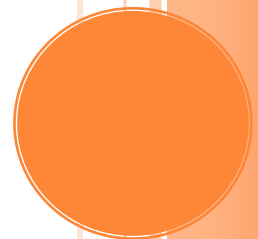# DISTANCE EDUCATION DEVELOPMENTS, 2007-2010

Center for Excellence in Learning, Teaching and Technology

This is a broad overview of the developments at Kapiʻolani Community College in the area of support for distance learning.

M. Hattori

1/19/2011

DISTANCE EDUCATION DEVELOPMENTS, 2007-2010

Center for Excellence in Learning, Teaching and Technology

In 2007, Chancellor Leon Richards established the Online Distance Learning Steering Committee and put CELTT in charge of the group which was to achieve the following goals:

- determine the purpose or goal for an online distance learning program
- create a vision statement to align the goals of the online distance learning program with the mission statement of the college
- craft short term and long range plans for distance learning at Kapi'olani Community College including timelines

The committee discussed the following issues:

- Factors determining offering online courses
- Overall goal for distance learning at KapCC
- Training and mentorship of faculty
- A methodology for providing faculty support to move courses to distance learning environments
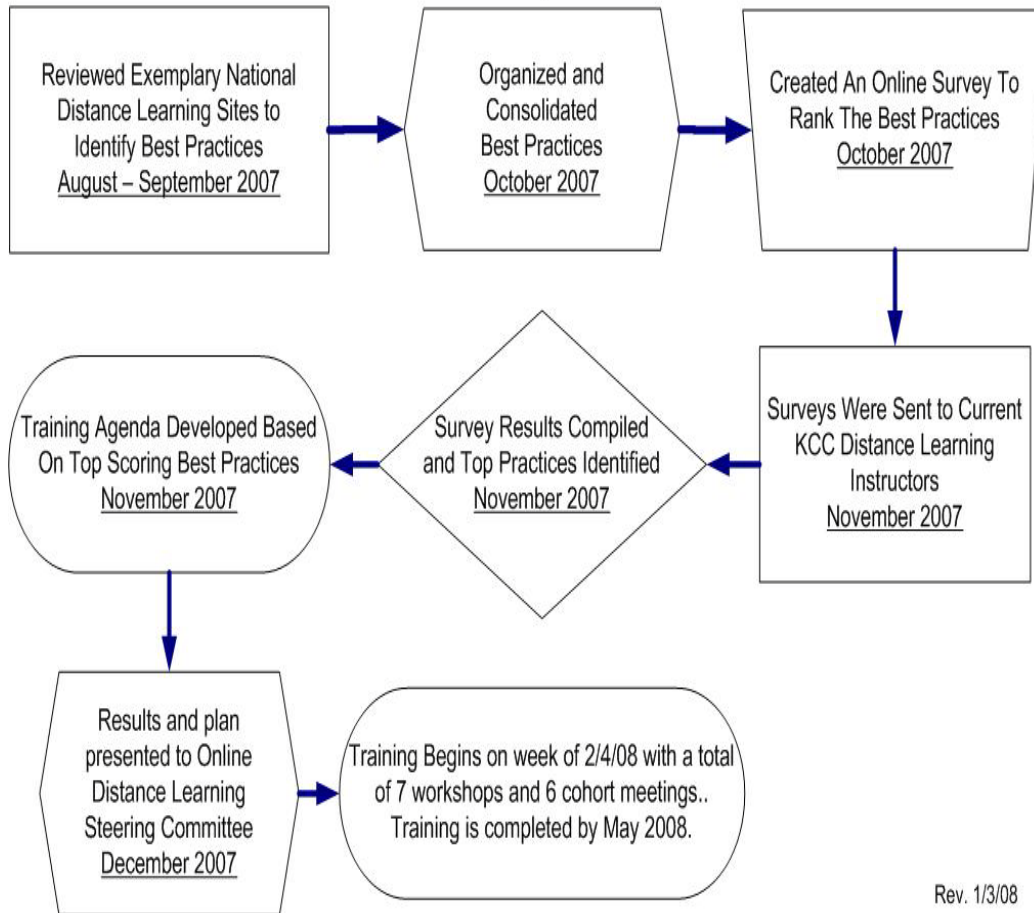- Current offerings and analysis of target programs

In 2009, the committee was moved under the scope of the Faculty Senate. It was renamed the Ad-Hoc Distance Learning Committee and membership was expanded to include more departments. See attachment for more information including committee membership lists, meeting notes, and website screen shots.

A major recommendation of the original committee was that resources be allocated to create a distance learning professional development certification program which would give faculty the knowledge, skills and support needed to deliver high quality online courses. CELTT collaborated with Title III Coordinator Kelli Goya and Vice Chancellor Pagotto to create a proposal for the project, "Promoting Learning with Technology." The proposal was submitted to the Chancellor in late 2007 and given an allocation of $100,000.00.

The goals of the program were:
- Increase number of courses offered online
- Encourage high quality learning environments through appropriate training and support:
    - best practices in online teaching
    - components of good course websites using the new Laulima course management system

Development was a collaborative effort that included the committee, Kerri Lum on assigned time from Business Education, and CELTT staff. The diagram below shows the project's timeline:

Reviewed Exemplary National Distance Learning Sites to Identify Best Practices
August – September 2007

Organized and Consolidated Best Practices
October 2007

Created An Online Survey To Rank The Best Practices
October 2007

Surveys Were Sent to Current KCC Distance Learning Instructors
November 2007

Survey Results Compiled and Top Practices Identified
November 2007

Training Agenda Developed Based On Top Scoring Best Practices
November 2007

Results and plan presented to Online Distance Learning Steering Committee
December 2007

Training Begins on week of 2/4/08 with a total of 7 workshops and 6 cohort meetings.. Training is completed by May 2008.

Rev. 1/3/08

The 13-week program calendar is shown below:

Dates shown indicate the beginning of the week in which the event will occur.

Overview

1

| DL Standards, Best Practices, Laulima | 2/4/08 |

Cohort Meeting
2/11/08

Course Materials

2

| Navigation, Web Pages, Links, Publisher Resources | 2/18/08 |

Cohort Meeting
2/25/08

File Management

3

| Uploading and Organizing files, using folders, managing different file formats, navigation | 3/3/08 |

Cohort Meeting
3/10/08

Communications

4

| E-mail, Discussion Board, other communication tools, Tutorials, Netiquette, Instructor response time | 3/17/08 |

Cohort Meeting
3/31/08

Assessment

5

| Exams, Quizzes, Papers, Links to external resources, Portfolios | 4/7/08 |

Cohort Meeting
4/14/08

Instructor Expectations

6

| Interaction w/students, Managing student-student interactions, Feedback, Netiquette | 4/21/08 |

Cohort Meeting
5/5/08

Graduation

7

| Faculty show and tell, Peer evaluation of sites, Receipt of certificates | 5/12/08 |

Dates shown indicate the beginning of the week in which the event will occur.

Rev. 1/3/08

Sixty-three faculty from the units listed below participated.

- A&S – Humanities
- A&S - Counseling
- A&S -Languages, Linguistics, and Literature
- A&S - Mathematics/Science
- A&S - Social Sciences
- Business Education
- Business Education - Marketing
- Business Education - Accounting
- Business Education - IT
- Health - EMS
- Health - Health Sciences
- Health - Nursing
- Holomua (now Kahikoluamea)
- Honda International Center
- Hospitality - Culinary
- Hospitality - Hospitality and Tourism Education
- Legal
- Student Services

Benefits of the program include:

- Support in the form of stipends
- Technical support
  - creation of instructional materials
  - Laulima & other technologies
- Cohorts assigned one CELTT IT specialist and one/two highly-trained student assistants
- Foster faculty collaboration and coaching relationships
- End products
  - Well-designed course websites
  - Templates for courses
  - A cadre of faculty who can coach future distance learning faculty
  - Stronger relationships between CELTT staff and instructional faculty

The success of this initial program led to subsequent programs offered by CELTT in the next two years. The second program was a hybrid training program with both face to face and online sessions. The current program is entirely online with face to face and online meetings with CELTT staff available to participants. The program has been continually enhanced over time as we add more information and activities related to community building, student engagement, standards of conduct, universal design for instruction, new Laulima tools, new Web 2.0 tools, and web page templates constructed by CELTT staff. Currently, I have the lead role in adding to the resource pool and guiding the certification program's content and delivery. Joy Shirokane, KapCC's Distance Learning Coordinator and her staff have responsibility for actual delivery of the program. Copies of material about all of these programs are attached.

Achieving Results in Distance Learning

The efforts of CELTT and KapCC faculty to make the Chancellor's ambitious vision for distance learning a reality are reaping results. KapCC has experienced tremendous growth in online course offerings and enrollment. The number of students who took a combination of online and face to face classes increased from 17.6% of total enrollment in fall 2006 to 33% in fall 2009. The number of students taking only online courses more than doubled, increasing from 7% to 15% of total student enrollment in 2009.

In Fall 2007, the college offered 77 online courses. This semester over 160 courses are delivered via the WorldWideWeb.

Student Enrollment By Delivery Method

Number of WWW Courses
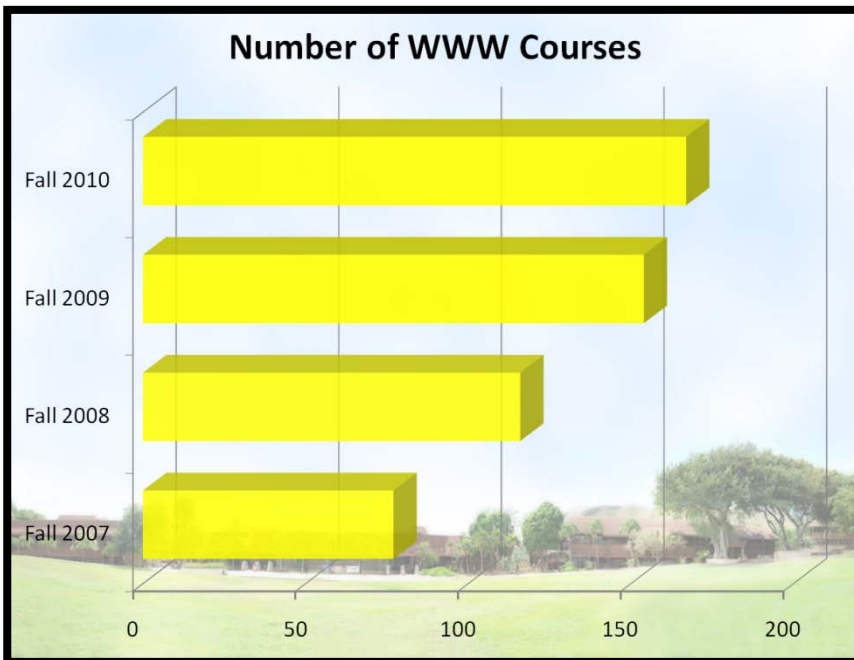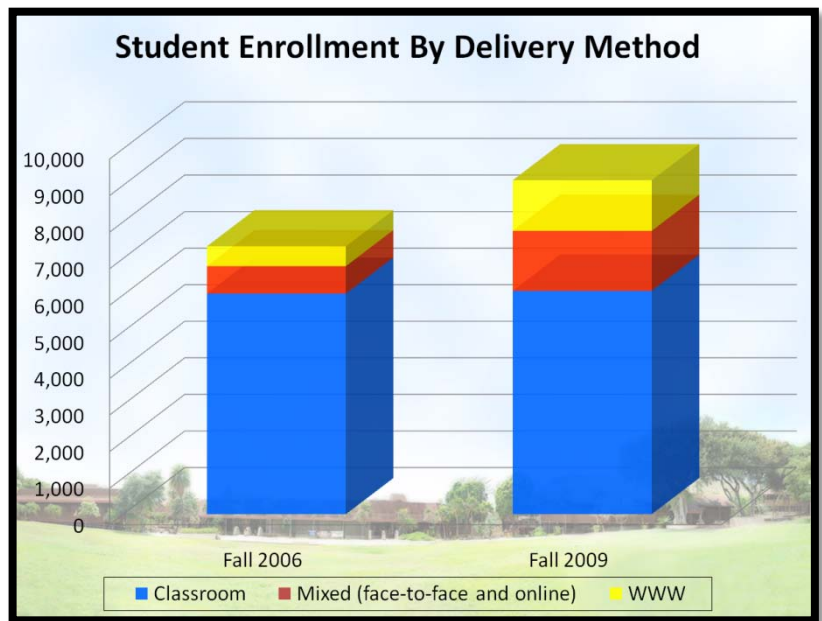
Distance Education Report

PPAC Meeting

September 2, 2008

KAPI'OLANI COMMUNITY COLLEGE
HONOLULU, HAWAI'I

Online Distance Learning
Steering Committee

- In fall 2006, Kelli Goya submits to the PPAC the document, "**Online Distance Learning Recommendations for Kapi'olani Community College**"
- In spring 2007, the Chancellor creates the Online Distance Learning Steering Committee with these goals:
  - determine the purpose or goal for an online distance learning program
  - create a vision statement to align the goals of the online distance learning program with the mission statement of the college
  - craft short term and long range plans for distance learning at Kapi'olani Community College

Committee Membership

Last Name	First Name	Department
Ford	Shawn	LLL
Goya	Kelli	Title III
Hattori	Mary	CELTT
Hoshiko	Carol	ISO
Inatsuka	Melvin	CELTT
Kalinowski	Ed	EMS
Kellogg	Guy	LLL
Kirkpatrick	Judith	LLL
Moeng	Bob	Math Science
Nelson	Stephanie	LLR
Nullet	Dennis	Social Science
Pang	Trude	Community Relations
Roddy	Kevin	LLR
Shinagawa	Satoru	LLL
Shirokane	Joy	CELTT
Stone	Pohaku	Humanities
Jaworowski	Susan	Legal Education

3

Issues Addressed

1. Factors determining offering online courses
    - Finding appropriate instructors who are willing and eager to teach using distance learning technologies.
    - Determining which classes may or may not be suitable for distance learning.
2. Target Courses and overall goal
    - Identifying workable courses with willing faculty.
    - Determining an achievable number of sections offered online by a target date.

4

Issues Addressed

3. Faculty Support
   - Given or campus culture, what are the best methods of providing faculty support?
   - Which campus bodies can be tasked with providing this support?

Recommendations

1. Factors determining offering online courses
   - Finding appropriate instructors who are willing and eager to teach using distance learning technologies.
   - Determining which classes may or may not be suitable for distance learning.

Recommendations

2. Target Courses and overall goal

– The following courses were suggested as targets for online delivery:

Physics	Art
Math	New Media Arts
Biology (Microbiology)	History
English/Literature	Medical (Allied Health)
Social Science	Pharmaceutical
Accounting	Nursing
ESOL	FISHE (Nutrition)
Language	Legal Education

– Fifteen percent of total sections (about 300 sections) offered to be completely online by fall 2011.

Recommendations

3. Faculty Support

– Mentorship of faculty by faculty already engaged in distance learning was recommended as the most effective method of achieving the goal.

– CELTT and KITE may be the most appropriate bodies to coordinate this effort.

Recommendations

- Committee should turn its attention to:
  - Student Learning Resources and Student Services needs related to distance learning.
  - ☑ A methodology for providing faculty support to move courses to distance learning environments.
  - A closer look at the current offerings and analysis of target programs.

9

Faculty Support Program

- A comprehensive faculty support program was created with these goals:
  - Increase number of courses offered online
  - Encourage high quality learning environments through appropriate training and support:
    - best practices in online teaching
    - components of good course websites using the new Laulima course management system
- Program was delivered in spring 2008.

10

The Program

- Workshops
  - 2 hours each
  - Bi-weekly schedule
  - Repeated five times to fit participants' schedules
- Cohort Meetings
  - Held bi-weekly, alternating with the workshops

Dates shown indicate the beginning of the week in which the event will occur.

	Topic	Details	Date
1	**Overview**	DL Standards, Best Practices, Laulima	2/4/08
2	**Course Materials**	Navigation, Web Pages, Links, Publisher Resources	2/18/08
3	**File Management**	Uploading and Organizing files, using folders, managing different file formats, navigation	3/3/08
4	**Communications**	E-mail, Discussion Board, other communication tools, Tutorials, Netiquette, Instructor response time	3/17/08
5	**Assessment**	Exams, Quizzes, Papers, Links to external resources, Portfolios	4/7/08
6	**Instructor Expectations**	Interaction w/students, Managing student-student interactions, Feedback, Netiquette	4/21/08
7	**Graduation**	Faculty show and tell, Peer evaluation of sites, Receipt of certificates	5/12/08

Cohort Meeting 2/11/08
Cohort Meeting 2/25/08
Cohort Meeting 3/10/08
Cohort Meeting 3/31/08
Cohort Meeting 4/14/08
Cohort Meeting 5/5/08

Dates shown indicate the beginning of the week in which the event will occur.

Rev. 1/3/08

11

SPRING 2008

KCC

DISTANCE LEARNING WITH LAULIMA(SAKAI)

CREATE EFFECTIVE LEARNING ENVIRONMENTS FOR YOUR STUDENTS THROUGH HANDS-ON WORKSHOPS

Each workshop is repeated five times so you have lots of opportunities to attend!

WHAT YOU'LL LEARN

- WASC guidelines for distance education courses
- Exemplary course websites
- Best practices in distance learning
- Laulima course tools
- Online resources for instructional faculty
- Managing your course content
- Assessment strategies

Topic	Date	Day	Time	Location
Overview: Distance Learning Standards and Best Practices, Exemplary Course Websites, and Laulima (profile, customize tabs, and edit site info).	4-Feb	Monday	2pm - 4pm	Naio 203
	5-Feb	Tuesday	10am-Noon	Naio 203
	5-Feb	Tuesday	1pm - 3pm	Naio 203
	8-Feb	Friday	8am - 10am	Naio 206
	8-Feb	Friday	3pm - 5pm	Naio 203
Topic	**Date**	**Day**	**Time**	**Location**
Course Materials: Organization of Course Material, Navigation, and Laulima (modules, resources, web content, presentation, link tool, and podcasts)	11-Feb	Monday	2pm - 4pm	Naio 203
	19-Feb	Tuesday	10am-Noon	Naio 203
	19-Feb	Tuesday	1pm - 3pm	Naio 203
	22-Feb	Friday	8am - 10am	Naio 206
	22-Feb	Friday	3pm - 5pm	Naio 203
Topic	**Date**	**Day**	**Time**	**Location**
File Management: Laulima WebDAV, Resource tool, File formats, Uploading files, and Drop box.	3 Mar	Monday	2pm - 4pm	Naio 203
	4-Mar	Tuesday	10am-Noon	Naio 203
	4-Mar	Tuesday	1pm - 3pm	Naio 203
	7-Mar	Friday	8am - 10am	Naio 206
	7-Mar	Friday	3pm - 5pm	Naio 203
Topic	**Date**	**Day**	**Time**	**Location**
Communication: Standards & Best Practices and Laulima (discussion tools,messages, blogger, chat room, announcements, polls, news, mail tools, wiki, and forums)	17-Mar	Monday	2pm - 4pm	Naio 203
	18-Mar	Tuesday	10am-Noon	Naio 203
	18-Mar	Tuesday	1pm - 3pm	Naio 203
	14-Mar	Friday	8am - 10am	Naio 206
	14-Mar	Friday	3pm - 5pm	Naio 203
Topic	**Date**	**Day**	**Time**	**Location**
Assessment: Standards & Best Practices and Laulima (evaluation system, assignments, grade book, polls, post 'Em, and tests & quizzes)	7-Apr	Monday	2pm - 4pm	Naio 203
	8-Apr	Tuesday	10am-Noon	Naio 203
	8-Apr	Tuesday	1pm - 3pm	Naio 203
	11-Apr	Friday	8am - 10am	Naio 206
	11-Apr	Friday	3pm - 5pm	Naio 203
Topic	**Date**	**Day**	**Time**	**Location**
Instructor Expectations: Managing interactions with and among students, Netiquette, Student Conduct Code and Disruptive Student Policy, and feedback.	21-Apr	Monday	2pm - 4pm	Naio 203
	22-Apr	Tuesday	10am-Noon	Naio 203
	22-Apr	Tuesday	1pm - 3pm	Naio 203
	25-Apr	Friday	8am - 10am	Naio 206
	25-Apr	Friday	3pm - 5pm	Naio 203

12

Distance Learning Certificate Program Cohort Meetings
Spring 2008
Participants must attend one cohort meeting on each of the topics below;
cohort meetings begin on the week of Feb. 11, 2008.

Topic	Date	Day	Time	Location	
Overview: Distance Learning Standards and Best Practices, Exemplary Course Websites, and Laulima (profile, customize tabs, and edit site info).	25-Feb	Monday	2pm - 4pm	Naio 203	Participants will be assigned a cohort; meetings will be scheduled for the same day/time as the workshops. Participants need attend only one cohort meeting for each topic.
	12-Feb	Tuesday	10am-Noon	Naio 203	
	12-Feb	Tuesday	1pm - 3pm	Naio 203	
	15-Feb	Friday	8am - 10am	Naio 206	
	15-Feb	Friday	3pm - 5pm	Naio 203	
Course Materials: Organization of Course Material, Navigation, and Laulima (modules, resources, web content, presentation, link tool, and podcasts)	10-Mar	Monday	2pm - 4pm	Naio 203	Participants will be assigned a cohort; meetings will be scheduled for the same day/time as the workshops. Participants need attend only one cohort meeting for each topic.
	26-Feb	Tuesday	10am-Noon	Naio 203	
	26-Feb	Tuesday	1pm - 3pm	Naio 203	
	29-Feb	Friday	8am - 10am	Naio 206	
	29-Feb	Friday	3pm - 5pm	Naio 203	
File Management: Laulima WebDAV, Resource tool, File formats, Uploading files, and Drop box.	31-Mar	Monday	2pm - 4pm	Naio 203	Participants will be assigned a cohort; meetings will be scheduled for the same day/time as the workshops. Participants need attend only one cohort meeting for each topic.
	11-Mar	Tuesday	10am-Noon	Naio 203	
	11-Mar	Tuesday	1pm - 3pm	Naio 203	
	4-Apr	Friday	8am - 10am	Naio 206	
	4-Apr	Friday	3pm - 5pm	Naio 203	
Communication: Standards & Best Practices and Laulima (discussion tools, messages, blogger, chat room, announcements, polls, news, mail tools, wiki, and forums)	14-Apr	Monday	2pm - 4pm	Naio 203	Participants will be assigned a cohort; meetings will be scheduled for the same day/time as the workshops. Participants need attend only one cohort meeting for each topic.
	1-Apr	Tuesday	10am-Noon	Naio 203	
	1-Apr	Tuesday	1pm - 3pm	Naio 203	
	18-Apr	Friday	8am - 10am	Naio 206	
	18-Apr	Friday	3pm - 5pm	Naio 203	
Assessment: Standards & Best Practices and Laulima (evaluation system, assignments, grade book, polls, post 'Em, and tests & quizzes)	28-Apr	Monday	2pm - 4pm	Naio 203	Participants will be assigned a cohort; meetings will be scheduled for the same day/time as the workshops. Participants need attend only one cohort meeting for each topic.
	15-Apr	Tuesday	10am-Noon	Naio 203	
	15-Apr	Tuesday	1pm - 3pm	Naio 203	
	2-May	Friday	8am - 10am	Naio 206	
	2-May	Friday	3pm - 5pm	Naio 203	
Instructor Expectations: Managing interactions with and among students, Netiquette, Student Conduct Code and Disruptive Student Policy, and feedback.	5-May	Monday	2pm - 4pm	Naio 203	Participants will be assigned a cohort; meetings will be scheduled for the same day/time as the workshops. Participants need attend only one cohort meeting for each topic.
	29-Apr	Tuesday	10am-Noon	Naio 203	
	29-Apr	Tuesday	1pm - 3pm	Naio 203	
	9-May	Friday	8am - 10am	Naio 206	
	9-May	Friday	3pm - 5pm	Naio 203	

Program Participants
64 admitted, 59 completed

Distance Learning Certificate Program Applications		
Departments	**# new to Distance Learning**	**# with DL experience**
Humanities	6	3
Math/Science	1	3
Social Sciences	4	7
LLL	7	7
Business Ed	3	5
Health Sciences	1	5
Nursing	1	0
Holomua	1	2
HOST	4	0
Legal Ed	1	0
Student Services	1	0
Culinary	0	2
TOTALS	**30**	**34**

Of those who did not complete the program, one was moved to 'Olelo support and is offering a hybrid course in fall 2008 and cable/internet in spring 2009.

Other Developments

- Increased Distance Education Offerings
- Hybrid Courses to be Tracked
- Online Faculty Training Program Developed in Summer 2008 for Fall 2008 launch

15

Fall Distance Courses: Online

Online Courses		
Department	# Sections	Comment
ACC	6	
ANTH	1	
BIOL	7	
BLAW	1	
BUS	2	
CE	1	
ECON	3	
ED	2	1 cable
ENG	20	
ESS	1	cable
FAMR	3	
FR	1	
FSHE	3	
GEOG	6	
HIST	3	
HLTH	5	
HOST	1	

Online Courses		
Department	# Sections	Comment
HWST	13	
ICS	5	
JOUR	2	
JPNS	2	
LAW	2	
MATH	2	
MGT	1	
MKT	3	
MUS	2	
PHIL	2	
POLS	2	
PSY	3	
REL	2	
SOC	2	
SP	2	2 cable
ZOOL	6	
TOTAL ONLINE	117	

16

Fall Distance Courses:
HITS and Off-Campus

HITS Courses		
Department	# Sections	Comment
IT	2	
ASL	1	
DEAF	1	
TOTAL HITS	4	

Off Campus Courses		
Department	# Sections	Comment
LAW	8	UHM
MEDA	7	Waianae
RAD	5	Maui
NURS	1	Waianae
EMT	3	Maui, mobile
TOTAL OFF-CAMPUS	24	

Grand Total DE	145
Grand Total DE and Hybrid	183

Fall Hybrid Courses

Hybrid Courses		
Department	# Sections	Comment
AMST	1	
BUS	3	
ENG	22	
ESOL	1	
HAW	2	
HWST	2	
JPNS	3	
MGT	1	
MUS	1	
PHYL	1	
SPAN	1	
TOTAL HYBRID	38	

Grand Total DE	145
Grand Total DE and Hybrid	183

Welcome Page Template

Orientation Template

Syllabus Template

What's Next?

- Faculty Senate Involvement
- Address Additional Issues
  - Class size
  - Office hours
- Online Course to be launched in fall 2008

23

Distance Learning Certification Program

In the ever-changing global classroom...
...it's the teacher that makes a difference.

◄   Contents

Program Goal
Program Description
Topics

Program Goal

To support the delivery of new hybrid or online courses by KCC faculty through a professional development program based on best practices and accreditation guidelines for distance learning.

Program Description

Most of the program will be delivered online so that faculty may participate at their convenience. Hands-on workshops to familiarize faculty with the Laulima course management system and other technologies will be offered in summer 2010 and CELTT staff will be available for online consultation on a regular basis. Additional face to face support will also be made available. Support from CELTT includes consultation on course design and selecting appropriate Laulima tools for your particular course.

Topics

- Faculty and Student Readiness
- Best Practices and ACCJC Guidelines for Distance Learning
- Community-Building in Online Courses
- Instructional Design for Distance Learning
- Universal Design for Learning
- Laulima - the University's Course Management System
- Other Technology Tools for Distance Learning, e.g., Web Conferencing

Distance Learning Certification Program

In the ever-changing global classroom...
...it's the teacher that makes a difference.

◄   Contents

Program Benefits

- Convenience. You may access program material from any location with Internet connectivity. You may participate in nearly all program activities via the WorldWideWeb and the online training is asynchronous, giving you flexibility in terms of scheduling.

- Assistance in converting current courses into distance-delivered courses that attend to national standards and best practices.

- Support from a team comprised of faculty, staff, and student assistants with expertise in distance learning, instructional design, professional development, multimedia, Laulima, and other learning technologies.

- Access to student support resources that are being developed at various community colleges such as a virtual help desk and online course success videos and tutorials.

- A certificate as documentation of completion of this professional development program.

- A netbook computer with Office 2007 and a certificate.

Distance Learning Certification Program

Admission Criteria

◄ Contents

- course to be developed has not been delivered online by the applicant
- course meets goals of the department's tactical plan or is part of an academic program
- applicant is willing to share technical and pedagogical expertise with others in the future
- applicant and department chairperson agree that applicant is likely to teach distance learning courses in the 2010-2011 academic year
- admission of applicant does not create an imbalance in the range of disciplines already covered by campus distance learning initiatives
- applicant understands that the project will be reviewed in an effort to improve the program and consents to participate in this review process. This may include course review based on rubrics from similar professional development programs and surveys of student satisfaction with the learning environment and student services support.
- applicant will engage in program activities in summer 2010

Distance Learning Certification Program

Program Requirements

◄ Contents

On this Page

Program Requirements
Mandatory Orientation
Program Outcome
Build an Online Course

Mandatory Orientation

All participants must attend a face to face orientation session to become familiar with the technologies being used to deliver the program, i.e., Laulima and Elluminate, and to meet program support staff. Two sessions have been scheduled as follows:

- Tuesday, June 15, 11:00am to 12:30pm, Naio 203
- Friday, June 18, 1:00pm to 2:30pm, Naio 203

Participants who cannot attend one of these sessions must email the program coordinators to make alternate arrangements. Contact maryh@hawaii.edu or joy@hawaii.edu if you cannot attend one of the mandatory sessions.

Program Outcome

After completing the orientation, go to the Distance Learning for Faculty Laulima website's Assignment section and review the KCC Summer DE Program: Course Creation Project Assignment. Then proceed through the Modules in sequential order, using the modules as the basis for completing your assignment which is to build an online course website in Laulima, following best practices and ACCJC guidelines.

Build an Online Course

This task is the point of this Distance Learning for Faculty course. You are to create a site to be used in Fall 2010, Spring 2011, or Summer 2011. The content expectations for your course are:

- Syllabus, including the following sections:
  - Course Information
  - Academic & Course Calendars
  - Policies
  - Technology & Laulima (see Syllabus Considerations Module for more specific information)
- Student Orientation
- Demonstrate understanding of applicable ACCJC guidelines by implementing them in a course through content, delivery, activities, assessment, etc
- A course plan listing topics and activities for each week with references to the specific SLO addressed by the activities (Modules)
- Apply skills in the use of the tools related to Laulima course administration, organization, & maintenance
  - Add tools appropriate for achievement of student outcomes
  - Manage participants
  - Generate site stats reports
  - If appropriate, manage sections and groups
- Demonstrate Laulima skills by constructing a course site that includes tools in these categories:
  - Content delivery (at least 1 tool)
  - Communication (at least 1 tool)
  - Assessment (at least 1 tool)
- Demonstrate further Laulima skills by implementing learning activities in the tools chosen for the site. Develop at least one individual learning activity.
- Apply at least two universal design for learning principles in course content.
- Plan at least one activity that is interactive, collaborative, or foster connections among students (community building).
- Indicate how you plan to collect student feedback and use it to improve your course.

In the ever-changing global classroom...
...it's the teacher that makes a difference.

Teaching Resources for Distance Learning Faculty

CATEGORIES OF RESOURCES

Annotated bibliography

Anti-Plagiarism resources

Class management issues

Community-building resources

Copyright & Fair Use

Expectations of instructors

Expectations of students

Icebreakers

Rubrics: Discussions

Rubrics: Group work

Student Services

This section of our course site is a treasure-trove of resources for distance learning teachers, much of it written by faculty with online course experience.

Some examples of resources here:

- icebreakers or getting to know you activities that work well in online environments

- rubrics for grading online discussions

- links to Student Services information about registration, buying books, the conduct code, netiquette, etc.

- rubrics for grading group activities

- ideas for soliciting feedback from your students

- sample statements of your expectations of students and what they can expect of you, e.g., "Email communications must be conducted within this course site and not an external email program."

Icebreakers and Getting-to-know-you Activities

- BACK TO TEACHING RESOURCES INDEX

In the first week of your online class, provide students with opportunities to familiarize themselves with each other and with you.   A common way to do this is with one or more 'Getting To Know You' activities that can be posted as discussion board or forum topics.

This section includes sample introduction activities which you may adapt for your own course.

1. **What Kind of Animal?**

   This activity provides an informal way for participants to learn about each other and begin working together.

   Source: Dave Searcey, Instructional Designer, Air Education and Training Command, USAF.

2. **Things**

   This activity introduces students' interests and background to classmates in an innovative way.

   Author: J. Ana Donaldson, Ed.D., University of Northern Iowa
   Source: Engaging the Online Learner, Rita-Marie Conrad, J. Ana Donaldson, 2004

3. **Innovative Getting To Know You Activities**

   Gilly Salmon presents a great list of ice breakers and getting-to-know-you activities for online groups.
   Source: E-tivities: The key to active Online Learning. Gilly Salmon. Routledge Falmer 2002.

4. **Ten Online Icebreakers**
   Joitske Hulsebosch's Blog, Lasagna and Chips has an interesting list of online icebreakers. Comments by readers include more ideas.

5. **Using Online Icebreakers to Promote Student/Teacher Interaction** In addition to activities, this University of South Alabama resource has a rationale for encouraging interaction among online learners.

6. **In-person icebreakers**
   For those of you teaching a hybrid course, with some face-to-face time with students, here are some icebreakers for you from Teaching Today by Glencoe/McGraw-Hill .

Rubrics for Grading Discussions

What Is A Rubric?

A rubric defines the performance levels for each element of a gradable activity. The creation of rubrics can be very time-consuming, but is worth the effort. Nancy Pickett and Bernie Dodge have a great website that defines a rubric and explains why a rubric is important.

Why Use A Rubric?

Expectations held by both teachers and students are better met when evaluation criteria is presented at the time a task is assigned. A rubric clearly states the expectations for the activity and the effort required by the student to achieve a desired score. [adapted from Engaging the Online Learner]

Discussion Activity Rubrics

Soliciting student responses to discussion posts is a common activity in online courses, but assessing the quality of those responses can be challenging for instructors. Students find the activity especially challenging when they do not know what standards are being used to evaluate their responses. Students may generate more thoughtful responses when given guidance through rubrics. This section contains several models and examples from online faculty; feel free to adapt them for your own courses.

1. **Example rubric for asynchronous discussion contributions**

   This rubric uses a scale of 0(unacceptable) to 3(outstanding).

   Source: Teaching and Learning at a Distance, Michael Simonson, Sharon Smaldino, Michael Albright, Susan Zvacek, 2006

2. **Online Discussions Rubric**

   This rubric is for a class in which students discuss and practice supporting a written viewpoint, and to share responses with others. For each instructional unit, they post three to five responses; this rubric is used to assess both the quantity and quality of responses.

   Source: Engagement for Online and Face-to-Face Learners Through Online Discussion Practices, Alice Bedard-Voorhees, 2005

3. **Sample Rubric for Final Class Discussion Grade**