

Teaching Online with Moodle

Instructor Handbook

INTRODUCTION

Rationale

The faculty of SUNY Cobleskill provides learning environments for a diverse student population. Over the last decade, the college has offered different classes using an asynchronous course delivery format to provide instruction online for students who are unable to attend in the traditional classroom setting. During this ten-year period, faculty and the instructional support staff have increased the options and improved the techniques used for online education. This handbook explains the options faculty now has for delivering instruction using online technologies.

Handbook Goals and Objectives

This handbook is intended to provide guidelines for both who are teaching online courses and who are planning to teach in the near future. It covers topics like; online teaching policies, techniques, procedures, and best practices. The handbook also answers questions about online course design and management. Specifically the handbook:

- Provides general information about online education
- Identifies misconceptions regarding online teaching and learning
- Lists online teaching policies and procedures
- Introduces various services and support for online courses
- Offers suggestions and advice for online course design

I. General Information about online education:

1. Definitions

Online education or distance education is the term that's used to describe courses in which teaching and learning are taking place over the Internet. Two most popular course formats are fully online and hybrid/blended. Fully online courses refer to the courses that are offered completely through the Internet using a Learning Management System (LMS) asynchronously or semi-synchronously. Hybrid/ Blended courses require some level of campus contact hours, 10% to 50%. Online courses at SUNY Cobleskill are carried out on Moodle, a LMS.

It is a web-based program that allows instructors and students to conduct course work and communicate with each other online.

2. Common misconceptions for online teaching and learning:

- *The interaction medium for online teaching is less effective than the classroom.*

It's no doubt that the traditional teaching and learning format cannot be exactly replicated in an online learning environment. Instructors will not have the benefit of social contact with students when they teach an online course. The students' facial expressions and body language that faculty see in a classroom are missed online. However, many activities common for online courses that cannot be reproduced in a traditional classroom should even out these disparities. For example, it may be easier for an instructor to host a discussion or a blog online that involves every single student, while in classroom settings, there are always students who are reluctant to discuss in front of their peers. Moreover in the traditional classroom, limited time is always a problem for including all students in a discussion. The online teaching environment provides instructors with new ways of engaging and managing students' learning, such as the real-time assessment, monitoring students' progress with individualized feedback, adaptive learning activities, and other interactive learning tools. Most importantly, online learning increases schedule and geographic flexibility for both instructors and students. When online courses are well designed, both student satisfaction and measured learning can perform at levels comparable to even the most successful campus courses.

- *Online teaching is merely a duplicate of traditional classroom teaching*

Many would think, "I've been teaching the course for many years and can easily reproduce it into an online course". Yes, a lot of classroom teaching and learning activities can be adopted into an online learning environment. However, good practices require instructors to make changes and modifications for the course to function effectively online. Designing an online course requires that instructors create the whole course in a new way to meet your online students' need. Online teaching involves using technology to deliver knowledge, interact with students, and assess learning outcomes in a different way. Although the technology does not replace the art and skill required for good teaching, it requires instructors to develop new teaching skills in order to produce a new art of teaching.

- ***An online course is easy to teach.***

As an instructor, you might consider online teaching implies self-paced class activities that the instructor only needs to monitor students' performance by delivering course materials, collecting assignments, and grading papers and tests. However, the real online teaching practice is not that simple. Teaching online requires instructors to change their teaching philosophy and style. You are no longer the 'sage on the stage' but a facilitator monitoring the class behind the scene. It takes time and effort to feel comfortable with this role change. Instead of teaching students through face to face interaction, you have to set up an online presence and relationship with your students through online social networking. Walking around the classroom lecturing, asking and answering questions will be replaced by teaching the class by posting text, audio, and video files and managing online discussion in an asynchronous or semi-synchronous learning environment.

- ***Online courses are easy to take.***

Many students might consider taking a class over the Internet is easy because they have complete freedom to work on assignments. Some even consider it as an independent study that does not require interaction with other classmates. There is an expectation that the instructor will "teach" everything needed, including all the computer and Internet application skills. Some students will even assume that material needed for the class will all be online too and that they will not need to read a textbook. To clear these misconceptions and prepare students for an online course, instructors need to state and explain the course requirements clearly so students understand what is expected if they decide to take the course online. The technology skills and time commitment are the first to consider. It's important to emphasize to students that efficient time management practices, self-motivation and anti-procrastination strategies are important factors that determine the successful completion of the course.

- ***Online teaching is not for me because there is no support***

Here is the list of campus online support and resources for teaching and learning online:

The Office of Online Education organizes workshops and seminars frequently before and during each semester on topics of course designing and

technology application. Online courses are offered on Moodle. Contact Vincent Basile at BasileVM@cobleskill.edu at 518-255-5849 for more information. Basic tutorials of Moodle are posted on home page for both instructors and students. To learn more about the Moodle, you can contact [the ITS Helpdesk](#) to schedule individual assistance. The ITS Helpdesk is the on campus technology help center located in Warner Hall 023. Technology support staff there provides assistance with all technology application problems on campus. Off campus, you can login a case at the Tech Support site: <https://helpdesk.cobleskill.edu/helpdesk>, call the Helpdesk at 518-255-5800, or send an email to Helpdesk@cobleskill.edu. Other information is posted on their website at: <http://www.cobleskill.edu/information-technology/>.

Library: On library's main page, <http://www.cobleskill.edu/library> you'll find links to the information for online references and student support. If you have questions, contact the Library at 518-255-5841 or Library@cobleskill.edu.

Online resources: Many online teaching professionals develop and publish their work and experience online. This information is free, online, and easy to use. For example, this site provides very helpful online teaching strategies:

<http://www.ion.uillinois.edu/resources/tutorials/pedagogy/instructionalstrategies.asp>. This site contains resources for designing Blended courses: <http://blended.online.ucf.edu/>
Resources from the National Center for Academic Transformation: <http://www.thencat.org/>

Printed support: Library has popular books to prepare you as an online instructor. The list of the books is at the end of this handbook.

There are journals for discussing current trends and issues regarding on online teaching and learning: http://www.vcu.edu/cte/resources/OTLRG/07_04_Journals.html

Peer professors: Faculty members who have experience with online teaching could help one-on-one or offer workshops periodically.

II. Academic Policies

1. Online courses, either hybrid/blended or 100% online should be identified and defined clearly in the college catalog on Banner just like classroom courses. The delivery mode for a section of a given course may not be changed once it has been published by the Registrar's Office so that students have the class format they choose.
2. Online course attendance is defined as active participation in the course and should be described clearly in the individual course syllabus. Instructors should document students' attendance by their submission/completion of assignments within the course including discussions, written assignments, quizzes/tests, and communication with the instructor.
3. Online courses, either hybrid/blended or 100% online will be assessed for effectiveness using the same guidelines as the traditional courses.
4. Online courses, either hybrid/blended or 100% online are expected to use the same standards of academic integrity as traditional courses. Issues of academic integrity should be addressed on the syllabus and discussed with online students at the beginning of the class.
5. The class size for online courses, either hybrid/blended or 100% online will be determined through a consultative process that includes Deans, department chairs, and faculty. Class sizes may be revised on a case-by-case basis following experience with course delivery.
6. Anyone viewing course material must obtain permission from the faculty member. The college administrative personnel may have access to online course material provided they advise the faculty member in advance.
7. It is required to post on Moodle, a detailed syllabus that clearly describes the course policies and expectations, as well as any special hardware or software requirements.
8. Ownership of Course Materials: Course development must be the original work of the faculty member. Whenever or wherever copyrighted material is incorporated, it is the faculty member's responsibility to secure permission to use the copyrighted work and to abide by the copyright policies set forth by the College.

Ownership of the intellectual property for any course resides with the individual who developed the course, pursuant to the Copyright Policy (Title J, section 2) of the Policies of the Board of Trustees of the State University of New York.

9. Online courses should be designed in accordance with college policies on ADA compliance. Resources on the policies and information on providing online services for students eligible for accommodative services are provided via the Access ABILITY Resources (AR) Office

located in CASE. Faculty is encouraged to consult with staff at AR for specific questions related to ADA compliance in online courses.

10. Online teaching faculty have a choice to complete OTAC, a short course, sponsored by the provost office and offered by Dr. Jiang Tan, Director of Online Education and Faculty Development. At OTAC, you'll get a better understanding of the online pedagogy, learn best practices of online teaching, communication techniques with online students, and how to use technology tool in addition to features of the Course Management System.

11. Online course approval process:

A faculty member who plans to design a new online course, either hybrid/blended or 100% online, or to re-design a traditional course for either of these modes of delivery should do the following:

- 1) Present a written proposal to the department.
- 2) Discuss the course content, course attribute designation, qualifications, and number of instructors able to teach the new course between the designer and other faculty members in the department. The faculty member should also address the frequency with which the course will be offered (e.g. every fall, every other year, or summer, etc.)
- 3) Forward the approved written proposal to the respective dean for review
- 4) Submit the approved proposal to the Curriculum Committee for review
- 5) Submit the approved proposal to the Provost to determine if the request should be supported by a stipend during the development or the first time delivery phase.

Requests for approval for new online courses that will be reviewed by the Office of the Provost and must be presented in writing with:

Goals and objectives for the course

- Proof of expertise in technology integration such as using communication tools with students, using online instrument for assessments, using digital drop box and discussion forum and online grading and comments, and implementing audio/video files to online courses.
- Proposed delivery semester

Timeline for submitting the written proposal to the Curriculum Committee:

Courses offered in the Wintersession need to be submitted for review by October 15.

Courses offered in the spring semester need to be submitted for review by November 1.

Courses offered in the summer sessions need to be submitted for review by March 15. Courses offered in the fall semester need to be submitted for review by April 1.

III. Getting Ready

1. To-Do list before you make the decision

<i>Prepare Yourself before Teaching Online</i>		<i>What are the Options</i>
<input type="checkbox"/> Yes <input type="checkbox"/> No	1. Take an online class yourself	<ul style="list-style-type: none"> • Take a course in your subject area. • Attend a workshop given by Online Education. • Attend an online teaching training course offered by Online Education.
<input type="checkbox"/> Yes <input type="checkbox"/> No	2. Explore resources for teaching and learning online	<ul style="list-style-type: none"> • Find books or journals in the library. • Consult librarians for advices on resources • Consult Vincet Basile or Jennifer Weingarten for advice on technology resources
<input type="checkbox"/> Yes <input type="checkbox"/> No	3. Familiarize yourself with Moodle and some Web 2.0 tools.	<ul style="list-style-type: none"> • Attend Moodle workshops • Integrate Moodle features to your on campus classroom teaching • Experiment with Web 2.0 tools, such as Office 365 on your traditional courses.
<input type="checkbox"/> Yes <input type="checkbox"/> No	4. Explore possibilities from a publisher	<ul style="list-style-type: none"> • Contact your textbook publisher • Use online instructor materials
<input type="checkbox"/> Yes <input type="checkbox"/> No	5. Find Internet resources for your class use	<ul style="list-style-type: none"> • Online database for your subject • Websites • YouTube Videos

2. Check list for online teaching readiness

<i>DONE?</i>	<i>What Is Involved in Online Teaching?</i>	<i>What are the Options</i>
<input type="checkbox"/> Yes <input type="checkbox"/> No	1. Decision on teaching a full online course or a blended course	<ul style="list-style-type: none"> • Full online course-Freedom of location and time. • Hybrid/Blended online course-some contact hours on campus, 10-50%.
<input type="checkbox"/> Yes <input type="checkbox"/> No	2. Time required for developing an online course	<ul style="list-style-type: none"> • Learning the technologies required • Organizing material • Posting material on Moodle • Integrating existing online materials • Designing quizzes and exams
<input type="checkbox"/> Yes <input type="checkbox"/> No	3. Time required for teaching the online course	<ul style="list-style-type: none"> • Communicating with students • Responding and grading discussion forums • Grading other papers and assignments
<input type="checkbox"/> Yes <input type="checkbox"/> No	4. Timely feedback	<ul style="list-style-type: none"> • Emailing students • Commenting on assignments, quizzes, and exams • Posting grades online
<input type="checkbox"/> Yes <input type="checkbox"/> No	5. Technology skills required	<ul style="list-style-type: none"> • Using Moodle tools • Using MS Office programs • Applying campus email • Integrating Web 2.0 tools • Using or making audio/videos files • Creating and Editing graphics

IV. Getting Started

1. New online course application

Check the online course approval procedures and deadlines before you turn in the written proposal to your department for approval.

2. Online Course Organization

Before the Semester Begins	
Good Practices	A Word to the wise
Schedule time to develop your course	<p>No matter how you design a new course online or redesign your regular classroom course into an online version; you cannot simply post face-to-face teaching elements to your class on the Moodle.</p> <p>Developing an online course needs a lot of time. Normally it takes 100-150 hours to prepare a new online course.</p>
Attend training workshops on Moodle and other technology applications	<p>Check the training workshops on the ITS Workshop course in Moodle to find a training section you need. You can also call 518-255-5849 or 518-255-5889 for questions or to schedule individual assistance.</p>
Review course materials	<p>Textbooks are crucial for any course. In addition to your experience with selecting textbooks for your face-to-face course, you need to spend time reviewing the online resources provided by the publisher. Can you easily access and adopt the test bank provided by the publisher? Can you easily import supplementary materials into your online course?</p> <p>Here are websites for online resources:</p> <p>Merlot http://www.merlot.org/</p> <p>Publisher site Prentice Hall Media Central http://www.prenhall.com/demo</p> <p>Video material site Khan Academy “Watch to create a Khan Academy class. Practice. To learn almost anything for free.”</p>

Let the campus know your new course	Announce your new online course on both employee and student SharePoint site. Post a short course description, and some major requirements.
Check with campus support resources for online students and promote these in your class	Discuss your course with staff in the Library and the Help Desk at ITS to find out what services they provide and how your students can reach them. Inform your students of the resources in your welcome letter, in the syllabus, and course announcement. To make it convenient, post a page on Moodle with the contact information of these offices.
Compose a welcome letter for your online students	<p>It's a good idea to email students a welcome letter that includes the syllabus, Moodle URL/link, log-on information, a brief introduction of the Moodle, a link to the Moodle tutorials. You may emphasize in the letter the importance of self-motivation, time management and technology skills required. Introducing some time management skills would be helpful.</p> <p>Important sites:</p> <p>Moodle: http://moodle.cobleskill.edu</p> <p>Tech Support: https://helpdesk.cobleskill.edu/helpdesk/</p>
During the Semester	
Good Practice	A Word to the Wise
Communicate effectively with students online	<p>Communication is very important for the success of any online teaching. The following are the tools to help you connect with your students easily:</p> <p>Email: Use Outlook, Moodle messaging, or Moodle Quickmail.</p> <p>Moodle Announcement blog: can be used to keep students well informed of course activities</p> <p>Moodle Calendar can be used as reminders of course assignments due dates</p>

	<p>Moodle Discussion Forum can be used for introduction and Q & A sessions. You can send emails through discussion forum too.</p> <p>Moodle Drop Box can be used to collect students written assignments. The TurnItIn Drop Box can help prevent plagiarism.</p> <p>Moodle Messenger either in the Moodle or free web based chat room can be used for online office hour.</p> <p>Blogs for students to reflect on what they learn.</p> <p>Wiki for collaborative learning, a dynamic tool for the interaction between students or between instructor and students.</p>
Deliver your course materials effectively online	<p>Just as traditional classroom teaching, it's important to organize your online course materials effectively to create an easy navigation for students</p> <p>Organize files in sequence, important file first, and set up an easy pattern for students to follow.</p> <p>Categorize contents by blocking materials into chunks of information.</p> <p>Use simple technology tools so that students can focus on course content.</p> <p>Use colors and graphics to design your course visually.</p> <p>Use audio and video materials for online classes.</p> <p>Tips: choose MP3 for audio files for easy access and download. Embed a video file on the Moodle rather than linking to the website.</p>
Organize class discussions effectively online	<p>Variety is the spice of discussion topics</p> <p>Threaded discussion on an sensitive course content;</p> <p>Use Discussion Forum for debate, for questions and answers, for group presentation, and for individual reflections.</p> <p>Tips: when you create a discussion forum, set up the gradebook for the forum. Short forum titles work better.</p>
Arrange Course activities: quizzes and tests should be designed to foster and test	<p>Instructors can carry out course activities through Discussion Forums, Emails, Drop Box, Blog, and Wiki</p>

<p>one or more of the following competency areas:</p> <ol style="list-style-type: none"> 1. Critical thinking 2. Identifying, analyzing, and evaluating arguments and problems as they occur in their own work or the work of others; and developing well-reasoned arguments and solutions 3. Oral and written communication 4. Produce coherent texts within college level writing norms and being proficient in oral discourse <p><i>-Recommended to the SUNY Cobleskill Curriculum Committee, Nov. 4, 2010</i></p>	<p>Two ways for online courses testing: proctored and self- monitored online test. The good practice is:</p> <p>Proctored test: instructors set up rules for the test, such as criteria for proctor and detail testing information including requirements for time and location</p> <p>Online test is designed ahead of time using the Moodle's Assessment tool. Set up the gradebook when creating the online test for auto-grading. Set up interaction time. Randomize test items and answers. If you randomize answers, do not employ answers such as ‘All above’ or ‘None of the above’ . Deliver one question at a time rather than all the test questions at once.</p>
<p>Grade assignments and provide feedbacks on time</p>	<p>Post grades and feedback within 24 hours. Specify in any means when students will expect their grades after each quiz or test and where they can find their grades. Keep your promise! Students appreciate consistent and timely feedback.</p>
<p>Conduct surveys for course evaluation to find out what works and what doesn't</p>	<p>Conduct a survey at the beginning of the semester to learn where your students are. It helps instructors adjust instructions to take students to where they should be at the end of the course. Conduct the survey at the end of the semester to find out if students have reached the goal and objectives the</p>

so as to make adjustment accordingly	instructor initially setup. The survey results will also help improve the instructor.
General Course Display on Moodle	
A week before semester begins, you need to	
Good Practice	A Word to the Wise
Send out welcome letter	It's a good idea that instructors email students a welcome letter a week before class starts so that students know what to expect and instruct students to access Moodle to test their accounts. Encourage students to review the Moodle basics before class begins.
Post a welcome announcement on the Moodle	Put up a welcome announcement before the first day of the class and be sure to include the road map of your online course, which will help students easily locate information such as assignments, their due dates, and grades.
Upload Syllabus	Post the syllabus on the top of class materials. Make a link to the syllabus in your announcement for easy access. If the syllabus is short, post it in your Moodle course, otherwise add it as an attached file. Make the online syllabus personal by adding photos of the instructor, office, campus, or any others relating to the subject.
Set up the Course Calendar	Make good use of the Moodle calendar to remind students of assignment due dates, test time, location; length for quizzes and exams; special events or projects. Students can also add their own reminders on the calendar.
Complete Gradebook setup	Set up gradebook before semester begins through Gradebook Management. For easy navigation, create a link in the announcement so that students are prepared on day one. Reset Drop box and discussion forum accessing time.
Post Course Resources	Add a folder for external resources such as links to websites, embedded YouTubes to better organize course materials.
Post a Discussion Forum for Discussion	First Discussion Forum for introduction. Students feel more connected when the instructor posts a short bio with his/her photo(s) in the discussion topic area. It's necessary to set some rules for the discussion forum such as preferable writing styles, choice of vocabularies, and length of the writing.

<p>Label Tabs for course materials</p>	<p>Add a label to define a Tab no matter you call it Modules, Weeks, or Chapters.</p> <p>Make it clear in the syllabus the day and time the assignments will open for access. It's always a good idea to remind students in different locations the starting and ending time of each assignment.</p> <p>Timing the accessing period will help students to manage their time more efficiently.</p>
<p>Post links and phone numbers for students to get support</p>	<p>Online Education Support: Phone Number: 518-255-5849 or 518-255-5889</p> <p><u>ITS Helpdesk: https://helpdesk.cobleskill.edu/helpdesk/</u></p> <p>Phone Number: 518-255-5800</p> <p>Library: <u>http://www.cobleskill.edu/library/</u>;</p> <p>Bookstore for textbooks: Phone# 518-255-5227 <u>https://cobleskill.ecampus.com/</u></p>

V. Assessment and evaluation:

Online courses will be aligned with on-campus courses regarding student's learning outcomes and course assessments. There is no one proper way for a student to demonstrate learning. A variety of assessments is important for accurate evaluation of students' progress. Try the following assessment techniques in your online course:

- Use Drop Box or Discussion Forum for peer evaluations
- Design online practice quizzes for self-evaluations. Create a link to the gradebook when you design a quiz so that students can get grade and immediate feedback as soon as they submit the quiz.
- Use Drop Box or Discussion Forum for written assignments, reports, reflections, and group project.
- Online quizzes and examinations.
- Plan and monitor proctored tests. With the online course setting, you really want to limit the number of proctored tests. It's important to inform students ahead of time of the rules and criteria for the test to prepare students early.

Sample rubric for student participation in online discussions:

Assessing Effectiveness of Student Participation in Online Discussions

Category	1	2	3	4	POINTS
Promptness and Initiative	Does not respond to most postings; rarely participates freely	Responds to most postings several days after initial discussion; limited initiative	Responds to most postings within a 24 hour period; requires occasional prompting to post	Consistently responds to postings in less than 24 hours; demonstrates good self-initiative	
Delivery of Post	Errors in spelling and grammar evidenced in most posts	Errors in spelling and grammar evidenced in several posts	Few grammatical or spelling errors are noted in posts	Consistently uses grammatically correct posts with rare misspellings	
Relevance of Post	Posts topics which do not relate to the discussion content; makes short or irrelevant remarks	Occasionally posts off topic; most posts are short in length and offer no further insight into the topic	Frequently posts topics that are related to discussion content; prompts further discussion of topic	Consistently posts topics related to discussion topic; cites additional references related to topic	
Expression Within the Post	Does not express opinions or ideas clearly; no connection to topic	Unclear connection to topic evidenced in minimal expression of opinions or ideas	Opinions and ideas are stated clearly with occasional lack of connection to topic	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic	
Contribution to the Learning Community	Does not make effort to participate in learning community as it develops; seems indifferent	Occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group	Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely	Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic	
				Total	

Adapted from Edelstein, Susan and Jason Edwards. "If You Build It, They Will Come: Building Learning Communities Through Threaded Discussions." Available at <http://www.westga.edu/~distance/ojdl/spring51/edelstein51.html>.

VI. Issues to be addressed

<p>How can the integrity of the course be maintained?</p>	<p>Academic dishonesty such as cheating or plagiarism might be more difficult to avoid in an online learning environment than in a face to face classroom. However, there are strategies to minimize this misconduct in an online course:</p> <ul style="list-style-type: none"> • Require students to turn in a project report one stage at a time. • Ask students to submit a paper in drafts. • Require student to work on projects that can relate to their own experiences, if possible. • If proctored test is not an option, deliver online test one question at a time, limit test taking time, randomize a test from a big test pool. For more strategies, check <u>Prevent Cheating</u> .
<p>How to teach students that plagiarism is wrong?</p>	<p>The Internet, in many ways, makes plagiarism easier because it's easy to copy and paste others ideas and opinions as one's own.</p> <p>To avoid plagiarism, make it clear to students that they must give credit whenever they quote from someone's actual spoken or written words</p> <ul style="list-style-type: none"> • use another person's ideas, opinions, or theories in an assignment or essay • make use of pieces of information, such as statistics, graphs, drawings, that are not common knowledge • paraphrase another person's spoken or written words <p>Tell students to upload their writing project to the TurnItIn Drop Box to check whether they quote other people's idea or options properly.</p>
<p>Technology problems</p>	<p>It's hard to prevent or predict technology problems. Therefore, it'll be very helpful that instructors inform students early how to face these problems and the rules of exceptions when the delay of turning in an assignment is caused by a system problem.</p> <ul style="list-style-type: none"> • Set up an optional email contact list in case the Moodle or Outlook email is down. • Ask students to contact Helpdesk with their email problems and the Moodle problems.
<p>Strategies for encouraging students to keep up with the work</p>	<p>Managing time can sometimes be difficult for both the instructor and students in an online learning environment. One of the major causes for students to drop out or fail the online course is procrastination.</p> <p>Instructors first are encouraged to make the time commitment to the course by checking the class activity at least 4 days a week and at least one hour a day, provide timely feedbacks especially when posting grades, make it clear to the students that it is important to be on schedule and remind them the due time for each assignment in different places.</p>

<p>Effective communication</p>	<p>In the online teaching environment, an instructor most of the time, conducts one-to-many communication without the benefit of visual cues such as facial expressions, eye contact, shaking or a nodding head. This challenge requires that the instructor adjust their communication techniques:</p> <ul style="list-style-type: none"> • Make your first discussion post informational not only about the course but also yourself and what you expect. • Ask students to do the same. This first communication may reveal if students are having difficulty understanding how to post or reply to a message. • Carefully prepare questions in advance to get students actively involved. • Provide a summary of the discussion before moving on to a new question. • Switch from one-to-many to one-to-one communication format by sending emails to individual students for sensitive topics • Using live conference or synchronous chatting to get to know each other.
<p>Strategies for improving retention and student performance in online classes</p>	<p>There are many reasons for students to quit an online class. Some students quit because they have unrealistic ideas about the time commitment of an online class; others lack time management skills and self-motivation. Many students quit because they lack access to or skills in the technology required for taking online class. Sometimes poor course design and inexperience in the online delivery method can explain a high drop- out rate.</p> <p>To minimize drop outs, instructors are suggested to prepare the course so that it is interesting and relevant to students’ personal experience. Clear and concisely written expectations and course requirements make students fully aware of course demands.</p> <p>Use simple technologies to give students more time to focus on learning knowledge.</p>

Books on Online Education

1.	Title: <i>Best Practices for Designing Successful Blended Courses</i> Author: Diaz, Veronica Call #: LB 1044.87 .B47 20011 CDROM
2.	Title: <i>World Wide Web for Teachers</i> Author: Cafolla, Ralph Call #: LB 1044.87 .C34 1997
3.	Title: <i>Supporting Online Students</i> Author: Crawley, Anita Call #: LB 1044.87 .C75 2012
4.	Title: <i>The Tools for Successful Online Teaching</i> Author: Dawley, Lisa Call #: LB 1044.87 .D39 2007
5.	Title: <i>Partnering in the Learning Marketplace</i> Author: Duin, Ann H. Call #: LB 1044.87 .D86 2001
6.	Title: <i>Teaching with the Internet</i> Author: Leu Jr., Donald J., and Leu, Deborah D. Call #: LB 1044.87 .L49 1997
7.	Title: <i>The Online Educator</i> Author: Lynch, Marguerita M. Call #: LB 1044.87 .L96 2002
8.	Title: <i>Online Teaching in the Digital Age</i> Author: Swenson, Pat & Taylor, Nancy A. Call #: LB 1044.87 .S94 2012
9.	Title: <i>Lessons from the Cyberspace Classroom</i> Author: Palloff, Rena M. & Pratt, Keith Call #: LB 1044.87 .P34 2001
10.	Title: <i>Designing & Teaching Online Courses</i> Authors: Thormann, Joan and Zimmerman, Isa K. Call #: LB 1044.87 .T57 2012

11.	Title: <i>Essentials of Online Course Design</i> Author: Vai, Marjorie & Sosulski, Kristen Call #: LB 1044.87 .V35 2011
12.	Title: <i>Virtual Schooling</i> Author: Walling, Donovan R. Call #: LB 1044.87 .V59 2003
13.	Title: <i>Leading the e-learning transformation of higher education : meeting the challenges of technology</i> Author: Miller, Gary E. Call #: LB2395.7 .L39 2014
14.	Title: <i>Motivating and retaining online students : research-based strategies that work</i> Author: Lehman, Rosemary M. Call #: LB2395.7 .L46 2014
15.	Title: <i>Lessons from the virtual classroom : the realities of online teaching</i> Author: Palloff, Rena M. Call #: LB1044.87 .P34 2013
16.	Title: <i>Evaluating e-learning : guiding research and practice</i> Author: Phillips, Robert Call #: LB1028.3 .P475 2012
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