NAVAJO TECHNICAL UNIVERSITY

Faculty E-Learning Guidelines - Checklist

ONLINE EDUCATION COMMITTEE

VERSION V4.1

Online & Hybrid Faculty Guidelines - Checklist

The checklist is to provide guidance on creating your online and hybrid course. Use the checklist to help guide you in your design and delivery of your online course. IMPORTANT NOTE: Not all of the areas will be checked but to serve as the online learning best practice guide. Use the checklist to meet ensure quality online design and delivery standards.

Online Learning Criteria	Yes?	No?	Comments
Your Online Course			
Course Name:			
Program Name:			
Has this course been approved to be taught online/hybrid? Did the Department Chair approve and did you use the correct Registrar's course approval form?			
Does this online/hybrid course meet program needs?			
Is there a course already being offered?			
What Learning Management System (LMS) are you using (i.e. Moodle, Culinary, WebAssign, etc.?			
Does the course have department support?			
What is your online course cap (for most courses, min. of 15 and max of 25 works well)?			
Online Course Training			
Have you taken an online/hybrid learning course design training? If yes, where? If no, when?			
What type of LMS training did you participate? When? Where? Who? All faculty have access to two Moodle training courses – Moodle Basics – v3.7 and Advanced Usage of Moodle – v3.7. All faculty are automatically enrolled in the two courses.			
Have you created a online training accounts? Magna Publications, Online Learning Consortium (OLC), Quality Matters(QM), WCET are an online training resources about best practices and learner needs.			
What online resources do you use? What online resources do you need? Have you reviewed the Faculty E-Learning resources?			
Is this online/hybrid course able to be combined with or integrated with other online/hybrid course or other online resources?			
Assessment Needs and Expectations			
Have you clearly communicated course expectations with your leaners? Access, deadlines, communication, participation, interaction, resources, etc.			
Have you reached out to the Student Learning Coordinator regarding evaluation?			

Online Education Committee (OEC) recommendations

Have the student needs and their course work been defined clearly?			
Is the overall need for the course defined in a way that relates to performance/learning outcomes?			
Have you reviewed the Student Learning templates? Course Syllabus, Lesson Plan, Student Learning Report, etc.			
Specific Design Criteria			
Are learning objectives stated as measurable and observable?			
Do your learners know how to contact you? (Email, phone, moodle, etc.)			
Do you know how to contact your learners?			
Do your learners know how to contact our student support resources? (Nettutor, online writing center, moodle training, Information technology, etc.)			
Do your learners have dedicated internet access with a computer or laptop to complete coursework? Require your learner to read and complete the Student E-Learning policy and acknowledgement form. Do you encourage your students to complete the online readiness quiz? Online Learning requires computer skills, communication skills, and to be a motivated self-starter.			

Are the objectives, content, test items, and evaluation questions aligned?
Everything depends on the objectives.
   - *The objectives should be measurable & observable,*
   - *content should teach to meet the objectives,*
   - *tests should measure ability to accomplish the objectives, and*
   - *the course evaluation should measure how well the course taught the objectives.*			

What tools and resources are you using to ensure you are engaging your learners? • Use welcome video introducing yourself. • Use video of exciting topics in your course. • Use real-time, web-based data. • Ask learners for input on course topics and assignments. • Setup peer groups – motivate learners by encouraging interaction with peer groups to gain more insight and share different perspectives.			

Online Education Committee (OEC) recommendations

Planning and Developing Your Online Course - Organizing your online course is a critical step. Spend some time planning out your course outline and gather your materials and decide what resources you will be using, [(Faculty E-Learning policy 4.4)]().			
• Start Here: Establish a 'Start Here' which includes an introduction of the faculty and course. This will be the get your student acquainted with the faculty and the structure of the course. • Announcements/Messages: Post weekly messages to your students of reminders, task, assignments, and if any changes to the outline. • Faculty Contact Preference: Share how you want your student to contact you. Your hours, time, and by email, chat, phone, text, etc… Be sure to be clear on the contact tool you will be using. • Syllabus: You include the course syllabus in the course. • Discussion Forum: Using discussion questions are essential in an online course. This resource can be used to introduce students to one another and address any interaction and communication needs. • Class Calendar: Sharing important dates help students plan accordingly. • Assignments: The Assignments feature of your online course allows students to electronically submit any assignments to you. You can specify the due date for assignment completion, provide instructions, etc. Once you grade the assignment, the grade will automatically be transferred to the Grade. • Quizzes: Post quizzes or surveys. The grade received on a quiz will also show up in the Grade book. • Communication: Communication with your students using the Forum, chat, email, or telepresence is needed in online learning. • E-Learning Department: Contact the department if you need help and support in your online course design. • Course Goals, Objectives and Timeline: Post and share course expectations and objectives is necessary to the success of online learning. Learners need to understand the expectations and timelines.			

	Yes?	No?	Comments
Is the content planned for each objective -- necessary and sufficient to teach the skill *(there should be just enough content to teach the skill – not too little or the participants will not learn, and not too much content, or the skill being taught is lost)*?			
Is the design interactive in a way that allows learners to engage in some type of activity/exercise for every learning objective? Does it simulate what they will need to do on their coursework?			
Is a learning test/assessment designed for each learning objective, to test/evaluate if learners have gained the skill?			
Is the content designed in a way that is appropriate for the specific learners? Has the learner been specified? Have they been interviewed/communicated to understand their performance needs?			

Online Education Committee (OEC) recommendations

	Yes?	No?	Comments
Evaluation strategy includes AT LEAST: • *Level 1 (learner satisfaction: critique)* • *Level 2 (learning: tests, checklists, etc.)* • *Level 3 (application of learning to the coursework)*			
Is any new language, or terminology defined appropriately?			
Does the course flow smoothly for learners?			
Do the parts of the course add up to a complete picture of skills necessary to perform some topic/concept that ties to learner performance on the coursework?			
Learner-Professor Interaction/Communication with Learners. Feedback to learners will be delivered in a timely fashion. Grades for learner progress through the course wil be posted a week after the assignment is due. Learner contact hours for courses will be determined according to the credit hours assigned to the course. Professor will post availability for learners in order to promote student-professor interaction. (Faculty E-Learning policy 3.7).			
	Yes?	**No?**	**Comments**
Is the communication strategy defined to publicize the course?			
Instructor Delivery			
Is the delivery method appropriate for the content?			
Teaching Online and Delivery – Outline some strategies that can assist you with facilitating online learning, (Faculty E-Learning policy 4.5). • Week One Before the Class Starts – Send a welcome message. Contact the E-Learning Department for outline. • Introductions: Ask student to introduce themselves. Using the Forum tool is a great option. This assignment which asks students to post a paragraph or two about themselves works great in the online environment (you could ask them to state their name, where they work, what they do, what their interests are, what they expect from the course, etc.). This assignment serves several purposes: a) students get to know each other, b) it "breaks the ice," c) students learn how to use some of the features of Moodle prior to the course beginning, and d) students have enough time to contact technical support before the course starts should they experience any technical difficulties. • Provide Feedback: Online learners can sometimes feel lost in the online environment. For many of them, your class will probably be the first educational experience online. To help them become better online learners, make sure you provide formative feedback on their progress. Skyhawk email is particularly useful for this. • Announce Upcoming Deadlines: Just like in a regular classroom, it is a good idea to "announce" upcoming deadlines and ask students if they need further clarification of the assignment.			
Are instructional strategies based on the type of learning that is needed for each objective?			
Are the examples used by the professor relevant for the learner and their coursework?			
Does it relate to their needs/experiences?			

Online Education Committee (OEC) recommendations

Does the professor draw out experiences of the participants to support the learning in the course? Is the professor facilitative rather than a lecturer?			
Was there enough time for questions/comments from the learner? Was the pace brisk? If using an external LMS resource Does a guide exist, specifying for the professor the content that should be taught and how it should be taught? Is the amount of time learners spend sharing experiences and solving issues high in relation to the amount of time the professor talks (participant: instructor talk time ratio) *Participants should talk/interact more than 50% of the time. Engage with your learners.*			
Evaluation			
Evaluation/Assessment - The Department Chair of the school to which the E-learning course and/or program belongs will conduct faculty evaluations based on the schedule provided by the Dean of Undergraduate Studies. The E-Learning department and online faculty will send out Online Assessment Exercise to learners, (Faculty E-Learning policy 5.2). • All faculty are required, as part of their normal duties, to assess their students, meeting the objectives of the University's Assessment Plan produced and approved by the Assessment Committee and the Dean of Undergraduate Studies • NTU's E-Assessment policy outlines the minimum requirements that the University expects to be met when delivering summative and formative assessment electronically. The requirements of the policy are in addition to normal University policies, procedures and regulations relating to assessment • E-Assessment may be used for formative or summative purposes. • All staff members involved in the E-Assessment process must be familiar with the online environment and have attended the appropriate NTU training course prior to gaining access to the system. • Students will fill out an Online Student Readiness Quiz at (NTU E-Learning Webpage)			
Have you shared your online course evaluation with learners? *(Courseval is an online course evaluation. Courseeval critique measuring participant satisfaction, & likelihood to apply the skills, through evaluation questionnaires)*			
How will you improve this course next time you teach this course?			

Online Education Committee (OEC) recommendations