

From the Editor

What an exciting year for e-learning at Ferris! In this newsletter you'll find information about some of the most dramatic of the events that are transpiring. On page 1, opposite, is news about the Academic Senate's endorsement of long-awaited online policy recommendations from E-MAT, and on page 3 are the 11 recommendations themselves. Also on page 3, Mary Holmes updates us on the transition from Vista to Blackboard 9.1 as FerrisConnect's course management system. The OTLC's campus-wide faculty initiative this year is the *Online Courses Fair*, advertised on page 9; if you'd like to exhibit one of your online courses at the fair, you'll find out how on page 10. Recently FCTL and the Blackboard 9.1 trainers have been stressing the importance of developing online courses and syllabi that embody the principles of Quality Matters, which is, as Nate Garrelts says in his article on page 6, "the gold standard for evaluating online courses." On page 8, you'll find a list of the Quality Matters standards for online courses.

Nate weighs in for the first time as a faculty member in his article on page 6, sharing an enjoyable introductory activity that helps bridge the interpersonal gap inherent in online classes. One way Jon Taylor bridges that gap is through one-on-one conferences with his online students, and in his article beginning on page 2, he recommends Schedule Once, a software program that automates conference scheduling.

Community college leaders pursuing Ferris' Doctorate in Community College Leadership (DCCL) recently completed the Certification of Online Adjunct Teaching (COAT) program offered through Maryland Online. Robbie Teahen's article about COAT on pages 4-5 includes participants' comments that highlight for us all many of the most important components of online instruction.

In our first meeting of the academic year, the OTLC welcomed new member Steve Fox and promptly gave him two jobs: to be our Recorder and to introduce himself and his views on online in an article for this newsletter. Please read about Steve on page 7. This year we welcome two other new members, Jon Taylor and Eric Warner, and an unofficial member, Erin Weber. The OTLC is an open committee, and we encourage your participation. ∞

~Elaine

Academic Senate Endorses 11 Policy Recommendations for E-Learning at Ferris

On October 3, in regular session, the Academic Senate endorsed all eleven policy recommendations for e-learning at Ferris that the E-Learning Management Advisory Team (E-MAT) had been preparing for about a year. Senator and E-MAT member Theresa Cook made 5 motions, one for each category that subsumes the 11 recommendations, and all 5 were endorsed almost unanimously, with only one opposing vote and two abstentions; three friendly amendments made minor wording changes.

E-MAT members Cook, Spence Tower, and Elaine McCullough had presented the amendments to the Senate during its retreat in August, and Cook and Tower continued to shepherd the recommendations successfully through the Senate endorsement process. The recommendations now go to Provost Erickson for implementation.

The 11 recommendations are on page 3 of this newsletter, and *A Plan for the Next Stage of E-Learning at Ferris*, the report E-MAT wrote in support of the recommendations, can be found at the Academic Affairs website by clicking on *Online Learning at Ferris* and then *E-MAT Recommendations to the Provost*. ∞

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Automated Conference Scheduling with Schedule Once

~Jon Taylor

In a recent newsletter, I wrote about using Adobe Connect Pro web conferencing software to hold conferences with students in my online classes. One burden in this practice is scheduling. I started this summer with 60 students in my online classes, and scheduling and managing that many conferences became a chore. I used FerrisConnect's Groups tool to set up one-person groups with a sign-up sheet. I'd start by creating 75 slots and then manually typing in the time and date for each. It would take a good twenty to thirty minutes or more each time to set up, and it was also time consuming to add more conferences slots later.

What's Out There

For this semester, I researched several online scheduling services to see if there was some way to make scheduling more efficient.

For my choice, the system had to meet most of these criteria:

- Free or inexpensive
- Easy for students to use
- Easy to set up many one-person time slots
- Easy to vary the schedule from week to week
- Output to a conference list I can follow when I am holding conferences
- Allows students to reschedule

A lot of the systems I eliminated for complexity. Most of those were for business and assumed multiple "resources" (i.e. staff) on a regular 9-5 schedule. My schedule changes every week due to meetings and kids in school, etc., and I do conferences with classes every other week. Some systems were for medical practices and had the look, feel, and text of a doctor's office. And a lot were set up for group meetings instead. After I had looked at a lot of systems, a couple stood out: Schedule Thing (<http://www.schedulething.com/>) and Schedule Once (<http://www.scheduleonce.com/>).

Both Schedule Once and Schedule Thing are easy to set up and have a simple interface. Schedule Once is ad supported and Schedule Thing is free for one resource (me). Schedule Thing was originally written for restaurants, so the students would be signing up for "reservations." Table for one, I guess.

Using Schedule Once

Although I liked the cleaner interface and lack of ads better in Schedule Thing, I ultimately picked Schedule Once for one reason: setting up my schedule is much easier. In Schedule Thing, I'd have to set up regular hours and then block out the time I'm not available. Schedule Once links to GoogleCalendar; when I want to set up availability, it loads the calendar and I draw my availability on the calendar with a virtual highlighter pen, so I'm setting up the time I am available rather than setting up the time I'm "not unavailable." In other words, I set up my specific availability rather than start with a general schedule.

Here's how Schedule Once works:

- I set up my availability
- I make the link available to students in my course
- They visit the web site and pick times from a calendar
- The student and I both get a confirmation email
- Schedule Once creates an appointment on my Google Calendar

One of its nice features is that the web address for students is short ([http://meetme.so/\[username\]](http://meetme.so/[username])). Also, after I set up availability, if I later block out unavailable time on Google Calendar, Schedule Once will schedule around it.

In order for it to work as I need it, I have to use Schedule Once in "appointment mode" rather than "meeting mode," which is for coordinating a meeting with multiple people. Also I set up a rule in Lotus Notes to automatically send the email confirmations to a folder so they don't clog my inbox.

There are a couple of drawbacks to Schedule Once. There are ads on the student page, although they are unobtrusive; and there's no way for students to cancel their conferences, although they can just sign up for another one. By using this site, I'm adding an external product to my process as well, so there's no University tech support. Also, even though I start conferences on the half hour and tell it to schedule 30 minute conferences, it offers students some time slots on the quarter hour, so there will be occasional 15 minute gaps. I guess it thinks I need more breaks!

These are minor drawbacks, though, and so far I am pleased with the system. It has made scheduling conferences so much easier that I'm using it for my face-to-face classes as well. Beth Reynolds also started using the system this semester, and we've worked out the idiosyncrasies together.

Update

After I wrote this article, Schedule Once went to a paid model and put Appointment Mode into a "Pro" account for \$49 a year for new accounts.

However, I contacted them and explained what we do and how this might be useful. They offered to let our department have the Pro features for free. They asked that I send them a one-time list of faculty who are signed up.

If you are at all interested in the service, sign up for a free account using your Ferris email, and let me know. They'll change the accounts once I email them the list. ∞

Blackboard 9.1 Project Update

~Mary Holmes

FerrisConnect Learn for fall of 2011 is off to a strong start! We have approximately 200 courses with enrollments that are being run in this new environment for fall 2011, with 60 faculty running at least one course in the Learn environment, and many of them running all of their courses in Learn.

Our goal is to have all online courses in FerrisConnect Learn by fall of 2012. To meet this goal, we are offering many training options. You can sign up for training by logging into MyFSU, and on the Faculty Services tab under the FerrisConnect Channel, choosing Blackboard 9.1 Training - Sign Up Now! Student Training is also being offered the first six weeks of the semester on Tuesday and Thursday from 11:00-11:50 am in FLITE 110. All training information is available on the FerrisConnect page, which also includes both faculty and student support and can be accessed by going to <http://www.ferris.edu/ferrisconnect>. ∞

11 Online Policy Recommendations

Here are the 11 online policy recommendations that E-MAT spent many months in researching and drafting, and then presented to the Academic Senate on October 3 for its endorsement. For details about the process involved in the writing these recommendations, which are now with Provost Erickson for his approval, please go to the Academic Affairs home page and read *A Plan for the Next Stage of E-Learning at Ferris*. Note that the recommendations are organized into five categories.

Student Capabilities and Responsibilities

Recommendation 1: Develop and implement a system whereby each student who registers for a fully online course has demonstrated minimum proficiency in skills required for successful online learning.

Faculty Capabilities and Responsibilities

Recommendation 2: Advance and support faculty effectiveness and instructional quality in online learning.

Recommendation 3: Evaluate the quality of online instruction and develop strategies for continual improvement and enhanced student learning.

Recommendation 4: Create mechanisms for department/college/university-wide faculty collaboration to promote best practices in online learning.

Course/Program Quality Considerations

Recommendation 5: Develop and implement a system of review for course and program quality.

Technology Support

Recommendation 6: Increase the ongoing quality and amount of support for students and staff involved with online learning and technology use in instruction.

Recommendation 7: Enhance communications with students, faculty, and staff about the availability of TAC and IT support services.

Recommendation 8: Promote the ongoing exploration of, and recommend the use of new and existing academic technology.

Planning and Administration

Recommendation 9: Develop an administrative structure that encourages quality and growth of online learning at Ferris.

Recommendation 10: Create a financial model that is sustainable and aligns with the university's strategic plan.

Recommendation 11: Assure compliance with federal compliance guidelines and assure integrity of online systems. ∞

Online Pedagogy Is Different...and It Requires New Learning and Different Skills

~Robbie Teahen

With a goal of crafting a distinctive learning experience for the doctoral students in the Community College Leadership program (DCCL), program staff decided that a rich faculty development experience would help us to achieve our goal. A distinctive feature of the Ferris DCCL program is that cohort members are taught by community college leaders, including several current and former presidents. Learn more about "Our Talent" at <http://www.ferris.edu/ccleadership>. Many of these same faculty did not join the program, having taught online in their past; in fact, many had not taught for several years.

Twelve (12) faculty in the program completed the *Certification of Online Adjunct Teaching (COAT)* program offered through Maryland Online. Two additional faculty members are still completing their assignments. Maryland Online has a long history of providing instruction for faculty members across the country. According to its website, "The course will explore the online teaching and learning environment by introducing online learning principles and instructor competencies. Participants will have the opportunity to experience online learning from the students' perspective, as they explore and master specific competencies needed in order to facilitate their own online course. Topics covered include orienting students to the online learning environment, basic instructional design principles as applied to the facilitation of online courses, self assessment of instructor technical and Learning Management System skills, pedagogical approaches to facilitate online learning, social processes and presence, facilitating online discussions, managing assessment in the online environment, legal issues (ADA, FERPA and copyright), and identifying relevant institutional policies, procedures, and support services. Participants will also develop a plan for their continued professional development." The asynchronous course is conducted over several weeks.

Completing the certification program were **Dr. Cameron Brunet-Koch**, President of North Central College; **Dr. Don Burns**, President Emeritus, Montcalm Community College; **Dr. Laurie Chesley**, Dean of Arts and Sciences at Grand Rapids Community College; **Dr. Diane Chaddock**, Chief Operating Officer at Southwestern Michigan College; **Dr. Darnell Cole**, most recently president of Milwaukee Area Technical College; **Lynne Hernandez**, Student Services Consultant; **Dr. Kathleen Guy**, former Vice President for Advancement at Northwestern Michigan College and Senior Partner, Eaton Cummings Group; **Darby Hiller**, Director of Office of Research and Effectiveness at Northwestern Michigan College; **Dr. Robbie Teahen**, Ferris Associate Provost and Program Director; **Dr. Noreen Thomas**, DCCL Lead Faculty and former Executive Vice President at Edison

College in FL; **Dr. Gary Wheeler**, president of Glen Oaks College; and **Dr. Andrea Wirgau**, DCCL Program Coordinator. See a complete list of Ferris DCCL faculty at <http://www.ferris.edu/htmls/colleges/cpts/ccleadership/talent/faculty.htm>.

Each course taught in the DCCL during the upcoming academic year will have a certified instructor as one of the co-teachers, and by 2012, all faculty teaching in the program will be expected to have completed this certification program that emphasizes effective facilitation of online courses.

Completers were asked to comment on their experience. Representative comments follow.

Cameron Brunet-Koch offers

First of all, the Maryland Online certification class was excellent. I now see my role as the facilitator as opposed to the instructor. After the class I understand the importance of getting students involved right from the very beginning of the course; the involvement is not just the exchange of information between the student and the facilitator (teacher), but also between the students. The online learning environment needs to be nurtured and the students need to know what is expected of them and the class needs to be clearly laid out so the students know the expectations and also know how the class will unfold. The key is to get students engaged in the discussions and to move them to dig deeper into the material.

I also learned the importance of connecting with the students. There are many ways the facilitator can establish connections with and between students. As a result of the Maryland course we added "the hallway" as a place where students could just share info they would ordinarily share walking down the hallway into a classroom. It is important to personalize the online learning experience for the students; when responding, [instructors should] call them by name so the student feels acknowledged. Students also need to know how often they should expect to hear from the facilitator.

One of the articles, "Effective Online Facilitation," indicated that the best way for teachers to learn effective online facilitation is for them to experience the process first hand: they should take a class. I could not agree more. While taking the class I got to experience the challenges of online learning, yet I also got to experience the benefits of the experience i.e., course work done on my schedule, open discussions with my peers, learning from my peers' observations and experiences. (Cont. on page 5.)

Kathleen Guy reports

In my role as facilitator, I now understand that being present without being omnipresent is important to students' feeling as if their learning is noticed, appropriately guided and sufficiently assessed. This will be a balancing act. As I recall one of my classmates saying, "How can I appropriately comment without appearing as if I have something to say about everything?" I think this will be a learned skill that comes through practice.

The role of an online instructor is more highly nuanced than I had ever noticed as an online student or suspected when I enrolled in this course. The sometimes larger-than-life presence of an experienced faculty member or practitioner is muted in the online environment. Online instructors are guiding rather than declaring, encouraging self-discovery rather than siphoning knowledge from teacher to student, questioning more than answering and giving the learners plenty of opportunity to explore a variety of topical tributaries by offering a compass instead of a map.

Gary Wheeler wrote

The value of being a student within an online course was that it brought a touch of reality to the workload, the time required to read and respond to materials presented as well as the number of postings by others. More than the content of the course, the experience of the value of building community through the threaded discussions made me realize how important it was to maintain connections with the group. The experience led me to spend more time establishing and maintaining instructor presence than initially intended. The course provided a grounding for the expectations I have of the time commitments for online instruction and learning. It simply takes a great investment of time and intentionality in both roles for quality learning to take place.

One take away to consider? Spend more time on the front end establishing Instructor presence within the discussion board and providing a role model for the kind of scholarly exchange desired. While it is valuable to spend a lot of time throughout the course interacting with students online, doing so at the beginning is the most critical time frame.

Don Burns observes

The Maryland COAT (Certificate for Online Adjunct Teaching) Program is thoughtful, thorough and right on target. It draws a complete picture of what, why, and how to create a virtual learning community. I particularly liked the way the course links recommended actions to adult learning theory. Although as faculty we each create our own products, you leave this course with a practical process in hand.

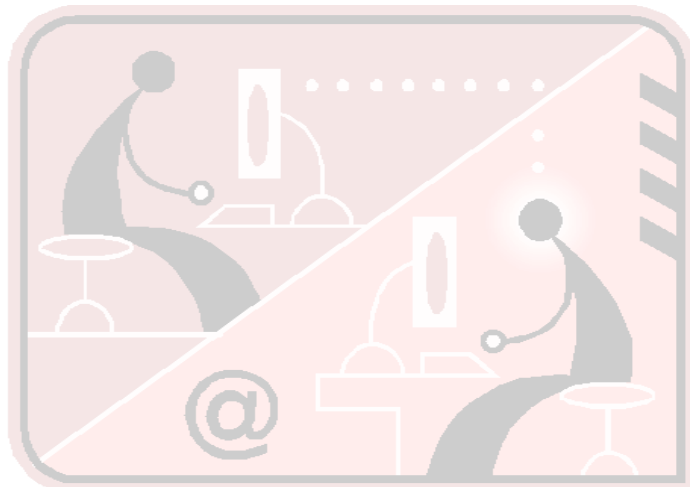
Diane Chaddock concludes

I found the Maryland Online certification program to be very useful. Having never taught or taken an online class, I was a complete novice at online instruction. This course really helped me to understand the online paradigm and the many differences from the face-to-face environment. Off the top of my head, I can think of two (although there are many more) things that I learned that were somewhat unexpected and very valuable. The first was the need to respond to students when they post so that they are acknowledged and know that you are paying attention. The second was the need to build a relationship with students so that they have a sense of who you are as an instructor and you have a sense of who they are as students. I experienced both of these issues from the student's perspective, so their importance was really brought home to me.

I was also somewhat surprised by the complexity and depth of the course pages. It was easy to see how students could get confused about assignments, so one tip that I found valuable was to make an assignment checklist and calendar so that there is never any doubt about what is expected.

We took a "leap" with this requirement and this commitment, but as a result, the program took a giant leap forward. In addition to experiencing online learning, our faculty were sensitized to the unique nature of this delivery medium and built their own community of learners. This faculty group meets just twice per year, and this online shared learning experience created synergy among the faculty who are committed to producing the best possible learning experience for the Ferris DCCL students and furthering the reputation of Ferris State University. Learning does pay huge dividends!

A cohort of 20 Allied Health Science faculty and administrators just completed their COAT offering, and future editions will report on this group's experience. ∞



Gettin' to Know "Me n' All the Gang"

~Nate Garrelts

I began my online classes this semester with the opening clip from *Fat Albert and the Cosby Kids*. Although it would be politically incorrect today, throughout the 70s and 80s the show broke new ground as it took on tough social problems. The opening song especially captures the essence of the show and resonates with me and what I try to achieve in the classroom: "You'll have some fun now with me n' all the gang, learnin' from each other while we do our thang. Nah. Nah. Nah. Gonna have a good time." If our "thang" is meeting course outcomes, the vehicle for doing this is the community of learners. This semester, I made an effort to think more about community and how it supports student learning in my online classes. Community building is essential if we hope to engage, educate, and retain students.

Curiously enough, the 2011-2013 Quality Matters rubric (the gold standard for evaluating online classes) doesn't even touch on the concept of community. Of course, the rubric does award one point each for the student introduction and teacher introduction. Indeed, I have taken and taught several online classes in which students were required to write introductions in a discussion forum or blog during the first week of the term. Though well intentioned, the assignments were often cliché and disconnected from the rest of the course.

So, this semester my work on community building started there. Instead of the standard introduction, I asked students to write a Q&A interview with themselves—an assignment students will come back to later in the term when they conduct real interviews with professionals in their field. Students then had the option of converting their interview into an animated video using ExtraNormal, a task that required them to think about other elements of an interview like setting, clothing, body language, etc. While I will not share links to student work in this article, my sample video can be found at:

<http://www.xtranormal.com/watch/12403810/interview-movies?listid=25200023>.

Most students opted to stick with a written interview. As in the sample interviews they read, students asked interesting and probing questions and gave candid answers. We learned of victories, tragedies, and lifetime supplies of candy. Because students were approximating their speaking voice, the results also seemed more natural than other introduction activities I have assigned. A few adventurous students made videos. The results were both engaging and memorable. One student in particular opted to use her real recorded voice instead of the computer generated voices provided on the ExtraNormal website. As her character waived her arms around on an interviewer's couch, we could actually hear the enthusiasm in her voice. No one in the class could doubt student's passion for the television show *Hell's Kitchen*.

In face-to-face classes we have the luxury of chatting with students before class, just as students have the luxury of chatting with one another before, during, and after class. In face-to-face classes we see one another smile, hear one another laugh, and support one another verbally and non-verbally through shared challenges and triumphs. Unfortunately, in online classes, where the vast majority of interaction is asynchronously typed and submitted to forums, blogs, and links, this type of subtle interaction building just isn't there. While a supportive tone and regular responsive communication from an online teacher and other students can go a long way to make a student feel connected, there is still a huge interpersonal gap. What I like about my new introduction activity is that I was able to bridge this gap some without sacrificing instructional time toward meeting course outcomes, which I hope moved us a little closer to building a strong learning community. We also had a little bit of fun. Hey. Hey. Hey. Hey. ∞

Best Practices Wanted

~Jody Ollenquist

Do you have a technology-based class activity, assignment, tool, course design element, grading practice, tutorial, procedure or other pedagogical item that works really well? Do you know of a great techno-activity a colleague uses in a face-to-face, blended, or online course? The OTLC needs your contributions to build a repository of teaching-with-technology resources within the Lang & Lit FerrisConnect site to share innovative teaching ideas across the department.

Submit activities as files (Word, PDF, HTML), screen captures, Tegrity videos, or whatever other format works for the particular material. To submit an item of your own, nominate a colleague to submit one, or request a specific resource you'd like to see included, just e-mail Jody Ollenquist (ollenquj@ferris.edu). ∞

About the OTLC

The 2011-12 members of the Online Teaching and Learning Committee are Jon Taylor, Chair; Steve Fox, Recorder; Jody Ollenquist; Roxanne Cullen; Elaine McCullough; Eric Warner, and Linda Sherwood. The OTLC is an open committee and welcomes department members who wish to participate. An unofficial member this year is Erin Weber.

The mission of the Online Teaching Committee is to promote and facilitate online teaching within the Department of Languages and Literature, act as a resource for best practices, support the use of online technology in the classroom, develop policy guidelines for offering courses online, and represent the department's online interests to other University bodies.

We meet at 11:00 am on the third Thursday of the month, publish a newsletter twice a semester, and host department workshops and campus-wide activities related to online instruction.

About Our Recorder

~Steve Fox

I join the Online Teaching and Learning Committee as more of a learner. Like many of you, my online teaching experience is minimal. In fact, it is surely less than some of yours. I have taught one fully online course at Ferris. I have conducted far more mixed-delivery formats, including one this semester. I changed over two journalism courses that were previously fully online to now include mixed delivery with weekly or bi-weekly classroom meeting times. While I value the online experience, I have found that my teaching style combined with the areas I teach are more successful when I have at least some face-to-face contact. The more I teach, the more I believe that is a situation unique to each person and just as importantly to each course.

In some ways, I might be considered a poor candidate for this committee. I am a strong believer in those intangibles that enhance face-to-face teaching. Without them, I would not be as effective with students. However, I'm not a pessimist in regard to online teaching. I am equally as strong a believer in the ability to utilize the tools available to us to teach effectively in many formats. I have learned from my interactions with fellow faculty and many students that online formats are often most effective. That said, I join the committee with possibly a different lens in place from those who have extensive course loads based in online teaching. It is not an opposing viewpoint.

In terms of utilizing Ferris Connect, and Blackboard 9.1 as I continue to learn about the pending changeover, my experiences date to teaching courses at Grand Valley State University and Grand Rapids Community College. In both positions, I used Blackboard-based programs to enhance my courses as I continue to do here at Ferris. I have used it as a simple communication tool at times, while at others as a primary platform for exchanging ideas, providing a means for communication, and keeping a course engaged in material. I consider myself capable with the tools, but not fully engrossed in all the possibilities they present to an instructor. I hope to continue to learn more and better ways to utilize the tools of Ferris Connect to make my classes better for students. ∞

About the OTLC Newsletter

L and L on Line is published twice a semester by the Online Teaching Committee of the Department of Languages and Literature, Ferris State University. Its purpose is to keep members of the Department apprised of issues affecting our online teaching. Your contributions and suggestions are welcome. The editor is Elaine McCullough, ASC 3077, x5875, mcculloe@ferris.edu.

Quality Matters!

How well do your syllabus and online course stack up to the Quality Matters standards below? Teresa Ragland states that in Allied Health, faculty syllabi are checked for compliance, and Bea Griffith-Cooper of FCTL is ready to answer any questions you may have about making sure your online courses meet these important standards. For the complete rubric and additional information about the Quality Matters program, go to www.qmprogram.org.

- 1.1 Instructions make clear how to get started and where to find various course components.
- 1.2 Students are introduced to the purpose and structure of the course.
- 1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are stated clearly.
- 1.4 Course and/or institutional policies with which the student is expected to comply are clearly stated, or a link to current policies is provided.
- 1.5 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.
- 1.6 Minimum technical skills expected of the student are clearly stated.
- 1.7 The self-introduction by the instructor is appropriate and available online.
- 1.8 Students are asked to introduce themselves to the class.
- 2.1 The course learning objectives describe outcomes that are measurable.
- 2.2 The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.
- 2.3 All learning objectives are stated clearly and written from the students’ perspective.
- 2.4 Instructions to students on how to meet the learning objectives are adequate and stated clearly.
- 2.5 The learning objectives are appropriately designed for the level of the course.
- 3.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.
- 3.2 The course grading policy is stated clearly.
- 3.3 Specific and descriptive criteria are provided for the evaluation of students’ work and participation and are tied to the course grading policy.
- 3.4 The assessment instruments selected are sequenced, varied, and appropriate to the student work being assessed.
- 3.5 Students have multiple opportunities to measure their own learning progress.
- 4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives.
- 4.2 The purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.
- 4.3 All resources and materials used in the course are appropriately cited.
- 4.4 The instructional materials are current.
- 4.5 The instructional materials present a variety of perspectives on the course content.
- 4.6 The distinction between required and optional materials is clearly explained.
- 5.1 The learning activities promote the achievement of the stated learning objectives.
- 5.2 Learning activities provide opportunities for interaction that support active learning.
- 5.3 The instructor’s plan for classroom response time and feedback on assignments is clearly stated.
- 5.4 The requirements for student interaction are clearly articulated.
- 6.1 The tools and media support the course learning objectives.
- 6.2 Course tools and media support student engagement and guide the student to become an active learner.
- 6.3 Navigation throughout the online components of the course is logical, consistent, and efficient.
- 6.4 Students can readily access the technologies required in the course.
- 6.5 The course technologies are current.
- 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.
- 7.2 Course instructions articulate or link to the institution’s accessibility policies and services.
- 7.3 Course instructions articulate or link to an explanation of how the institution’s academic support services and resources can help students succeed in the course and how students can access the services.
- 7.4 Course instructions articulate or link to an explanation of how the institution’s student support services can help students succeed and how students can access the services.
- 8.1 The course employs accessible technologies and provides guidance on how to obtain accommodation.
- 8.2 The course contains equivalent alternatives to auditory and visual content.
- 8.3 The course design facilitates readability and minimizes distractions.
- 8.4 The course design accommodates the use of assistive technologies.

Source: http://www.qmprogram.org/files/QM_Standards_2011-2013-3.pdf

Come to the ONLINE COURSES FAIR!

You are cordially invited to the Online Courses Fair
Friday, October 28, 3:00-5:00 pm
ASC 1006, 1008, and environs

Who Will Benefit from Coming to the Fair?

- Ferris faculty who teach online and want to see how colleagues set up their courses.
- Ferris faculty who don't teach online and want to know what happens in online courses.
- Administrators who want an overview of the changes now occurring in online at Ferris.
- Education students who want to learn about online instruction.

What will I do at the fair?

- View the online courses of a number of Ferris faculty
 - Share teaching ideas and discuss online issues with colleagues
 - Learn from area experts about these timely issues at Ferris:
 - The Transition to *Blackboard 9.1*
 - E-MAT's *11 Online Policy Recommendations*
 - The New *Atomic Learning Modules*
 - The *Online Instructor Certification Process*
 - *Quality Matters*
 - Stroll the exhibits eating snacks provided by Academic Affairs
 - Participate in drawings for door prizes provided by the Faculty Center for Teaching and Learning
-

The *Online Courses Fair* is a faculty initiative of the Online Teaching and Learning Committee of the Department of Languages and Literature. Co-sponsors are Academic Affairs and FCTL.

Would You Like to Exhibit Your Online Course at the Fair?

Exhibiting your online course is easy. You will have a computer (or you may bring your own laptop and be given table space) on which you will display the home page of one of your online courses. The experience will involve discussing your course with fair goers, showing one or two of your favorite parts of the course, and providing fair goers a one-page handout about yourself and the course. Staff will be available to relieve you at your computer so you may join the fair goers and explore the other Ferris online courses that are on view.

You will receive a certificate of participation from Academic Affairs, one of the fair's sponsors. A photographer will be on hand, and exhibitors will be featured in an upcoming issue of the Academic Affairs newsletter. Academic Affairs will also provide snacks—all the way from fair food to *hors d'oeuvres*! The Faculty Center for Teaching and Learning, another fair sponsor, will staff a booth where you can find out about the Online Instructor Certification process. Other booths will focus on important online projects, such as the transition to Blackboard 9.1. The *Online Courses Fair* is a faculty initiative of Languages and Literature's Online Teaching and Learning Committee (OTLC), and we encourage you to accept our invitation.

If you would like to exhibit one of your courses, please email Elaine McCullough (mcculloe@ferris.edu), who will provide further details about exhibiting your course and answer questions you may have about the fair. ∞



Excerpts from Two Articles That Appeared in the September 2011 NEA Higher Education Advocate

From "Success of Online Programs"

- Preparation for online courses is key to success as [instructors] must move from a "sage on the stage" to the "guide on the side," who provides students with the learning materials and remains present to facilitate the learning process.
- The most successful institutions...provide faculty with development opportunities related to teaching online and, most importantly, with an instructional designer who can assist them in how to best provide students with the materials they need to be successful.
- The students, as well as the faculty, need to be prepared in order to thrive in the online environment.
- Our goal should be to meet all the course outcomes and objectives regardless of the course offering—face-to-face, "hybrid," or online.

-Timothy A. Brannan, Ph.D.,
Professor of Education Technology
Central Michigan University



From "Meet Your Students Where They Are: Social Media"

- Data recently collected...shows that college students spend an average of one hour and 40 minutes per day on Facebook.
- Research indicates that outside of stopping by the students' residence hall or running into them at coffee shops and discussing course content, there is not another method that is as ubiquitous, cost-effective, or engaging as co-opting emerging social media like Twitter to enhance student-student, student-faculty and student-content engagement outside of class.

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