

Chaminade University of Honolulu

Online Instructor Handbook

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This handbook is for new and current instructors assigned to teach fully online or hybrid courses at Chaminade University. This information will help you get started on the path to designing an online course or improving upon your existing course at CUH.

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A. Important Contacts

Technical Assistance:

1. To request an eCollege account, training, rostering of students, or a copy of an old courses, contact:

Jon Nakasone, Online System Administrator, Director of Educational Technology
808-739-8327, jnakason@chaminade.edu.

2. For email, student registration, grade submission problems or questions, contact:

The Helpdesk at: 808-735-4855, helpdesk@chaminade.edu.

Divisions Offering Online Courses (for a full listing, go to <http://www.chaminade.edu/directory.php>):

1. Accelerated Undergraduate Program
Magdalena Baier, Assistant Director
808-735-4883
mbaier@chaminade.edu
2. Education Division
Gwyneth, Kihano-Samson, Assistant to the Dean
808-735-4652
gsamson@chaminade.edu
3. Criminal Justice
Melissa Hangai, Assistant to the Director
808-735-4703
mhangai@chaminade.edu

B. Expectations of Instructors

Training

All new instructors are required to contact Jon Nakasone (jnakason@chaminade.edu, 808-739-8327) to schedule time for training. Depending on the instructor's experience, the initial meeting may take from 2 to 3 hours. Additional hours can be arranged for more advanced training (i.e. setting up a quiz etc.). If there are enough people requiring training, a group training may be arranged.

Scheduled time for training is usually when the system administrator will set up your account and your class, so please have all the necessary information ready such as the class name, code, section and term.

Training will involve learning how to use the basic tools necessary to start your online course. Time will also involve going over pedagogical areas such as conducting online discussions, online activities and writing your syllabus.

This training can be waived if the instructor can prove that they had adequate training or experience, or live off-island. If an instructor lives off-island, phone sessions or desktop conferencing can be arranged.

Handouts on pedagogy and eCollege tutorials are available by clicking on the faculty resources link at <http://www.chaminade.edu/online>. *It is strongly urged that you take the time to go over these resources to become familiar with online pedagogy and eCollege. Additional training can be scheduled to cover these topics with the Director of Educational Technology.*

Preparing for a Course

All instructors are expected to prepare for a course several weeks before the term begins. *Sometimes this is not possible due to the hiring date, so please make sure you contact the system administrator for training as soon as possible.*

- Instructors will prepare a complete syllabus, including student expectations (e.g. how often students are expected to post), grading criteria, course activities and resources. Students should be informed how long it will take for you to respond to their postings or email. All arrangements for textbooks and resources need to be made well in advance before the course begins.
- Make sure your syllabus is clear and concise. A common complaint from online students is that the syllabus was not clear or that the instructor made changes to the syllabus. Plan your syllabus well to avoid having to make changes. Students appreciate a detailed syllabus because it adds confidence to their expectations from the course and enhances communication between students and instructor.

- Prepare your discussion board in advance with topics for discussions or assignments. This will allow students to easily post their first assignments.
- Instructors are responsible for loading all content, building quizzes etc. for your assigned courses. If you need assistance scanning text or pictures for your course, we can assist you as long as the amount is not unreasonable (e.g. like a whole book), (contact Jon Nakason at jnakason@chaminade.edu).
- Feel free to provide links to relevant web sites for your students. The Internet has a wide variety of learning resources available online, including documents, images, and audio. It also provides alternate approaches to learning and adds variety and interest to your online course.
- Complete the introductory training and go through the handouts here. If you need additional training or assistance, don't hesitate to contact the Director of Educational Technology.
- Talk to other instructors in your department for advice. If you don't know anyone, contact the division head to establish a peer/mentor arrangement with an experienced instructor. Ask if you can share an account with a mentor to see how they conducted their class.

Conducting a Course

- *At the start of your class, introduce yourself and invite students to introduce themselves and respond to classmates.*

During the first week of class, it is important to establish a comfortable atmosphere for your students. You want to welcome them and acknowledge their presence in your course, and let them know that they are doing things correctly. A few encouraging words at this point helps!

- *Be on schedule when posting assignments or discussion topics for the new week. This will allow students to be ready for new work and to schedule their time appropriately. Inconsistent postings from an instructor are problematic for online students who usually are juggling family and work schedules. In case you are going to be late in posting or responding, let the class know.*

All students will log into the online classroom according to a different schedule. Having a consistent schedule in the online course allows students to plan their coursework and participation schedules. This practice also provides reinforcement of assignment deadlines and expectations.

- *All instructors are expected to log into their courses regularly to effectively interact with students. This will involve logging in several times a week to participate in discussions, collect assignments and to add more content as the course progresses.*

Online courses are NOT high-tech correspondence courses where you just put up assignments! One of the major complaints by students is that an instructor hardly

logged in and participated in discussions or did not answer email in a timely manner.

Conducting an online course is more work than a traditional class. Instead of meeting twice a week, students will be logging in when it's convenient for them and at all hours. The discussions will be ongoing and regular participation is a must, not just once or twice a week. Instructors become "facilitators", not merely lecturing in front of students.

- *Instructors should respond with substantive feedback for assignments and discussion topics.*

In a face-to-face course, it's easy to say "Great Job" and the student will quickly know that they did well. In an online course, more effort is necessary to assure students they are on the right track. Brief or vague responses can fuel a student's uncertainty that they are not progressing well. Substantial feedback can help to assure students of good progress or let them know they need to put in more effort.

- *Since online discussions play a major role in online courses, include student participation in the grading requirement. Also, encourage students to respond to others and not only to instructor comments by redirecting and guiding communications.*

This is where the instructor's role as "facilitator" comes in. The instructor encourages students to participate in online discussions and to guide those discussions in the appropriate direction that help to meet the objectives of a course. By doing so, the instructor can facilitate and promote a productive level of student involvement.

- *Try out different activities such as having groups of students discuss a topic and then present their conclusion to the class. Invite a guest speaker to post a topic and interact with students. Talk to other instructors and find out what they are doing and see if their idea will work in your class.*

Most online students expect lots of interaction in their courses and this reinforces their feeling of confidence and progression in the course. Interaction doesn't have to be only between the instructor and students. Strategies such as group work can actually take the load of the instructor because students are discussing topics amongst themselves, however let them know you will be monitoring and participating in some of these discussions from time to time.

- *Many online students are adult learners. Some may have been out of college for years or never attended college before. You can use their experience and talents as an asset to add to the learning experience in your class and even learn something yourself.*

Older students offer diverse experiences, skills and talent to any course and can be an excellent resources for the class. So make use of them whenever possible! This can be done simply by encouraging students to relate course content to their own “real life” experiences.

Using the Seven Principle Rule for Online Content

When developing your course activities and content, you may find using some or all of the following principles very useful for improving the online experience. Please try and incorporate them as much as possible in your online class.

The following principles are based on the "Seven Principles for Good Practice in Undergraduate Education," originally published in the AAHE Bulletin (Chickering & Gamson, 1987). The original seven principles have been used extensively as a popular framework for evaluating teaching in traditional, face-to-face courses and have recently been applied to online instruction by researchers and faculty.

Additional criteria were added from CARET: Center for Applied Research in Educational Technology. (CARET. 2002).

Principle 1: Good Practice Encourages Student-Faculty Contact.

- Require students to use the eCollege e-mail or other email tools to promote communication.
- Specify how soon or when you will answer email.
- Emphasize how the use of the eCollege email or other email, as well as other forms of class participation (e.g. electronic group discussions), will be used as an integral part of the overall assessment of student performance.
- Encourage (instructor included) all to share professional and personal data to promote interaction and personalize the online experience.
- Allow students to submit a course evaluation and provide ongoing comments about their online experience.
- Provide office hours including phone and FAX numbers.

Note: Please try to reply to student communications within 24-48 hours and send notices to the whole class a minimum of three times per week.

Principle 2: Good Practice Encourages Cooperation Among Students.

- Require the use of the eCollege discussion tool and indicate its importance in the syllabus.
- Assign small groups of students to have electronic discussions amongst themselves and to work on a specific task.
- Encourage students to share personal stories to promote discussions.

- Indicate the expected frequency, quality, and purpose of discussion postings from students.
- Inform students how discussions, as well as other forms of class participation, are an integral part of the overall assessment of student performance.
- Communicate an intention to monitor and participate in class discussions.
- Specify what topics are to be discussed in electronic bulletin boards and take appropriate action if discussions stray from the topic.

Note: Please try to reply to student communications within 24-48 hours and send notices to the whole class a minimum of three times per week.

Principle 3: Good Practice Encourages Active Learning

- Have students do projects and/or team presentations in eCollege.
- Instruct students to review, comment, critique, or otherwise evaluate peer projects and/or presentations.
- Promote student interaction with the online content via discussion postings, interactive web pages, self-quizzes, glossaries, or other action on the part of the student.
- Provide different forms of self-assessments (e.g. multiple choice quizzes, short answers etc.).

Principle 4: Good Practice Gives Prompt Feedback

- Acknowledging by email, all student inquiries and submissions of assignments and tests.
- Provide meaningful feedback to student inquiries in a timely manner.
- Evaluate assignments and tests in a timely manner.
- Apprise students of overall course performance on a regular basis, such as a mid-term progress report.

Note: Research into Best Practices consistently indicates the importance of prompt, genuine, and meaningful feedback on student performance. Try to provide feedback on grades, quizzes and major assignments as soon as possible.

Principle 5: Good Practice Emphasizes Time on Task

- Use the eCollege unit tool to organize course content.
- Provide a clear and reasonable timeline to facilitate achieving the course objectives and identify regular milestones so that students may monitor their progress through the course (e.g. use of the eCollege gradebook).

- Have a realistic and comprehensive schedule of due dates and incorporate the deadlines in the syllabus and also explain consequences if they are not met.

Principle 6: Good Practice Communicates High Expectations

- Clearly state expectations in syllabus.
- Provide clear and concise directions throughout the course regarding assignments, projects, discussions and course navigation.
- Use objectives that are consistent with the same or similar courses taught in a traditional format.
- Use course objectives that meet standards as set by national and/or regional discipline-related professional organizations.
- Clearly state your grading criteria.
- Make your assessment activities require the same level of student achievement as traditional courses.
- Communicate the time commitment expected of students.
- Provide examples from previous exemplary projects or discussion postings.
- Provide examples of what not to do.
- Publicly praise those who did exemplary work to communicate high expectations.

Principle 7: Good Practice Respects Diverse Talents and Ways of Learning

- Allow students to choose discussion topics, project topics, paper topics, etc. where appropriate.
- Provide different forms of self-assessments or quizzes (e.g. multiple choice, short answers, matching etc.).
- Provide alternative textual information for all audio/video presentations for ADA compliance.
- Present content for diverse learning styles where feasible and appropriate (e.g. text, graphics, animation, video, audio, CD-ROM etc.).
- Provide links to additional web resources such as tutorials, database web sites, examples, case studies, and other supplementary materials available to students.

References:

CARET: Center for Applied Research in Educational Technology. (2002).
<http://caret.iste.org/index.cfm?fuseaction=questions&topicID=4>

Chickering, A., & Gamson, Z. (1987). Seven principles of good practice in undergraduate education. *AAHE Bulletin*, 39, 3-7.

Chickering, A., & Reisser, L. (1993). *Education and identity*. San Francisco: Jossey-Bass.

Graham, C., Cagiltay, K., Craner, J., Lim, B., & Duffy, T. M. (2000). *Teaching in a Web-based distance learning environment: An evaluation summary based on four courses*. Center for Research on Learning and Technology Technical Report No. 13-00. Indiana University Bloomington. <http://crlt.indiana.edu/publications/crlt00-13.pdf>

C. Syllabus Checklist

Your online syllabus will require more detailed information regarding your course. You won't have the luxury of clarifying discrepancies in a classroom; therefore an increased effort is necessary to provide a clear and concise roadmap of your course from start to end. The following is a basic checklist of what to include in your online course syllabus.

- **Course Title, Course Code and Term**
This should be at the top of the syllabus.
- **Course Instructor's contact information**
Email and phone number (what hours you accept phone calls).
- **Course Description**
Same as the catalog with any prerequisites.
- **Course Objectives or Expected Outcomes**
What students can expect to learn by completion of the course. Each program has specific objectives or outcomes for each course.
- **Textbooks and Other Materials**
List textbooks and other materials required and where they can be purchased.
- **Explanation of grading criteria**
List all quizzes, exams, graded assignments and participation as grade percentages or points.
- **Online Discussion Participation Requirement**
Set minimum number of postings per week in discussions and standards for quality of participation.
- **Instructor Feedback Schedule**
Instructors should inform students when they can expect feedback for assignments, responses for emails or postings in the discussions.
- **Explanation of Course Set-Up**
Explain where different information or parts of the course can be found.
- **Explanation of Course Procedures**
Explain to students how you want your course to proceed (e.g. when to post messages or replies, to whom, how much etc.), **where to send assignments** (e.g. email or drop box), how to format assignments etc.
- **Week-by-Week Schedule**
List activities and assignments for each week and give dates for each week and due dates of all assignments.

D. Intellectual Property and Copyrights

Intellectual Property and Copyrights

If you are concerned about students using your material outside of classroom for their own use, include a disclaimer in your syllabus explaining that any use outside of your online course requires your permission. You may include copyright notices on your material if you feel it's necessary.

Copyright Clearance for Third-Party Materials

Since your online classroom is password protected, fair use guidelines allow the use of limited materials in your class. If you want to include more extensive material from another website, make a link rather than cutting or pasting into your site.

If you need to paste or include extensive material in your class (i.e. documents, video, audio etc.), contact the web site or author and ask permission.

E. Administrative

Student Conduct

All online students must follow the same code of conduct expected of students attending face-to-face courses at CUH. The full explanation of institutional and academic policies can be found at <http://www.chaminade.edu/catalog>.

Online courses can pose unique differences from face-to-face courses involving disruptive students. If a student says something rude in a face-to-face course, the guilty person can apologize right away and people may soon forget it, however in an online class, a negative posting can remain in a discussion for all to see until you decide to delete it. There can also be misunderstanding without the visual cues of a traditional class. Someone may just be joking, but to readers, it may be misunderstood as being malicious.

Try and clear up any misunderstandings or problems as soon as possible. If it's something you feel is beyond your control, contact your division head for assistance.

Student Rosters

Your eCollege system administrator will roster your students into your courses. We encourage you to compare your official roster in the student registration system with the roster in your eCollege course. If you see students that should not be in your online course or other discrepancies, please contact the system administrator for assistance (Jon Nakasone, 808-739-8327 or jnakason@chaminade.edu).

To check your official roster, go to <http://webadvisor.chaminade.edu>. The login is your assigned CUH ID number and the default password is the last 4 of your SS#. If you have problems getting in, contact helpdesk@chaminade.edu.

Course Evaluations

As with traditional courses, online students will be able to complete evaluations for their courses. The evaluations are done online in eCollege and are completely anonymous. They cover not only instructor performance but also areas such as staff support and textbook availability.

Grading

Grades must be submitted to the student record system when the course is complete. Go to <http://webadvisor.chaminade.edu> and log in to enter your grades. If you have problems getting in or need assistance, contact helpdesk@chaminade.edu.

F. Syllabus Template

Note: The italicized text in the template indicates where you can fill in your own information. This template also contains explanatory information which can be deleted if you feel it's not necessary or does not pertain to your class.

Course Number and Title Term

Introduction to the Course

[course description from catalog]

Instructor Information

Name

Contact Information

Introduction/Brief Bio/Photo

Office Hours – Electronic, Physical

Email response statement (e.g. I will respond to all email correspondence within 48 hours, except on weekends).

Introduction of Other Instructors in the Course

Course Requirements

Pre-requisites

Textbook & Other Course Materials

Listing of Textbooks, etc.

Textbooks may be ordered from the Chaminade Bookstore (<http://www.chaminade.edu/bookstore/>) or any of the other sources available on the Internet.

Minimum technical requirements:

- Access to email and the Internet
- Internet browser *Internet Explorer* version 5.5 or greater, *Netscape 6.2* or greater, or another equivalent level of browser (Mozilla Firefox).
- Current version of an operating system, a word processing package, a spreadsheet package, and presentation software (preferably Microsoft Office).
- Since courses may involve sending and receiving large files of information and meeting online, you may find that a high speed Internet connection is advantageous.

Time Commitment and Weekly Interactions Requirements

To be successful in this online course, you must be willing to allocate sufficient time to access course materials, participate in online classes and discussion groups, and complete all of the assignments. Similar to traditional classroom courses, you will interact with the content, your teacher, and your classmates several times a week through course assignments, asynchronous discussion, and email as indicated in this syllabus. During this course, you should plan on scheduling 12 to 15 hours per week to successfully participate and achieve the course objectives.

Academic Integrity Policy

As members of the Chaminade University community, we are all committed to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Chaminade degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

Key Dates

Beginning Date

Last Day to Add

Last Day to Drop Without Record

Last Day to Drop Without Final Grade

Ending Date

Navigating the Course

Getting Started

The electronic classrooms for this course are located in eCollege. To gain access to the course you need your Chaminade Student ID (username) and last 4 of your SS# (password).

eCollege

1. Open your Internet browser to the Chaminade University eCollege page at chaminade.ecollege.com
2. Login with your Username and Password
3. Click on Course List to see your current courses
4. Click on the course link and then click on the syllabus link to begin your course.

The eCollege Learning Environment

Announcements Course announcements will be posted by instructors on your home page	Course Documents Syllabus Assignments Course Materials Presentations	Staff Information Contact information for faculty and support staff
Communications Discussion Boards Group Pages Sending Email Chat Rooms Conferencing	Discussion Boards Weekly/Topic Discussion Forums	External Links Web page links to external resources
Tools Grades Course Evaluation User Manual		

Communicating Electronically

Netiquette Expectations

Always practice Internet Etiquette when communicating electronically. The purpose of communicating electronically in an online course is to share information.

- Be respectful of other participants, their time, their bandwidth, and their opinions.
- Remember that you are communicating with people who do not have the advantage of seeing your body language or hearing your voice inflections, and who may interpret your message differently than you intended.
- Using all caps may be interpreted as shouting.
- Use humor and sarcasm carefully (we can't see the twinkle in your eye); add emoticons to provide a visual representation of your intent.
- Keep your critiques constructive; antagonistic criticism is called "flaming" and may cause an unwanted reaction.
- Remember that you are judged by the quality of your writing. Spelling and grammar do count.
- Be coherent and succinct.
- Don't plagiarize; respect copyrights.
- Don't depend on a single source when contributing new information from external resources.
- Be professional.

Sending and Receiving email

The instructor(s) will respond to all inquiries, questions, and other electronic correspondence within a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 48 hours. All email messages from the instructor(s) will be sent to the student's eCollege email address or the Chaminade University's email system. To avoid having your message mistakenly identified as SPAM, please identify the course in the subject line.

Learning Expectations

Course Objectives

At the end of this course, the student will be able to:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Grading Policies

Scale

<i>90-100</i>	A
<i>80-89</i>	B
<i>70-79</i>	C
<i>60-69</i>	D
<i>0-59</i>	F

Weight of Assignments, Participation, Other Assessments

<i>Discussion Board Participation</i>	<i>30%</i>
<i>Individual Assignments</i>	<i>10%</i>
<i>Team Assignments</i>	<i>15%</i>
<i>Final Project</i>	<i>25%</i>
<i>Peer Evaluation</i>	<i>5%</i>
<i>Tests</i>	<i>15%</i>

Course Assignments

Discussion Board Forums

Discussion Board Forums are designed to facilitate asynchronous interactions about a particular thread or topic. You enter the discussion on your time schedule, read the postings, add comments, and introduce new material related to the topic. The purpose of a threaded discussion is to expand your knowledge through the collective research and comments on the subject. To be successful in online discussion forums, you need to visit the site frequently and become actively engaged in the process.

- Research the topic and add constructive comments and information
- Practice professional netiquette when communicating with others
- Visit the discussion frequently
- Stay on the subject
- Share relevant experiences and external resources
- Strive for quality more than quantity of postings
- Include open ended questions in your postings to encourage dialogue

All students are expected to participate in all Discussion Board Forums. Participation will be graded on the quality of the posting, the use of outside resources, sharing information from organizations and/or specific programs, and contributions to new knowledge.

Guidelines to Successful Online Discussion

Criteria	Excellent	Good	Average	Below Average	Poor
Postings	5 postings, well distributed throughout the week	4 postings, well distributed throughout the week	3 postings, well distributed throughout the week	2 or fewer postings throughout the week	No postings throughout the week
Description of Contribution	<p>Use of Analysis, Synthesis and Evaluation</p> <p>Critical and/or creative contribution</p> <p>Very clear that readings were understood and incorporated well into responses</p> <p>Asks questions that extend the discussion and makes insightful, critical comments</p> <p>Contributes new information and identifies the source</p>	<p>Use of Comprehension and Application</p> <p>Readings were understood and incorporated into responses</p> <p>Exhibits good insights and understanding of discussion question</p> <p>Relates the issue to prior material covered in the course</p> <p>Shows genuine respect and support towards classmates</p>	<p>Use of Knowledge</p> <p>Postings are not on track with readings</p> <p>Repeats basic correct information related to discussion</p>	<p>Seemingly, no evidence that readings were understood or incorporated into the discussion</p> <p>Didn't do the readings</p>	No participation

Individual Assignments & Projects

Topic and content expectations

Format expectations (APA style, # of pages, font size, spacing)

Due date and time

Submission instructions (email attachment)

Team Presentations

To be successful in a virtual group, you need excellent communications skills and a willingness to collaborate. Your team may meet in a variety of different ways, including chat rooms, discussion boards, email messages, and telephone calls. Group work may be presented in the Discussions area as a Powerpoint or Word file.

- Be an active team player
- Contribute to the assignment and share the work load
- Share your thoughts about the process, problems, and concerns
- Provide constructive feedback to the other group members
- Remember that this is a learning process and should increase your knowledge

Criteria for formation of Teams

Topic and content expectations

Format expectations

Due date and time

Submission instructions

Presentation

Discussion Board Forum (Team Members do not need to post an initial response to their own forum; they do need to respond to their classmates)

Report

Peer evaluation instructions

Each team member will submit a graded evaluation of the other members of the team based on:

- Collaborative effort and contribution to the research
- Contribution to the preparation of the presentation and report
- Participation in the presentation

Submit a graded evaluation of each team member (maximum of 100 points) to the instructor via email by *[date and time]*.

An average of the team scores for each member will be calculated into the final grade.

Final Project/Presentation

Topic and content expectations

Format expectations

Due date and time

Submission instructions

Tests, Exams, Other Assessments

Day, time, length

Format

Proctoring instructions

Submission instructions

Schedule and Calendar

Week/Area – Dates: Topic

Readings

- *Include source and location*
- *Include instructions on how to access, as needed*

Assignments/Projects

Discussion Board Forums

Presentations

Synchronous Meeting

Other

Other Resources

Graduate Programs

<http://www.chaminade.edu/admissions/grad/>

This link provides information about different graduate programs at Chaminade.

Financial Aid

<http://www.chaminade.edu/admissions/grad/content/financialAid.pdf.pdf>

This link provides you with information about financial aid opportunities.

Distance Education Information and Technical Help

<http://www.chaminade.edu/online>

eCollege assistance is available by telephone (808-739-8327) or email (jnakason@chaminade.edu).

Library Services

<http://www.chaminade.edu/library/about/index.php>

The library web pages connect you to the many services and resources provided for Chaminade University students, including online databases, e-journals, electronic books, interlibrary loan, etc.

Registrar's Office

<http://www.chaminade.edu/academics/registrar/>

The Registrar's Office web site provides you with information about course schedules, registration, calendars, tuition fees, and grades.

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