

# Strategies for Building a Successful Course

Division of Continuing Education  
**Kansas State University**



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## **Strategies for Building a Successful Course**

This is a guideline for faculty members and administrators to use when designing and developing an e-learning course. There is not an exact formula for creating this type of course, but following these guidelines closely will ensure a quality product. There are three phases to creating a course – design, development and assessment and evaluation.

In the design phase, the instructor should ask questions and evaluate the possibilities of the course design/layout with an Instructional Designer and DCE Program Coordinator. All the possible factors (content, interaction, assessment technology and evaluation) must be considered, and the best combination of these should be discussed and included in the final design. An instructional designer can work with the instructor to review all the factors, plan a design that works best for both students and the instructor, and meets the goals and objectives of the course. It is important to have a good design plan and blueprint for the course.

After completing the blueprint for your course, the actual development begins. In this phase you will be guided by the design to create the course content. An instructor will need to start creating new content, using existing content, researching resources, and refining the course build over time. The instructor should plan on spending the bulk of their time in the development of the course materials. Once all these materials are created and collected, they can be added to K-State Online (Learning Management System).

Last is the assessment and evaluation phase. An instructor should assess their students on the learning and in addition get feedback from students (anonymously) about the course and incorporate the suggestions in the next offering of the course. This is only possible after you have taught the course once. During the evaluation phase, instructors can update their course periodically to keep it current. Evaluation is a very important step in course development and allows to review if the course was effective and achieved its goals. We will look at each of these three phases in more detail.

To assist faculty in the design, development and evaluation of an e-learning course, it is important to work with [instructional designers](#) from the Office of Mediated Education. They can help you to conduct a learner and environmental analysis, address learning styles and pedagogy, and plan the design of the course (hybrid, self-paced, boxed, fully distance). You can consult with the designers on the design of your course and collaborate to create a blueprint for developing the course. Instructional designers can also provide one-on-one or group trainings on the K-State Online tools.

## Design of a Course:

Below is a checklist of details you should consider in the design phase of your course:

- ❑ *Digitize Course Content* – Start with all the content you have from your traditional class and plan to use it for your e-learning course. These can be PowerPoint presentations, web pages, images, games, flashcards, audio, video, and assignments. Make a list of new material you need to create, research or get copyright permission to use.
- ❑ *Consider Scope & Sequence* – An instructor should think of the overall scope of the content to be taught for the course. This includes all the units or problems in the course. The sequence reflects the order in which each of these units or problems will be taught during the semester. Sequence addresses how these units are all cross-linked and built upon each other in the course.
- ❑ *Chunk Information* – Break the course content down into smaller pieces of information. This helps students to better process the information. Use headings for subsections within a folder to make the course design/layout clear to students.
- ❑ *Incorporate Images* – Find images, diagrams, web pages whenever possible to explain your course content.
- ❑ *Address Learning Styles* – The three most common styles, are *auditory* (student learns best when information is presented orally or written in a sequential manner), *visual* (student learns best using diagrams, images, charts, drawings) and *tactile/kinesthetic* (student learns best when they are hands-on or are actively involved in their learning). It is important to include all the styles or at least more than one to accommodate each learner in the course.
- ❑ *Include Pedagogy* – There are several instructional design models, methodologies and principles available that can be used to design a course. Below are some suggestions:
  - [ADDIE ID model](#)
  - [Arcs Model](#)
  - [Backward Design](#)
  - [Bloom's Taxonomy of Intellectual Behaviors](#)

- [Chickering and Gamson's Seven Principles for Good Practice in Undergraduate Education.](#)
- *Plan Course Navigation* – Keep the course navigation simple, with few clicks. Students should not have to click more than three times to find relevant information.
- *Maintain Consistency* - It is important to create a design that has consistency in the look and flow of information. Online learners should know in which folder to look to find relevant information. Modules and folders should have clear names. All modules/folders should follow the same naming convention throughout the course. For example, if content is divided according to chapter names, then that should be the structure throughout the course.
- *Incorporate Accessibility* – Design your course to accommodate students with disabilities.
- *Address Copyright* – Get written permission for any work you plan to use in your course. This applies to audio, video, and any multimedia work or articles/books/journals.
- *Obtain Permission* – Get written permission for any exemplary student work you plan to use in the course.
- *Include Policies* – Have these listed in the syllabus or under a policies section.
- *Maintain Expectations* - Assignments deadlines for learners should be consistent and not vary each week. For example, the deadline for posting to the Message Board could be by Sunday midnight (Central Time), or a paper could be due to the instructor by e-mail every Friday by noon. Instructors should expect assignments to be submitted on the same day/time of the week. If these guidelines are followed, learners will grasp the design by the first or second week of the course, and become more focused on the learning than searching for information.

## Content Development

In the development stage, the course syllabus is the most important document to start with. A syllabus outlines goals, objectives, topics and chapters to be covered in the course. It outlines assignments, quizzes and exams, grading policy and contact information for the instructor. In addition, it contains information about course materials – textbooks, how to access library resources, inclusion of extra resources, IT Help Desk contact information, study tips, and policies. Syllabi can be very elaborate with a lot of details to make the course organized, or they can be simple. The syllabus is a roadmap for students in a course and is used to convey an instructor's expectations to the students without any confusion. The clearer the syllabus, the less time instructors have to spend writing e-mails on such information and the more they can focus on teaching. In addition, instructors can provide a copy of the course syllabus in K-State Online (Learning Management System).

- *Syllabus* – A syllabus can contain numerous types of information and should include course information, course requirements, technology and policies. University policies require the following: statement on academic honesty, accommodations for students with disability, copyright notification and defining expectations for classroom conduct.

### Course Information

- *Introduction* – A brief overall description of the course.
- *Goals* – Statements of purpose or intention and description of what learners should be able to do/learn by the end of the course.
- *Objectives* – Specific learning outcomes that can be measured at the end of the course. For example, at the end of the course, student will be able to recite all the multiplication tables to number 10.
- *Course Prerequisites* – If there are any prerequisites for the course, list them in the syllabus.

- *Contact Information* – Include the instructor’s department and building name, office room number and how they can contact you by e-mail and phone. If you require an appointment to meet or talk to students, specify that. If more than one instructor is teaching the course, include their contact information, as well. GTA (Graduate Teaching Assistant) information may also be added.
- *Instructor’s Bio* – This can be brief or extensive depending on your style. Some instructors prefer to record a short video introducing themselves to the class. The Profile tool in K-State Online can be used for this purpose.
- *Teaching Philosophy* – Some instructors like to include their teaching philosophy. If you have a teaching philosophy, you may want to include it in the syllabus.
- *Class Time* - Indicate the day and time, if you meet regularly in the course. If class time falls during a break (spring/fall) or a holiday, account for that and make students aware of this.
- *Recommended Textbook* – List the books to be used in the course and where they can be purchased.
- *Additional Materials* – List the other materials to be used in the course and where they can be purchased or accessed. Library databases, other databases or web sites can be added.
- *External Links/Resources* – Provide external web links or resources for students on the course content or on related topics.

### **Course Requirements**

- *Assignments* – Outline assignments in the course. This includes pre-tests and post-tests, message board, chat and wimba participation, papers, essays, projects, group assignments, quizzes, midterm exams, final exams, and dates/times when they are due.
- *Assignment Deadlines* –Deadlines should be clearly stated and students should know where to find this type of information. Specify the date, time and method for submission.

- *Assignment Submission Style* – Learners should know the method, and format of assignments, and where and how to submit them. For example, if the instructor wants assignments to be submitted in a Word document with the student’s full name, course, and assignment name at the top of the document, this should be specified in the assignment instructions. Assignments can be submitted to the instructor by using the fileshare tool in K-State Online.
- *Late Submission Policy* - Assignments submitted late can include a penalty. Provide with the Grading Policies, a detailed explanation of how the penalty will be applied. For example, “Late assignment submissions will be penalized 5 percentage points per day unless you have made prior arrangements with the instructor.”
- *Exam Policy* – Exam policy should be stated including the number of exams to be given, exam dates, and whether proctors are required. Make-up exams should also be addressed. For example, “Only under exceptional circumstances of personal hardship and with arrangements with the instructor prior to the exam, may a make-up exam be scheduled.”
- *Grading Policy* – Have a grading scale for your learners in the course. Indicate the percentage for each letter grade and the overall percentage of each assignment towards the final grade. If students have a chance to earn extra points, that should also be explained in this section.
- *Feedback Timeline* – Establish a feedback timeline for returning assignments, and feedback on message board discussions and assignments. This way, students will know when to expect your feedback and do not keep e-mailing you for this information. Provide constructive, motivational, and concrete feedback to students.
- *Research papers* – If this is a requirement in the course, you can provide instructions on how to conduct research using the Internet or in the library. Specify the style (APA, MLA, etc.) in which you want the references to be quoted. Posting an example of a research paper might be helpful for students.
- *Peer Evaluation* – If you expect peer evaluation in your course, include a rubric for learners to evaluate each other, and indicate how many evaluations

they are expected to do. Provide clear instructions about how the evaluations should be submitted to the instructor.

- *Rubrics* – If you have several types of assignments you can use more than one rubric in the course. Rubrics are a set of criteria and conditions to measure a learner’s performance on assignments, papers, projects, message board, chat, and Wimba participation, and group work. By having rubrics at the beginning of the course and using them, instructors show they are objective in grading. Rubrics keep the evaluation standardized and learners know what is expected of them. Rubrics should be tied to the learning objectives and goals of the course. Students are aware of how they will be graded and what the instructor’s expectations are.

### **Policies**

- *Academic Dishonesty* – Include the policies and procedures of the K-State Honor Code. You can add the link to your course syllabus <http://www.k-state.edu/honor> to make students aware what is expected from them.
- *Plagiarism* – Define plagiarism for students in the course, and outline the consequences of plagiarized work. Add a link to the K-State [Honor System](#), and ask students to review the policy. You can also create a short self-test on plagiarism and ask students to quiz themselves on the policy.
- *Course Accessibility* – It is important for instructors to make accommodations in the course for students with disabilities. [Disability Support Services](#) will help an instructor by providing information on how to make the course more accessible and how to be in compliance with the K-State course accessibility standards policy.
- *Netiquette Policy* – Netiquette is the online behavior you expect from your learners in the course towards others and their ideas. By posting these rules, you can prevent flaming (personal attack of a student) situations in your course when students communicate with each other on the message board, in a chat room, or via email.

- *Weather Policy* – Extreme weather circumstances may disrupt the delivery and availability of an e-learning course. A note on this can be included in the syllabus in the event the university closes down due to bad weather or a distance student experiences a weather-related disruption at their location. The instructor should address the course of action if that happens, especially for a hybrid course where they may have plans to meet on campus.
- *FAQs (Frequent Asked Questions)* – Include a section for the learners on the most commonly asked questions in the course. This will help an instructor save time on course management and also be helpful for the learners.

### **Technology Requirements**

- *Technology Requirements* – Mention what the computer requirements are for the course, such as required Internet connection or any special software required to take the course. If you are teaching a course through offered through the Division of Continuing Education, and using the services of DCE Facilitation Center, this information is included in the course information packet prepared by DCE staff for your distance students.
- *Readiness Test* - Direct learners to the [Readiness](#) test by including a link in your course to check if their computer is ready. From the readiness page, students can also get [downloads](#) required to use K-State Online. The “[Know Your Computer](#)” link is useful for learners who are using technology.
- *IT Online Help Desk* – Include the Help Desk’s contact information (phone number, toll number and e-mail) for students to contact if they are having technology, eID, or login problems. Providing a link directly to the [IT Help Desk](#) will let students know the latest hours of operation for the Help Desk.
- *Have a Contingency Plan* – Have a back-up plan. This is very important when using technology. Provide options in case technology fails.
- *FAQs on Technology* – Have a section with the frequently asked questions faced by learners using technology and K-State Online. K-State Online has a section of [frequently asked questions](#). An instructor can use this information and add this link to their syllabus or create their own FAQs.

### **Additional Information**

Here is some other information that can be included in the Content Development stage:

- ❑ *Welcome Message* – Include a welcome message for students. This can be done, using the Announcements tool in K-State Online or by creating a short audio/video clip (not more than two minutes) with a message for students.
- ❑ *Pre-test/ Post-test* – Instructors can include a few questions at the beginning of the course in a pre-test to get a better understanding of the learners and their prior knowledge on the subject before they start teaching the course. This helps the instructor to understand the learners better. A post-test at the end of the course helps the instructor compare learners' comprehension of the content.
- ❑ *Learning Tips/Strategies* – provide checklist/tips for students to comprehend the skills required for distance/online learning.
- ❑ *Icebreaker Activity* – This is a very important activity to have right at the beginning of the course. Since students can't see each other face to face as in a traditional class, creating an opportunity for everyone to get to know each other better, establishes a sense of community. Ask learners in the course to say a few things about themselves. The Profile tool in K-State Online is a great tool to use for this purpose. The instructor can be the first to start this activity and also modeling the response expected.
- ❑ *Instructor Role* – Will you be playing the role of facilitator, mediator or lecturer? Make students aware of your role in the course.
- ❑ *Tone & Telepresence* – The instructor should set the stage and tone in their course. Make students aware of your presence.
- ❑ *New Content Creation* – Create your new content (video/audio clips, voice recordings, web pages, powerpoints, PDFs, Tegrity/Wimba lectures, new assignments) a semester before you plan to offer your e-learning course. Once you have completed this process upload it into your K-State course following the blueprint design.
- ❑ *Course Outline* – Break down the course content in a manner that makes sense to the learners: by *weeks* (week 1 – week 8/16), *chapters* (chapters 1 – 20) or *titles*. Choose any one of the methods, and follow the structure. After selecting the structure, chunk

information into smaller units for students to learn within each week. The course outline should be consistent with the syllabus.

- ❑ *Assignment Schedule* – Provide a summary of the work you expect from students. Be detailed and specific about what you want them to do. For example: “Week 3, read chapters 5-7, make a post in the message board, critique at least two students; postings in the message board, and submit a summary paper on the readings to the instructor.”
- ❑ *Content Flow* – When designing the course, consider the flow of content for your course. This should follow the structure of your course syllabus and make sense to your learners when learning the content. Start adding your existing content to your course shell in K-State Online.
- ❑ *Students’ Role* – Involve learners in the learning process, and make them more responsible for their learning. Develop or plan active learning activities and assignments. Consider how active you want your students to be in your course?
- ❑ *Pre-Course Development* – Complete development of the course before going live. This will help you to reduce your stress and provide your students with a positive learning experience.
- ❑ *Backup Copies* – Keep organized backup copies of all files uploaded into K-State Online in a safe, secure, storage area (i.e. external hard drive, network drive, etc.)

## Interaction

The instructor can find many different ways to interact with students in the course. This is a priority in an e-learning course where students want to feel a sense of community with their peers and the instructor. Students do not want to learn in a vacuum. The instructor can use any of the activities below to create interaction with students in the class.

- ❑ *Welcome Message* – Start off with a welcome message at the beginning of the course. Make students feel welcome and show them your presence in the course. In a distance course, the instructor does not see the students every day in class, and so it is important to get to know each student and build a connection with them. You can talk about the same things you would on the first day of a face-to-face class. Those same comments can be recorded as an audio or video message.
- ❑ *Announcements/Reminders* for your Learners – Using the announcement tool in K-State Online, instructors can keep in touch with students on a regular basis throughout the duration of the course. Instructors should communicate frequently with students by summarizing all the activities, tasks, assignments, and participation expected from them.
- ❑ *Guest Speakers* – Bringing a guest speaker into the course allows them to interact with the learners by providing a different viewpoint, personal experiences, and subject matter expertise on various topics. The online interaction between the learners and a guest speaker can be asynchronous (self-timed) or synchronous (real time). There can be more than one guest speaker incorporated into the course.
- ❑ *Community Building Activities* – Create a sense of community by involving students in the message board/chat/wimba tool and help them take ownership of their learning. Students can communicate with their peers on a regular basis and learn together once they get to know each other. Set guidelines and expectations if you plan to use any of these tools. Encourage your students, and provide feedback on a regular basis, but not after every post. At the end of the week, summarize all the points students have discussed on the message board. If using the chat/wimba room to communicate, archive the conversation for students who may have missed the session. This will help them catch up.

- ❑ *Student Collaboration and Communication* – This can be achieved by using the Student Groups tool. Students in groups can collaborate with each other and communicate with each other on group projects before they submit the final student group project to the instructor. Instructors can have several groups in the course at the same time, and each group space is independent and unable to see each other’s work. The instructor can observe all group work.
- ❑ *Interaction between Instructor and Student* - Instructors can interact with students on a one-on-one basis by giving feedback to the students working on research/writing papers or solving problems.
- ❑ *Keep the Communication Line Open* – Make students aware of when and how they can contact you to discuss any topic or course-related problems.

A variety of tools are available for instructors to encourage interaction among their students. See the “Use of Technology” section.

## **Use of Technology**

Instructors can utilize a variety of technologies to deliver course content to students. Using a combination of different technologies to deliver content addresses the different learning styles of students. Review which technologies will work best for the learners in the context of goals, objectives, and course content. If you are uncertain which technologies to use or the best choices for your course, consult with an instructional designer, web media coordinator, or program coordinator assigned to your college to help you determine your options.

It's important to remember that technology should be used to complement your course design and teaching. Instructors should consider the following questions when working with technology. What is the Internet speed available to the learners? How large are media files (audio/video)? How many hours am I willing to spend on editing this content? Can this technology be delivered in another way (put on a CD/DVD, uploaded in K-State Online)? Is the technology very old? Is there better technology available to deliver the content? Will the instructor or learners require any training in using the technology? If using any pre-made video, audio clips or articles, do I have copyright for these? Do the goals or objectives of the course require a particular technology? What is the best combination of technologies to use in the course?

A wide variety of technology tools are available and can be used to enhance the teaching of the course. Everything in the list below does not need to be used at the same time when developing your course. Some of the technologies listed below are tools of K-State Online (Learning Management System); some are third party software that an instructor can purchase and use to build or teach their course, while others are free downloads. The technologies at K-State are ever changing; you should consult with an instructional designer for information on the tools available.

Here are some of the technologies to consider:

### **Documents**

- ❑ *PowerPoint* – This is the most common method for instructors to share course content with their learners. While using your PowerPoint, consider some questions – What format will you save the PowerPoint - Web page, Presentation, or PowerPoint Slide show? How big is the file size? Are the slides accessible to a student with a disability?
- ❑ *Word Documents* – This is a common way to share notes with your learners. However, it is important to note, it does not always print very well for all users. The student may not have the correct version of Word, and this can be a problem sometimes in opening and viewing the file. It is more advisable to use Word documents when you expect your students to download a document and make edits or additions and upload back into the course for you assessment.
- ❑ *PDF documents* – This is a more acceptable format for learners to download and print documents. They allow for quick downloading and only requires the user to have the Adobe Reader (free download).
- ❑ *Excel* – These files can be created in Microsoft Excel and uploaded into K-State Online. Students can open the file within the course or download the file to their computer to work on it.
- ❑ *Web Page, HTML files* – These can be built using Dreamweaver or other softwares and then uploaded into the course on K-State Online. In addition, web pages can be created from within K-State Online using the HTML Editor and made available to learners. Web pages from the WWW (World Wide Web) can be used in your course by adding links.

### **Discussion/Collaboration Tools**

- ❑ *Message Board* – Allows for asynchronous learning (any-time any-place learning). Instructors and learners do not have to meet at a fixed time or location. Written entries allow discussion at the convenience of each person. All postings are date/time stamped with author name and available to each member of the class. This tool is available from within K-State Online.

- *Chat Rooms* – Allows for synchronous learning (fixed time where the instructor and students meet online and communicate in real time). The time has to be fixed, but not the location. Different time zones should be considered, and if the course is being offered internationally, the best time that works for everyone should be planned ahead. This tool is available from within K-State Online.
- *Blogs* – These are chronological web logs of written entries on a particular topic represented in a reverse chronological order (also know as online journals). Blogs can have one or several authors at the same time. Instructors can use an existing blog in conjunction with their teaching or start their own and encourage students to participate and make it part of the course. This tool is not part of K-State Online.
- *Wikis* – Instructors can use wikis in their course as a teaching tool. Wikis are a central web site that allows many users to add content. The content can be edited by any of the users in the group. This is a great tool for users to collaborate and work on creation of content. This tool is not part of K-State Online.

### **Interactive Media Tools**

- *Video* – This technology is used to deliver lectures but it can be used to capture lab/field experiments, interviews or lectures of guest speakers. An instructor can capture these learning moments and make them available to the online class. Instructors have the option of pre-recording lectures when developing their course. Copyright permission is required if the instructor plans to use an existing video from a library, a commercial source or from their own personal teaching collection. Third party software can be used to create videos. Consult with instructional designers or the iTAC Media Center for assistance on determining limits on file size, format and length of time. Research suggests that keeping video clips less than twenty minutes in length is optimal for learning.
- *Tegrity* – This software synchronizes PowerPoint slides with audio/video and allows an instructor to annotate on the PowerPoint slides. This can be captured in real-time or ahead of class and easily made available to learners from within K-State Online.
- *Wimba* – This is a tool which utilizes voice over IP (Internet Protocol) to conduct a live classroom. It gives the user the option of audio and/or video over the Internet.

This can be synchronous (real time) or recorded prior to class. Users have a chat and whiteboard tool to discuss the shared content. These sessions can be archived and made available to learners in K-State Online. Instructors can use Wimba to pre-record lectures in the design phase and reuse later in the course. Guest speakers from outside of K-State can be accommodated using this technology. Wimba can be used as a demonstration tool by allowing instructors to display their desktop, and any applications window e.g. – Excel, Web browser.

- ❑ *Real Producer* – This tool provides encoding of audio and/or video to create a bandwidth efficient, web-ready media file that can be streamed by K-State Online. Real producer enables the instructor to record an audio lecture for publishing or use it in the Chat Room with the Live Lecture to stream their voice in real time.
- ❑ *Telenet2* – This is available to instructors through the Kansas Regents Network Teleconferencing. Telenet2 allows for video conferencing to various sites from K-State. Instructors can simultaneously connect with up to 20 sites within Kansas. Several courses are already offered using this method within Kansas as well as elsewhere.
- ❑ *Audacity* – This is free and open-source software to record audio or edit sounds. Users can download a copy on to their desktop. You can use it to make quick audio recordings from your desktop. It supports a number of different formats, including MP3, WAV, AIFF and others. This is a free available download.
- ❑ *Adobe Captivate* – This tool allows you to create simulations, demos, screen captures of a single or multiple screens, web applications, quizzes, presentations, and podcasts. This is third-party software.
- ❑ *Camtasia* – This is a screen recorder tool that allows you to capture your screen and create quick presentation videos or trainings to use in your course. This is third-party software.
- ❑ *SoftChalk LessonBuilder* – This allows instructors to build interactive web pages, design interactive assessment and package them for uploading into K-State Online. This is third party software.
- ❑ *iRecord* – This allows an instructor to record audio or video lectures by connecting the iRecord device to a video source like a VCR or camera using the S video or RCA

(red, white and yellow). The recording can be saved on a USB device like iPod, flash drive, hard disk, MP3 players, or PSP (PlayStation@Portable). The format saved is MP3 for audio, and MP4 for video, which are compressed files. After recording you can play the recordings immediately on a variety of media devices without additional editing or encoding.

### **Audio**

- ❑ *Wimba Voice Recording Tool* – This tool is available to instructors to record audio in the course from the Manage Files. Instructors can allow students to create voice recordings in the course by creating a File Dropbox. Students will be able to submit their voice recording via this File Dropbox. The recordings are limited to 20 minutes. This tool is available from within K-State Online.
- ❑ *Audio Teleconference* —Through the Telenet2 Kansas Regents Network system, pin code-activated audio teleconferences can be scheduled. Toll free numbers can be provided to students and the teleconference can be recorded and uploaded into K-State Online.

### **Alternative Deliveries**

- ❑ *CDs/DVDs* – Sometimes content of a course can be put on a CD/DVD and this as a supplement to the course. It is common to use this technology if an instructor plans to use several hours of video as course material. The instructor should plan in advance how the CD/DVD production, and distribution will be managed.
- ❑ *Podcasting & RSS* – Instructors can use the RSS technology to teach their course by pushing out the content to learners. Learners should have a RSS reader from where they can download the content. Instructors have the option of using iTunes. In K-State Online instructors have the option of delivering Word documents, PDF files, Excel files, and PowerPoint. It is not just limited to media files (audio/video). The RSS option has to be enabled in K-State Online before it can work.

## **Assessment:**

This is a very important aspect of any e-learning course. Through assessment instructors can find out how students are learning the course content, and meeting goals and objectives of the course. Instructors can assess students' learning and understand gaps in the learning. Assessment is formative, context-specific, teacher-directed, learner-centered, ongoing and firmly rooted in good practice (Angelo and Cross, 1993). Instructors can incorporate some of the assessment activities listed below to their e-learning course.

- ❑ *Practice Assignments/Self-Tests* – Include these throughout the course to help students assess themselves before an assignment or exam. Using automatically graded online quizzes makes this process easy, and instructors do not have to worry about grading the practice assignments or self-tests. Students can take them as many times as they wish and immediately get the answers.
- ❑ *Incorporate Different Types of Activities* – Instructors can incorporate different types of learning activities in the course and use these to assess students' learning apart from a quiz or exam. For example, role-playing, group work, simulations, games, concept maps, demonstrations, problem based, discovery learning, lab experiences, interviews, case studies, drill and practice, field experiences, self-assessments, and portfolio assessments can be used.
- ❑ *Allow Students to Customized Assignments* – Instructors can create assignments which provide students with options in choosing a research topic/paper/project to research, and write about. Students' get some flexibility in the assignment type and instructors learn about students existing knowledge on a topic or interests about the course.
- ❑ *Include High Risk and Low Risk Assignments* – Instructors should include several practice assignments/quizzes, and questions between the mid-term and final exam. These are commonly known as low risks assignments. This helps students familiarize themselves with the content and eliminate the fear of two main and big (mid term and final exam) assignments in the course.
- ❑ *Formal and Informal Assessment* – Instructors should have both these types of assessment in their e-learning course. Formal assessment is comprised of

assignments/quizzes/exams, while informal assessment could include will be message board discussion, peer-to-peer interaction and peer evaluation.

- ❑ *Learning Outcomes* – Instructors can use the different assessment activities to create assignments/quizzes/exams to measure and make sure students are achieving the learning outcomes of the course.
- ❑ *Assess Skills for Different Levels of Learning* – Test students on all levels of Bloom’s Taxonomy - prior knowledge, recall and understanding, application and performance, analysis and critical thinking, synthesis and creative thinking, problem solving, and evaluation.
- ❑ *Assess Learners Attitudes, Values and Self-Awareness* – Instructors can learn about students through polls, journal submissions, and self-confidence surveys. Instructors will be more aware of student’s attitudes, values, and self-awareness in the course.
- ❑ *Utilize K-State Assessment Tools* – Instructors can create various types of assessments such as online, fileshare, and scantron in K-State Online. Question types available within K-State online assignments are multiple choice, true/false, matching, short answer, numeric, and essay.
- ❑ *Utilizing Fileshare Assignments* – Instructors can have students submit assignments manually in the course using the Fileshare assignment feature, which they can grade. Fileshare assignments allow instructors and students to exchange files electronically. Instructors can share a document, graphic or spreadsheet with their students. Students can view, modify and resubmit the file. The instructor can grade fileshare assignments. When a student submits their file, it appears on the Scores page in K-State Online. Fileshare assignment submissions are between the student and instructor. Other students in the class do not have access to the submitted files.
- ❑ *Guided Learning Paths* – The instructor can use gated assignment to control the learning path of students or make sure students master the content before moving on to the next content. Gated assignments can be online, timed, or manual.
- ❑ *Use of Proctors* – If an instructor wants exam(s) to be proctored, the DCE Facilitation Center and DCE coordinator should be contacted during the development process of the course. This gives them time to prepare, and help the students to set-up proctors. Proctor forms are available to students from the DCE website. Students are required

to find a suitable proctor based on who meets DCE guidelines, and have the proctor approved before the exam.

- ❑ *Build your Question Bank* – If you plan to use online quizzes in your course, add new questions and create a large database of questions. This will allow you to use different questions each time to assess your students. Questions included with textbooks can also be uploaded into your course question bank and used.
- ❑ *Use Random Questions* – Instructors can use this option for their online quizzes in K-State Online. Instructors can turn on the randomizing feature and each student will get a random order of questions and/or random number of questions for the assignment.
- ❑ *Provide Instructor Feedback* – After an assignment/learning activity, you can provide constructive and positive feedback to students.

## Evaluation:

In the evaluation phase the instructor can do a summative evaluation of the course by asking the learners questions about the course and incorporating these suggestions to improve the course. It is important to assess the outcome of the course and evaluate whether the learning objectives and goals were met. If the course is part of a program, a formative evaluation might be necessary along with a summative evaluation to evaluate the program's success.

Feedback can be gathered by any one of these methods.

- ❑ *Student Feedback* – Ask students questions at the end of the course about the course/assignments/groups projects/activities and technology used to deliver the course. This helps the instructor evaluate the course goals, objectives, content teaching, and learning.
- ❑ *Student Surveys* – Send out a survey allowing an anonymous response after the course ends, asking students their opinions about their learning experience and the course.
- ❑ *Feedback from GTA/Guest Speakers* – Ask your GTA or guest instructors about their experience with the course.
- ❑ [TEVAL](#) - The TEVAL system allows an instructor to obtain feedback from students on their teaching of the course. TEVAL results are compiled by the CATL and are confidential. TEVAL is available in both paper and electronic versions.
- ❑ [IDEA](#) –The IDEA system also allows an instructor to obtain confidential feedback from students on their teaching of the course. Rather than emphasizing the instructor's teaching techniques or personality, the IDEA system focuses on student learning. The IDEA (hyperlink) evaluation system is available in both paper and online formats.

After the evaluation is done the instructor can reflect on the data from all the assessments in the course and determine if the goals and objectives of the course were met. At this time instructors can do an analysis on design, content, utility, feasibility, user feedback before updating the course content, activities, use of technology, and assessment for the next offering.