Teaching Face to Face Courses at Baker University (SPGS)

Baker University is committed to developing and delivering quality adult learning experiences. All instructors should communicate high expectations for student learning and achievement. Furthermore, developing a strong sense of community among our online learners should be a priority and a guiding principle throughout each course. This document provides a framework for understanding the university’s expectations regarding the instructor’s role in providing a quality academic experience for online learning.

Strategies for developing the metacognitive process (four pillars) in a blended classroom and extending the in-class learning process through Moodle can be found in the Best Practice/Standards Rubric, which is located at: http://www.bakeru.edu/instructor-resources.

MOODLE MAY BE USED WITH A FACE TO FACE COURSE TO:

1) POST COURSE MATERIALS:
   Post tools and resources you expect students to use throughout the course. Syllabus will be posted by staff two weeks prior to class start date.

2) POST WEEKLY MATERIALS:
   Provide materials for students including PowerPoints, handouts, video links, website links, and other supplemental learning materials.

3) EXTEND WEEKLY DISCUSSIONS:
   Use the news forum to send course updates and communication. Send weekly updates or current events on how the week’s material connects with course objective and outcomes. Post questions before class to front load in-class discussions and continue discussions after class using the forum.

4) ALLOW FOR WEEKLY QUESTIONS:
   Create a FAQ forum for reoccurring questions about course content or assignments.

5) POST GRADES:
   Implement the gradebook in Moodle. Have students upload their written work to Moodle through assignment links you create. This creates your gradebook.

Other suggestions for using Moodle in a face to face classroom:

- Frontload a class with resources in Moodle to prepare students for the upcoming class.
- Create a discussion forum to continue the discussion of the content addressed in class
- Create a forum or wiki where students respond to critical thinking questions. This discussion may be continued during the following class.
- Create a forum or Wiki for group projects.
- Encourage students to be producers of information by sharing resources.
- Encourage students to submit assignments through Moodle.
- Use the Personalized Learning Designer to trigger updates and messages to students.
On-ground Faculty Standards (Modified from the Faculty Manual)

Preparation and Engagement:

- Provide ongoing feedback to students about their progress and assignments, papers, projects, and presentations. Read, review, and critique (in writing). Return assignments/tests/etc. at or by the next session (1 week).
- Maintain a pleasant, supportive, and professional tone. Use correct grammar, spelling, and punctuation. Take advantage of the same resources that are available to students (e.g., spell check).
- Communicate high expectations. Most learners will meet your expectations. Challenge them intellectually and provide them with timely and quality feedback.
- Respond to learner inquiries within 24 (preferred) / 48 hours. Responding to student questions quickly has a direct correlation to reducing their anxiety level about furthering their education. The 24/48-hour limit applies to weekends as well. The accelerated format of our courses makes it difficult to expect a student to wait more than 24/48 hours for a response that may have implications for timely completion of an assignment.
- Personally conduct, meet, and be responsible for all approved, scheduled class sessions. All on-ground courses are required to meet a minimum of four hours for each of the approved, scheduled class times (6:00 – 10:00 pm). It is the responsibility of the instructor to see that this requirement is met.
- Post grades within eight days of the end of the course via the Faculty Portal.
- Maintain a pleasant, supportive, and professional tone. Use correct grammar, spelling, and punctuation. Take advantage of the same resources that are available to students (e.g., spell check).
- If delivering a class is impossible on the scheduled evening, contact the Instructional Specialist and the class representative, if applicable. Arrangements for a substitute instructor are handled by SPGS staff. Please notify the appropriate contact as soon as possible and appropriate arrangements will be made.

Classroom Management:

- Ensure that classrooms are left in a neat and orderly fashion at the end of class, with tables and chairs returned to their previous arrangement.
- Create a strong community of learners by building an atmosphere of support and engagement. The time spent with students should be focused on the three R’s: Rigor, Relevance, and Relationship building.
- Encourage respect for diversity and the value of personal experience. Your classroom will be filled with a diverse student population. This diversity will add richness to the discussions that should be embraced, fostered, and respected.
- Assist Baker University by disseminating information to students.
- Represent Baker University as a professional.

If you would like to schedule a time for assistance with your course design, either in person or remotely, please click [here](#) and fill out the form.