research, taking online quizzes, etc. (Boettcher & Conrad, 2010). Multiple opportunities to engage with the content should be provided to learners. In practice, learner-to-content interaction might include any of the following:

- Learners research local school districts, collect data on specific educational phenomena, and compose a discussion post reporting their findings.
- Learners view a lecture video on learning theory and take notes.
- Learners take an online statistics quiz and review the standardized feedback to understand why they got certain items incorrect.
- Learners use the flashcard supplemental resource to review key vocabulary related to psychological assessment.

FACULTY TO LEARNER

During the course, instructors engage with learners through announcements, email, asynchronous discussion forums, synchronous chat/videoconferencing sessions, and feedback on assignments. In practice, faculty-to-learner interaction might include any of the following:

- Instructor posts weekly video messages explaining the week's assignments.
- Instructor posts reminders 2-3 times per week using the Announcements tool.
- Instructor engages with students in regular virtual office hours conducted via chat or video conferencing.
- Instructor posts individual feedback in the Gradebook comments section for assignments.
- Instructor comments on students' discussion posts.

LEARNER TO LEARNER

Learners engage with each other through discussion forums, email/messaging, collaboration on group projects, and chat/videoconferencing.

- Learners reply to each other's discussion posts.
- Learners collaborate in small group discussion assignments.
- Learners prepare a PowerPoint or Prezi in pairs and present it to the class on a discussion forum or in a class videoconferencing session.
- Learners collaborate on a long-term group project.
- Learners discuss course concepts during a synchronous chat/videoconferencing session.

INSTRUCTOR ENGAGEMENT AND PRESENCE

In online courses, learner satisfaction and engagement are related to instructor presence in the LMS (Boettcher & Conrad, 2010). There are multiple ways that faculty can connect and engage with students in the online classroom.

- Make **regular announcements or reminders** using the announcement tool or forum.

Samples: Announcements

- This week's videoconference lecture will be Saturday, Feb. 8, from 2-3PM. This meeting is optional and will be recorded.
- Grades for Exam 1 are now posted in the Gradebook. I provided feedback on each essay item, so be sure to review the feedback on your exam results.

- Send **weekly emails** or post **weekly video or audio messages** previewing the content and describing the assigned tasks. See [Appendix B](#) for example written and video messages.
- **Answer student questions** via messages or email. When a student asks a question of class-wide interest, several others probably have the same question. Copy and paste the student's question (removing name and identifying information) and the answer into an announcement or post the question/answer on a Questions forum. This serves a dual purpose. Students see that the professor answers questions, and all students can read the professor's answer, which will prevent having to answer the same question multiple times. See [Appendix C](#) for examples of this practice.
- Clearly **state an email response time** for answering student questions. Instructors should tell students early in the course when they can expect responses to their questions and if/when they typically respond to student questions on the weekends. In general, student questions on weekdays should be answered within 36-48 hours. The following sample policies were adapted from Graham et al. (2001).

Samples: Email Response Policies

- I will make every effort to respond to e-mail within two days of receiving it.
- I will respond to e-mails on Tuesdays and Thursdays between three and five o'clock. I also will check email and respond to urgent concerns once on weekends, typically on Saturday mornings.

- Provide **regular feedback** on student submissions. See the [Feedback](#) section for ways to give feedback.
- **Respond to posts** on the discussion forums. See [Appendix D: Using Discussion Forums in Online Courses](#) section for more information.
- **Host synchronous sessions**, such as class video conferencing sessions or chats in the learning management system.
- **Contact students who fall behind** via email, messaging, Skype, and/or phone call, and encourage them or offer assistance.

Samples: Encouraging Students Who Fall Behind

Hi _____, I noticed you haven't logged in to our course in a few days. I hope everything is okay. Please let me know if there is anything I can help you with. ~~ Dr. _____

Hi _____, I noticed that you haven't logged in to our course this week, and that you are beginning to fall behind in the course assignments. I am willing to help you make a plan to catch up. Could we meet in person during office hours or via Skype? Please let me know if you'd like to set up an appointment. ~~ Dr. _____

FEEDBACK

Providing feedback to students in online courses is critical for student satisfaction, learning retention, and faculty-student relationships (Boettcher & Conrad, 2010). Boettcher and Conrad (2010, pp. 174-176) identified four key rules for providing feedback to students:

- 1) Provide feedback early and often.
- 2) State your general rules for feedback turnaround times, and then provide feedback on assignments when expected.
- 3) Provide rapid response to questions.
- 4) Provide feedback that is personal and formative for learning.

Boettcher and Conrad also identify different types of feedback to students: (a) peer feedback; (b) automated, rich feedback; and (c) instructor-to-learner feedback. Examples of these types of feedback are listed below. Regardless of the type of feedback, instructors should inform students when to expect feedback on assignments and how they will receive the feedback (e.g., via rubric, gradebook comments, on the discussion forum, etc.).

PEER FEEDBACK

- **Require students to respond to each other in discussions** as part of their discussion activity grade. For example, many professors require students to make an original post that answers the discussion question and then reply to at least 2 other posts on the discussion forum.
- **Include formal peer review activities** within the course. Peers can review projects or papers using the scoring rubric and provide preliminary feedback that students can use to revise their work before final submission. Peer review activities work best when they are clearly structured by the instructor.
- **Incorporate social media tools like blogs, wikis, etc.** These tools provide opportunities for peers to collaborate and comment on each other's course-related postings or entries.

AUTOMATED, RICH FEEDBACK

- Include **self-assessment quizzes** that learners can use to measure their own learning.
- Add **standardized feedback to automatically scored quiz and exam questions**. This "rich" feedback provides information beyond correct-incorrect and informs learners why correct answers are correct, why incorrect answers are incorrect, or why frequent misconceptions do not apply.
- Include **feedback in interactive media**, such as games or interactive video. Standardized, rich feedback can be added to these learning resources as well.

INSTRUCTOR-TO-LEARNER FEEDBACK

- **Be an active participant in discussion forums**. Regularly comment and respond to students' postings in forums. See [Appendix D](#) for tips on responding to students in discussion forums. Refrain from posting evaluative, negative feedback publicly on the forum. Instead, send this type of feedback privately via messaging, email, or rubric.
- **Use rubrics** to evaluate assignments and give feedback. Create rubrics within Blackboard to save time grading and facilitate commenting on student submissions.
 - Resource for **Blackboard Rubrics: Using rubrics**. (2012). The Official Blackboard Help Site. Retrieved from <https://help.blackboard.com/en-us/Learn/9.1 SP 12 and SP 13/Instructor/120 Student Performance/040 Rubrics>

- **Utilize LMS Gradebook features.** Each grade in the gradebook has a **Comments space** where instructors can type feedback. Students can view this directly in the gradebook without having to navigate to view their submission.
- For assignments, projects, or papers, instructors can **embed comments directly on the submission.** This can be done directly in Blackboard using the **Crocodoc tool** when grading assignments. It can also be done in **Microsoft Word** using the Comments feature.
- **Appeal to various learning styles** by including **audio and/or video feedback.** Use audio/video recorders to record oral feedback. Audio or video files can be posted in forums or attached in the comments/feedback section of the assignment submission.
- Create **feedback templates for assignments** that can be modified easily to personalize the feedback for each student.
- Similarly, create a **bank of feedback** given in the past that can be reused with modifications. This works especially well for common mistakes because the instructor is able to copy-paste-modify feedback rather than re-write the same comments over and over.

SECTION D: RESOURCES

HBU BLACKBOARD FACULTY SUPPORT

This faculty support page has many documents and videos designed for HBU faculty teaching online.

Website: <http://hbu.libguides.com/bbfacultysupport>

TEACHING & LEARNING ONLINE WEBSITE

This website was created by COEBS faculty as a companion to a scholarly presentation (Fontenot, Wilson, Busiek, & Brupbacher, 2013). The website has the presentation along with several video tutorials for using free online tools, such as Community Clips and Audacity, to make materials for online courses.

Website: <http://teachingandlearningonline.weebly.com/>

BLACKBOARD'S EXEMPLARY COURSE PROJECT

The Exemplary Course Project recognizes outstanding Blackboard online courses and provides demo video tours of the winning courses. Refer to this site to view model courses, see options for course organization and navigation, and get ideas for using Blackboard course tools.

Website: <http://kb.blackboard.com/display/EXEMPLARY/Exemplary+Course+Program>

LEARNING TO TEACH ONLINE PROJECT

The Learning to Teach Online Project, from the University of New South Wales in Australia, is a free professional development video series for teachers from any discipline. The videos are designed to help teachers learn successful online pedagogy.

Website: <http://online.cofa.unsw.edu.au/learning-to-teach-online/lto-episodes>

BEST PRACTICES FOR TEACHING ONLINE

These resources will help faculty identify and implement effective “best” practices for online instruction in the online classroom.

- Boettcher, J. (2011). Ten best practices for teaching online: Quick guide for new online faculty. Retrieved from <http://www.designingforlearning.info/services/writing/ecoach/tenbest.html>
- Graham, C., Cagiltay, K., Lim, B., Craner, J., and Duffy, T.M. (2001, March/April). Seven principles of effective teaching: A practical lens for evaluating online courses. *The Technology Source*. Retrieved from <http://www.technologysource.org/article/274/>
- Effective Practices [database]. Sloan Consortium (Sloan-C) website. Retrieved from <http://sloanconsortium.org/effective>
- MERLOT: Multimedia Educational Resource for Learning and Online Teaching. California State University System. <http://www.merlot.org/merlot/index.htm>

TECHNICAL RESOURCES (BY CATEGORY)

LECTURES, SCREENCASTS, AND VIDEOS

- **Screencast-o-Matic**. This tool captures the computer screen and audio input and can be used to record PowerPoint lectures. It is free to use (but places a watermark on videos). A paid subscription (removes the watermark on the videos) is also available. In addition, the site offers video storage.
 - Website: <http://screencast-o-matic.com/>
 - Video Tutorial: <http://youtu.be/yIPCMtW12EA>
- **Prezi**. This application creates a non-linear visual presentation and can be used as an alternative to PowerPoint when creating lectures. Audio, video, and links can be embedded into a Prezi.
 - Website: www.prezi.com

- **Community Clips by Microsoft.** This free download can record the computer screen and audio. Faculty can use this application to record and narrate a PowerPoint. It can also be used to create screen movie that demonstrates how to accomplish a task on the computer (e.g., search a database, navigate a website, etc.).
 - Download application at: <http://community-clips.software.informer.com/>
 - Video Tutorial: <http://youtu.be/vTMoeMQT9eU>

- **Camtasia Studio by TechSmith.** With this software, faculty can record computer screen, webcam, and audio simultaneously to create lectures videos with a picture-in-picture of the professor's webcam. All videos can be edited and saved in multiple formats. This software is available for purchase with an academic discount. There is also a free 30-day trial available for download.
 - Website: <http://www.techsmith.com/camtasia.html>

- **YouTube.** YouTube can be used in online courses in multiple ways. Faculty may be able to find existing scholarly videos related to course content. These videos can be linked in the course shell, along with complete citation, as required or supplemental learning resources. YouTube can also be used to store faculty-created videos and distribute them to students. Videos can be marked as "unlisted," and they will not be searchable by the general public. Students with a link to the video can access the videos. A Google account is required for uploading videos to YouTube.
 - Website: www.youtube.com
 - YouTube Upload Instructions: <https://support.google.com/youtube/topic/2888648?hl=en>
 - To upload video, sign in with Google account and upload here: <https://www.youtube.com/upload>

- **Other Video Resources.**
 - Byrne, R. (2013, April). Excellent tools for creating videos without installing software. Free Technology for Teachers [Web log]. Retrieved from <http://www.freetech4teachers.com/2013/04/the-five-best-tools-for-creating-videos.html#.U5paWXYsa1z>
 - Byrne, R. (n.d.). Making videos on the web: A guide for teachers. Free Technology for Teachers [Web log]. Retrieved from <http://www.freetech4teachers.com/p/video-creation-resources.html#.U5pbn3YSa1y>

INTERACTIVE MULTIMEDIA, GAMES, AND ASSESSMENTS

- **StudyMate by Respondus.** StudyMate Author is a program that creates a dozen activities – such as flashcards, crosswords, hangman, matching, Jeopardy, and quizzes – that engage students with course content. This software is available for purchase, but there is also a 30-day trial version available for free download. At instructor request, the online provider’s course designers use StudyMate Author to create electronic flashcards for glossary items and other interactive games for HBU online courses.
 - Website: <http://www.respondus.com/products/studymate/index.shtml>
 - Sample Activities: <http://www.studymate.com/sm/display.do?id=GkaSrUMZ>
- **Quizlet.** With Quizlet, instructors can create flashcards, quizzes, and other activities for students online.
 - Website: <http://quizlet.com/>
- **Student Response Systems (“e-Clickers”).** Internet-based student response systems turn students’ smartphones into “clickers” for quizzes, polls, surveys, and other formative assessments.
 - **Socrative.** <http://www.socrative.com/>
 - **GoSoapBox.** <http://www.gosoapbox.com/>
- **Gaming [in online courses].** TeachOnline: Resources for Teaching Online [Web log]. Arizona State University. Retrieved from <http://teachonline.asu.edu/category/gaming/>
- **Respondus – Exam authoring tool.** Powerful tool for creating and managing exams that can be printed to paper or published directly to Blackboard Learn.
- **Softchalk** – software to create interactive lessons and certificate creation for completion for required courses.

AUDIO AND PODCASTING

- **Audacity.** Audacity is free audio recording and editing software. It is easy to use, and files can be saved as .wav or .mp3 files. (PC or Mac)
 - Website: <http://audacity.sourceforge.net/>
 - Video Tutorial: http://youtu.be/D_ZDlCziB8w (Soundztraining, 2009)
- **GarageBand.** Record and edit audio with this software on Macs or iPads (must purchase app).
 - Video Tutorial: <http://youtu.be/wspn0hVbkwl> (Wilson, 2013)

- **Podagogy.com.** This website catalogs many podcasting resources.
 - Website: http://blog.podagogy.com/?page_id=49

- **Blackboard Voice Authoring.** This tool, part of Blackboard Collaborate, will allow instructors to record audio files for voice discussions, audio feedback, and podcasting. All recordings and files are integrated within the Blackboard workflow. To request the Blackboard Collaborate tool in a course, contact HBU Blackboard Support.
 - Website and Demo: <http://www.blackboard.com/Platforms/Collaborate/Products/Blackboard-Collaborate/Voice-Authoring.aspx>

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SECTION E: APPENDICES

APPENDIX A: SAMPLE WELCOME LETTER

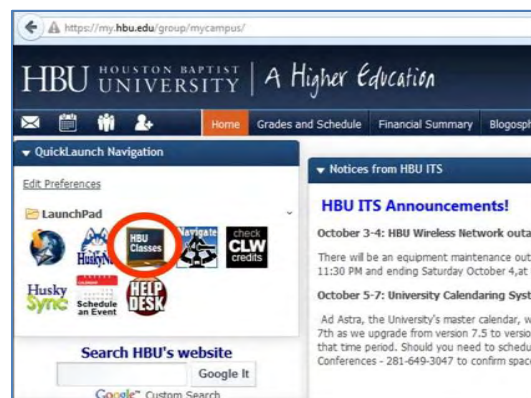
You are receiving this message because you are enrolled in EDBI 5304 – Methods of Teaching ESL. This course will be delivered 100% online. If you no longer want to be enrolled in a 100% online course, please contact your advisor or change your registration accordingly.

Hello EDBI 5304-Online students!

I am Dr. Polly Trevino, and I will be your professor for this course. Some of you have taken online courses before; some of you have not. Regardless of your experience with online education, you are probably asking yourself: What do I do first? I will answer that in this message. :)

I want to reiterate: This course will be delivered 100% online. This means that:

- We will have no class meetings on campus.
- We will use the Blackboard learning management system for all learning activities. To log-in to our course: Go to **my.hbu.edu**. Log in with your HBU network credentials. Choose the **chalkboard icon** that says **HBU Classes**. This will take you to the Blackboard LMS for ONLINE courses at HBU. I have attached a picture to assist you.

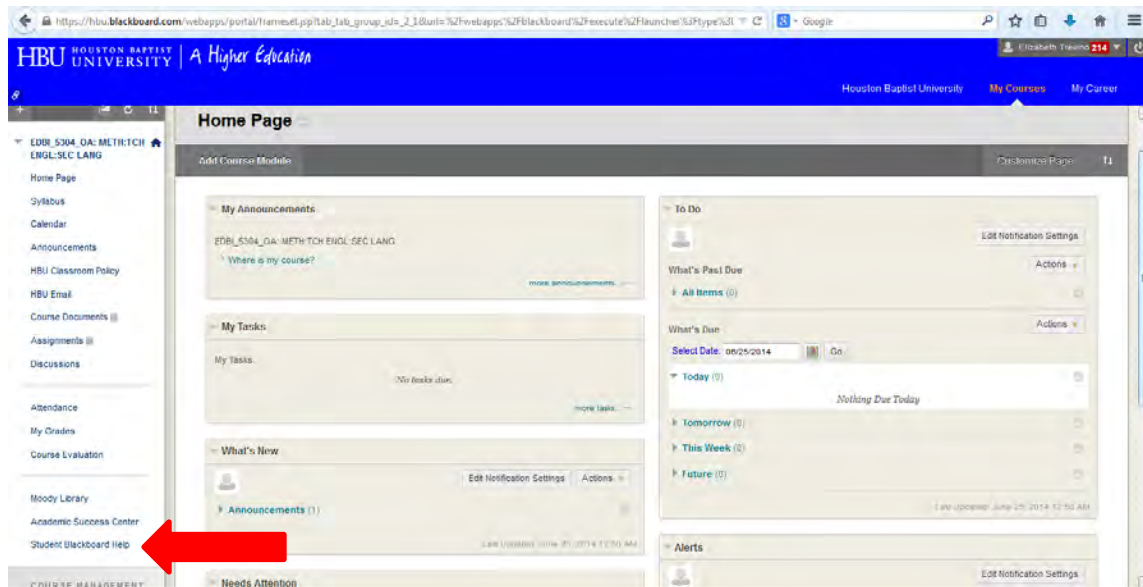


- In this course, you will complete and submit all work in Blackboard.
- You will communicate with me and with your classmates using messaging, discussion forums, and web conferencing tools inside Blackboard.

What do you need to do first?

- 1) Use the steps above to log-in to Blackboard. Then, click on the link **EDBI_5304_OA: METH:TCH ENGL:SEC LANG** to enter our course.

From inside the course, notice the **Student Blackboard Help** link on the tool bar. Any time you need assistance inside the course, you can click this link for video tutorials and handouts. See **attached picture** showing you how to access the Blackboard Help.



- 2) Once inside the course, you will see a list of links/documents on the left side navigation menu. Find the **Course Orientation** link. Click on that link and complete the activities listed in the Course Orientation Module. View the **Welcome Video**. Review the syllabus, calendar, and course documents (rubrics and project instructions). **Take the syllabus quiz** (ungraded) to show that you understand the syllabus. Complete the **Professional Integrity Statement** and the **Syllabus Statement**.

- 4) Finally, introduce yourself by **posting a message in the Student Café Forum**. If you need help posting a message, see the **Student Blackboard Help** again.

You must complete all of these course intro activities by 11:59PM Wednesday, January 22nd. If you do not complete by Wednesday, you risk being administratively dropped from the course. After you have completed these activities, you are ready to begin Week 1.

Welcome to Methods of Teaching ESL! **I'm so glad to have you in the course!** Please let me know if you have questions or difficulties.

Dr. Trevino :)

APPENDIX B: SAMPLE WEEKLY MESSAGES

EXAMPLE WRITTEN MESSAGE

Hello ESL Methods students,

Today we begin Week 3. Our topic for this week is language acquisition and development. We will study first and second language development and theories of language acquisition. Understanding stages of development and acquisition theory will help you provide appropriate language instruction for English learners.

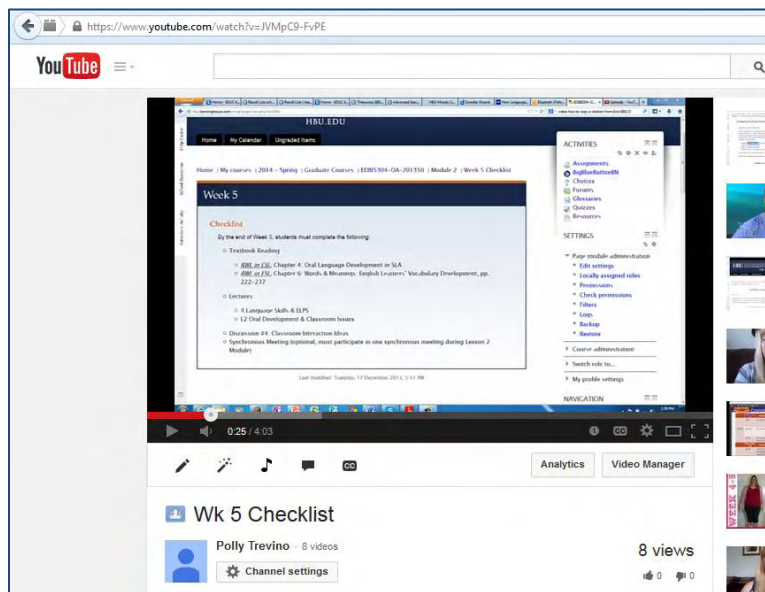
Here's what you're responsible for in Week 3:

- Learning Activities
 - Textbook Reading: *RWL in ESL*, Chapter 2: Language and Language Acquisition, pp. 57-79
 - Lecture: L1 & L2 Acquisition
 - Synchronous videoconference/lecture meeting (will be on **Saturday, February 8 from 2-3PM**)
- What You Need to Submit (by Sunday night)
 - Discussion #3: Reflect on Your Second Language Acquisition Experiences
 - Quiz: Chapter 2

As always, I am here to help. Please let me know if you have questions or concerns. ~~ Dr. T. ☺

EXAMPLE WEEKLY VIDEO MESSAGE

EDBI 5304 Week 5 Checklist available at <http://youtu.be/JVMpC9-FvPE>



APPENDIX C: POSTING ANSWERS TO STUDENT QUESTIONS

Hi Class,

I received the following questions from your classmates this weekend.

For exam 1, will you be giving us a review of what will be on the test? Or will it consist of the quizzes we have been taking? Or will the test consist of the handout information?

I do not plan to give a review, and the questions will be different from the quiz questions. For studying, you should use the module objectives as a review. The exam is tightly aligned to the objectives and includes content from the book and the lectures/handouts. There are matching items, in which you have to match scenarios with concepts, and there are short essay questions.

I am having trouble getting the BBB Recording to playback. Do you think there is a glitch?

I double-checked it, and it is working. If it's still not loading for you, I recommend contacting the 24-hour tech support that we have available for students. You can access the Help Desk using the Help Center block that is usually in the top right corner, unless you've collapsed it to the left side of the screen. You can call them or chat with them to ask for help.

APPENDIX D: USING DISCUSSION FORUMS IN ONLINE COURSES

Trevino, P. (2013, November 18). Thinking Allowed, the COEBS Blog: Using forums in online courses. [Web log]. Retrieved from <http://drcindysimpson.com/>

In the HBU College of Education and Behavioral Sciences we are adding new online courses each semester. Just like our face-to-face (F2F) courses, HBU online course are interactive, even though students and professor in the online classroom are separated by time and space. As we design and teach online courses, we are intentional in structuring interactions among learners. Discussion board forums are essential for interactive online classrooms. Are you new to online instruction? This post will walk you through the basics of discussion forum assignments.

WHY DISCUSSIONS?

Discussions forum assignments are to the online classroom what class discussions are for the F2F classroom. The instructor poses a question, task, or scenario to which students must respond in writing. Responses are posted publicly for all class members to see, and then class members reply to each other's postings. Discussion assignments engage learners in "the cycle of reading, reflecting, considering, and making connections that actually changes the knowledge structure inside the learner's brain" (Boettcher & Conrad, 2010, p. 85). Students express ideas, "listen" to one another, connect and apply learning, ask questions, and reflect. The instructor poses questions, "listens" as students grapple with ideas, and facilitates students' connections and applications.

Discussion forums provide a social context, allowing individuals separated by time and space to become a community of learners. As a place for community-building in the online classroom, discussion forums are "the 'campfire' around which course community and bonding occur" (Boettcher & Conrad, 2010, p. 85). Through writing discussion posts, learners engage with the content, with one another, and with the instructor. Moreover, in an online discussion forum, all learners have the opportunity to "speak" in the discussion. Even shy or reluctant learners, relieved of the social anxiety or pressure to respond in F2F discussions, participate in the online discussion forum.

WHAT MAKES A GOOD DISCUSSION QUESTION?

Boettcher & Conrad (2010) recommend focusing discussion topics on essential course concepts. Discussions are appropriate for learning goals where students are asked to apply core concepts in various contexts. Discussion forums work best when students are problem-solving, linking new knowledge to existing knowledge, or applying new knowledge in context.

When developing the discussion topic, avoid knowledge-level questions that have a pre-determined answer. Asking this type of question on the discussion forum does not encourage deep interactions. Everyone's answer will (or should) be similar, and learners will not have anything to discuss.

Instead, choose questions that can have more than one answer. Ask learners to:

- conduct research related to course learning and report to the group,
- express opinions about an issue,
- analyze a real-world issue in light of course learning,
- answer higher-order questions rather than lower-order questions, or
- incorporate personal experiences with academic analysis.

Learners' answers will vary, which will motivate them to read other's posts to see how their classmates answered the question.

HOW MANY DISCUSSION TOPICS SHOULD I ASK MY STUDENTS TO COMPLETE IN ONE WEEK?

The answer to that depends on the type of questions you're asking and what else you've assigned that week (Boettcher & Conrad, 2010). If your discussion questions are short-answer essay questions in which you ask the learner to comprehend and summarize concepts or apply them in simple contexts, then you might have as many as three discussion questions in one week. If your discussion questions are more complex and require research, application in complex situations, or problem-solving in case studies or scenarios, then two discussions in one week would be sufficient, provided that there are no other assignments due that week. If there are other assignments due, then one complex discussion might be sufficient. Weeks in which students submit a major project or have an exam might have no discussion questions.

HOW CAN I FACILITATE ONLINE DISCUSSIONS?

There are several techniques that instructors can utilize to encourage students to interact and elaborate their thinking. First, require that students make a specified number of replies in each forum. Typically, all students are required to make an original response to the discussion topic. A requirement to reply to their peers' posts will encourage reluctant students to interact with their classmates.

Additionally, you, the instructor, should participate in the forum and respond to students' posts. Respond to the content of the posts in the public forum, and give evaluative feedback to students privately. When you participating in the forum:

- Comment on something the student has said in the post:
 - *That reminds me of...*
 - *Thank you for bringing that up...*

- *I see your point that...*
- Relate two students' posts or summarize and synthesize student comments:
 - *Check out ___'s post. She also commented that...*
 - *___ and ___ argued for a different approach to the problem. How would you counter their position?*
 - *The majority of our class argued for X, although for various reasons...*
- Ask students questions to encourage elaboration:
 - *Can you explain what you meant by...?*
 - *What has been your experience with...?*
 - *Would you agree or disagree with that?*
 - *How does X relate to Y?*

Finally, use student names in your responses. If you're responding directly to a particular student's post, then address him/her by name. When students see that the instructor knows and uses their names, they will feel acknowledged and be more likely to learn and use their classmates' names. Before you know it, your students, separated by time and space but connected with technology, will become a functioning learning community!

Reference: Boettcher, J.V., & Conrad, R. (2010). *The online teaching survival guide: Simple and practical pedagogical tips*. San Francisco: Jossey-Bass.