Online Teaching Resources Indexed to Student Rating Issues on the “Online Learning Evaluation Form”

The following resources address online course design and teaching practices indexed to issues in the “Online Learning Evaluation” form that students use to rate course and instructor quality.

**Issue 1. Course content and activities supported the learning objectives for the course.**

TIP: Analyze how course activities and resources help students reach learning objectives.

- Integrated Course Design, IDEA Paper 42
- Course Map Worksheet
- Model Syllabus for Classroom Courses (See “Course Goals and Objectives” and “Course Schedule”)
- Syllabus Example (See “Course Schedule.”)
- Model Syllabus for an Online Course
- IPFW Online Course Design Standards and Peer Review Process (See “Standard 4: Course Goals & Objectives” and “Standard 5: Assessment and Evaluation of Student Work.”)
- PY321 Guided Tour Original (Blackboard Exemplary Course, video tour, first 3 minutes, total 5:19)

**Issue 2. The instructor was available for help and additional explanation of course materials within a reasonable time frame.**

AND

**Issue 3. The instructor responded to questions within a reasonable time frame.**

TIPS: In syllabus, state what email account will be used, and if the Messages tool in Blackboard Learn should be used. Explain when email or messages, discussions, assignments, and assessments will receive comment or feedback. At course site, set up an “Online Office” (using a blog or discussion tool) where students can post questions and comments anytime. In announcements and emails or messages, remind students of what turnaround times to expect.

- Instructor Response and Availability (See “Suggested Best Practices.”)
- An Emerging Set of Operational Performance Guidelines for the Online Instructor
- The Indicators of Instructor Presence that are Important to Students in Online Courses
- IPFW Online Course Design Standards and Peer Review Process (See “Standard 1.4: Clear standards are set for instructor responsiveness and availability.”)
- Model Syllabus for an Online Course
Issue 4. The course web site was easy to navigate with little practice.

TIPS: Post a “Getting Started,” “Start Here,” or “Read Me First” folder or module — add links to resources to help students get started. In the course header, remind students to use the ITS Help Desk for help with technology. Create weekly folders with titles and dates; place all course materials and links for the week inside. Check all course operations and links BEFORE the course launch date.

Blackboard Great Ideas: Organizing your Course (Duke, video, 3:09)
Blackboard 9.1 Course Templates (See a couple of approaches from Missouri State.)
Sample Blackboard 9.1 Online Course (San Diego, video, 9:21)
NUR 2261 Organizational and Management Theory (Blackboard Exemplary Course, video tour, 3:15)
NURS735 Introduction to Knowledge Development and Scientific Inquiry (Blackboard Exemplary Course, video tour, 9:17)
IPFW Online Course Design Standards and Peer Review Process (See Standard 1.1 “Instructions are clear on how to get started and where to find various components…” Standard 1.2: Navigation through the components of the course is logical, consistent, and efficient;” Standard 3: The course facilitates student access to IPFW services essential to student success;” and Standard 6.3 “Course pages have links that are self-describing and meaningful.”)
Model Syllabus for an Online Course (See sample resources listed for students.)
CELT Request for Services (Teaching and Instructional Technology)
IT Services (Information Technology Services)

Issue 5.1 Instructor’s communication of deadlines.

TIPS: In the syllabus, state when each activity will be due; for projects and papers, suggest when to start thinking and research. Define “late” and describe consequences. Time management is a common difficulty for online students, so they benefit from “just-in-time” prompts. Include dates in weekly folder titles at the course home page. In Assignments and Assessments, set the availability and any time limits. Periodically send students reminders and tips.

Model Syllabus for an Online Course (See “Course Schedule.”)
Best Practices in Online Teaching Practices
Time Management Strategies for Online Teaching (See item 3.)
Tips and Tricks for Teaching Online (See “Late Work Policy” and “Course Schedule.”)
Getting Ready for your Online Course (Tips for students.)
Tip of the Day: Set Your Own Deadlines (Tip for students.)

Issue 5.2. Organization of course materials. (Also see Issue 4 resources above.)

TIP: Map out the organization of the course before building the eLearning web site.

Student Satisfaction Depends on Course Structure
Planning Course Structure and Design
Integrated Course Design, IDEA Paper 42
Course Map Worksheet
Organize, Manage, and Present Content Activities in your Vista Course (We do NOT use Vista now, but the basic tips are good and work with Blackboard Learn, too.)
**Issue 5.3. Timeliness of instructor’s feedback on exams and assignments.**

TIPS: In syllabus, announcements, assignments, and emails or messages, explain when students should expect for feedback on exams and assignments. Make “My Grades” available to students. Create automated feedback with assessment tool at course web site. Give frequent immediate feedback for all activities during the first two weeks especially.

- [Providing Informative Feedback for Students](#) (Video, 1:39)
- [Tips for Grading and Giving Students Feedback](#)
- [Overcoming the #1 Complaint of Online Students: Poor Instructor Feedback](#)
- [Student Perspectives on Rubric-Referenced Assessment](#)
- [Whys and Hows of Assessment: Grading and Performance Rubrics](#)
- [Scoring rubrics: What, When and How?](#)
- [The Role of Rubrics in Advancing and Assessing Student Learning](#)
- [Creating a Grading Rubric in Blackboard 9.1](Blackboard video.)
- [Online Assessment Strategies: A Primer](#)
- [Getting Started with the Grade Center](Video, 3:48)
- [CELT Request for Services](Teaching and Instructional Technology)
- [IT Services](Information Technology Services)

**Issue 5.4. Value of material presented (e.g. lectures, notes, and PowerPoint).**

TIPS: Give students reasons to pay attention. Show content relevance with examples and ask them to give their own examples. Include activities that have them apply the content of the materials. Add visual appeal. Make materials accessible. Use several types of media, not just print-based materials. Create surveys to find out how students feel they are doing with the content.

- The Big Picture
  - Designing an Online Course, The Big Picture
  - Ways to Present Content in an Online Course
  - Strategies to Ensure Relevance
  - Motivation in Instructional Design
  - Developing Online Course Content (Oklahoma State University)
  - Presenting Content to Students (Blackboard file)
  - Student Satisfaction Depends on Course Structure.

- Documents
  - Improving Document Readability
  - Writing Web Copy that’s Easy to Scan
  - 12 Tips for Creating Better Documents
  - Writing Web Content
  - Start Strong, Stay Strong (Yahoo Style Guide)
  - Document Formatting Guidelines
  - Microsoft Word Documents: Universally Designed
  - Creating Accessible Course Content
**Images**

Using Images in Blackboard
Adding Images: Photo Icons for Online Courses
Course Banners w-out photos for use in Blackboard
Course Banners with a photo for use in Blackboard
Course Banners with multiple photos for use in Blackboard
Helmke Art History Research Guide, Finding Images
Finding and Using Images
Blackboard FAQ: Banner
Banner Using PowerPoint

**Multimedia**

Using Multimedia in Online Courses
Five Quick Tips for Using Streaming Media in your Blended or Online Course
Instructor Resources for Blackboard 9.1 (See “Media Resources.”)

Qualtrics

Creating a Survey in Qualtrics

Consultations

CELT Request for Services (Teaching and Instructional Technology)
IT Services (Information Technology Services)

**Issue 5.5. Instructor overall.**

Engaging Students through Communication and Contact: Outreach can Positively Impact Your Students and You! (Journal)
Using Student Ratings to Assess Teaching Effectiveness (adapted by CELT Teaching Fellows)
Myths about Student Ratings (prepared by CELT Teaching Fellows)
The Process of Reflection (by CELT Teaching Fellows)
Peer Review Handbook (See “Questions about the Course” and “Syllabus Checklist.”)
CELT Request for Services (Teaching and Instructional Technology)