

Attachment #5

MUOnline Instructor Preparation List

Recommendations for Faculty Preparation

- _____ It is highly recommended that you avail yourself of several of the following professional development opportunities:
- Blackboard training – either one-on-one with Instructional Designer or a group training
 - Pedagogy training – either from MU sessions or by attending a related conference
 - Videoconference training – either one-on-one with IT or a group training
 - Distance learning conferences
 - Distance learning webinars or web conferences
- _____ Ensure that you have the following technical competencies:
- be proficient using the basic elements of online courses: email, threaded discussions, chats
 - be able to describe the characteristics of successful distance learners
 - be able to describe techniques for effective online teaching;
 - be able to evaluate the quality of online learning programs;
 - be able to explain the accessibility issues associated with online education; and
 - be able to describe strategies for integrating online and classroom instruction (excepted from: Kearsley, G. and Blomeyer, R. (2004). Preparing K-12 teachers to teach online, *Educational Technology*, 49-52)
- _____ Have a high comfort level with the various tools/systems used to teach via distance learning.
- _____ Experience distance learning as a student – if you can gain first-hand experience as a distance learner, it will provide you with an entirely different perspective when teaching.
- _____ Check out the variety of faculty resources on these MU websites:
http://muweb.millersville.edu/~muonline/faculty_menu.php,
<http://muweb.millersville.edu/~excellen/index.html>.

Procedural Steps to Preparing Distance Learning Courses

- _____ Determine which distance learning format is appropriate for your course. Then determine which format of distance learning – blended, online, or videoconferencing – is most appropriate for the course.
- _____ Contact the MUOnline office and the Instructional Design office to discuss your interest in distance learning, to set up a consultation meeting, and establish relationship with a faculty mentor.
- _____ Be sure that your course has gone through or is in the process of going through the course approval process. To convert an existing course to the distance learning format, you need approval from your department, the appropriate university curriculum committee (either UCPRC, GCPRC, or TEC), and the Associate Provost. This expedited process takes 30 days.
- _____ Ensure that you are considering the timelines for converting a course; it is recommended to begin working with the Instructional Design office at least one semester before you plan to offer the course.

Contact the Office of Learning Services to ensure that course meets universal design standards, such as ensuring the course can be accessed by visual- and auditory-impaired students.

Recommended Guidelines for Reviewing Distance Learning Courses

Adapted by the MUOnline Advisory Group – September 2006

Approved by Deans' Council – November 2006

Definition of Distance Learning at Millersville University: Distance learning takes place when students and faculty members are separated from each other by location or time. This can include courses offered in online, blended, or video conference formats.

*Items noted with a * are emphasized and should be recognized as being of unique importance for online courses.*

COURSE DESIGN

Course design addresses elements of instructional design in a distance learning course. The course provides for review of effective course procedures, instructional delivery and student learning outcomes. In a well designed course...

- ...objectives are clearly described to students
- ...content is made available to students in manageable segments
- ...content is organized and arranged to make all areas easily accessible
- ...*visual and/or auditory prompts are used to motivate students
- ...appropriate ancillary resources are available as part of course content
- ...students are provided an opportunity to evaluate the course
- ...*instructor has worked with Office of Learning Services and IT staff to ensure that accessibility issues are addressed

Comments:

COMMUNICATION and COLLABORATION

Interaction and collaboration can take many forms. The criteria places emphasis on the type and amount of interaction and collaboration within a distance learning environment. In an exemplary course, learner-to-learner, learner-to-content, and learner-to-instructor interaction and collaboration are exemplified through...

- ...clearly stated expectations defining minimal levels of student participation
- ...*the use of real-time features such as chat rooms & whiteboards
- ...*the use of asynchronous tools such as discussion & email
- ...*clearly stated expectations of instructor's active role in moderating discussions, providing feedback, etc.
- ...*a deliberate attempt to create a community of learners using strategies such as group projects, assignments, and activities
- ...*clearly stated guidelines for contacting instructor, including office "hours"

The communication and interaction methods used in this course include:

☐ discussion board ☐ whiteboard ☐ student presentations ☐ chat rooms ☐ email ☐ other

Comments:

TECHNOLOGY

The use of technology within a distance learning course should focus on enhancing and enabling student learning. Used appropriately, technology enhances learning when...

- ...it promotes critical reflection and analysis of content
- ...*assignments/activities clearly explain the objectives of the technology
- ...*internal communication tools are used by students and instructor to elaborate on course content
- ...it goes beyond the use of technology for technology's sake
- ...*student connectivity issues are considered in course design

*A variety of technology tools (use of one or more of the technologies listed as options is not required) are used in this course include:

- ☐discussion board ☐whiteboard ☐student presentations ☐chat rooms ☐email
☐video ☐audio ☐quiz/survey tools ☐self-test ☐animation ☐graphics/images
☐glossary ☐CD-ROM tool ☐other _____

Comments:

ASSESSMENT

Assessment focuses on the evaluation of student work. The project criteria speak to the quality and type of student assessments within the course, placing particular emphasis on...

- ...assignments that encourage students to use critical thinking skills
- ...the alignment of assignments and stated objectives
- ...assignments which provide students with ample opportunities to practice and apply concepts/skills in realistic and relevant ways
- ...assignments/projects that require students to make appropriate and effective use of external resources (print, library, web, electronic)
- ...clearly communicated assignments and explicit expectations
- ...*clearly stating how the Internet may be used in completing work
- ...*utilizing built-in quiz features where appropriate

Comments:

STUDENT SUPPORT

Student support is concerned with the resources made available to students as part of a distance learning course. Such resources may be accessible as a part of the course or the MUOnline infrastructure. Specifically, student support provides that the course provides information about or links to the various student services, including, but not limited to...

- ...*tutorials covering such topics as: using email, browser settings, required applications, etc.
- ...*information on accessing Millersville University Help Desk
- ...*information on accessing Blackboard Help Desk
- ...*access to online library resources
- ...*tools required for viewing course content (RealPlayer, Acrobat Reader, and other plug-ins) including instructions for use
- ...*information for accessing tools on MUOnline website
- ...*appropriate instructor contact information

Comments:

VISUAL EVIDENCE

**Optional for faculty to provide visual examples such as screen shots, URLs, or a presentation of a few interactive modules from the course.*