### Seminar outline

**Fall Term 2012**

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<tr>
<th>Instructors</th>
<th>Phone</th>
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<tr>
<td>Ruth Benander (UCBA)</td>
<td>513-745-5778</td>
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<tr>
<td>Sue Trakas (Clermont)</td>
<td>513-608-0664</td>
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<th>Office</th>
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<tr>
<td>Benander, SAHB 100, UCBA</td>
<td><a href="mailto:Ruth.Benander@uc.edu">Ruth.Benander@uc.edu</a></td>
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<td>Trakas, Clermont</td>
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**Text:**


You will be provided with this text by the course leader from your campus.

**Description:**

This is an intensive seminar that takes place online with only one face to face meeting for Quality Matters Applying the Rubric training which results in QM certification. Participants must commit to attend the September 21 QM Applying the Rubric training, from 9:00-3:30, at the UC Blue Ash College Campus. If you have already taken this training, you do not have to do so again. Just let the facilitators know when you took it.

This seminar is an eight week online program for instructors to create a new online course or freshen up an online course that they are already teaching. This seminar is entirely online for the first seven weeks, and the last meeting is a QM informal peer review in which the course that participants have been working on will be peer reviewed. Participants will have a student learning experience at the same time as they will be participating as students in this online training course for the full online experience. At the end of this seminar, participants should have the start of a Blackboard based online course to be offered in a later term and will be certified in application.

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of the Quality Matters assessment rubric. This is an intensive online seminar that requires regular materials development by participants with specific due dates to insure that the course project is finished by the end of the seminar. You should expect to devote at least 3 hours per week to this course.

**Goals:**
After completing this course, participants will be able to:

- Create and effectively organize appropriate readiness assessment activities, student learning outcomes, assessments, and activities for an online course delivered through the Blackboard learning management system.
- Appropriately align student learning outcomes, assessments and activities for a given online course.
- Evaluate and provide feedback on peers’ student learning outcomes, assessments, and activities in a supportive manner that promotes effective revision of an online or hybrid course.

**Pre-requisites**
**Technology:**
- Comfortable competence negotiating the basic functions of Blackboard i.e. posting announcements, adding content items, adding a syllabus
- Comfortable competence sending email with attachments
- Comfortable competence using Word and PowerPoint
- A microphone on your computer
- Willingness to learn Jing and Screencast

**Content:**
- A Blackboard course that you will be offering or have offered which is available for use in creating the products required for this seminar
- Completion of the Readiness Assessment assignment before the start of the course. Please see the Blackboard course for the assignments required for the Readiness Assessment.

**Technology Help**

**Problems with Microsoft Office Products**
For help with Microsoft Office Products like Word or Excel at the Blue Ash campus, you may consult with Ranjoo Shanbhag, in Muntz 117C, 936-7109.

**Problems with Blackboard**
First, try emailing one of the instructors. If that doesn’t work, then try Blackboard Support at (513) 556-1602.

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Due Dates

Note that assignments are due on varying days because of the types of activities and the requirements of feedback. Generally assignments are due Wednesday/Friday/Sunday. However, sometimes the requirements of feedback and projects may require that assignments are due on other days as well. Please print a copy of the course calendar to help you keep track of the due dates. The due dates for peer feedback are very important. Posting your materials on time helps give your colleagues enough time to respond. The peer feedback is one of the most important parts of this course.

NB: There are Friday due dates! Some larger projects are due on Friday’s by midnight. This is because this gives time over the weekend to give the commentary feedback to the project before the next unit begins on Monday. You will need to plan your time carefully to be able to do this.

Your Future BB course
At the start of this seminar, you should contact blackboard@uc.edu to request a “sand box” or a “future course” which you will work on during the seminar. One of the goals of this seminar is that you will have a Blackboard course started that you will be using for the online or hybrid course. It is quite time consuming and complex to set up an entire course, but in the eight weeks of the seminar, each week should generate an item that can be put into your Blackboard shell. Here is a list of the items that you will be generating for your new course.

- Organize the main menu
- Post student learning outcomes in their own menu button
- Add a communication-student-interaction assignment like a blog, journal or discussion board assignment
- Post an online activity in an appropriate content area
- Post a BB quiz
- Post a rubric in the appropriate content area
- Post your policies from unit 6
- Post your student readiness module
- Post your final revised syllabus in its own menu area

Assessment:
Each assignment completed by the due date is worth one point. Each assignment completed after the due date is worth ½ point. Successful completion is based on meeting the three following criteria:

- Attaining at least a score of 18 points in assignment submissions.
- Completing the Applying the Rubric Workshop.
- Completing a peer review of a colleagues course and reflecting on your own peer review.
You will receive a certificate indicating successful completion of the course and training in applying the Quality Matters Rubric.

**Getting Help:**
The challenge of an online course is getting help because you need to be proactive. Luckily, you have an instructor on your campus who you can contact for face to face help, if necessary. You can telephone, email, or stop by. We are happy to support you if you have difficulty with the technology or content of the course.

If you have a specific Blackboard problem, call BB at 556-1602

If you have a Jing or Screencast problem, call one of your facilitators.

**Facilitator and Participant Expectations:**

Facilitators:

- Facilitators will respond to email messages within 24 hours during the week and within 48 hours on weekends.
- Facilitators will give feedback on submitted assignments within 48 hours for on time assignments, but late assignments will receive feedback according to the facilitator’s schedule.
- Facilitators will do their best to answer participant questions or refer participants to appropriate resources.
- Facilitators will send out timely reminders about due dates and post weekly announcements to help participant stay current with course work.

Participants:

- Participants will check their email and BB announcements daily to maintain good contact with the course.
- If a participant has a question, does not understand an assignment, or has trouble with the course technology, he or she will not hesitate to contact a facilitator for help.
- Participants will ensure timely feedback on assignments by observing due dates.
- Participants will be supportive, specific, and helpful in their online communications.

**Netiquette**

Please see [http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html) for further elaboration on these guidelines.

- Remember the person behind the computer
- Adhere to the same standards of behavior online that you follow in real life
- Know where you are in cyberspace
- Respect other people’s time and bandwidth
- Make yourself look good online
- Share expert knowledge
- Respond with measured, supportive, specific comments.
- Respect other people’s privacy
- Don’t abuse your power
- Be forgiving of other people’s mistakes

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Seminar Outline:

This outline shows the activities and due dates. The Seminar Calendar shows the same information in a different format. For the complete descriptions and resources, please consult the appropriate unit in the Blackboard course and the appropriate chapters in the textbook. This outline is only a guide. It is not a substitute for the sections detailed in the Blackboard course.

How to get started: Go to your BB course area, look in “courses you are enrolled in”, click on Distance Learning Design, look in the main menu on the left, and click on “Start Here”.

Readiness Assessment: Due to be completed by Sep 9
- Discussion board introduction of experience with DL
- Blog entry responding to Chapter 1
- Journal entry on reservations about DL
- Submission of syllabus from previous course through Assignment Manager
- Email Blackboard@uc.edu and request a “future course” for the course that you are designing for this seminar. Enroll benandre (Ruth Benander), lightnr (Robin Lightner) andtrakassm (Sue Trakas) as students in this future course.

Unit 1: Basic Course Design
SLOs, Assessments and activities

Activities
1. Reading and Reflection:
   - Post on the designated blog your discussion of the two articles. Due Sep 12
2. Crafting Student Learning Outcomes:
   - View the narrated PowerPoint for designing SLOs.
   - Based on the points presented in the PowerPoint, post your SLOs on the designated blog and use these SLOs to fill out the top box of the Learning Outcomes Worksheet as well as at least two Unit level SLOs. An example is provided in the BB unit. Due Sep 16

Unit 2: Basic Website Design, Chapter 4
design basics--organizing the menu

1. Chunking Course Content
   - Read text related to chunking, the eight QM standards, and view PowerPoint slides on organization schemes (folders vs buttons) to determine preferred method.
   - Chunk content and organize within Bb folders and/or buttons
   - Create a screencast comparing an old course organizational method with your new course method.
   - Post the screencast link on the designated blog with your rationale for your choice. Due Sep 22, comment on your colleagues’ postings by Sep 23.

F2F Meeting: QM Applying the Rubric Training: Friday, Sep 21, 9:00-3:30

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Unit 3: Online Communication, Chapter 5 & 6
Evaluating options

1. Complete the Student/Instructor and Student/Student communication columns on the Learning Outcomes Worksheet. Submit the worksheet through the submission link. A sample is available in the BB unit. Due Sep 26

2. Research and Evaluate Online Communication Tools
   - Read Sections 5.3-5.4 and 6.1-6.5 in the textbook.
   - In the textbook companion site, read the articles in 6.1, If You Build It, They Will Come: Build Learning Communities Through Threaded Discussion and 6.5, Dewey Goes Online: Virtual Teaming on Campus.
   - View articles about online communication tools.
   - In a designated group, create a PowerPoint that describes the pros and cons of two online communication tools, for example blogs, twitter, emails, wikis, etc. and post to a discussion board. Due Sep 28
   - Post a reflection on how you feel about online group work in the private journal. Due Sep 30

Unit 4: Activities and feedback, Chapter 6 & 7
Designing activities
Designing feedback

1. Read Chapters 6 and 7 of the text, and consult the resources listed in this unit in Blackboard.
2. Design an activity with feedback such as a rubric. Post the activity on the designated blog and fill out the Student/Material and Feedback columns for at least two units in the Learning Outcomes Worksheet: submit the worksheet through the submission link. Due Oct 5
3. Peer review an activity using the Tewksbury Rubric by posting commentary on your colleague’s blog posting. Due Oct 7

Unit 5: Assessments, Chapter 8
Blackboard tests
Elluminate

1. Read Chapter 8
   - Review Angelo and Cross 50 CAT’s.
   - Complete Blackboard Quiz on CAT. Due Oct 10
2. Create Blackboard Test
   - Review the various question types used in the CAT quiz presented above.
   - Review additional resources and tutorials.
   - Create a Blackboard Test in one of your classes. Due Oct 12
   - Add one of the instructors from this course as a student to your course so they can review the Test.
3. Participate in an Elluminate session to discuss online testing problems and discuss what policies can address them. Session scheduled Oct 9 (8:00-9:00 pm) Oct 11 (12:00-1:00 pm.) Choose ONE session to attend. Email Rose.Corgan@uc.edu to let her know which session you will attend.

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Unit 6: Classroom management, Chapter 3 & 9
Online policies and facilitator responsibilities

1) Revise a syllabus for policies for the following:
   - technology support
   - disabilities support
   - communication
   - late/incomplete work.
2) Describe the changes that you made to the syllabus in the appropriate Blog.
   Due Oct 17
3) Create a facilitator timeline. Submit this through the Assignment Manager link. Due Oct 21

Unit 7: Student readiness
Designing a readiness assessment for your course

1) Complete the Student Skill Expectation Checklist. Submit though the Assignment Manager due Oct 24
2) Design your readiness assessment materials and include resources to remediate the deficiencies.
   - Post on the designated Blog . Due Oct 26
   - Peer review as commentary on Blog posting due Oct 28

Unit 8: Quality Matters Assessment: peer review
You will be assigned a partner to complete a QM peer review of each other’s courses. Fill out the QM Faculty Developer Worksheet and provide this to your peer review partner before he or she begins the review.

You will submit your recommendations to your colleague by Nov 4. You and your partner can choose how you will do the peer review, whether in writing or in person. This is Memorial Day Weekend, so you may want to negotiate communication of your peer review with your partner to accommodate each other’s plans.

Final activities, due November 7:
   - You will post a journal reflection on what you will change in your own course as a result of this peer review. Use the rubric to guide your reflection. The reflection is.
   - Complete the Learning Outcomes Worksheet for all units and all columns. A sample is available in this unit.