QM and D2L Course Guide

Connecting Quality Matters and Desire2Learn based in effective practices for online and blended courses
General Standard 1: Course Overview and Introduction

The documentation necessary to meet expectations of General Standard 1 is usually provided in the syllabus. Keep in mind that this documentation can also be separated out into different folders/areas so students can access it easily.

**Standard 1.1:** This standard asks instructors to provide an area where students can find the starting documents and general information of the course.

- **Syllabus example** from Mesa Community College [ctl.mesacc.edu/wiki/images/c/c0/Samples.pdf](http://ctl.mesacc.edu/wiki/images/c/c0/Samples.pdf)
- You may offer to provide additional guidance about how student can succeed in your course, like the **10 Most Important Things students should do during their first week of class** - [uwf.edu/atc/Guide/PDFs/10things.pdf](http://uwf.edu/atc/Guide/PDFs/10things.pdf)
- **Link to KSU Online: Is Online Right for You?** [http://learnonline.kennesaw.edu/enroll/right_for_you.php](http://learnonline.kennesaw.edu/enroll/right_for_you.php)
- **KSU Online Course Tour** [http://learnonline.kennesaw.edu/how/course_tour.php](http://learnonline.kennesaw.edu/how/course_tour.php)

To create your own course tour, you can use a screen capture tool like Jing, Screenr, or Camtasia.

**Standard 1.2 for Blended Courses:** This standard is to show students how learning will happen and be assessed in the course. Below is an example of this for a blended (hybrid) course. You can convey some of this standard with a course map and/or calendar.

This course is being offered as a hybrid or blended course. That means we will meet in a traditional face-to-face (F2F) setting at least 50% of the course time. In this section, you are responsible for following the course calendar provided, so you can identify when and where activities and assignments are due. Hybrid courses allow for the students to have time to thoroughly read, prepare and return to the traditional classroom to engage in F2F activities. I've designed this course so that you will read and review each chapter prior to coming to the classroom. When in class we will review the content and put the methods into practice with activities that will allow collaboration with your classmates and create meaningful interactions that will hopefully enhance your class experience. In order for our F2F meeting to be productive, each student is expected to complete the module work before the class.

You will quickly learn that taking a hybrid class requires great organizational and time management skills. It is your responsibility to complete the assignments, readings, etc. on time and in the correct manner throughout the entire semester. Our hybrid week for this course will run Friday to Thursday. A new module will become available to you every Friday at 8am and your assignments and assessments are due the following Thursday by 11:59 pm. No expectations. Plan for technology issues to occur, so as not to attempt a quiz or submit an assignment right before it is due on Thursday at 11:59 pm. Each learning module is designed to help guide students in the correct order through content and activities, providing opportunities for assessment of content. I’ve designed our learning modules in that way. I expect you to start at the beginning (top) of every module by reading the overview, then studying the chapter presentations or content, completing the activities and reading assessments, and finally reading the module summary. If questions about content arise during the modules, feel free to ask them in the “Ask the
Professor” discussion board. Your classmates will be able to view our discussion, so that they may gain insight or information about something that was confusing to them, as well.

**Standard 1.3:** Netiquette is network etiquette. The short list of netiquette tips to remind students that the D2L class is an extension of the face-to-face classroom. You may need to add or subtract from the list below to make specific to your course needs.

- Don’t use all caps. It is the equivalent of screaming.
- Don’t flame - These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can’t take it back!
- Don’t use offensive language.
- Use clear subject lines.
- Don’t use abbreviations or acronyms unless the entire class knows them.
- Be forgiving. Anyone can make a mistake.
- Keep the dialog collegial and professional.
- Be sensitive and reflective to what others are saying.


**Standard 1.4:** Academic Integrity (Required at KSU and found in the Faculty Handbook)

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the University’s policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an "informal" resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement.

Disruption of Campus Life Statement (Optional statement at KSU and found in the Faculty Handbook)

It is the purpose of the institution to provide a campus environment, which encourages academic accomplishment, personal growth, and a spirit of understanding and cooperation. An important part of maintaining such an environment is the commitment to protect the health and safety of every member of the campus community. Belligerent, abusive, profane, threatening and/or inappropriate behavior on the part of students is a violation of the Kennesaw State University Student Conduct Regulations. Students who are found guilty of such misconduct may be subject to immediate dismissal from the institution. In addition, these violations of state law may also be subject to criminal action beyond the university disciplinary process.

**Student Grievances**

Online - [http://www.kennesaw.edu/dlc/DLC_Ed_Complaint/](http://www.kennesaw.edu/dlc/DLC_Ed_Complaint/)

Traditional courses - [http://www.kennesaw.edu/complaints_appeals.shtml](http://www.kennesaw.edu/complaints_appeals.shtml)

**Grades of Incomplete**

Check with your department about their expectations of giving Incompletes. The descriptions of
Incompletes see the Faculty handbook Section 4 p. 81

**Standard 1.6:** This standard establishes course requires that you can access and work with:
- Desire 2 Learn
- Microsoft Word, PowerPoint
- PDF Viewer
- Web browsers for website exploration

You may also need to include specifics about any publisher resources, math labs or other technology tools you use in this course.

**Standard 1.7:** When creating your introductory video or document, consider creating it so you could use it for all types of classes or any semester. If teaching fully online, contact Dale Suffridge at the DLC for an introductory video.
You can also create an introduction by using:

- Word Document
- PowerPoint with images
- Headshot video with a tool like Eyejot
- Screen capture video using a tool like Jing

**Standard 1.8** – Students can also create their own introduction in the discussion board, posting a representative image, or video.
General Standard 2: Learning Objectives

**Standard 2.1 and 2.2:** The Bloom’s Taxonomy link below will help you write measurable and observable course/module level learning objectives, as well as determine the level of cognitive ability you are asking of your students (Standard 2.5).
http://www.nwlink.com/~donclark/hrd/bloom.html
http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm

For alignment (Standards 2.1, 2.2, 3.1, 4.1, 5.1, 6.1)
http://www.cmu.edu/teaching/assessment/basics/alignment.html

You can provide students with an alignment chart similar to the ones below that will help students connect the activities and assessments to the goals of the course and answer the question “Why do I have to learn/do this?”

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Module</th>
<th>Activity for Assessment/Major Project</th>
</tr>
</thead>
</table>
| Analyze the major learning theories and principles of development and learning in children and adolescents, including behaviorism, information processing and neuroscience, advanced by theorists such as Piaget, Vygotsky, etc. | Modules 2, 3, 4, 7, 8 | Field Experience
Reflective Plan Project
Discussion Board
Reading Quizzes |
| Examine the motivation theory | Module 10 | Reflective Plan Project
Reading Quizzes |

ITEC 9430 – Designing and Facilitating Online Learning
Alignment of Topics ➔ Course Objectives ➔ Assignments/Assessments ➔ Fall 2009

<table>
<thead>
<tr>
<th>Topics</th>
<th>Course Objectives</th>
<th>Assignments/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>State of Online Learning</td>
<td>4. Select the most appropriate types of virtual learning experiences available to K-12 students and educators given specific K-12 learning needs.</td>
<td>Online Instructional Design Project Phase II</td>
</tr>
<tr>
<td></td>
<td>6. Summarize the historical evolution of virtual learning as it relates to K-12 technology enhanced learning environments.</td>
<td>Wiki Post #1 – summarize (using the National Board Writing Process) 1 event you think has had a significant effect on moving the state of online learning forward. Be sure to indicate how this event impacts K-12 learning environments.</td>
</tr>
<tr>
<td></td>
<td>8. Critique the potential of emerging online learning technologies to enhance the learning of all K12 students and educators.</td>
<td>Wiki Post #4 – summarize (using the National Board Writing Process) Online Instructional Design Project Phase I</td>
</tr>
</tbody>
</table>
General Standard 3: Assessment and Measurement

Standard 3.1:
Sample Assessments:
- Portfolios
- Blog posts
- Quizzes
- Product creation
- Video presentation
- Discussion board
- Essay
- Website creation
- Concept map
- ...

Standard 3.2:
Example of grading systems for syllabus

<table>
<thead>
<tr>
<th>Assessment grading summary</th>
<th>Score</th>
<th>WEIGHT</th>
</tr>
</thead>
<tbody>
<tr>
<td>ONLINE Chapter Quizzes – 100 points each</td>
<td>Pts earned divided by total Quiz pts</td>
<td>33%</td>
</tr>
<tr>
<td>Graded Homework Exercises - pts for each to be announced on the assignment</td>
<td>Pts earned divided by total Homework pts</td>
<td>17%</td>
</tr>
<tr>
<td><strong>ON-CAMPUS Final Exam</strong> (time &amp; room will be announced in the Final Guide posted approx. 30 days in advance)</td>
<td>Pts earned divided by total Exam pts</td>
<td>50%</td>
</tr>
<tr>
<td><strong>COURSE GRADE = Sum of ( 3 scores x 3 weights )</strong></td>
<td>100 % maximum</td>
<td>Sum 100%</td>
</tr>
</tbody>
</table>

6. Test II
   All material covered in lectures/ppts and within required text
   ----- Total potential points = 100

   A = 900 +
   B = 800 – 899
   C = 700 – 799
   D = 600 – 699
   F = 0 – 599

   TOTAL 1000 POINTS
Standard 3.5:
Ways for students to measure their own learning:
  • Utilizing the draft feature in Dropbox for assignments
  • Self-tests
  • Publisher materials/self-tests,
  • Hot Potatoes activities
  • Confusing issues discussion board
  • Minute paper
  • Peer reviews
  • …
General Standard 4: Instructional Materials

Standard 4.1:
Examples of Instructional Materials:
• Webpages
• Narrated lectures
• Videos
• Podcasts
• Case Studies
• Interviews
• Interactive software
• Journal articles
• Screen capture
• Examples/ non-examples
• …

Standard 4.2:
Explaining the purpose of instructional materials is easy to do. Some things to think about:
• When you link to a website do you explain why? What is a student supposed to do when s/he gets there? What should they focus on, read or watch?
• Do you explain how your textbook, PowerPoint’s, and narrated lecture work together? Is the textbook the introduction, the lecture a summary, and the PPT just something for the students to take notes on? Does the lecture present new material or explain the same content from a different perspective?
• If you link to publishers’ materials is it for self-assessment reasons, are there certain things students should look for; do they connect or align to the content you provide in the learning management system? Is this clear to students or do you need to explain this somewhere?
• Have you explained to students how you want them to move through your weekend? Are your modules designed linearly so a student starts at the top and move to the end? Did you explicitly state this anywhere?
General Standard 5: Learner Interaction and Engagement

Standard 5.1
Great resource for Online Teaching Activity Index – University of Illinois
http://www.ion.uillinois.edu/resources/otai

Standard 5.2:
Types of Student-Student Interaction:
- Discussion boards
- Group assignments
- Synchronous sessions
- Peer draft critique
- ...

Types of Student-Content Interaction:
- Reading or reviewing content
- Watching videos or lectures
- Completing concept maps
- Self-assessments or other practice exercise
- ...

Types of Student-Instructor Interaction:
- Interaction on discussion boards
- Assignment feedback
- Assignment draft feedback
- Ask the Professor discussion board
- Optional synchronous sessions
- ...

Standard 5.3:
Clearly explaining feedback turn around time (for assignments, posting grades and returning emails) to students can save you from answering many emails on this topic. Letting students know how quickly they can expect an email response from you, or when they will know they grade on an assignment, can help them manage their expectations. You may have this information broken up in your course. You grading feedback back time might be in the grading area of your syllabus and the email turn-around time may be by your contact information. Or you may have one communication policy area where all of this is listed. It is up to you and what works best for your class.

Sample Communication Policy Statement:
All questions, comments, or concerns for this course should be emailed to me using the email feature in Desire 2 Learn (please do not use my campus email address). I will respond to all emails within 24 hours Monday – Friday and 48 hours on the weekend. You can also reach me in my office at ______ (phone number) or can schedule a time to see me in person if you are occasionally on campus. Also, I will be logged into the Chat tool every Monday from 2 – 4 pm EST if you would like to synchronously text chat with me.
You can expect to see me participate in all weekly discussion boards. I will not comment on every student’s post but will be answering questions, clarifying issues, monitoring what everyone says, and probing you to think deeper. At the end of each week I will write a summary post identifying the common themes seen throughout the discussion board and pointing out exemplarily student post. Make sure you read this summary each week.

All assignments for this course will be graded, with points updated in the D2L grade book, within one week of the due date. There are many times grades will be updated earlier. If there is some extenuating circumstance that will prevent me from providing feedback during this time period I will send out an email or announcement.
General Standard 6: Course Technology

Standard 6.1:
Technology tools and media are not need to meet this standard, however, if they are then they must align to your learning objectives. Consider your rationale for using the technology. Tools provide areas for interaction in the course. Tools can be inside or outside of the LMS. Media are a one-way delivery that enhances learning.

Standard 6.2:
Your students should be active participants in the course. This can happen by including activities that allow them to be active and autonomous. See examples below:

- Discussion - Instead of creating the discussion for the week, let students lead a discussion post about topic.
- Groups - Instead of having student’s work alone on papers, put them in small groups and have them create projects or produce portfolios.
- Online Meetings - Set up Wimba rooms in D2L for students to meet on their own time and discuss issues. Have groups present online via Wimba and share their completed projects with the rest of the class.
- RSS Feeds / Subscriptions - Make sure students know about the RSS Feed options for news so they can keep up with your announcements. Also, student can subscribe to discussions.
- Gamification - Create image badges for students to give out to each other that support and showcase their progress and accomplishments in the course. [http://edudemic.com/2012/10/classbadges-is-a-free-way-to-gamify-your-classroom/](http://edudemic.com/2012/10/classbadges-is-a-free-way-to-gamify-your-classroom/)
- Role Playing - Have student’s lead a discussion or an online presentation and pretend to be a historical figure, theorist, or professional and argue from their point of view.

Standard 6.3:
Navigation from the student’s perspective is key in designing an online course. When taking an online course you want to create a design that allows students to worry more about learning the content than finding it.

- Organize Content into Modules – chunks of content
- Release Modules one at a time rather than all at once
- Include a “Getting Started!” Module (See Section 1)
- Keep Module structure consistent when possible (time length and contents)
  - Introduction to module (video, email etc.)
  - Readings (Required & Not-Required/Optional)
  - Assignments
  - Assessments
General Standard 7: Learner Support

Standard 7.1:
Provide information about the technology services for students. If you plan on using something outside the purview of KSU ITS Support, be sure you have vetted the technology and are prepared to personally provide tech support and direction to your students.

- Student Technology Services
  - [http://its.kennesaw.edu/students/index.html](http://its.kennesaw.edu/students/index.html)
  - Email: studenthelpdesk@kennesaw.edu
  - Call: 770-499-3555
  - Walk-in STS Helpdesk in Burruss 475

- Desire2Learn (D2L) Support
  - Training schedule, booklets, and videos
    [http://its.kennesaw.edu/techoutreach/d2l/students/index.html](http://its.kennesaw.edu/techoutreach/d2l/students/index.html)

Standard 7.2:
Disability Statement:

Kennesaw State University provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Disabled Student Support Services via Ms. Carol Pope, ADA Compliance Officer for Students, at 770-423-6443 (V) or 770-423-6480 (TDD). Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Disabled Student Support Services.

In some cases, certification of disability is required. In addition, please notify me within the first week of class if there are any special accommodations that you might need in order to be successful in this course.
Standards 7.3:
Academic Support Links:
- Student Academic Resources that includes: Academic Tutoring, Student Success Services, ESL Support, Writing Center, Math Lab, Supplemental Instruction
  [http://www.kennesaw.edu/resourcelinks.shtml](http://www.kennesaw.edu/resourcelinks.shtml)
- Computing Resources - library, information mgmt., printing, computing, security
  [http://www.kennesaw.edu/computing.shtml](http://www.kennesaw.edu/computing.shtml)

Standard 7.4:
Student Support Services:
- Online Student Resources – library, tech support, student support links, advising, bookstore, online courses
- General Student Support Services – academics, campus life, policies, careers
  [http://www.kennesaw.edu/students.shtml](http://www.kennesaw.edu/students.shtml)
General Standard 8: Accessibility

Standard 8.1:
Desire2Learn Accessibility statement: http://www.desire2learn.com/products/accessibility/

Kennesaw State University statement:
KSU provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Disabled Student Support Services via Ms. Carol Pope, ADA Compliance Officer for Students, at 770-423-6443 (V) or 770-423-6480 (TDD). Please do not request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Disabled Student Support Services. In addition, please notify me within the first week of class if there are any special accommodations that you might need in order to be successful in this course.

Standard 8.2:
Captioning Videos - DocSoft Captioning
http://www.kennesaw.edu/dlc/caption.html

Audio - D2L provides an integrated audio feedback option for assignments, discussions, and emails. This is a great tool to try with all students, and would works as a great alternative to text communication for the visually impaired.

Standard 8.3:
Design and readability is an accessibility issue that affects everyone who uses the web. Don’t worry, because of D2L you won’t have to build any web pages! However, knowing some basic guidelines for web writing and authorship will help you meet this standard.

Text
- Organize your content with headings
- Put the main idea first (frontloading)
- Limit Text - use images, info-graphics, videos, technical writing, and chunking, bullet points

Links
- Functional, current links
- Relevant
- Writing for the Web
**Standard 8.4:**
D2L does most of the work for you, but you can do a few things to help screen readers and other assistive devices. Screen readers work by scanning through a page or document and reading the HTML “tags” in the code. These tags are read aloud and queue the listener in to they type of text they are in countering. You don’t have to know much about HTML to do your part to make it easier for readers. Breaking HTML text you enter into D2L into sections by headers in the text editor will do the coding behind the scenes for you.

- PDF formatting
- D2L - Alternative text for images
- Students - D2L Accessibility Resources
  [http://www.desire2learn.com/products/accessibility/resources/](http://www.desire2learn.com/products/accessibility/resources/)