

Online Education at UVa-Wise



A Handbook for Faculty

Introduction

This *Handbook* is intended to provide an overview of online education at UVA-Wise, its purpose, policies, and procedures.

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1. Online learning at UVA Wise

1.1. Objective:

UVA Wise uses online delivery of courses as an alternative mode of delivery:

- To provide greater flexibility to offer courses in support of the college's liberal arts mission and existing programs.
- To make possible greater accessibility in certain select programs
- To support professional development opportunities for k-12 teachers offered through the Center for Teaching Excellence.

1.2. Definitions Related to Distance Education:

Distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same physical location. A distance education course at The University of Virginia's College at Wise may involve synchronous or asynchronous instruction and one-way or two-way transmissions through a variety of media, including internet, open broadcast, closed circuit, teleconferencing or others.

1.2.1 Online Education

Online learning, sometimes referred to as e-learning, is a form of distance education. Online courses are delivered over the Internet and can be accessed from a computer with a Web browser (ex. Internet Explorer). In order for a course at UVA-Wise to be considered an online course, more than one-half (50%) of the course instructional content / learning activity is delivered to the student through this method. Specifically:

- An online course is 50%-100% electronically delivered.
- A hybrid course delivers electronically 30% to 50% of the instructional content / learning activity.
- A technology-enhanced course delivers electronically less than 30% of the instructional content / learning activity.

1.3. Comparability between Online and Other Courses:

Distance education courses at UVA-Wise must be comparable to traditional classroom courses in terms of learning objectives, rigor, student effort, and student support. Specific policies governing the definition of course credit-hours are found in the *Faculty Handbook*, section 4.9.5.3.

2. Policies

2.1. Training for faculty:

Faculty must receive online training before they may teach online courses or submit an Online Course Development Worksheet to the Online Peer Review Committee for approval. This requirement may be satisfied in the following ways:

- Completion of in-class training in Moodle and online pedagogy which is scheduled as needed by the Online Peer Review Committee.
- From the appropriate Lynda.com courses listed on the Faculty Training tab of the FIRST page: <http://home.uvawise.edu/first/training-resources-faculty>
- Online Learning Consortium online teaching certification or equivalent as determined by the Online Peer Review Committee.
<http://onlinelearningconsortium.org/learn/teaching-certificates/>
- EDU C417 Principle of Online Learning offered through the Center For Teaching Excellence
- The Online Peer Review Committee may vote to accept comparable training at another institution of higher learning.

2.2. Training for students:

Prior to beginning a first online course at UVa-Wise, every student will be required to complete the following:

- Moodle 3.0 Moodle video resources for students
<https://help.uvawise.edu/index.php?pg=kb.page&id=114>
- Review the Online and Distance Student Advising resources
<https://www.uvawise.edu/academics/academic-advising/online-distance-student-advising/>
- Check out the UVa-Wise Information Technology support center to become familiar with the resources available and how to request assistance from the Help Desk. <https://help.uvawise.edu/index.php>

3.2. Approval of initial offering:

All new courses must be approved through the Curriculum Change process as outlined in the UVa-Wise **Faculty Handbook**. Before any course can be taught in an online format, the instructor must complete training as specified above. He or she must then submit a completed Online Course Approval Form (see Appendix III). Before initial offering the Online Peer Review Committee must approve the proposed course and may offer constructive feedback.

4.2. On-going peer review of online courses:

All online course offerings will undergo periodic review by the Online Peer Review Committee. This committee will be appointed by the Provost based on qualifications such as Sloan-C Online Teaching Certification. The 3 – 5 members receive an annual stipend. Mandated peer review will take place in the semester following initial offering and then every third year following. (Courses offered prior to January 2015, will be assigned an initial review date and then be reviewed in sequence.)

Using the Worksheet for Peer Review of Online Instruction, the faculty member will undertake a self-appraisal and the Committee will offer an independent evaluation. (See Appendix IV.)

For purposes of evaluation, copies of the completed worksheet will be provided to the faculty member, the department chair, and the Office of Academic Affairs. For the purpose of fostering online teaching excellence, the committee evaluation will include suggestions for improvement. An Instructional Technologist in the OIT Department will be available as a resource to assist faculty in implementing recommendations.

3. Specific policies regarding the evaluation and assessment of online courses

Consistent with policy for traditional teaching, faculty teaching online are evaluated by their department chair.

3.1. Criteria for the evaluation of online teaching.

For purposes of online teaching, faculty are evaluated according to the teaching criteria detailed in the *Faculty Handbook* section 4.5. Specifically:

- Demonstrates knowledge of discipline, breadth and depth.
- Demonstrates effective communication, including clarity of instruction, sound organization, provision of feedback to students, and prompt attention to student needs and questions.
- Demonstrates success in motivating and engaging students, including the ability to develop rapport with students and to cultivate academic achievement.
- Utilizes a variety of instructional methods and diverse resources. This may include technology; guest speakers; field trips; visiting artists and scholars; questioning and discussion techniques; and incorporating new educational approaches.

In addition online teachers are evaluated by additional criteria unique to online teaching. Specifically:

- Demonstrates effective use of the online learning environment to promote student engagement and active teacher presence.
- Demonstrates proficient use of current online teaching technology.

3.2 Resources for the evaluation of online teaching.

To assist department chairs in evaluating online teaching, additional assessment resources are available:

- Student course evaluations for online courses include specific questions designed to assess online teaching criteria listed
- Completed Worksheet for Peer Review of Online Instruction from scheduled evaluations by the Peer Review Committee.

4. Policies related to security and privacy

The University of Virginia's College at Wise has multiple policies and procedures for comprehensively protecting the privacy of all students, regardless of course delivery method. UVA-Wise policies regarding the protection of student rights and the security of academic records and other institutional data can be found in the Faculty/Staff Computing Policies Handbook on the College website. These policies guarantee compliance with FERPA, HIPPA, and Graham-Leach-Bliley. FERPA policies are addressed on the webpage; in a FERPA brochure for students; in the student handbook; in the faculty handbook; and the College Catalog.

Administrative Computing at UVA-Wise is a core service to the campus community. The campus uses Active Directory authentication to manage access for all college students and employees. Active Directory is managed by the Office of Information Technology. This is supplemented by Jenzabar's Total Campus Solution for the management of student information services. Jenzabar is jointly managed by the Office of Information Technology and individual campus office module managers.

The Administrative Computing System at UVA-Wise provides and guarantees security for the following functions that involve the privacy of student records.

1. Online registration and student records
2. Online advising and degree audit
3. Online applications and admissions information management
4. Institutional reporting and reporting support
5. Financial operations for accounts payable, accounts receivable, and general ledger operations
6. Housing and health records data

The policies and procedures that protect the data/information and privacy of all students include those listed below. These UVa-Wise policies can be accessed at the following URL: <http://www.uvawise.edu/oit/files/oit/docs/policy/UVa-Wise%20Policies%20and%20Index.pdf>

UVa-Wise Institutional Policies Protecting the Security of Student Data

UVa-Wise Policies		
Identifier	Title	Description
UVAW-1 & UVAW-2	College Information Technology Infrastructure, Architecture, and Ongoing Operations	Establishes standards and procedures for configuring the firewall/s, network/s and system/s to minimize risks of exposing sensitive electronic data to unauthorized access and/or misuse.
UVAW-3	Administrative Data Access	Establishes rules for access to administrative data, including definitions explaining what such data include and the rules for using such data. [Information Technology Services]
UVAW-7	Unique Identifiers	Ensures authentication and provide a secure computing environment to insure the confidentiality, integrity and availability of College resources. Unique Identifiers–unique user ID, password (identity) verification, background checks, contracts, encryption, user revocation, group/shared passwords, password complexity and rules
UVAW-8	Physical Data Access	Establishes rules for physical access to sensitive data systems–access controls, data retention
UVAW-11	Risk Management and Recovery	Provides a method for assessing risks and provides guidance for recovery.
UVAW-13	Information Security Incident Management and Reporting	Establishes guidelines and procedures for handling all incidents involving Information Technology Resources, including but not limited to data, equipment, access, and infrastructure. Such reporting ensures particularly serious incidents, such as violations of confidentiality or integrity of sensitive College data, are handled by experts in accordance with relevant laws.
UVAW-16	Electronic Data Removal	Establishes procedures to minimize the risks of exposing electronic data to individuals unauthorized to view such data and transferring software to those not licensed to use it.

Applicable UVA Policies		
IRM-015	Electronic Storage of Highly Sensitive Data	Establishes requirements that must be met by those who store highly sensitive University data on individual-use electronic devices or electronic media. [Information Security, Policy, and Records Office] https://policy.itc.virginia.edu/policy/policydisplay?id=IRM-015
IRM-014	Protection and Use of Social Security Numbers	Assists the University in its commitment to safeguard personal and confidential information by protecting the privacy and legal rights of the University community, reducing the use of the social security number (SSN) for identification purposes, and promoting confidence by students, employees, patients, and others that SSNs are handled in a confidential manner. [Information Security, Policy, and Records Office] https://policy.itc.virginia.edu/policy/policydisplay?id=IRM-014
Institutional FERPA Policies & Procedures		College Catalog
		Faculty Handbook
		Student Handbook
UVa-Wise IT Handbooks and Policy Guides		
Source	Title	Description
Faculty/Staff Computing Policies Handbook, Sections 3-4	Responsible Computing at UVa-Wise.	Educates employees of the College on the responsible use of computing resources.
UVa-Wise Student Computing Policies Handbook	Responsible Computing	Educates students on the responsible use of computing resources.

5. Copyright and the use of copyrighted material

Teaching online presents unique requirements for respect of copyright and the use of copyrighted materials. Faculty are expected to familiarize themselves with institutional policies and federal laws regarding copyright. These may be found in the *Faculty Handbook*, sections 6.7, 6.8, 6.9.

5.1. Ownership of Intellectual Property

Intellectual property rights at UVa-Wise are governed by University policy **RES-001**. This policy aims to balance the rights of faculty to their scholarly production and the interest of the institution in products that they have supported with significant university resources. This policy states in-part:

This policy governs the respective ownership rights of the University and its employees in copyrightable material produced within the scope of employment. The “work-for-hire” rule in the Copyright Act gives the University ownership of the copyrights to works produced by its employees within the scope of their employment. The University cedes copyright ownership to the author(s) of scholarly and academic works (such as journal articles, books and papers) created by academic and research faculty who use generally available University resources. However, the University asserts its right of copyright ownership if significant University resources (including sponsor-provided funds) are used in the creation of such works, and: (a) the work generates royalty payments; or (b) the work is of commercial value that can be realized by University marketing efforts. The University retains a non-exclusive, royalty-free right to use for non-commercial purposes works produced by its employees while acting within the scope of employment even if copyright ownership is ceded to the author or authors.

UVA’s Policy on Ownership Rights in Copyrightable Material may be found in its entirety at: <https://policy.itc.virginia.edu/policy/policydisplay?id=%27RES-001>

In general, faculty who create online content to enable them to offer online courses shall retain ownership of the materials they create. Exceptions to this policy can occur in cases where the online content was created at the request of the college and compensation for that work was paid. In such cases the college will retain the ownership of the content. To provide continuity of courses and to meet our obligations to students, the institution reserves the right of use to complete courses that are in process or previously scheduled.

6. Resources for academic and student support

Resources for academic and student support

6.1. Academic Support Services

6.1.1. Disability Services

Online students can contact Disability Services and have no need to visit the campus to obtain accommodations. Phone numbers and email contacts for the Office of Disability Services can be found on the College website at:

<http://www.uvawise.edu/dss/>. Information about documentation of disabilities can be found at: <http://www.uvawise.edu/dss/documentation>.

6.1.2. Tutor Connection

Free online tutoring is available to all students through SMARTHINKING.com. There is no limit to the amount of tutoring students can access. Topics supported by SMARTHINKING include, but are not limited to, chemistry, accounting, statistics, physics, nursing, Spanish, and math through multi-variable calculus. Tutors are available in many subjects from 9:00 am to 1:00 am during the week and often 12:00 pm to 6:00 pm on Saturdays.

The Office of Academic Support Services provides information to assist students with SMARTHINKING online on the College's website:

http://www.uvawise.edu/tutor/online_tutoring.

6.1.3. Writing Center

SMARTHINKING also provides tutoring in writing. Their Writing Center is available 24 hours a day, 7 days a week all year around. The service offers live tutoring in all subjects from 9:00 am to 2:00 Monday through Saturday.

6.2. Academic Advising

6.2.1. Guide to Academic Planning – “The Guide to Academic Planning” is an online handbook that provides information on all issues about which students may need information including what to expect from an advisor, how to make the transition to college, note-taking, and general education requirements. There are also answers to multiple frequently asked questions.

http://www.uvawise.edu/files/academics/docs/advising/2011-12_Guidebook.pdf

6.2.2. Advising Center – There are multiple online resources, including the Guide mentioned above, information about obtaining an advisor, suggested schedules, placement, and majors. Additionally, the Advising Center works to advise students by phone and by email.

Phone: 276-328-0313

Email: els3a@uvawise.edu

tlh3t@uvawise.edu

- 6.3.** Library services – Distance education students have access to library support by visiting the “Off Campus Access” link on the Wyllie Library’s webpage (<http://library.uvawise.edu/>). This site provides instructions on accessing the library’s online databases, catalog, and electronic resources. All students have access to the UVa-Wise e-library twenty-four hours a day. These are the same electronic resources that students on campus use to conduct their research. Students only need their email address and password to access the e-library. Distance education students also have access to interlibrary loan that allows them to check out books from colleges and universities across the Commonwealth of Virginia. Also on the library’s webpage, students may seek assistance by contacting the library via the “Ask a Librarian!” link. This link provides contact information to either call a Reference Librarian and an email address to which they may send their questions to Reference@uvawise.edu .
- 6.4.** Bookstore – Students may call the bookstore and purchase textbooks with a credit card. The bookstore will then mail textbooks to the purchaser. Textbook information, including ISBNs, is available on the bookstore website.
- 6.5.** Center for Student Development
- 6.5.1.** Career services – Career advising is available via telephone and email for distance education students who are unable to come to campus for appointments. Telephone numbers and an email address are available on the College Career Services website.
<http://www.uvawise.edu/studentdev/CareerServices>
- 6.5.2.** Counseling services – Counseling sessions are available via telephone for distance education students who are unable to come to campus for appointments. A telephone number is available on the College Counseling Services website.
- 6.6.** Procedure for submission of grievance, complaint and appeal – Several procedures exist for addressing the different types of student complaints. These include: (a) the academic grievance procedure, (b) the academic grade appeal, (c) the appeal to avoid suspension, (d) the appeal to be reinstated after suspension, (e) the procedures for challenging the contents of an educational record, (f) all other academic grievances, (g) the ADA grievance procedure, (h) financial aid appeals, (i) Student Life/Non-Academic Grievance Procedures (j) the Student-Athlete Grievance Policy and Procedure, and (k) Title IX Grievance Procedure. Grievance procedures for written complaints are available in the 2014-2015 *College Catalog*. The Catalog may be accessed online at: http://www.uvawise.edu/academics/college_catalog .

6.7. Student Records: student records including academic transcripts are maintained by the Office of the Registrar. Off-campus students may register by phone or email through the Registrar's Office. The Registrar's Office is open from 8:00 to 5:00 daily and can be contacted by phone (276-328-0116) or by email (email directory: <http://www.uvawise.edu/registrar/>)

6.8. Technology Support

6.8.1. Helpdesk – The IT Helpdesk is open from 8:00 am to 5:00 pm daily and can be contacted by phone (276-376-4509) or email (helpdesk@uvawise.edu).

6.8.2. OIT FAQ and Tutorials – The Office of Information Technology provides answers to frequently asked questions concerning general support and help and campus electronic email. Tutorials are also available.

<http://www.uvawise.edu/oit/TechnologySupport/FAQ>

6.8.3. Self-Management of Passwords (SMOP)

Passwords for E-Mail/webmail are case sensitive. The most common reason for refusing your password is that the Caps Lock key is on. Please check to see that this key is off before typing your password. Also, verify that you are typing the correct numbers and letters. Oftentimes, Zero (0) and the Letter (O) are confused as well as the Number One (1) and the Lowercase (l). To recover a lost password, visit <http://www.uvawise.edu/smop/> online to have your password reset.

6.8.4. Lynda.com training videos for online teaching

Faculty training for online teaching is available through Lynda.com @ the UVa Library. The [UVa Wise FIRST page](#) tab for Training resources for faculty contains links to select Lynda.com courses that will provide a basic foundation for online teaching.

<http://home.uvawise.edu/first/training-resources-faculty>

Note: A NetBadge login is required to access these videos.

6.8.5. Technology requirements – The Office of Information

Technology (OIT) provides recommendations to students concerning the minimum specifications needed for personal computers at <http://www.uvawise.edu/oit/recommendations>.

6.8.6. Moodle training

6.8.6.1. OIT Moodle training classes – The OIT provides Moodle training classes. For schedules, see <http://www.uvawise.edu/oit/events>.

6.8.6.2. Lynda.com (On demand video tutorials) – Faculty training for creating and offering courses in Moodle.

Course: Moodle 3.0 Essential Training

<https://www.lynda.com/Moodle-tutorials/Moodle-3-0-Essential-Training/433722-2.html>

6.8.6.3. Help desk page Moodle video resources

- Moodle video resources (faculty)
<https://help.uvawise.edu/index.php?pg=kb.page&id=60>
- Moodle video resources for student
<https://help.uvawise.edu/index.php?pg=kb.page&id=114>

6.9. Moodle Anti-Terror Squad (MATS team) – MATS is a joint faculty and technical staff team focused on establishing a foundation for online instruction based on best practices and effective use of technology.

All teaching members of this team have extensive experience in the creation and delivery of online classes and currently teach with the college Moodle system. These members are formally trained and have attained Online Teaching Certification or equivalent training in this field. Non-teaching members play critical systems and support roles to support online operations. Together they have direct contact with all aspects of the Moodle learning environment and thereby address both teaching and technology issues.

The MATS team can be contacted by sending an email to MATS@uvawise.edu

Appendix 1: Best Practices for online education

The following represents a compendium of research-based best practices compiled by faculty experienced in online teaching and certified by the Online Learning Consortium. It is offered as an aid to faculty planning and teaching online courses.

A key goal of online learning at UVa-Wise is to produce active, engaged learners who can effectively self-assess and self-direct their studies within a well-designed online course and learning environment. These aptitudes are essential for academic excellence now as degree seeking students and form a solid foundation for lifelong learning. By creating online courses that follow research-based best practices, student taking these courses will gain the required knowledge and skills while developing skills needed for success in online professional training and certification so prevalent in today's business world.

1. Courses have clear, intuitive organization:

- Each unit in the course has clearly stated learning outcomes;
- All activities clearly relate to stated goal and learning outcomes of the course;
- Course must be clearly organized with a logical flow toward stated goal of class. The UVa Wise course design process incorporates principles that produce clearly organized classes which flow logically.
- The course has a good visual design incorporating graphics and good use of white space that is pleasing to the eye and aids navigation of the site. (Particularly important to current traditional students)
- Navigation of the course should be easy and intuitive to the average student.

2. Courses are designed for student success

- All classes shall have an introductory section that gives the student a clear picture of the course organization, instructor expectations, grading standards and an instructor welcome that effectively establishes a teacher - learner connection.
- Courses should have an "Announcements" forum with all participants subscribed. This will allow class messages to be posted for view within the course and automatically emailed to all participants as an immediate notification function.
- Graded items should have clearly stated criteria that enable students to reasonably estimate how well their work meets that criteria.
- Grading should allow students to monitor their progress while taking a course, in addition to providing a final course grade.
- Each unit includes activities that require student-to-student interaction.
- Unit introductions- Each unit of instruction, most commonly divided into week long periods, should have an introduction by the instructor that briefly tells students what will be covered, requirements they will have to meet and what

they should expect from the instructor during the unit. Options for doing this include:

- o Video - At least one video should have the instructor speaking to the learner to establish the teacher- learner connection. Weekly intro videos are the best practice as they maintain the teacher - student connection.
 - o Animated videos - Animated videos provide an engaging teacher - student connection and can be used for some weekly introductions.
 - o Text-written weekly introductions are adequate, but the literature shows that plain text is most effective with non- traditional students and is inferior to more graphic and video-based messages with younger learners.
- Courses establish patterns of activities within the class to aid students in setting up their routine for online study.

3. Promotes self-assessment and active learning:

- The course design should help engage the student through multiple and diverse activities per unit.
- Courses include low-risk self-assessment opportunities in each unit of the class.
- Classes engage students with other students through discussions and group activities.
- Included activities require students to research course related topics, share their findings with the class and explain how their findings add to the material included in the course.
- Whenever possible, course activities and assessments should be applicable to "the real world" and therefore exhibit relevance as something the student can use after graduation.
- Classes provide multiple ways to demonstrate learning and earn credit in the course.
- Use of grading rubrics is highly encouraged. Effective use of rubrics can therefore promote higher student engagement and active learning.
- Distribution of well-designed rubrics aids students in determining what is required. It also encourages self-assessment and self-directed study.

4. Teacher presence: Instructor- student interaction is initiated in the introductory section of the course and maintained throughout the course. Among the many design features available to support this goal, the following should be present in all online course offered at UVa Wise:

- A personal welcome from instructor to all students helps to create a congenial environment.

- Prompt response to student emails and questions promptly. As a general guideline, responses should occur within 24 hours during the school week and within 48 on holidays, weekends and times when school is not in session.
 - Active learning communities where students take responsibility for their own learning. As this happens, instructor's transition to facilitation and coaching roles that ensure the learners' focus stays in line with the course objectives.
 - Participation in class discussion forums in a way that stimulates the discussion and answers questions. Care should be taken not to squelch the conversation. This can happen when students perceive the instructor's posting is the final word and consequently disengage from the forum.
 - Proactive monitoring of student performance and private "coaching" communications when students are not fully engaging in the learning experience.
 - Flexibility to respond to the unforeseen within the latitude of the course.
- Remember the goal is to see students succeed.

5. **Privacy and security:** Instructors protect student privacy and the integrity of the course.

Online instructors should:

- familiarize themselves with college security policy and practices and remain in compliance with them.
- promote student compliance with those policies and practices.
- avoid use of third-party sites that have not been reviewed by the Office of Information technology (OIT) security office.

6. **Seeking excellence:** All faculty teaching online must meet minimum training standards as indicated in Section 2.1. Instructors are encouraged to pursue the Online Learning Consortium (previously Sloan-C) Online Teaching Certificate. Faculty who have earned this certification will have opportunity to serve in online education leadership and mentoring roles at UVa-Wise.

Appendix II: Online Course Approval form

UVa-Wise On-line Course Approval Form

Instructor for online class: _____

Course name: _____

- Is this an existing course already in the Catalogue? _____
- Have you taught this class in a face-to-face mode? _____
- If not an existing course, has it been approved by the Academic Program committee? _____

Department chair signature: approval to develop this online course: _____

Training Requirements: I certify that I have met the training requirements for teaching and on-line course as described in Chapter 2 of the handbook *On-line Education at UVa-Wise*.

- In class training in Moodie and on-line pedagogy
- Online Learning Consortium Online Teaching Certification
- EDU C417 Principles of On-line Learning
- Completion of Lynda.com courses listed on the Faculty Training tab of the FIRST page: <http://home.uvawise.edu/first/training-resources-faculty>
- Previous Institution on-line teacher training (approved by On-Line Peer Review Committee)

NOTE: When choosing submission content for initial course review below (including objectives, assessments and measurements, resources and technology,) please select content from a single learning module, task or unit to demonstrate cohesiveness and logistics.

A. Course Learning Outcomes

Outcome 1	
Outcome 2	
Outcome 3	

B. Samples of Weekly Assignments

Assignment Type	Learning Outcome

C. Samples Of Multimedia Learning Resources That Will Be Employed

Resource	Technologies Used	Learning Outcome Addressed

D. Any Other Resources

Resource Type	Learning Outcome Addressed

E. Samples Of Online Interaction (e.g. threaded discussion, chat rooms, faculty led discussions)

Topic	Learning Outcomes Addressed

F. Attach Course Syllabus and Schedule.

Worksheet for Peer Review of Online Instruction

Overview

All on-line course offerings will undergo periodic review by the On-Line Peer Review Committee. This committee will be appointed by the Provost based on qualifications such as Sloan-C Online Teaching Certification. Mandated peer review will take place in the semester following initial offering and then every third year following.

Instructions

Using this Worksheet for Peer Review of On-Line Instruction, the faculty member will undertake a self-appraisal and the Committee will offer an independent evaluation.

For purposes of evaluation, copies of the completed worksheet will be provided to the faculty member, the department chair, and the Office of Academic Affairs. For the purpose of fostering online teaching excellence, the committee evaluation will include suggestions for improvement.

Resources

Review Committee. Feel free to email any questions you may have about this process to MATS@uvawise.edu. This address gets your question to the full committee and ensures the quickest response.

Oscar Raile is our Coordinator of Learning Technologies and has many years of online teaching experience with certifications in Online Teaching, Instructional Design and is a certified Distance Education Trainer. He can be contacted directly by email owr3k@uvawise.edu or phone 376-1044.

These colleagues will be happy to help answer your questions and share ideas on best practices in course design and proven methods to teach online most effectively.

Copy of completed form to:
Faculty Member
Department Chair
Office of Academic Affairs

Annotated Bibliography

Armstrong, D. A. (2011). Students' perceptions of online learning and instructional tools: A qualitative study of undergraduate students use of online tools. *The Turkish Online Journal of Educational Technology*, 10(3), 222-226.

Comments: Armstrong found that students liked self-regulation and flexibility that is associated with online classes. However, they valued **concise and clear directions** and guidelines for completing online activities. He found that **a key element** in successful online classes is **faculty-student communication** and this directly leads to student satisfaction. Armstrong also found that the technology associated with online teach was positively perceived by students, if it was implemented well and used to provide timely responses to student needs. **Poor technology use** was associated with a lack of organizational structure in the course. He stated that based on student reports, "faculty lacking in technology skills were likely to use or implement technology in a way that resulted in confusion" (p. 224). Finally, Armstrong found that when students are required to **conduct research to complete an assignment**, i.e., a term paper, they tend to use nonacademic tools like Google or Wikipedia in preference to university electronic library sources due to their lack of familiarity and ease of use. Again, the students expressed that it was not the technology that hindered them from using the college resources, but a lack of familiarity or support for their use.

Berridge, G.G., Penney, S., & Wells, J.A. (2012). Formative assessment of classroom teaching for online classes. *Turkish Online Journal of Distance Education*, 13(1), 68-78.

Comments: The authors found what produced **highest satisfaction** and facilitated learning **revolved around communication** with classmates and instructors. Also, technology issues produced a negative outcome, if students had difficulties finding assignments or had unresolved technical or computer issues. Further, the authors suggest eliciting **a mid-term anonymous assessment** from students about their learning in the class that would allow the instructor to make appropriate changes during the semester.

Dykman, C. A. & Davis, C. K. (2008). Online education forum-part three a quality online educational experience. *Journal of Information Systems Education*, 19(3), 281-289.

Comments: Argues that **20 students is the ideal size** for a class. Emphasizes that courses need to be **well structured, have clear and specific requirements, and communicate clear expectations. Regular communication** with students is critical and timely reinforcement helps students stay on task. Students need to feel that the faculty member is engaged and committed to the class, or they will lose interest quickly.

Hamann, K., Pollock, P., & Wilson, B. (2009). Learning from "listening" to peers in online political science classes. *Journal of Political Science Education*, 5, 1-11.

Comments: Authors found that **student discussions** in online classes lead to better learner outcomes. Students learn from each other's postings and they found it was a **"powerful predictor" of course grades.**

Kearsely, G. (2010). Online teaching: State of the art. *Contemporary Education Technology*, 1(1), 87-90.

Comments: The author contends that the reason more faculty are not excited about teaching online has to do with the workload and many faculty, even with a class of 20, find the **workload unreasonable**. Kearsely put forth several important issue in how to improve online teaching. First, it is critical that the faculty member **develops skills with the learning system/tools** being used and become comfortable with the technology.

Worksheet for Peer Review of Online Instruction

Second, **faculty peer support is vital**; he experiences shows that faculty much prefer to learn from each other. Finally, faculty need to **learn how to moderate an online discussion**, since this is a different skill set than is typically used in a classroom.

Lockerby, R. & Stillwell, B. (2010). Retooking library services for online students in tough economic times. *Journal of Library Administration*, 50, 779-788.

Comments: The authors contended that university libraries need to develop **threaded discussions** that would allow students in online to classes to find answers to their inquiries. There is a need to have a technical services side to libraries. College libraries need to provide **online reference support for students**. To meet the needs of students, libraries have developed online presentations that are training tools for how to use library resources.

Maurino, P. (2006-2007), Looking for **critical thinking in online threaded discussions**. *Journal of Educational Technology Systems*, 35(3), 241-260.

Comments: Author argues that threaded discussions in online learning classes increase student interaction, satisfaction, learning outcomes and can be used to promoted critical thinking skills.

Murray, M., Perez, J., Geist, J., & Hedrick, A. (2012). Student interaction with online course content: Build it and they might come. *Journal of Information Technology Education: Research*, 11, 125-140.

Comments: Authors studied what online course materials students actually access and how often. They found that students **access course materials based on how it will influence their grades**. This study supports the fact that course materials need to directly relate to learning outcomes. They found students will only access material they deem as necessary.

Nagel, L., Blignaut, A. S., & Cronje, J.C. (2009). Read-only participants: a case for student communication in online classes. *Interactive Learning Environments*, 17(1), 37-51.

Comments: The authors investigated **student-to-student interaction** in online classes. Students expressed a strong dissatisfaction when fellow students did not complete their share of an assignment, gave superficial, and valueless contributions. The authors call the “read-only participants,” those students who superficially read others contributions to a forum or project and “harvest” them as their own contributions. The authors found that it is important for faculty to assure student make subtenant contributions rather than a large number of shallow contributions. The authors contended that to avoid the “read-only participation,” they needs to clearly explain the requires for postings, strongly encourage depth of thought, grade each contribution, and give individual feedback.

Puzziferro, M. & Shelton, K. (2008). A model for developing high-quality online courses: Integrating a systems approach with learning theory. *Journal of Asynchronous Learning*, 12(3-4), 119-136.

Comments: Authors argue that there are **seven principles** that constitute should be incorporated: Encourage contact between students and faculty, reciprocity and cooperation among students, using active learning techniques, prompt feedback, emphasize time on task, communicate high expectations, offer diverse ways of learning. Authors also contend that Bloom’s taxonomy can be used to assure higher levels of critical thinking.

Worksheet for Peer Review of Online Instruction

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Appendix IV: New course shell request

New course shell requests

UVa Wise uses an automated course shell request form located on the Faculty tab of the Student Information System. To request a new course shell, log into the Student Information System (my.uvawise.edu) and click on the Faculty tab. Locate the Moodle Course Requests block and click on the "[please click here](#)" link.

Moodle Course Requests



If you would like a Moodle course created for your course, **please click here** and fill out the online form! Your students will also be auto enrolled into your course(s). Please email moodlesupport@uvawise.edu with questions or for more information. *Thank you!*

You will get this form where you can enter the Course ID#, Semester, your name and date. Then click on the "Submit Request" button. Your request will be processed and you will receive an email from the Moodle administrator when the new course shell(s) are ready.

Request for Moodle Course

 [Printer Friendly](#)

Moodle Course Request Form

**Office of Information Technology
University of Virginia's College at Wise
Moodle Course Request Form**

Course ID #:	(I.e. ENG 1010 01)
	(I.e. ENG 1010 02)
	(I.e. ENG 1010 03)
	(I.e. ENG 1010 04)
	(I.e. ENG 1010 05)
	(I.e. ENG 1010 06)
Semester:	(I.e. Spring 2015)

Name:
Date:



THE UNIVERSITY OF VIRGINIA'S COLLEGE AT WISE
Course Evaluation Form

Answer Selection: Correct = Incorrect =

Semester: _____ Faculty Name: _____

Course: _____ Section: _____

- | | | | | |
|------------------------------|---|----------------------------------|---------------------------------------|--|
| 1. Gender: | 2. Classification: | 3. Cumulative GPA: | 4. I am taking this class: | 5. Number of students in this course: |
| <input type="radio"/> Female | <input type="radio"/> Freshman (0-29 hours) | <input type="radio"/> Under 2.00 | <input type="radio"/> As a core class | <input type="radio"/> 10 and under |
| <input type="radio"/> Male | <input type="radio"/> Sophomore (30-59 hours) | <input type="radio"/> 2.00-2.50 | <input type="radio"/> For my major | <input type="radio"/> 11-20 |
| | <input type="radio"/> Junior (60-89 hours) | <input type="radio"/> 2.51-3.00 | <input type="radio"/> For my minor | <input type="radio"/> 21-30 |
| | <input type="radio"/> Senior (90+ hours) | <input type="radio"/> Over 3.00 | <input type="radio"/> As an elective | <input type="radio"/> 31-40 |
| | | | | <input type="radio"/> Over 40 |

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
The professor						
6. Appeared to know the subject matter	<input type="radio"/>					
7. Was accessible outside the class	<input type="radio"/>					
8. Made course requirements clear in the syllabus	<input type="radio"/>					
9. Taught with enthusiasm	<input type="radio"/>					
10. Used effective strategies	<input type="radio"/>					
11. Gave clear presentations	<input type="radio"/>					
12. Treated students fairly	<input type="radio"/>					
13. Appeared well prepared	<input type="radio"/>					
14. Increased my understanding of the subject	<input type="radio"/>					
15. Used time effectively	<input type="radio"/>					
16. Returned tests, papers in a timely fashion	<input type="radio"/>					

- 17. Provided helpful feedback on test, papers
- 18. Showed respect for students as persons
- 19. Upheld high academic standards
- 20. I would recommend this professor to friends

The Course:

- 21. Met my expectations
- 22. I would recommend this course to friends

Academic Support:

- 23. Library resources were adequate
- 24. Computer labs were accessible

The Student:

25. Which did you do consistently?
(Mark all that apply)

- Completed Reading Assignments Prior to Class
- Took Notes in Class
- Participated in Class Discussions
- Attended Class

26. Which one best describes your study time for this class per week?

- 1 Hr or Less
- 1 Hr - 2 Hrs
- 2 Hrs - 4 Hrs
- 4 Hrs - 6 Hrs
- More than 6 Hrs

27. Which one of the following best describes your experience in this class?

- The professor made the class a positive, memorable experience.
- The class contributed in a meaningful way to my education.
- I learned a good deal, but this was not one of my favorite classes.
- I saw this class as a requirement to get out of the way; it left little impression on me.
- I have predominantly negative memories of my experience in this class.

Comments:



ELECTRONIC ACCESS AGREEMENT

Check one:

- Faculty
 Adjunct Faculty
 Staff
 Temp
 Work Study
 Spec. Payroll

Name (Please Print Legibly): _____

Employer/Department: UVa-Wise/ _____

Email address: _____ Date: _____

1. I will not disclose my password to other individuals, and acknowledge that the combination of my computing ID and password is considered equal to my electronic signature. I understand that I will be held responsible for the consequences of any misuse occurring under my computing ID and password due to any neglect on my part.
2. I will not use another person's computing ID and password. If I have reason to believe that my computing ID and password, or those of another individual have been compromised or are being used by a person other than the individual to whom they were issued, I will report it to the Security and Policy Coordinator, 281 Smiddy Hall IT Center.
3. I agree to access and alter only the information for which I have responsibility or authorization, and not to view information that I have no need to see as part of my responsibilities. I also understand that access to or use of a UVa-Wise, University, Medical Center or Health Services Foundation information system and the data it contains for my own personal gain or profit, for the personal gain or profit of others, or to satisfy personal curiosity is strictly forbidden.
4. I will respect the confidentiality of individuals to whose information I have been given access. I will not view or disclose that information except as required by my responsibilities and as allowed by UVa-Wise, University, Medical Center and Health Services Foundation policies and applicable law.
5. I understand that the transactions processed with my electronic access may be audited, and appropriate action will be taken if improper uses are detected.
6. I agree to follow the privacy, security, and other computing policies and procedures established by UVa-Wise, the University, Medical Center, and Health Services Foundation, as well as state and federal security and privacy laws and regulations, which apply to the use of my computing ID and password and to the information and the systems I access.
7. I understand that the use of personal/personal use storage media, including but not limited to USB "thumb" drives, cell phones (including Android® and iPhones®), iPads®, College owned hard drives used for backup and stored on-site, external hard drives, Dropbox®, Sparkle Share®, and/or similar applications, "the cloud", etc. is not encouraged and may lead to theft and/or exposure of data/information to known and/or unknown sources. If I choose to store College data and/or information on such devices, said data/information cannot contain any sensitive and/or critical data including, but not limited to: Social Security Numbers; students, their personal information and/or their grades; ID numbers; personnel action items (i.e. evaluations, reprimands, terminations, etc.). I also agree that if I use these storage methods I will grant the Office of Information Technology at The University of Virginia's College at Wise, and/or their representative, the right and access to scan these devices/medias for disallowed/inappropriate content following proper procedure. Furthermore, upon termination of employment, all College information/data must be removed from these devices/medias. I also understand and agree that I, neither UVa nor UVa-Wise, will be solely liable for all compensation/fees/issues etc. stemming from any breach of security on these devices/medias.
8. I understand these policies apply to both fixed and mobile devices (such as, but not limited to cell phones, android devices, iPhones®, iPads®, PDAs, Blackberrys®, and text-enabled pagers). I also agree to safeguard the information I access and the devices assigned to me and/or personal devices/media containing College information/data and report any losses, and/or breaches, promptly to the police and the UVa-Wise Security and Policy Coordinator, 281 Smiddy Hall IT Center.
9. My signature below indicates that I have read, understand, and agree to abide by these 8 requirements. Failure to do so may result in the revocation of my system privileges and/or disciplinary actions, including termination of my employment.

 Signature

Send original signed document to: UVa- Wise, IT Security and Policy Coordinator, 281 Smiddy Hall IT Center