The Griff Guide to Teaching Online
created by: Leah MacVie
for Canisius College

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We are grateful for the assistance of Rose Twardowski, Patricia Coward, Christopher Filkins Jessica Blum and the Canisius College FacTS staff in the creation of this guide.
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Welcome to Teaching Online!

This guide will introduce you to the basic concepts of setting up your first online course at Canisius College. The guide serves as both a companion to the Online Course Development Workshop and as a crash course to teaching online. It is flavored with educational technology enhancement ideas and educational research to support the concepts.

This guide is divided into two parts. The first part will address all the components of an online course and some careful considerations for each of them. The second part will walk you through physically setting up your course in the Canisius College learning management system.

About the Guide

Audience
This manual is a guide for those teaching or wishing to teach online. Although this guide was created with Canisius faculty in mind, its secondary purpose is the general public interested in online education.

The intended audience is all (current and future) online instructors at Canisius College.
- Current Canisius online instructors
- Canisius instructors teaching blended or hybrid courses
- New Canisius online instructors who have gone through the New Online Course Development Workshop
- New Canisius online instructors who have yet to go through the New Online Course Development Workshop

The secondary audience is all other (current and future) online instructors.
- Current online instructors
- Instructors teaching blended or hybrid courses
- New Online instructors

General Product Description:

Concept: The Griff Guide to Teaching Online is an instructional, tutorial style product. It is a guide that provides the user with the basics to planning, developing and teaching a course online. It is flavored with educational technology enhancement ideas and educational research to support the concepts. The Guide provides many resources for the instructor to run with, as well as helpful tutorials for users to apply immediately if they wish to do so.

Learning Objectives

Users of this guide will:

Technology:
- Become acclimated to the learning management system environment.
- Learn about potential technology enhancements beyond the learning management system.

Planning:
- Develop a plan for building their online course.
- Develop a course outline.
- Develop course objectives.
- Address issues of diversity.

Delivery:
- Develop an Introductory Folder.
- Choose delivery methods for course content for each week.
- Develop engaging discussions.
- Develop creative activities.

Prior Knowledge

This guide is meant to cater to individuals who are new to online instruction and learning management systems. There is no prior knowledge needed.

Suggested Resources

Participants are not required to purchase any supplemental textbooks, software or resources. However, we recommend the Online Teaching and Learning Series, specifically, Engaging the Online Learner by Rita-Marie Conrad and J. Ana Donaldson.
Teaching and Learning Online

Role of the Online Faculty

Teaching online requires a paradigm shift for instructors. Teaching online is much different than teaching face-to-face (f2f). Instead of lecturing to students, instructors engage in an interactive exchange of information.

The online courses at Canisius College are delivered via a learning management system (LMS), which offers students many opportunities for engagement and interactivity. This type of interactivity would otherwise be experienced in a f2f classroom. Instructors should avoid posting pages worth of lectures for students to read, and instead focus on delivering the main objectives through these interactive elements.

Working with Virtual Students

The paradigm shift in online education is not only for instructors, but for students as well. Students need to become accustomed to working in the online environment and with the technology at their fingertips. They must learn to be self-managed and observant. You will find that not all students easily adapt to learning online, one reason why online instructors must develop a course that is consistent and engaging.

Online instructors should create a supportive community for students to learn in. All successful online courses provide an orientation, vary activities to address different learning styles, and empower students to take responsibility for their learning. As instructors, you must be constantly aware of student needs and participation levels, and the LMS makes this a relatively easy process.

Course Delivery and Terminology

Clarification

Course Delivery

It is important to label your course delivery while making a course request to your chair. This will let students know up front the delivery style of the course and what is expected of them. This information will need to be verified each term, as it will be passed along for Banner clarification.

Face to Face- This course is conducted 100% face to face.

Hybrid- This course is conducted 50% face to face and 50% online in the learning management system.

Blended- This course is conducted face to face, with online components in the learning management system.

Online- This course is conducted completely online in the learning management system.

Course Components

It is important to label your course components while making a course request to your chair. This will let students know up front the specific course components associated with the course and what is expected of them. This information will need to be verified each term, as it will be passed along for Banner clarification.

Web Conference/Chat- This online, hybrid or blended course has synchronous components on certain days and times. Please let your chair know the exact days (or reoccurring day of the week) and times for each of these Web conferences. We highly recommend you stay consistent.

Introductory/Conclusion Meeting- Although this course is conducted 100% online, there will be a face to face meeting. Please let your chair know the exact day and time of this meeting.

Other- Please share any other information with your chair that students may need to know before beginning the course. If this information occurs synchronously, please specify the days and times.
Teaching Online for Canisius College

Congratulations on being chosen to teach at Canisius College and for making the choice to teach online. Teaching online can be a rewarding experience with many benefits. You may have many questions about the journey you are about to embark on. This guide is sure to help you answer all of those and many more.

What Makes up an Online Course?

- Online courses have 3 types of interaction: student to: student, instructor and content.
- The content should be delivered by week, or content “chunks” in modules, but never all at the same time.
- A course should never consist of only downloadable files as content, but should engage the student via multimedia, hyperlinks and interactive elements.
- When at all possible, content should be categorized in folders within a week, to enhance content focus.
- Each week should include at least one discussion, if not more, where students are required to discuss various topics.
- Consistent grading, content elements, and activity allow for the best student experience.
- The gradebook should be set up in a way that is easiest to understand from a student perspective, such assignments that are attributed to categories.

What Online Teaching IS:

- Instructors should be in the course 5-7 days a week.
- Instructors should grade consistently each week, so that students see their current grade weekly.
- Instructors should check their college e-mail at least 3 times a week.
- Instructors should post weekly announcements.
- Instructors should encourage engaging discussions.
- An online course is well organized.
- An online course provides a learning experience.
- Online courses follow the same start and end dates as a f2f semester.

What Online Teaching is NOT:

- It is NOT a correspondence course.
- It is NOT self-paced.
Online Instructor Expectations Checklist

Pre-Delivery
Course Set-up
An learning management system shell is automatically set up for you, no matter what type of delivery you are using. If you don’t see it, contact the helpdesk.

☐ Select a Course Delivery (see page 5 of the Griff Guide)
☐ Schedule Synchronous Components (see page 5 of the Griff Guide)
☐ Discuss course delivery and synchronous components with Chair/indicate with registrar’s office/list in Banner

Content
Instructors at Canisius College are expected to develop their own courses. They may utilize whatever resources they see applicable to their course.

☐ Choose to use a textbook or online resources.
☐ Develop/upload a course schedule/outline.
☐ Schedule/develop synchronous components.
☐ Develop/upload course content: pages, videos, files.
☐ Set week/module dates.
☐ Assure that your course is well-organized.
☐ Have an outsider look over your course/address any questions.
☐ Develop an Introductory or Course Materials folder to house all course documents and ice breaker activities.

Delivery
Instructors should be sure that the course is ready to go 4 days before the course begins, as that is when students will be able to access it.

Consistency

☐ Develop and stick to a consistent schedule.
☐ Be in the course 4-7 days a week.
☐ Be sure grades are up to date by a consistent day, weekly.
☐ Follow the same start and end dates as the rest of your department and as specified at registration.
☐ Use the Canisius College e-mail and phone number for contact info.

Communication

☐ Post an announcement at least weekly.
☐ Utilize the course calendar.
☐ Check the College e-mail at least 3 times a week.
☐ Check for phone messages at least 3 times a week.
☐ Get back to students within 24 hours.
☐ Be present in discussions at least 4 days a week.

Interaction

☐ Assure the three types of interaction are taking place weekly.

Conclusion

Communication

☐ Communicate to students how they should proceed in wrapping up the course.
☐ Communicate to students how they will find out their final grades.

Grading

☐ Assure grades are up to date in the learning management system.
☐ Turn in grades on Banner.
☐ Follow all department procedures.
A Sample Online Course

Although there are many ways to set up an online course, here is what a sample 6 week course might look like.

4 days prior to the course beginning:
A welcome announcement is posted with information about next week’s Web conference.
The introductory folder is opened.
- About the facilitator
- Syllabus
- Navigation tips
- Getting started in the learning management system
- Welcome to the course
- Final Project info
- Glossary
- Introductory Discussion

Week 1:
A course orientation Web-conference is conducted at the end of the week. (This was also specified during registration.)
Instructor virtual office hours M 12-1 T 5-6, in discussion W-S.
A week 1 announcement is posted with a Web-conference reminder.
The week 1 folder is opened.
- Overview
- Content info
- Recorded Web-conference link after it takes place
- Documents folder for reference
- A scheduling survey for week 2 one-on-one meetings
- Topic discussion with discussion directions
- Topic activity drop box with directions

Week 2:
One-on-one meetings between the instructor and each student/small group of students in Skype.
Grades posted for the previous week.
Instructor grading M-T, virtual office hours M 12-1 T 5-6, in discussion W-S.
A week 2 announcement is posted with a one-on-one meeting reminder.
The week 2 folder is opened.
- Overview
- Content info
- Screencast illustrating a concept
- Topic discussion with discussion directions
- Topic activity drop box with directions

Week 3:
A week 3 announcement is posted.
Grades posted for the previous week.
Instructor grading M-T, virtual office hours M 12-1 T 5-6, in discussion W-S.
Live chat mid-week.
The week 3 folder is opened.
- Overview
- Content info
- Topic discussion with discussion directions for a small partner discussion assignment
- Topic activity drop box with directions

Week 4:
A week 4 announcement is posted.
Grades posted for the previous week.
Instructor grading M-T, virtual office hours M 12-1 T 5-6, in discussion W-S.
The week 4 folder is opened.
- Overview
- Content info
- Group communication directions
- Topic discussion with discussion directions
- Topic activity drop box with directions

Week 5:
A week 5 announcement is posted.
Grades posted for the previous week.
Instructor grading M-T, virtual office hours M 12-1 T 5-6, in discussion W-S.
The week 5 folder is opened.
- Overview
- Content info
- A scheduling survey for week 6 one-on-one meetings
- Topic discussion with discussion directions for a small group discussion assignment
- Topic activity drop box with directions

Week 6:
One-on-one meetings between the instructor and each student/small group of students in Skype.
Grades posted for the previous week.
A final week 6 announcement is posted.
Instructor grading M-T, virtual office hours M 12-1 T 5-6, in discussion W-S.
The week 6 folder is opened.
- Overview
- Content info
- Topic discussion with discussion directions for a final discussion
- Final Project drop box with directions
- Final course wrap-up white paper
- End of course survey
The Griff Guide to Teaching Online

Welcome

Seven Principles of Effective Online Teaching (Chickering & Gamson, 1991)

Principle 1: Student-Faculty Contact
Provide clear guidelines and policies regarding communication.
  □ Policies should be put in place describing types of communication and when they should be used. For example, you may have students send technical support questions to “tech support,” and explain what the public discussion forums should and should not be used for. Additionally, standards should be set for the amount of time necessary for the instructor to respond to e-mails.

Principle 2: Cooperation Among Students
Discussion boards and group assignments should be designed to facilitate cooperative “meaning-making” among students.
Here are some suggestions for creating an environment for meaningful discussion:
  □ Learners should be required to participate (and their grade should depend on participation) and clear expectations for discussions should be posted.
  □ Evaluation should be based on the quality of postings (and not the length or number).

Principle 3: Active Learning
Course projects and interactivity should be an important part of the online course.
  □ Students discuss what they are learning, write reflectively about it, relate it to past experiences, and apply it to their daily lives.

Principle 4: Prompt Feedback
Instructors need to provide two types of feedback: information feedback and acknowledgment feedback.
  □ Information feedback – providing an answer to a question, comments, or a grade for an assignment or test. When the instructor gets too busy for personal communication, some comments can be sent to the entire class. Obviously, grades need to be communicated to each student personally through assignments and the gradebook. Information assessments should start early on, and reoccur often.
  □ Acknowledgement feedback – confirming that an assignment or question has been received and that a response will be made soon. Students often worry that you have not received their assignment. A quick acknowledgement when the assignment is received will prevent time-consuming e-mails later.

Principle 5: Deadlines
Online courses need deadlines.
  □ Regular deadlines help busy students avoid procrastination and encourage regular communication with the instructor and other students.

Principle 6: High Expectations
Challenging tasks, sample cases, and praise for quality work communicate high expectations.
  □ Instructors should communicate high expectations through challenging assignments or discussions. Additionally, praise of exemplary student work encourages other students to work on that same level.
  □ Instructors should never repost students’ work without permission.

Principle 7: Diverse Talents and Ways of Learning
Students need opportunities to show their talents and learn in ways that work for them.
  □ Instructors can provide guidelines for a project but allow students to choose a topic that interests them. This practice gives students a sense of control in their education and encourages more diverse points of view.
Planning your Online Course

There are many concepts to consider when developing a course online. First and foremost, an online instructor must understand that teaching online is very different from teaching face-to-face (f2f). You cannot simply take f2f lesson plans and copy them into an online course. Instead, you must carefully architect an effective online course that caters to different learning styles and meets the course objectives in a virtual environment. There is much that can be lost in translation, particularly tones and meanings behind statements.

On the plus side, teaching online can be extremely rewarding if it is well planned. It can offer you more time to concentrate on student needs, while the learning management system (LMS) tackles some of the grading. It also seems to encourage lifelong learning and soft skills proficiency, such as time-management and organization. This first unit will provide you with tips on how to effectively plan out your course by developing a course outline, creating course templates, and gathering resources before you even begin to develop your course in the LMS.

Current Strategies
ADDIE

Perhaps you have heard of the term “instructional design,” or the process by which instruction is improved through the analysis of learning needs and systematic development of learning materials. Although instructional design principles do not always exactly match the goals of course development in education, the base principles can oftentimes be used as a starting point for developing effective courses.

For example, the Instructional Systems Design (ISD) model “ADDIE” can be used to effectively build an online course. ADDIE stands for Analyze, Design, Develop, Implement, and Evaluate.

ADDIE
Analyze: your student population, overall goals for the students, amount and level of content needed for the course and course level, resources needed

Design: a course outline, course templates, objectives for each week, activities for the course, discussions for the course, final project for the course, assessments for the course, syllabus for the course

Develop: develop the course itself, set up the gradebook, link activities to the gradebook, set up a course calendar

Implement: conduct the course, create announcements, send e-mails, grade students, provide feedback, and assess students

Evaluate: evaluate student results, evaluate student feedback, and plan revisions for the next term

Planning for Class Size

One of the dilemmas that plagues online learning is managing course size. You will have to decide what suits your teaching style best. Some suggestions are:

- Split discussions into study groups (discussions forums with small groups) and have them work out an issue. At the end of the week or the next week, each group can facilitate their topic and conclusion after discussion.
- Have designated students host discussion forum topics throughout the term. It can be part of their research paper or project for that course.
- Split discussions into teams, allowing students to see discussions only among their team members.
Who are your students?
Today’s students, and their expectations, have changed. Collegiate students now range in their technological abilities and professional experience. We are educating students for jobs that haven’t even been created yet. Schools are trying to keep up with evolving networking strategies, sharing capabilities and methods of communication.

In many ways, most classrooms are conducted the same way they were conducted 100 years ago. Many of the learning theories we still reference today were created over 40 years ago. Today’s students have to be trained on HOW to use the technology in their learning, so that they know how to best apply it in their life. It is important to continually assess your students so that you can best address your content to your course’s population.

Developing your Course Learning Goals and Objectives or Outcomes
It is important to identify the key learning goals and objectives (or outcomes) for your course. Because each program may have specific terminology, please check with your department chair or director to find out more about how your program identifies and assesses student learning. This will be the first step in developing your own course learning goals, objectives or outcomes.

What are Learning Goals?
Learning goals answer two questions:

- What do you want students to know by the time they finish the course?
- What do you want students to be able to do with what they know?

There is no right way to develop learning goals. In fact, there can be many different ways learning goals are developed.

Purposes for Learning Goals in the Course
- Identify course goals to students and increase awareness of their own learning.
- Provide frameworks for course design, development and redesign.
- Act as a map for curricular assessment and change.

Tips for developing your Learning Goals
- Allow the logical sequence of the content to act as a guide.
- Think about how this course fits into the program and what students will need to do in the next sequence.
- Make your goals specific, not generic.
Be sure the assessments align with the Learning Goals.
Start with high level Bloom’s Taxonomy.
Make your goals assessable.

What are Course Objectives?
Objectives describe how learners can apply what they have learned in the course.

Purposes for Objectives in the Course
- They provide a means for students to organize their efforts in accomplishing that objective.
- Provide a guideline to assess course design.
- Provide a basis for how success can be measured.

The ABCD Model of Writing Learning Objectives
- **A**udience - Who will be doing the behavior?
- **B**ehavior - What should the learner be able to do?
- **C**ondition - Under what conditions do you want the learner to be able to do it?
- **D**egree - How well must it be done?

Difference between goals and objectives
Goals are expansive, objectives are narrow.
Goals are general; objectives are precise.
Goals are abstract; objectives are concrete.
Goals can’t be validated as is; objectives can be validated.

What are Outcomes?
Outcomes are complex statements that speak to the compilation of mastered skills, concepts and knowledge. Outcomes are unique to each course.

Tips for Writing Outcomes
- Describe what students will be able to do in the real world.
- Describe what students can do with what they will learn in the course.
- Use detailed action verbs.
- The statement is clear and understandable from a student perspective.
- The outcomes align with the program objectives.

Still need help with developing teaching goals?
Try the Teaching Goals Inventory, developed by Angelo and Cross (1993), an instrument that will help you:
- become more aware of what you want to accomplish in a course;
- find appropriate Classroom Assessment Techniques to adapt and use in achieving your online course goals;
- begin a conversation with your colleagues about teaching and learning.
Three Types of Interaction
There are three types of interaction every online class should have weekly:

- Student to Student
- Student to Instructor
- Student to Content

Student to Student
Students should interact with each other in an online course. This can be facilitated through group work, discussion forums, study groups, or on partner projects. Student to student interactions should always be done in low-stakes situations.

Student to Instructor
Student to instructor interactions should happen on a regular basis. This can be facilitated through one-on-one meetings, discussion forums, exam reviews, or assignment feedback. Student to instructor interactions should be done in different mediums, such as written, verbal, or visual.

Student to Content
Students should have the opportunity to interact with their content in multiple ways. This can be facilitated through visuals, videos, audio clips, downloadable files, or Web resources. It is recommended that students are given a choice to learn about the content through different deliveries, such as providing an audio clip for key points in a downloadable article.
We want our graduates to be leaders-in-service. That has been the goal of Jesuit education since the sixteenth century. It remains so today. To establish Jesuit identity, we must look to St. Ignatius Loyola, founder of the Society of Jesus.

The Ignatian Pedagogical Paradigm
The Ignatian Pedagogical Paradigm is a model that speaks to the Jesuit teaching-learning process, addressing the teacher-learner relationship, with practical meaning and application for the classroom.

Ignatian Pedagogy embodies five key teaching elements:
1. Context: What needs to be known about learners (their environment, background, community, and potential) to teach them well?
2. Experience: What is the best way to engage learners as whole persons in the teaching and learning process?
3. Reflection: How may learners become more reflective so they more deeply understand what they have learned?
4. Action: How do we compel learners to move beyond knowledge to action?
5. Evaluation: How do we assess learners growth in mind, heart, and spirit?

Ignatian Pedagogy promises to help teachers be better teachers. It enables teachers to enrich the content and structure of what they are teaching. It gives teachers additional means of encouraging learner initiative. It allows teachers to expect more of students, to call upon them to take greater responsibility for and be more active in their own learning. It helps teachers to motivate learners by providing the occasion and rationale for them to relate what is being studied to their own world experiences. Ignatian Pedagogy can be applied to all types of delivery, including online.

A Little History
Canisius College is a private, Catholic college, which was established in 1870. It was founded by Jesuits and was named after St. Peter Canisius, who was a Dutch Jesuit in the 16th century. The campus sits on more than 77 acres of land. The college offers a wide variety of degrees and programs in diverse fields of study.

Jesuit education is a call to human excellence, to the fullest possible development of all human qualities. It is a call to critical thinking and disciplined studies, a call to develop the whole person, head and heart, intellect and feelings.

Where Leaders are Made
Simply put, Canisius College offers the best in quality academic programs and facilities, and an outstanding faculty who are leaders in their fields. Faculty of Canisius College embrace the value of incorporating diverse perspectives into the curriculum, field experiences, and candidate supervision. Our instructors prepare individuals for future careers and we are cognizant of the importance of providing them with the knowledge, skills, and dispositions necessary to help all students learn.
Develop a Course Outline

Plotting out your course outline is an important part of the course planning process. At this point, you have free reign to lay out your course from scratch in a way that will best suit your teaching style and your students’ learning styles. Remember that your course structure should be logical and consistent.

Below are some sample weekly outlines. After you come up with a course structure for your course, you will have to fill in the details to your course. Remember that it is always important to develop your content outside of the course, before you begin to physically build it in the learning management system.

### Example of Online Course Structures

<table>
<thead>
<tr>
<th>Introductory Folder/Module</th>
<th>Example #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Welcome</td>
<td>In this example, learners experience the week in chunks. They complete topic before moving on to the next topic.</td>
</tr>
<tr>
<td>Syllabus</td>
<td>Introduction</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>Topic 1, Topic 2, Topic 3</td>
</tr>
<tr>
<td>Course Milestones</td>
<td>Discussion</td>
</tr>
<tr>
<td>Course Expectations</td>
<td>Activity</td>
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<tr>
<td>Netiquette</td>
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<td>ADA Compliance Statement</td>
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<td>Course Requirements</td>
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<td>Icebreaker Discussion</td>
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<thead>
<tr>
<th>Example #1</th>
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<tbody>
<tr>
<td>In this example, the week has a sequence. Students experience the content, take part in discussion and, most likely, complete the activities toward the end of the week.</td>
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<thead>
<tr>
<th>Introduction</th>
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<tbody>
<tr>
<td>Content/Lessons/Specific Topics</td>
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<tr>
<td>Discussions</td>
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<tr>
<td>Activities</td>
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<tr>
<th>Example #2</th>
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<tbody>
<tr>
<td>In this example, learners have their pick of a series of activities within one topic. The activities provide an active method of learning. While participating in the activities, they can participate in the discussions. The discussions are tangents of the topic, and instead of reflecting on the activities, they are supplemental to them.</td>
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<tr>
<th>Introduction</th>
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<tbody>
<tr>
<td>Activities</td>
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<td>Discussions</td>
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<tr>
<th>Example #4</th>
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<tbody>
<tr>
<td>In this example, learners learn via multimedia resources like presentations and videos. They proceed to complete a series of assignments for that topic such as an online discussion about an online resource. At the end of the week, they complete a quiz on what they have learned.</td>
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<tr>
<th>Introduction</th>
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<tbody>
<tr>
<td>Multimedia delivered lessons</td>
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<td>Alternative assignments</td>
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<tr>
<td>Weekly Quiz</td>
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<tr>
<th>Example #5</th>
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<tbody>
<tr>
<td>In this example, learners view a series of presentations and answer questions that follow. They then are exposed to current content, such as PDF articles and active links. Afterwards they have a series of assignments to complete.</td>
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<table>
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<tr>
<th>Introduction</th>
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<tbody>
<tr>
<td>Presentation with quiz</td>
</tr>
<tr>
<td>Current Content</td>
</tr>
<tr>
<td>Assignments</td>
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</tbody>
</table>
Developing a Syllabus for your Online Course

There are a few best practices to keep in mind when developing your syllabus.

1. Stay concise and to the point.
2. If it is important, reiterate it outside the syllabus as well.
3. Post the syllabus as early as possible.
4. Use a simple layout.
5. Provide the basic information.
6. Describe the pre-requisites to the course and requirements for the course.
7. Give a general overview of the purpose of the course.
8. Clearly state the learning goals.
9. Describe the structure of the course.
10. List the due dates of course milestones.

Recommended items for a Syllabus:
- Course title, number, catalog description
- Contact Information
- Learning Goals | Objectives | Outcomes
- Course Structure
- Course Requirements
- Textbooks or Software (required and recommended)
- Course Schedule
- Class Policies
- Grading Policy
- Etc. (about you, teaching philosophy, study tips)

Internet Course Syllabus vs. F2F Course Syllabus

It is important to take into account the differences between an online and f2f syllabus. In f2f classes, students are usually graded on attendance, participation, and work submitted. Online classes work a little differently because all communication and submissions are electronic. Remember to include these differences in your syllabus.

Need Help?

The Center for Teaching Excellence is available to work with Canisius instructors on a one-on-one basis to help them develop their course materials, such as syllabi, learning goals, and assessments. Contact them today!

Monday through Friday 8:30 a.m. to 5:00 p.m. Summer hours vary; please call.
Location: Churchill Academic Tower (CT 004).
716.888.3720

Your program chair or director is, in fact, a good resource to turn to about syllabus questions. They may have a specific template for your program or a recommended features list. Please contact your chair or director about this important issue if you haven’t already done so.
Designing your Online Course

We will now focus on the development and delivery of your course content (what you would like to teach the students). There are many options to choose from, and many free technologies are available for you to develop these items. It is important to remember that while all options seem engaging and exciting, you do not want to overwhelm students with too much technology. Instead, you want to use a few educational technologies that work for your content and your students.

At first, the very mention of some of these educational technologies and delivery options can seem overwhelming. We will introduce a few basic technologies to help you get started. Choose one that reflects your teaching style. Working technology into online courses is all about baby steps.

Current Strategies

New Paradigms for College Teaching

In 1997, Campbell and Smith created a paradigm comparison chart that was used with permission for L. Dee Fink’s book: Creating Significant Learning Experiences.

This chart demonstrates that:
1. Students and faculty now work together to create learning experiences.
2. Students now actively construct their learning experience through discovery.
3. Learning has now shifted from memorizing, to relating topics.

This chart illustrates Fink’s approach to course design. Now that you have seen the comparisons, what can or should online teachers do differently to address these concerns? There are many opportunities and concepts available that were unheard of one hundred years ago. Simulations, case studies, group learning, project-based learning, and service learning are among them.

L. Dee Fink also came up with a Significant Learning Experiences chart. Each category of the chart contains special methods of achieving that learning goal. Think about how you can best deliver your content to match with these goals. Is text on a page always the best option? Will your students actually read all the textual material you provide them? If the answer is no to both of these answers, it is a good idea to begin thinking about alternative delivery methods for the content.

A Focus on Design

Break up the Content

Break the topics up into small manageable units for online delivery. You have to be creative about delivery and assessment online.

Consistency

Easy and consistent navigation does not hinder the learning experience. Stay consistent with the naming of all items. Font colors and styles in the course should also be consistent.

Organization

Organization is possibly the most important factor when teaching online. Content should scaffold, so that it helps to create a logical sequence of topics. Each item within a course should be well labeled; think about how it will display in the gradebook.
Readability
Short blocks of text are a better delivery of material online, than pages of text. Students tend to skim big blocks of text, so make sure you bold important items to highlight them. Text should be broken up by using brief, concise sentences; bullets and numbers are best for lists.

Use Graphics, Videos and Audio
Images can be inserted to help students visualize concepts. Likewise, videos and audio can be used as an alternative delivery method.

Provide Interaction in the Delivery
Instead of providing all of the content, provide students documents and Web sites to explore by including Web content in your course. There are plenty of free resources available on the Web. Students can click on links, read articles, read an online book, watch videos and be encouraged to explore the topic on their own. See the chart below for more ideas.

<table>
<thead>
<tr>
<th>Provide Interaction in the Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multimedia Presentations</td>
</tr>
<tr>
<td>Cooperative Learning</td>
</tr>
<tr>
<td>Research Project</td>
</tr>
<tr>
<td>Student-Led Instruction</td>
</tr>
<tr>
<td>Video Clips</td>
</tr>
<tr>
<td>Text and Images</td>
</tr>
<tr>
<td>Web Quests</td>
</tr>
<tr>
<td>Narrated Slides/Images</td>
</tr>
<tr>
<td>Presentation or Lecture</td>
</tr>
<tr>
<td>Podcasts</td>
</tr>
<tr>
<td>Animations</td>
</tr>
<tr>
<td>Simulations and Tutorials</td>
</tr>
<tr>
<td>Self-Paced Modules</td>
</tr>
<tr>
<td>Video Clips</td>
</tr>
</tbody>
</table>
Creating Content
When teaching online, you often have to create your own content. If you are not sure on where to start, you are in luck. There are plenty of free resources and repositories available on the Web to help you.

Utilizing Free Resources
Merlot
http://www.merlot.org
Find peer reviewed online teaching and learning materials. Share advice and expertise about education with expert colleagues. Be recognized for your contributions to quality education.

MIT OpenCourseWare
http://ocw.mit.edu/OcwWeb/web/home/home/index.htm
A repository of materials used in almost all MIT courses and may include syllabus, lecture notes, problem and answer sets, labs, readings and reading lists, videos, special features and more.

Open Courseware Finder
http://ocwfinder.com/
OCW Finder helps people find free online courses called OpenCourseWares (OCWs). Universities and other OCW providers can register their courses with OCW Finder to help people find them.

Open Education Resources (OER) Commons
http://www.oercommons.org/
In a brave new world of learning, OER content is made free to use or share, and in some cases, to change and share again, made possible through licensing, so that both teachers and learners can share what they know.

OpenLearn Courseware from Open University
http://openlearn.open.ac.uk/
The OpenLearn Web site gives free access to Open University course materials. This is the LearningSpace, where you’ll find hundreds of free study units, each with a discussion forum.

Registry of Open Access Repository (ROAR)
http://roar.eprints.org/
A guide to content stored on university Institutional Repositories around the world. Contains article pre-prints and post-prints, datasets, theses and dissertations, and numerous primary source and image collections. Select CONTENT SEARCH button to conduct searches.

Rice Connexions
http://cnx.org/
Connexions is an environment for collaboratively developing, freely sharing, and rapidly publishing scholarly content on the Web. The Archive provides access to over 350,000 cultural artifacts in digital form and is divided into 5 Collections including Text, Moving Images, Audio, Web, and Live Music Archive.

Wisc-Online
http://www.wisc-online.com/
The Wisconsin Online Resource Center is a digital library of Web-based learning resources called “learning objects.” Current use of the learning object repository exceeds 20,000 hits per day.
Choosing a Delivery Method
Stay Consistent
There are many options for delivering your content in an online course. If multiple technologies are introduced in a course at one time, courses can quickly become information traffic jams and the technology can hinder the content. Instead, keep your delivery consistent to ensure a free-flowing highway.

Decide on a Delivery Method
You have many ways of delivering the content to your students. The most basic delivery method is in the form of text. You may choose to deliver content via documents, presentations or flat Web pages. You can also build in multimedia elements such as audio and videos. Although we will discuss this more in depth later in this guide, you must decide early on what multimedia you will use, what you will use it for and when you will use it.

<table>
<thead>
<tr>
<th>Basic Delivery Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technology</td>
</tr>
<tr>
<td>Flat Web pages with Graphics</td>
</tr>
<tr>
<td>Chat, E-mail and Announcements</td>
</tr>
</tbody>
</table>
Presentations:
Instructors who normally teach with the help of PowerPoint are also able to bring these presentations into their online course. Like flat Web pages, you can also include graphics and you should keep these pages concise.

Podcasts
Audio can really create a new dynamic in a course. If you have never had exposure to podcasts, the best thing is to find a series you like and analyze it. You can create a podcast series of lectures, weekly summaries, or just basic introductions.

Vodcasts
Vodcasts provide a means of illustrating items and concepts online. You can simply use it to record yourself welcoming students to your course, or create a screencast, with or without narration.

| Intermediate Delivery Options |
|------------------------------|----------------|-----------------|
| Technology                   | Example          | Explanation                  |
| Presentation Sharing         | Slideshare.com, Scribd.com | Upload a slideshow to one of the sharing sites. Share the link or embed the file in your post. |
| Podcast Creation             | Audacity, GarageBand | Create one, or a series of, podcasts for your course. Simply upload them as a file in your course. |
| Vodcast Creation             | Flip camcorder, YouTube | Record yourself with a camcorder, upload the video to your YouTube channel, embed the video in your course. |
## Advanced Delivery Options

<table>
<thead>
<tr>
<th>Technology</th>
<th>Example</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Podcast Hosting</td>
<td>Mypodcast.com, Gcast.com, iTunes U</td>
<td>Host your podcast and share it with your class.</td>
</tr>
<tr>
<td>Screencasting and Screenshots</td>
<td>JING from jingproject.com</td>
<td>Create a screencast, with or without narration, or a screenshot, with or without graphic additions. Share the screencast.com link in your post in the learning management system.</td>
</tr>
</tbody>
</table>
Providing External Resources
You may also wish to provide external resources to guide the students’ personal research. Some examples might include photo galleries, videos or slideshows that are already on the Web for sharing.

<table>
<thead>
<tr>
<th>Technology</th>
<th>Example</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Widgets</td>
<td>Widgetbox.com</td>
<td>Share a widget that pertains to your course by embedding it into your course.</td>
</tr>
<tr>
<td>Photo Sharing</td>
<td>Flickr.com, Picasa</td>
<td>Upload your images to a sharing site. Share the link or slideshow with your class.</td>
</tr>
<tr>
<td>Video Sharing</td>
<td>YouTube.com, iTunes U</td>
<td>Upload short videos to a sharing site. Share the link with your class.</td>
</tr>
<tr>
<td>Presentation Sharing</td>
<td>Slideshare.com, Scribd.com</td>
<td>Share the link or embed the file in your post in your course.</td>
</tr>
</tbody>
</table>

Things to Keep in Mind
ADA Compliance
It is always a good idea to be proactive about helping those individuals with disabilities in your course. Simply providing short summaries of movies and presentations is a start. Be sure that all of the Web sites and Web content is accessible.

Citations
Be sure that all documents, references and resources are cited. The topic of copyright will be discussed in depth later on.
Forming Engaging Discussions

Discussion Forums are often the primary means of communication in an online course. They allow students to take part in asynchronous activities, reflect on the content and ask any questions they might have. You will now learn about the many different ways you can conduct your discussions in your online class, and we will share some management techniques.

Current Strategies

1. Good discussion questions cannot be answered by simply “yes” or “no”
2. Good discussion questions make connections among the course concepts
3. Good discussion questions go beyond basic recall. They are open-ended and encourage a variety of responses.
4. Good questions may, or may not, have a definite answer.

Clear Instructions Help

Every discussion forum should include clear directions. Clear directions should include:

- Posting expectations (how frequently?);
- If instructors will read all, or a sampling of postings;
- What should NOT be included in a posting (such as questions not pertaining to the topic);
- When first posts should be made by;
- How many replies should be made, and when they should made by;
- Size and style of postings.

Questions can Directly Relate to Bloom’s Taxonomy

<table>
<thead>
<tr>
<th>Bloom’s Term</th>
<th>Example Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extract factual knowledge</td>
<td>“When did Katrina hit New Orleans?”</td>
</tr>
<tr>
<td>Query a student’s comprehension</td>
<td>“Compare the damage of Katrina to Andrew.”</td>
</tr>
<tr>
<td>Ask a learner to apply his/her knowledge and comprehension</td>
<td>“Looking at a map of New York, discuss possible evacuation routes for New York City in the event of a natural disaster.”</td>
</tr>
<tr>
<td>Ask the learner to analyze information</td>
<td>“Consider recent natural disasters. Discuss the changes we may expect if many tornadoes strike New York and Pennsylvania in the near future.”</td>
</tr>
<tr>
<td>Challenge the student to synthesize information</td>
<td>“Work together as a team to write a fictitious short story about a natural disaster in Toronto.”</td>
</tr>
<tr>
<td>Have the learner evaluate and make judgments</td>
<td>“Select a recent news article about a natural disaster to discuss within your team. Answer the following questions: Is new legislation needed? What are the social, economic, and human costs of the disaster? How will this disaster change national or world policy?”</td>
</tr>
</tbody>
</table>
Interaction
There are many ways to focus a discussion. Each discussion should encourage one of the three following interactions within the course:

Instructor-Student Interaction
Encourage students one-on-one, in an open discussion or personal journal discussion. Provide them useful feedback that they can apply in real-life. An example would be providing feedback for an assignment.

Content-Student Interaction
Encourage students to challenge and reflect on what they have learned that week. Ask them to share their own personal research on the topic. An example would be students researching content on the Web.

Student-Student Interaction
Encourage students to engage and learn from each other. Learning from other individuals’ viewpoints is one of the contributing factors to open-minded learning in a collegiate environment. An example would be students participating in a discussion forum.

Getting Creative
Discussion Forums do not always have to be about simply asking and answering. They can encourage creativity. Here are some ideas for you to roll with:

1. Reference recent articles, Web sites, videos on the Web or books on the Web in activities.
2. Create small group discussions.
3. Have students submit work to a discussion, and let other students review it using Google docs.

Discussion Activity Ideas
Use Teams and Groups
Discussions do not have to involve individual students. Two students can be paired to work out an issue by forming dyads that can last from one discussion, to half a semester. Small groups of students can also work out an issue. Try pairing dyads together to form a group of four.

Develop a Team Discussion
Establish teams and allow students to work together to post a final revised response. This strategy results in fewer messages for you to read. Consider size and number of teams. Try to have no more than seven students on a team. Create clear guidelines for collaborating online and working in teams. You may wish to elect a team leader to compile and post the final response.

Student Generated Discussions
Students can generate discussions and review questions via a “Personal Journal” discussion (when only the instructor and student can see the post). Select a few questions, or responses, and post them to your discussion area the following week.

Student-Led Discussions
Assign a student, or group of students, to be experts on a topic. Have them post a question in that week’s discussion. They will have to defend and moderate their question. Toward the end of the class, they can summarize and combine points from their classmates.
Two-Week Team Discussions
Consider carrying on a particular discussion for two weeks (best left until mid-term to late semester). The first week, you can place students into groups and have them debate a topic. During the second week, they can present and defend their topic (one post per group). This process can save you grading time, so it might be a good concept to bring out when you know that you will be focused on grading other items in your class (e.g. mid-term exams, final projects, etc.).

Technology Enhancement Ideas
Discussions do not simply have to be Q+A, you can also include multimedia for your students to interact with and comment on. You may wish to think about using:
1. Web sites
2. Articles
3. Videos
4. Podcasts
5. Books on the Web

Managing Discussions
You will find that moderating discussions can take up a significant part of your time. However, there are ways that you can reduce your time spent. Think about incorporating these strategies if you find yourself slipping under your workload:
1. Create a submission and grading timeline. Encourage active discussions by giving students a sample schedule for students’ responses. This allows the discussions to remain current. Come up with a grading schedule to help you best manage your time effectively.
2. Praise and encourage high quality responses. One way of encouraging valuable responses is by letting students lead by example. Simply reply to these students and let them (and others) know that their response is a model response that exhibits the traits you are looking for in a post.
3. Don’t respond to every post. You don’t have to. Pick a new student every week to respond to, or just respond to the ones that have contributed an exemplary post.
4. Discourage long, drawn out responses and encourage concise, thoughtful responses.
5. Set a schedule for yourself. Do not moderate your discussion at all hours of the day. Come up with a schedule for yourself, such as spending a half hour each morning jumping into the discussion.
6. Set an effective number of discussions. You don’t have to have just one discussion per week, but you shouldn’t have seven. Make the number of discussions you have reasonable for both you and the students.
7. Set up a discussion strictly for questions, so that off-topic questions don’t make their way into weekly forums. You can save yourself a lot of time spent on e-mail if students know where to turn in order to get answers.
8. Refocus students that are off-topic. Oftentimes, you will find that students will make connections between concepts, which can lead to multi-faceted discussions. Other times, students will post responses that are completely off topic. At this point, it is a good idea for you to bring them back to the table.
9. Help guide students. Post a model answer to the discussion, or announcement area, as a conclusion to your discussion thread. This exhibits example behavior. Provide rubrics for the students. This will help guide their efforts.
Grading Discussions
Grading discussions can be time consuming. This is why you should find a method that works for you.

Ideas for Grading Discussions

**Teacher assigns grade**
Teacher assigns discussion points based on new post due dates, student contributions, and replies made. Students are graded by the instructor based on discussion rubrics.

**Peers assign grade**
To get around the complaint that “two of us did all the work,” require group members to grade one another. Groups can be required to keep a log of their activities; each student writes a paragraph reporting who did what, which is used to raise or lower the grade each individual receives on the project. Peer graded assignments should be low-stakes and student evaluators should be accountable for their assigned grades.

**Students self-evaluate**
Students write a summary of their participation for that particular discussion, and check off the key rubric points set forth by the instructor.
Developing Creative Activities

Activities are the main form of “Student to Content” and “Student to Instructor” interactions in online classes. However, you will find that there is an abundance of options for building creative activities, even ones that can encourage the “Student to Student” interaction.

Current Strategies
Web-based learning is supported by Internet resources. Here are some example strategies for best using Internet tools in activities:

1. Conversations and discussions via the Internet.
2. Mentorship between students and experts online.
3. Debating issues online.
4. Analyzing information found on the Internet.
5. Developing a new product with help of Internet resources.
6. Virtual guest speakers and field trips.
7. Accessing online tutorials and assessments.

Use Web 2.0 tools to Engage Students
- There is an abundance of free online tools at your disposal.
- Collaborative e-tools can be used to supplement online courses.
- Students are excited to use free tools and then apply them to their personal and job-related work.

Deliver Variety
Create a variety of student learning activities. This will help you to better reach the multiple learning styles in your student population. Here are some example student learning activities.

3(R) Read, Reflect, Report
Students are required to read their textbook, reflect on their reading and report the relative comparisons in what they read to the resources they found on the Internet.

Guest Speakers
Guest speakers can be encouraged to put up their videos on YouTube for an asynchronous option. Students can then be asked to reflect on the video. Guest speakers can also be invited to participate in a synchronous chat or webinar.

Project or Portfolio
Students can be asked to submit multiple parts of the project or portfolio at different points of the course, and be critiqued and graded for the components. At the end, they have a chance to revise their mistakes, and put together and submit the final version.
Be Clear
Instructions
When providing instructions for an activity, be absolutely clear about your expectations for the project. What is the required length? What format would you like the submission in? How would you like the students to submit the assignment?

Break it Down
Break your instructions into steps. Use numbered lists or bullets. Each step should only include one action. All of the steps should be in a logical sequence.

Important Issues to Address
Citations
Are you requiring your students to cite their work, if so, how extensively? You should first decide on the type of format you will require in your course. There are many resources provided for you on the Internet and at Canisius College to help you and your students.

Plagiarism
It is encouraged that your syllabus should address the seriousness of plagiarism and the result of such an act. Whether it is done intentionally or unintentionally, there will be consequences. There are many resources provided for you on the Internet and at Canisius College to help you and your students with this important issue.

Stick to the Objectives
It is important to make sure all of your content for the week reflects the weekly objectives. It is even more important that student activities for the week reinforce them.
Level
The activities delivered should also pose the appropriate Bloom’s Taxonomy level questions for the course level. Activities should encourage students to reach mid-high level Bloom’s Taxonomy depending on the period in the course.
Rubrics

Rubrics are scoring guides used by instructors to help when grading student learning and effort. Rubrics help to make grading consistent. Performance attributes go up against a series of levels.

Types of Rubrics

Holistic rubrics allow the instructor to grade one attribute, like a presentation, with a series of levels, such as inadequate, acceptable, or sophisticated.

Analytic rubrics are used to assess multiple attributes simultaneously with in the same levels. They provide more information than holistic rubrics because they grade more criteria.

Developing Rubrics

1. Select the Attributes. Select the attributes for the project
2. Set the Scale and Define the Ratings. Set the scale for ratings and define them with descriptors.

<table>
<thead>
<tr>
<th>Performance Attribute 1</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rubric 1.1</td>
<td>Rubric 1.2</td>
<td>Rubric 1.3</td>
<td>Rubric 1.4</td>
</tr>
<tr>
<td>Performance Attribute 2</td>
<td>Rubric 2.1</td>
<td>Rubric 2.2</td>
<td>Rubric 2.3</td>
<td>Rubric 2.4</td>
</tr>
<tr>
<td>Performance Attribute 3</td>
<td>Rubric 3.1</td>
<td>Rubric 3.2</td>
<td>Rubric 3.3</td>
<td>Rubric 3.4</td>
</tr>
</tbody>
</table>
Create your Class Rubrics

Work smarter, not harder
Develop one rubric template for all of your activities. You may wish to simply adjust terminology to address activity details. By using the same grading template, your grading and directions remain consistent.

Describe the Levels
Describe the levels of quality and what each level looks like.

Be Creative
Activities as a Tangent
Activities don’t have to focus directly on the weekly topic, even if they should reinforce the weekly objectives. They could be a tangent or extension of the weekly topic.

Using Autonomous Activities in Place of Lectures
Instead of requiring that your students learn all of the same information in the same way, you can creatively design self-taught activities. Provide students brief information and resources. Then ask them to read and reflect on what they researched. You may also wish to give them a choice in the area they would like to focus in that week, since all of your students may have different focuses.

Tools You Can Use

Drop Boxes
Drop boxes can be used for student submissions and attachments. You can allow students to see their peers’ submissions, and in doing so, creating a more dynamic activity.

Wikis
Collaborative Web pages for people to share, create, and edit.

Shared Docs
Create and share online documents, spreadsheets and presentations.

Projects
Consider creating multi-week projects for students to work on.

Open Source Materials
Materials on the Web that are freely available to all.

Need Help?
The FacTS Center (Faculty Technology Services) can help you with any activity questions you might have. Consultation on using learning management software, plagiarism detection software, graphics and video editing, scanning, PowerPoint and other Office software have been popular topics.

Your college library is a great resource for materials for your online course. Many libraries, including the Canisius College Library, have electronic journals, e-books and Web sites that you can use in your classes. Please contact the Canisius College Library at 888-8411 for assistance.
Assessment and Measurement

Now it is time to focus on methods of assessing your students and delivering assessments. There are many different purposes of assessments, but they are all mainly designed to help teachers find out if, what and how the students are learning in the course. This portion hopes to introduce you to a variety of assessment styles and purposes.

Current Strategies

Assessment Purpose
Effective instructors understand that it is not enough to simply deliver a course. Periodic evaluation must take place throughout the course on an individual and a course basis. Changes may need to be made to cater to the students and keep the course current.

Develop rubrics to clarify the expectations you have for your students. They help students understand what they need to improve on.

Are your assessments aimed at student learning, or test scores? The answer can dictate the type of assessment you should assign.

Quick Quiz
Instead of correcting lengthy papers, assign quick quizzes weekly. Some can be auto graded in the learning management system; others can be just for practice with students receiving the answers at the end.

Use frequent smaller assessments, instead of fewer larger assessments. This minimizes anxiety and helps reveal problems sooner.

A Focus on Assessment Delivery

There are many different types of assessments to deliver. How can you best gauge what is right for your course?

Focus on the Milestones
Your course milestones should indicate when the major assessments should be delivered. The beginning of the course, the mid-term and the end of the course are important times to deliver assessments. Although you may wish to deliver a multiple-choice/essay blend mid-term, you may also wish to assign a final project as the final assessment. Project-based assessments also help to address the concern of cheating in an online environment.

Project Based Assessments vs. Passive Assessments
It is easily understood why students get more out of Project-Based Assessments as they are compelled to research, adapt and redeliver the material they have synthesized. Passive assessments simply require them to choose an answer and move on.

Focus on Activities
When instructors hear the word “assessment”, they generally think of quizzes and exams. This is not entirely the case. Assessment takes place every week during the class activities, as well. It is important that instructors come up with a way to assess the effectiveness of all discussions and activities within a course. Rubrics should be used for most grading scenarios.
**CATs**

*Classroom Assessment Techniques*, or CATs, provide feedback to the instructor about student progress throughout the course. CATs are generally delivered in forms of activities, and the information is generally shared with the students. CATs can be adapted for an online learning environment. Students tend to become better monitors of their learning, and teachers build a better rapport with the students in doing so. CATs are typically non-graded assessments, as they are used to improve teaching and learning.

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**Classroom Assessment Technique Examples**

<table>
<thead>
<tr>
<th>Technique</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>The 100 Word Paper</td>
<td>A focused question answered with a focused answer. This can be adapted to an online discussion board or drop box.</td>
</tr>
<tr>
<td>Chain Discussion</td>
<td>The instructor posts a question, and students simply answer it. The instructor posts his/her analysis of the results and the students discuss the instructor’s analysis.</td>
</tr>
<tr>
<td>Directed Paraphrasing</td>
<td>Students write a “layman’s translation” of something they have just learned.</td>
</tr>
<tr>
<td>One Sentence Summary Discussion</td>
<td>Best delivered as a final discussion online, students sum up the who, what, where, when, how’s of their class.</td>
</tr>
<tr>
<td>Application Discussion</td>
<td>After teaching an important concept, ask students to write down at least one real-world application for what they have just learned.</td>
</tr>
<tr>
<td>Student Generated Test Questions</td>
<td>Allow students to ask questions, and get answers from other students in a discussion forum the week before the Mid-Term or Final. Include the valuable questions on the exam.</td>
</tr>
<tr>
<td>The Muddiest Point</td>
<td>Instructors can use a discussion forum, drop box, or chat to ask the question: “What is the muddiest point in this session?”</td>
</tr>
</tbody>
</table>
Designing a Classroom Assessment Project

Assessments can move beyond being assigned as milestones to being an integral part of the learning experience throughout the course. Assessment projects differ from assessments in that they are carefully planned vs. the spontaneous pop-quiz. Below is an example of a Classroom Assessment Project Cycle. It can be changed to suit the instructor’s teaching style and course.
Evaluating your Course
Canisius College recommends using the Quality Matters Rubric when evaluating your online course. The rubric addresses effective course focus, assessment, and engagement by assessing these elements:
1. Course Overview and Introduction
2. Learning Objectives
3. Assessment and Measurement
4. Resources and Materials
5. Learner Engagement
6. Course Technology
7. Learner Support
8. Accessibility

Addressing Plagiarism
It is important that all instructors address and advise students on the consequences of plagiarism, both in the syllabus and throughout their course. From the Canisius College Code of Academic Integrity:

Any student who fails to give credit for ideas or materials obtained from another source is guilty of plagiarism. Plagiarism, in any of its forms, and whether intentional or unintentional, violates standards of academic integrity. Examples of plagiarism include, but are not limited to:
- Direct quotation of any source material
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Glossary

ADDIE: The ADDIE model is the generic process traditionally used by instructional designers and training developers. The five phases—Analysis, Design, Development, Implementation, and Evaluation—represent a dynamic, flexible guideline for building effective training and performance support tools.

asynchronous: An online activity in which students participate at different times (e.g. discussion forum).

Bloom’s Taxonomy: Bloom’s Taxonomy refers to a classification of the different objectives that educators set for students (learning objectives).

classroom assessment techniques (CATs): Brief activities that provide feedback to the instructor about student progress throughout the course.

course objectives: Objectives describe how learners can apply what they have learned in the course.

course outline: A course outline outlines all of the components in the course, in the order in which they are presented.

course template: A course template is a document that details all the components in a course, word for word.

cura personalis: Personal care and concern for the individual—is a hallmark of Jesuit education, and requires that teachers become as conversant as possible with the context or life experience of the learner.

delivery method: Method is which the course content will be delivered (e.g. discussion forums, drop boxes, videos).

educational technology: Technology used for educational purposes, mainly in courses and e-learning.

face-to-face (f2f): Traditional teaching is often referred to as face to face, or f2f, vs. online.

Ignatian Pedagogical Paradigm: Personal care and concern for the individual—is a hallmark of Jesuit education, and requires that teachers become as conversant as possible with the context or life experience of the learner. It embodies five key teaching elements: context, experience, reflection, action, and evaluation.

interaction: Interaction is a kind of action that occurs as two or more objects have an effect upon one another. The idea of a two-way effect is essential in the concept of interaction, as opposed to a one-way causal effect.

interaction: There are three types of interaction every online class should have weekly: student to student, student to content, and student to instructor.

introductory folder: An Introductory Folder is a folder that opens before the course begins that can contain all of the course documents, requirements, expectations and even an icebreaker discussion.

Instructional Systems Design (ISD): The practice of maximizing the effectiveness, efficiency and appeal of instruction and other learning experiences.

Jesuit: The Society of Jesus (Jesuits) was founded in 1540 by St. Ignatius Loyola, they served humanity as missionaries, scientists, theologians, philosophers, and hospital chaplains - any work considered, as their motto states, “for the greater glory of God.”

learning styles: Various approaches or ways of learning, ways in which students learn.

learning management system (LMS): A learning management system (LMS) is a software application for the administration, documentation, tracking, and reporting of training programs, classroom and online events, e-learning programs, and training content.

mentorship: Mentorship refers to a developmental relationship in which a more experienced or more knowledgeable person helps a less experienced or less knowledgeable person—who can be referred to as a protégé, or apprentice — to develop in a specified capacity.
milestones: The end of a stage that marks the completion of a phase, major activities in a course that help to culminate a topic, or series of topics (e.g. exams, projects, assessments).

paradigm: A pattern or model of learning, the exemplar.

rubrics: A chart that establishes a mode of conduct or procedure; protocol, provides reference for student achievement.

syllabus: An outline and summary of topics to be covered in an education or training course.

synchronous: An online activity in which students participate at the same time (e.g. live chat, web conference).

virtual guest speaker: Guest speakers that present through virtual means such as Web conferencing software, chats or video.

virtual field trips: Field trips that are taken via live Web tools or interactive Web sites.

web 2.0: The term “Web 2.0” is commonly associated with web applications which facilitate interactive information sharing, interoperability, user-centered design and collaboration on the World Wide Web.
## Resources

### Planning your Online Course

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<thead>
<tr>
<th>Resource</th>
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<td>South Oregon University Distance Education Center</td>
<td><a href="http://www.sou.edu/distancelearning/SOU%20DEC%20Best%20Practices.pdf">http://www.sou.edu/distancelearning/SOU%20DEC%20Best%20Practices.pdf</a></td>
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<td>Bloom’s Taxonomy</td>
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<td><a href="http://www.phy.ilstu.edu/pte/311content/questioning/bloom.html">http://www.phy.ilstu.edu/pte/311content/questioning/bloom.html</a></td>
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<td>Building Objectives</td>
<td>Lisa Schuman</td>
<td><a href="http://edweb.sdsu.edu/courses/EDTEC540/objectives/Building.html">http://edweb.sdsu.edu/courses/EDTEC540/objectives/Building.html</a></td>
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<td>Developing Course Objectives</td>
<td>Illinois Online Network</td>
<td><a href="http://www.ion.uillinois.edu/resources/tutorials/id/developObjectives.asp">http://www.ion.uillinois.edu/resources/tutorials/id/developObjectives.asp</a></td>
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<td>Online Course Development Process</td>
<td>Joanne Tzanis</td>
<td><a href="http://www.tzanis.org/Courses/ADDIE/">http://www.tzanis.org/Courses/ADDIE/</a></td>
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<td>Student Learning Goals</td>
<td>University of Washington</td>
<td><a href="http://depts.washington.edu/learning/">http://depts.washington.edu/learning/</a></td>
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<td>Tools for Teaching</td>
<td>Barbara Gross Davis</td>
<td><a href="http://books.google.com/books?id=VuwN_tnazNkC&amp;pg=PA22&amp;dq=syllabus#v=onepage&amp;q=syllabus&amp;f=false">http://books.google.com/books?id=VuwN_tnazNkC&amp;pg=PA22&amp;dq=syllabus#v=onepage&amp;q=syllabus&amp;f=false</a></td>
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<td>vuDAT</td>
<td>Michigan State University</td>
<td><a href="http://vudat.msu.edu/home/">http://vudat.msu.edu/home/</a></td>
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<td>Writing Inquiry-Oriented Student Performance Objectives Assignment</td>
<td>Carl J. Wenning</td>
<td><a href="http://www.phy.ilstu.edu/pte/310content/objectives/stperfobjectives.html">http://www.phy.ilstu.edu/pte/310content/objectives/stperfobjectives.html</a></td>
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### Designing your Online Course

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<td>Creating Discussion Forums</td>
<td>Dr. Allan Webb</td>
<td><a href="http://homepages.wmich.edu/~acareywe/discussion.html">http://homepages.wmich.edu/~acareywe/discussion.html</a></td>
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<td>Discussion Based Online Teaching to Enhance Student Learning</td>
<td>Tisha Bender</td>
<td><a href="http://books.google.com/books?id=fQUyjtBNtOkC&amp;pg=PA104&amp;dq=discussion+forum#v=onepage&amp;q=discussion%20forum&amp;f=false">http://books.google.com/books?id=fQUyjtBNtOkC&amp;pg=PA104&amp;dq=discussion+forum#v=onepage&amp;q=discussion%20forum&amp;f=false</a></td>
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<td>How to Create Good Discussion Questions for your Tutorial or Seminar</td>
<td>Mr. Mark Melnyk</td>
<td><a href="http://www.markville.ss.yrdsb.edu.on.ca/politics/seminarsuccess.pdf">http://www.markville.ss.yrdsb.edu.on.ca/politics/seminarsuccess.pdf</a></td>
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<td>Introduction to Crafting Questions for Online Discussions</td>
<td>Penn-State Learning Design Community Hub</td>
<td><a href="http://ets.tlt.psu.edu/learningdesign/crafting_question">http://ets.tlt.psu.edu/learningdesign/crafting_question</a></td>
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<td>Managing Discussion Boards</td>
<td>Keith Restine</td>
<td><a href="http://cnx.org/content/m16208/latest/">http://cnx.org/content/m16208/latest/</a></td>
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<td>List of Open Source Tools</td>
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<td><a href="http://www.debianhelp.co.uk/tools.htm">http://www.debianhelp.co.uk/tools.htm</a></td>
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<td>Madeline Hunter’s Mastery Teaching</td>
<td>Robin Hunter</td>
<td><a href="http://books.google.com/books?id=afqXvmC3t0C&amp;pg=PP1&amp;q=madeline+hunter#v=onepage&amp;q=&amp;f=false">http://books.google.com/books?id=afqXvmC3t0C&amp;pg=PP1&amp;q=madeline+hunter#v=onepage&amp;q=&amp;f=false</a></td>
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### Developing Creative Activities

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<td>Rubric Creator and Templates</td>
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<td><a href="http://rubistar.4teachers.org/">http://rubistar.4teachers.org/</a></td>
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<td>Teaching and Learning online resources</td>
<td>Michael Grant</td>
<td><a href="http://viralnotebook.pbworks.com/">http://viralnotebook.pbworks.com/</a></td>
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### Assessment and Measurement

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<td>Classroom Assessment</td>
<td>University of Medicine and Dentistry at New Jersey</td>
<td><a href="http://cte.umdnj.edu/student_evaluation/evaluation_cat.cfm">http://cte.umdnj.edu/student_evaluation/evaluation_cat.cfm</a></td>
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<td>Overwhelmed with Grading Papers?</td>
<td>Linda Shalaway</td>
<td><a href="http://www2.scholastic.com/browse/article.jsp?id=3749699">http://www2.scholastic.com/browse/article.jsp?id=3749699</a></td>
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<td>Testing 1-2-3...</td>
<td>Linda Shalaway</td>
<td><a href="http://www2.scholastic.com/browse/article.jsp?id=3749704">http://www2.scholastic.com/browse/article.jsp?id=3749704</a></td>
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<td>Understanding and Creating Rubrics</td>
<td>Virginia Commonwealth University</td>
<td><a href="http://www.vcu.edu/cte/resources/videos/Rubrics/Rubrics.html">http://www.vcu.edu/cte/resources/videos/Rubrics/Rubrics.html</a></td>
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References


Appendix

a. Teaching Goals Inventory and Self-Scorable Worksheet

Teaching Goals Inventory and Self-Scorable Worksheet
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For Program Assurance of Learning, respond to each item in relation to the academic program rather than an individual course.

*Purpose:* The Teaching Goals Inventory (TGI) is a self-assessment of instructional goals. Its purpose is threefold: (1) to help college teachers become more aware of what they want to accomplish in individual courses; (2) to help faculty locate Classroom Assessment Techniques they can adapt and use to assess how well they are achieving their teaching and learning goals; (3) to provide a starting point for discussions of teaching and learning goals among colleagues.

*Directions:* Please select ONE course you are currently teaching. Respond to each item on the Inventory in relation to that particular course. (Your responses might be quite different if you were asked about your overall teaching and learning goals, for example, or the appropriate instructional goals for your discipline.)

Please print the title of the specific course you are focusing on:

Please rate the importance of each of the fifty-two goals listed below to the specific course you have selected. Assess each goal’s importance to what you deliberately aim to have your students accomplish, rather than the goal’s general worthiness or overall importance to your institutions mission. There are no “right” or “wrong” answers, only personally more or less accurate ones.

For each goal, circle only one response on the 1-to-5 rating scale. You may want to read quickly through all fifty-two goals before rating their relative importance.

In relation to the course you are focusing on, indicate whether each goal you rate is:

(5) Essential a goal you always/nearly always try to achieve
(4) Very important a goal you often try to achieve
(3) Important a goal you sometimes try to achieve
(2) Unimportant a goal you rarely try to achieve
(1) Not applicable a goal you never try to achieve
Rate the importance of each goal to what you aim to have students accomplish in your course.

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<tbody>
<tr>
<td>1. Develop ability to apply principles and generalizations already learned to new problems and situations</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2. Develop analytic skills</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3. Develop problem-solving skills</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4. Develop ability to draw reasonable inferences from observations</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td>5. Develop ability to synthesize and integrate information and ideas</td>
<td>5</td>
<td>4</td>
<td>3</td>
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<tr>
<td>6. Develop ability to think holistically to see the whole as well as the parts</td>
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<tr>
<td>7. Develop ability to think creatively</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td>8. Develop ability to distinguish between fact and opinion</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td>9. Improve skill at paying attention</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td>10. Develop ability to concentrate</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td>11. Improve memory skills</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td>12. Improve listening skills</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<td>13. Improve speaking skills</td>
<td>5</td>
<td>4</td>
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<td>14. Improve reading skills</td>
<td>5</td>
<td>4</td>
<td>3</td>
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<td>15. Improve writing skills</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td>16. Develop appropriate study skills, strategies, and habits</td>
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<td>17. Improve mathematical skill</td>
<td>5</td>
<td>4</td>
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<tr>
<td>18. Learn terms and facts of this subject</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td>19. Learn concepts and theories in this subject</td>
<td>5</td>
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<td>3</td>
<td>2</td>
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<tr>
<td>20. Develop skill in using materials, tools, and/or technology central to this subject</td>
<td>5</td>
<td>4</td>
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<td>2</td>
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<tr>
<td>21. Learn to understand perspectives and values of this subject</td>
<td>5</td>
<td>4</td>
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<td>22. Prepare for transfer or graduate study</td>
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<td>4</td>
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<td>23. Learn techniques and methods used to gain new knowledge in this subject</td>
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<td>24. Learn to evaluate methods and materials in this subject</td>
<td>5</td>
<td>4</td>
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<td>25. Learn to appreciate important contributions to this subject</td>
<td>5</td>
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<td>26. Develop an appreciation of the liberal arts and sciences</td>
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<td>4</td>
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<td>27. Develop an openness to new ideas</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<td>28. Develop an informed concern about contemporary social issues</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<td>29. Develop a commitment to exercise the rights and responsibilities of citizenship</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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<td>30. Develop a lifelong love of learning</td>
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<td>4</td>
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<td>31. Develop aesthetic appreciations</td>
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<td>32. Develop an informed historical perspective</td>
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<td>33. Develop an informed understanding of the role of science and technology</td>
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<td>34. Develop an informed appreciation of other cultures</td>
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<tr>
<td>35. Develop capacity to make informed ethical choices</td>
<td>5</td>
<td>4</td>
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36. Develop ability to work productively with others 5 4 3 2 1  
37. Develop management skills 5 4 3 2 1  
38. Develop leadership skills 5 4 3 2 1  
39. Develop a commitment to accurate work 5 4 3 2 1  
40. Improve ability to follow directions, instructions, and plans 5 4 3 2 1  
41. Improve ability to organize and use time effectively 5 4 3 2 1  
42. Develop a commitment to personal achievement 5 4 3 2 1  
43. Develop ability to perform skillfully 5 4 3 2 1  
44. Develop self-esteem/self-confidence 5 4 3 2 1  
45. Develop a commitment to one's own values 5 4 3 2 1  
46. Develop respect for others 5 4 3 2 1  
47. Cultivate emotional health and well-being 5 4 3 2 1  
48. Cultivate physical health and well-being 5 4 3 2 1  
49. Cultivate an active commitment to honesty 5 4 3 2 1  
50. Develop capacity to think for oneself 5 4 3 2 1  
51. Develop capacity to make wise decisions 5 4 3 2 1  
52. In general, how do you see your primary role as a teacher? (Although more than one statement may apply, please circle only one.)

1 Teaching students facts and principles of the subject matter  
2 Providing a role model for students  
3 Helping students develop higher-order thinking skills  
4 Preparing students for jobs/careers  
5 Fostering student development and personal growth  
6 Helping students develop basic learning skills  

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Teaching Goals Inventory, Self-Scoring Worksheet

1. In all, how many of the fifty-two goals did you rate as “Essential”? __________

2. How many “Essential” goals did you have in each of the six clusters listed below?

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<thead>
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<th>Cluster Number and Name</th>
<th>Goals Included in Cluster</th>
<th>Total Number of “Essential” Goals in Each Cluster</th>
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</tr>
<tr>
<td>II Basic Academic Success Skills</td>
<td>9-17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III Discipline-Specific Knowledge and Skills</td>
<td>18-25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV Liberal Arts and Academic Values</td>
<td>26-35</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V Work and Career Preparation</td>
<td>36-43</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI Personal Development</td>
<td>44-52</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Compute your cluster scores (average item ratings by cluster) using the following worksheet.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
</table>

46
<table>
<thead>
<tr>
<th>Cluster Number and Name</th>
<th>Goals Included</th>
<th>Sum of Ratings Given to Goals in That Cluster</th>
<th>Divide C by This Number</th>
<th>Your Cluster Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Higher-Order Thinking Skills</td>
<td>1-8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II Basic Academic Success Skills</td>
<td>9-17</td>
<td></td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>III Discipline-Specific Knowledge and Skills</td>
<td>18-25</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>IV Liberal Arts and Academic Values</td>
<td>26-35</td>
<td></td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>V Work and Career Preparation</td>
<td>36-43</td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>VI Personal Development</td>
<td>44-52</td>
<td></td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

*Source: Classroom Assessment Techniques, by Thomas A. Angelo and K. Patricia Cross. Copyright © 1993. Permission to reproduce is hereby granted.*
b. Best Practices for Canisius College Faculty

Best Practices for
Canisius College Faculty

Tips for Your Online Course

Organization
- Create an Introductory folder to house all of the general course documents (weekly documents go within the weekly folders)
- Create folders (clearly labeled using: Weeks, Modules) in which all pertinent materials are organized.
- Within each folder, include a brief description of the week’s introduction, goals/objectives, etc. It’s best to put this text “in line” rather than in a file which has to be opened.
- Try to maintain a consistent organizational structure from one folder to the next (i.e. introduction, goals/objectives, readings, presentations, discussions, assignments). Consistency will help the students become familiar with your course and your way of doing things.

Student Directions
- Make sure to give precise times for due dates, including time zone information (i.e. “Due 9/2/20XX by 11:59 pm Eastern Time”).
- Ask students to identify themselves to Disability Support Services if they have a disabling condition. Some possible wording for Syllabus:
  If you have any conditions such as a physical or mental disability which will make it difficult for you to carry out the work as outlined, please visit the Office of Disability Support Services in Old Main 004 (716-888-3748) to document your disability to discuss appropriate accommodations.

File Types and Technology in the learning management system
- When including audio and video files, strive to use consistent file-formats that are easily accessible. Quicktime, RealPlayer and Windows movie files can be problematic, since they may require students to download and install software if the computer is not already equipped. It may be possible to make your audio and video files more easily accessible by converting them to Flash, uploading them to Canisius’ iTunesU, or uploading them to YouTube. (See Video chart below and/or contact the FacTS Center staff)
- Use Discussion Forums when you want students to interact on a topic. This would include instances where you want students to have the ability to read and comment on assignment-files submitted by their classmates. The learning management system has a mechanism for grading Discussion Forums. Contact the FacTS Center staff for more information.
- Use Drop Boxes when you want students to submit assignment-files to you. Rubrics can be attached to Drop Boxes for easy grading in The learning management system. Contact the FacTS Center staff for more information.
- If you are expecting to deliver an exam that is other than an essay or project exam, please contact the FacTS Center staff for instructions on how to set them up in the learning management system.
# Recommendations for Creating Electronic Content

## Documents

<table>
<thead>
<tr>
<th>Content Item</th>
<th>Procedure</th>
<th>Example of Use</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PDF</strong></td>
<td>Save the document as a PDF (.pdf)</td>
<td>Use .pdf for longer documents as they will be compressed for easy downloading, e.g. the course syllabus</td>
<td>Microsoft Office 2007 (Save as PDF); Adobe Acrobat Pro; CutePDF/or other PDF creator. Acrobat Reader free to download at <a href="http://get.adobe.com/reader">http://get.adobe.com/reader</a>.</td>
</tr>
<tr>
<td><strong>Microsoft Word</strong></td>
<td>Save the document as a Microsoft Word document (.doc, .docx)</td>
<td>Use .doc and .docx for documents that can be edited later, such as an outline that students can fill in</td>
<td>Microsoft Office 2007 and up, All Microsoft Office.</td>
</tr>
<tr>
<td><strong>PowerPoint Handouts</strong></td>
<td>Save the presentation as a PDF (.pdf) or as handouts (.doc, .docx).</td>
<td>Create handouts for class presentations. Students can take notes next to the slides.</td>
<td>All Microsoft Office viewers.</td>
</tr>
</tbody>
</table>

## Video

<table>
<thead>
<tr>
<th>Content Item</th>
<th>Procedure</th>
<th>Example of Use</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Flash</strong></td>
<td>Create a flash video using Jing or YouTube. Contact the Media Center for conversion options.</td>
<td>Flash videos can be used for tutorials and screen casts.</td>
<td>Jing download: <a href="http://www.jingproject.com/download">http://www.jingproject.com/download</a>; Flash player: <a href="http://labs.adobe.com/downloads/flashplayer10.html">http://labs.adobe.com/downloads/flashplayer10.html</a> Contact the Media Center for assistance converting existing video into Flash</td>
</tr>
<tr>
<td>Content Item</td>
<td>Procedure</td>
<td>Example of Use</td>
<td>Requirements</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Quicktime</td>
<td>Contact the Media Center for conversion options. Upload videos to iTunes University.</td>
<td>Record and post lectures to iTunes U for students to review for exams.</td>
<td>iTunes U</td>
</tr>
<tr>
<td>Movie Creation</td>
<td>Use MovieMaker or iMovie to create and edit footage. Use YouTube to record from a Web cam.</td>
<td>Edit virtual field footage.</td>
<td>How to use: MovieMaker, iMovie <a href="http://www.apple.com/ilife/imovie/">http://www.apple.com/ilife/imovie/</a></td>
</tr>
</tbody>
</table>