INSTRUCTIONAL DESIGN HANDBOOK

Baker University
School of Professional and Graduate Studies
8001 College Boulevard
Overland Park, KS 66210
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Introduction

On behalf of the Board of Trustees, faculty, and staff at Baker University, welcome to the School of Professional and Graduate Studies (SPGS). At SPGS, we are dedicated to providing an outstanding learning environment where adult students can reach their potential for success. We appreciate your dedication to the teaching and learning process. Faculty who are committed to creating exciting and effective learning outcomes in our classrooms and online environments are the backbone of our school and university.

Adjunct faculty members come to SPGS with varying professional and educational backgrounds; therefore, this handbook was developed to serve as an instructional design guide for new and seasoned faculty.

The Instructional Design Handbook is one of several internal documents that provide important information for adjunct faculty at SPGS. It provides guidance on designing assignments, grading, arranging course content, using primary and supplemental materials, and choosing instructional methods for on-ground and online courses. In its educational philosophy, SPGS embraces the strengths, attributes, and needs of the adult student, while supporting teaching methods that encourage self-direction, active learning, and cooperative learning in the classroom. The information contained within this handbook serves as an extension of that educational philosophy. The handbook is designed to assist you in facilitating course content and using teaching methodology to support adult learners in an accelerated course environment.

In addition to the Instructional Design Handbook, other documents of interest to SPGS adjunct faculty are the SPGS Adjunct Faculty Manual, the SPGS Program Handbooks, the SPGS Assessment Matrix, the Catalog and Student Handbook, and the Baker University Faculty Constitution and Bylaws. These documents can be located in the faculty portal at https://mysmartermind.bakeru.edu/.
Common Abbreviations

AAB/BAC – Associate of Arts in Business (AAB) program Bachelor Years 1 & 2 (BAC) program
  Foundations (AAB Year 1)
  Pathways (AAB Year 2)

BBA – Bachelor of Business Administration

BBL – Bachelor of Arts in Business Leadership

BSA – Bachelor of Science in Accounting

BML – Business Management and Leadership

BSM – Bachelor of Science in Management

BSMM – Bachelor of Science in Mass Media

MAOL – Master of Arts in Organizational Leadership

MBA – Master of Business Administration

MSM – Master of Science in Management

SPGS – School of Professional and Graduate Studies
Baker University Vision, Mission, and Values

Vision and Purpose
Baker University is a premier values-based private university with a tradition of academic excellence and student engagement in a respectful, inviting learning community. The faculty provides creative, student-focused learning experiences challenging students to analyze issues with depth and clarity. Students fully engage in their learning; connect with peers, faculty and staff; and develop lifelong relationships with diverse groups of people. Graduates realize their potential to become confident, competent contributors to society.

Mission
Baker University is committed to assuring student learning and developing confident, competent and responsible contributors to society.

Values
In the tradition of our United Methodist heritage, Baker University values:

- **Student learning and academic excellence.** We provide quality learning environments that promote intellectual, professional, and personal development that results in lifelong learning.

- **Critical thinking, inquiry, and freedom of expression.** We challenge all participants to think critically, using open inquiry, and freedom of expression.

- **Integration of learning with faith and values.** We expect all participants to be open to questions of faith and values as part of intellectual inquiry in the United Methodist tradition. In particular, we expect personal and professional responsibility that is based on high standards of ethical conduct.

- **Connections.** We promote a community of belonging and Baker family connections, which results in lifelong associations.

- **Inclusiveness.** We embrace diversity of community, thought, and expression.

- **Service to the community.** We address the civic, social, health, and environmental needs of our global community.
School of Professional and Graduate Studies Statement of Mission and Educational Goals Statement

SPGS Statement of Mission
Baker University School of Professional and Graduate Studies offers innovative educational opportunities that meet adults’ lifelong learning needs, while developing confident, competent, and responsible societal contributors. The School also commits to growth and high-quality academic standards.

SPGS Educational Goals Statement
The School of Professional and Graduate Studies, operating within the framework of the Baker University institutional mission, provides opportunities for adult students to pursue undergraduate and graduate degrees in a nontraditional setting. Recognizing that the need for formal learning continues throughout life, Baker seeks to serve the needs of students by offering educational programs in liberal arts and professional studies.

The goals of Baker University School of Professional and Graduate Studies are:

- Extending opportunities for higher education to individuals whose occupations, family responsibilities, or personal preferences impede their ability to enroll in traditional campus-based programs.
- Providing evidence that students become proficient on learning outcomes.
- Equipping students with skills that enhance personal and professional development, including skills in written and oral communication, problem solving, group interaction, and decision making.
- Providing curricula that draw upon theories, knowledge, and resources from all relevant disciplines.
- Furnishing educational opportunities for a variety of professional careers and extending the range of career choices for students.
- Fostering academic excellence in professional and graduate endeavors.
- Providing learning experiences that encourage critical thinking, analytical reading, and quantitative reasoning.
- Providing an educational curriculum that encourages commitment to ethical values, social issues, and environmental concerns.
- Exposing students to learning experiences that promote awareness of the international community.
- Offering opportunities for exploration and understanding of applied Christian principles in a professional environment.
SPGS Educational Philosophy

Baker University’s School of Professional and Graduate Studies (SPGS) recognizes the distinction between traditional, college-age students and non-traditional, adult students who bring a wealth of professional experiences to the classroom and are self-directed in their learning. As such, the educational philosophy at SPGS assumes adult learners:

1. Bring quality, diverse life, and professional experience to the classroom;
2. Learn best when the subject is of immediate use and can be applied to real life;
3. Are self-directed and benefit from collaborative learning experiences.

The principles of self-direction and cooperative learning are specifically addressed in the SPGS educational framework.

Self-Direction
Students are responsible for self-directed learning. Professional and personal growth requires that individuals develop the skills necessary to manage their own learning. SPGS students should consistently seek answers to their questions, identify and develop resources to address their concerns, and take charge of their own learning. For this reason, SPGS designs programs to provide structure and support to encourage student independence and self-direction.

Cooperative Learning
Student learning is developed and enhanced through collaborative and group participation. Students are required to participate in their own educational processes, and substantial responsibility is placed on the learner. At SPGS, students are given opportunities to learn efficient problem solving from the professional and personal expertise of their peers through group interaction. Rather than deriving from a single source, student learning encompasses multiple life experiences.

Learning Services Vision and Statement of Purpose

Learning Services Vision
The Learning Services department facilitates excellence in both teaching and learning, and provides service through a focus on innovative educational opportunities.

Learning Services Statement of Purpose
As faculty advocates, we provide guidance, mentorship, professional development, and instructional support grounded in policy, educational research, and best practices.
Adult Learners

Though every adult learner is different, there are common aspects that apply to the general population of adult learners. As instructors, we use the information about those aspects to inform and select teaching methods. Andragogy is defined as the art and science of teaching adults, and is a concept originally introduced by educational researcher Malcolm Knowles in 1968 (Merriam, Caffarell & Baumgartner, 2007, p. 83). Andragogy focuses exclusively on adult learners and their life situations and is based on several guiding principles:

1. As a person matures, his/her self-concept moves from that of a dependent personality toward one of a self-directed personality.
2. Adults accumulate a reservoir of experience which is a rich resource for learning.
3. The readiness of an adult to learn is closely related to the developmental tasks of his/her social role.
4. Immediate application of knowledge, not future application, is important.
5. Adults rely on internal, rather than external, motivators.
6. Adults need to know why they need to learn something.

Teaching Methods and Adult Learners

The characteristics of adult learners affect how you structure your class facilitation and activities in a given teaching period. Your goal in designing instruction should be to balance teaching methods and change methods frequently to maximize students’ ability to retain the information you teach and the concepts or applications you discuss. For instance, consider the following graph:

Potential Retention Rates by Teaching Methods for Adult Learners

Teaching others/immediate use of learning, practice by doing, discussion groups, and demonstration are the teaching methods that provide the greatest amount of retention potential for adults. Audiovisual, reading, and lecture provide less retention potential, and thus should be used to enhance opportunities for peer engagement and interaction.

Despite the fact that some methods may be more effective than others, you should not completely eliminate any one teaching method; in fact, there are necessary places and times for lecture, reading, and audiovisual learning. Being aware of what teaching methods work better with adults, however, assists you in balancing teaching methods in the classroom or virtual environment. Rather than an hour of lecture over two chapters of reading, try twenty minutes of lecture over the first chapter and then a discussion and teach-out activity over the remaining forty minutes. Instead of having students read through forty PowerPoint slides, try having them read through eight slides and then watch a video of you explaining/demonstrating the remainder of the material. Knowing more about adults and how they learn best will help you structure your teaching in a more effective, engaging way.

Other Considerations for Adult Learners

In addition to teaching methods, other elements of teaching in an accelerated, adult format include the following considerations (adopted from “30 Things We Know for Sure about Adult Learning” by Ron and Susan Zemke - http://www2.honolulu.hawaii.edu/facdev/activity/news0403.htm):

- **Motivation:** Adults who are motivated to seek out a learning experience do so primarily because they have a use for the knowledge or skill being sought. Learning is a means to an end, not an end in itself.

- **Integration of New Ideas:** Adults need to be able to integrate new ideas with what they already know if they are going to keep - and use - the new information.

- **Values:** The curriculum designer must know whether the concepts or ideas will be in concert or in conflict with the learner. Some instruction must be designed to effect a change in belief and value systems.

- **Perspectives:** Activities need to be designed to accept viewpoints from people in different life stages and with different value "sets."

- **Delivery:** Regardless of media, straightforward how-to is the preferred content orientation. Adults cite a need for application and how-to information as the primary motivation for beginning a learning project.

- **Environment:** The learning environment must be physically and psychologically comfortable. Long lectures, periods of interminable sitting, and the absence of practice opportunities rate high on the irritation scale.

- **Self-Concept:** Adults have something real to lose in a classroom situation. Self-esteem and ego are on the line when they are asked to risk trying a new behavior in front of peers and
cohorts. Bad experiences in traditional education, feelings about authority, and the preoccupation with events outside the classroom affect in-class experience.

- **Dialogue:** Adults bring a great deal of life experience into the classroom, an invaluable asset to be acknowledged, tapped, and used. Adults can learn well-and much-from dialogue with respected peers.

- **Facilitation:** Instructors who have a tendency to hold forth rather than facilitate can hold that tendency in check--or compensate for it--by concentrating on the use of open-ended questions to draw out relevant student knowledge and experience.

- **Classroom Management:** The key to the instructor role is control. The instructor must balance the presentation of new material, debate and discussion, sharing of relevant student experiences, and the clock. Ironically, it seems that instructors are best able to establish control when they risk giving it up. When they shelve egos and stifle the tendency to be threatened by challenge to plans and methods, they gain the kind of facilitative control needed to affect adult learning.

- **Exploration of Ideas:** The instructor has to protect minority opinion, keep disagreements civil and unheated, make connections between various opinions and ideas, and keep reminding the group of the variety of potential solutions to the problem. The instructor is less of an advocate and more of an orchestrator.

### Curriculum Design

Using what you know about adult learners helps to inform instruction, and by extension, curriculum design. The process of curriculum design revolves around three fundamental questions:

1. What do I want students to learn, i.e., what are my course objectives? (OBJECTIVE)
2. How will I design instruction to help students learn/achieve the course objectives? (INSTRUCTION)
3. How do I know if my students really learned/achieved the course objectives? (ASSESSMENT)

For every SPGS course, required course objectives have been established. These objectives have been defined by faculty or course curriculum writers who have determined what students need to learn in a given course. To access the course objectives for your course, visit the appropriate SPGS Program Handbook in the faculty portal, [https://mysmartermind.bakeru.edu/](https://mysmartermind.bakeru.edu/).

After reviewing the course objectives, it is helpful to create a table or matrix aligning each course objective, instruction method/learning activity, and corresponding assessment method. The following is an example of such a table, using the course BU 220 Foundations of Business Management as an example. The goals of using this method of curriculum design are to inform instruction and assessment activities, thus facilitating student learning through the achievement of the course objectives.
Notice that achievement of the BU 220 Foundations of Business Management course objective can be facilitated in a variety of ways:

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<tr>
<th>Course Objective</th>
<th>Instruction</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>The successful student will explain concepts related to business, including the role of supply and demand, competition, product, and profit.</td>
<td>Ask students to identify a current article each week relating to supply and demand, competition, product, or profit. Remind students that article selections should be informed by their reading from the textbook, supplemental resources, and/or by information presented in class.</td>
<td>Ask students to write a 1-2 page paper each week reflecting on the article they chose, articulating how the article of the business related to one or more of the concepts identified.</td>
</tr>
<tr>
<td>The successful student will explain concepts related to business, including the role of supply and demand, competition, product, and profit.</td>
<td>During class or in a discussion forum, arrange students in small discussion groups. Assign a specific business related concept to each group. Ask groups to discuss the business related concept in the context of a specific case study you identify (show a video, choose a case study from the textbook, or provide a written case study for them to read).</td>
<td>Ask each small discussion group to prepare a short, 3-5 minute presentation on what they discussed/determined. Then, have each group “teach” the rest of the class about how their business concept was realized through the case study. The “teaching” can be accomplished through an in-class presentation or the development of a short audio clip.</td>
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### Educational Assessment

In addition to the assessments you plan to use within your course, there are larger, SPGS and University assessments to consider. Specific direct (in-course, “common” assessments, portfolios) and indirect (end-of-course, end of program, graduate surveys) are required:

- **In-course “Common” Assessments (direct assessment)**
  All program outcomes are closely linked with the required sequence of courses in each program. Course assessments (five to eight per program) were developed for all program outcomes and in specific courses, data are collected on these assessments by the university. Each faculty member who teaches the selected courses is required to administer the assessment in accordance with the program assessment matrix (the program assessment matrices, as well as descriptions of and rubrics for each required course assessment can be located in the faculty portal under the SPGS Assessment Matrix, [https://mysmartermind.bakeru.edu/](https://mysmartermind.bakeru.edu/)).
• Student End of Course Survey (indirect assessment)
  All program participants voluntarily complete this survey for each course. Students are asked to evaluate faculty performance, curriculum quality, and technology enhancement of learning.

• End of Program Survey (indirect assessment)
  All program participants voluntarily complete this survey in their last course. Students are asked to evaluate various features of the SPGS programs, including perceptions of learning, administrative and student services, and instructional components.

• Graduate Survey (indirect assessment)
  Graduate surveys are administered to SPGS alumni one year after program graduation. The survey gathers evaluative data on the graduate’s perceived competence on program outcomes.

• Field Assessments (indirect assessment)
  Select undergraduate and graduate business program cohorts will be administered ETS field assessments each spring to randomly assess and compare program candidate performance with national student assessment performance.

Assignment Expectations and Standards

SPGS is committed to an outcomes-based approach to curriculum and assessment, and it also embraces standard levels of educational rigor across degree levels, programs, and courses. In order to provide students with consistent educational experiences and expectations for academic rigor, the following assignment standards are meant to ensure course rigor is matched and assessed with course objectives.

The following items are key focus areas for academic standardization at SPGS:

**Reading Assignments** are expected in every class through the form of textbook, supplemental, or other academic reading resources. Students in accelerated programs need to read several chapters or units per week. The reading standards for SPGS identify minimum ranges of reading expectations as Baker recognizes that the nature of content varies widely across courses.

**Formal Writing** is expected in every course. Formal writing can be either academic (research paper) or professional (business plan or report) in nature. Formal writing is intended to be objective, geared toward an academic or professional audience, integrate appropriate research and evidence, convey findings, results, and conclusions, and as appropriate, invite critical analysis or debate. Formal writing may also include applying concepts or synthesizing new understandings with personal, professional, or other appropriate examples. Some formal academic writing requires
students to interact with scholarly sources, and their main channel for academic information should be the library, with materials reflecting high academic quality. Formal writing can manifest through the creation of a written paper, or creative approaches like blogs, wikis, discussion forums, or other written outlets. The SPGS writing standards (primarily represented in terms of minimum written page limits) do not guarantee quality writing is produced; instead, they imply that quality writing needs to occur. The importance of setting writing standards is that students must demonstrate a cogent thought and assignments articulate a connection with course objectives. Faculty members are responsible for ensuring students meet the standards for quality formal writing.

In addition to formal writing, informal writing assignments or activities may also be used. Asking students to write brief, informal papers about class topics can help them focus or clarify their thoughts. In-class, impromptu writing can help students explore their immediate reactions to new information or reflect on synthesized knowledge.

Exams should reflect the degree level. While midterms and finals in the associates program might rely on more knowledge and comprehension-based questions, exams in a master’s-level course should ask students to demonstrate higher levels of understanding. Avoid comprehension-based exams in favor of evaluative questions based on application and short-essay.

Collaborative learning activities are strongly recommended in every course. In-class group activities can be an effective change of pace, provide opportunities for concept application and critical thinking, and encourage meaningful student interaction. Examples of small group activities include working on handouts, problems, discussion questions, or other informal activities and then sharing results with the class. While collaborative learning is encouraged, group assignments are not required. If group work is graded, group grades must be less than 10% of the student’s course grade, and faculty are encouraged to assess both individual and group grades. For example, on a group paper, each student would earn an individual grade for the portion he/she wrote and the group would earn a single grade for the paper’s overall design or cohesion. A shared single group grade should represent less than 10% of the total grade in the course.

Because the diverse commitments of adult learners, faculty may not require groups to meet face-to-face outside of class. Faculty may, but are not required to, provide in-class time for groups to collaborate on group assignments where most of the work is expected to be completed outside of class. If faculty opt to provide collaboration time, faculty are encouraged to provide no more than 15 to 20 minutes of class time for collaboration and to provide that time at the beginning or in the middle of a class session.
The following guidelines indicate specific reading, formal writing, and exam requirements by degree level, based on the standard of 3-4 credit hour courses:

## Associate Level Coursework

### Associate of Arts in Business, AAB

<table>
<thead>
<tr>
<th>Reading Standards</th>
<th>At least 50-80 pages per week</th>
<th>At least 50-80 pages per week</th>
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<tbody>
<tr>
<td>Formal Writing**</td>
<td>At least 4-8 pages of formal writing per course</td>
<td>At least 6-10 pages of formal writing per course</td>
<td>At least 8-12 pages of formal writing per course</td>
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<tr>
<td>Common Assessment Assignment</td>
<td>If there is a Common Assessment Assignment in your course, the requirements of that assignment, if greater than what is listed above, become the new minimum.</td>
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**Courses that are quantitative in nature need to have weekly assignments or in-class activities, which provide students opportunities to demonstrate achievement of the course objectives by building their quantitative and analysis skills. Formal writing is not required in quantitative courses; rather, problem sets, case studies, and research projects can be assigned to meet the standards for quantitative courses. For courses with Common Assessment assignments, please make sure to include the approved assignments as written.

AAB quantitative courses are: MA 145, BU 230, BU 260
Bachelor Level Coursework

Bachelor of Business Administration, BBA; Bachelor of Science in Management, BSM; Bachelor of Business Leadership, BBL

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<tr>
<th>BBA 342 Mgmt Conc*</th>
<th>BBA 446 Proj Plan</th>
<th>BBA 353 Org Struct</th>
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<tr>
<td>BBA 310 Writing Dev</td>
<td>BBA 482 Mktg</td>
<td>BBA 352 Bus Law</td>
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<td>BBA 311 Tech Work</td>
<td>BBA 455 Bus Policy</td>
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<td>BSM 342 Mgmt Conc*</td>
<td>BSM 385 Group Dyn</td>
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<td>BSM 351 Mgmt/Ldshp</td>
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<td>BBL 342 Mgmt Conc*</td>
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<td>BBL 433 Org Climates</td>
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<td>BBL 473 Proj Lead</td>
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**Reading Standards**

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<th>BBA 342 Mgmt Conc*</th>
<th>At least 50-100 pages per week</th>
<th>BBA 446 Proj Plan</th>
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<td>BBL 342 Mgmt Conc*</td>
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<td>At least 15-20 pages of formal writing per course</td>
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<td>BBL 365 Lead Lessons</td>
<td>At least 15-20 pages of formal writing per course</td>
<td>BBL 360 Resrch Mthds</td>
<td>At least 20-25 pages of formal writing per course</td>
</tr>
<tr>
<td>BBL 310 Writ Dev</td>
<td></td>
<td>BBL 352 Bus Law</td>
<td></td>
<td>BBL 482 Mkting</td>
<td></td>
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<tr>
<td>BBL 394 Tech Apps*</td>
<td></td>
<td>BBL 440 Mging HR</td>
<td></td>
<td>BBL 397 Ldng Coach</td>
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</tr>
<tr>
<td>BBL 433 Org Climates</td>
<td></td>
<td></td>
<td></td>
<td>BBL 473 Proj Lead</td>
<td></td>
</tr>
</tbody>
</table>

**Common Assessment Assignment**

If there is a Common Assessment Assignment in your course, the requirements of that assignment, if greater than what is listed above, become the new minimum.

*BBA/BSM/BBL 342 and BBL 394 are less than standard 3-4 credit hours per course; thus, faculty may adjust reading and formal writing standards appropriately.

**Courses that are quantitative in nature need to have weekly assignments or in-class activities, which provide students opportunities to demonstrate achievement of the course objectives by building their quantitative and analysis skills. Formal writing is not required in quantitative courses; rather, problem sets, case studies, and research projects can be assigned to meet the standards for quantitative courses. For courses with Common Assessment assignments, please make sure to include the approved assignments as written.

BBA quantitative courses are: BBA 484, BBA 382, BBA 371
### Master Level Coursework

Master of Business Administration, MBA  
Master of Science in Management, MSM  
Master of Arts in Organizational Leadership, MAOL

<table>
<thead>
<tr>
<th>MBA 510 Orientation</th>
<th>MBA 514 Legal Env in Org.</th>
<th>MBA 580 Exec Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 524 Org Mgmt</td>
<td>MBA 533 In Bus Thnk</td>
<td>MBA 531 Bus Glo En</td>
</tr>
<tr>
<td>MBA 535 HR Mgmt</td>
<td>MBA 553 Mktg Mgmt</td>
<td>MBA 595 Strat Plan</td>
</tr>
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<thead>
<tr>
<th>MSM 511 Orientation</th>
<th>MSM 525 Org Culture</th>
<th>MSM 533 In Bus Think</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 524 Org Mgmt</td>
<td>MSM 560 Cons Behav</td>
<td>MSM 517 Legal Env</td>
</tr>
<tr>
<td>MSM 538 Proj Mgmt</td>
<td>MSM 535 HR Mgmt</td>
<td>MSM 532 Int Mgmt</td>
</tr>
<tr>
<td>MSM 570 Info Sys</td>
<td></td>
<td>MSM 555 Bus Policy</td>
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</tbody>
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<tr>
<th>MAOL 510 Orientation</th>
<th>MAOL 540 Max. Tech. in Org.</th>
<th>MAOL 580 Sust. for Future Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAOL 515 Ldr. Fund.</td>
<td>MAOL 550 Mthds Inq Bus Desns</td>
<td>MAOL 585 Winds of Change</td>
</tr>
<tr>
<td>MAOL 530 CSR and Acct.</td>
<td>MAOL 570 Trad, Trends, Treaties, and Trade-Offs</td>
<td>MAOL 595 Ldrshp Persp</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MAOL 598 * Ldrshp Seminar</td>
</tr>
</tbody>
</table>

**Reading Standards**  
At least 80-150 pages per week  
At least 80-150 pages per week  
At least 80-150 pages per week

**Writing Standards**  
At least 15-30 pages of formal writing per course  
At least 20-35 pages of formal writing per course  
At least 25-40 pages of formal writing per course

**Common Assessment Assignment**  
If there is a Common Assessment Assignment in your course, the requirements of that assignment, if greater than what is listed above, become the new minimum.

*Courses that are quantitative in nature need to have weekly assignments or in-class activities, which provide students opportunities to demonstrate achievement of the course objectives by building their quantitative and analysis skills. Formal writing is not required in quantitative courses; rather, problem sets, case studies, and research projects can be assigned to meet the standards for quantitative courses. For courses with Common Assessment assignments, please make sure to include the approved assignments as written.*
MBA quantitative course are: MBA 556, MBA 562, and MBA 542
MSM quantitative course is: MSM 515

**Undergraduate General Electives**

Students enrolled in the BBA, BBL, and BSM are eligible to take undergraduate elective course to complete the degree requirements.

<table>
<thead>
<tr>
<th>Reading Standards</th>
<th>At least 50 pages per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Standards</td>
<td>At least 8-12 pages of formal writing per course</td>
</tr>
<tr>
<td>Common Assessment Assignment</td>
<td>Currently Common Assessments only evaluate core curriculum.</td>
</tr>
</tbody>
</table>

**Concentration Courses**

**Undergraduates**

<table>
<thead>
<tr>
<th>Reading Standards</th>
<th>At least 50-100 pages per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Standards</td>
<td>At least 10-20 pages of formal writing per course</td>
</tr>
<tr>
<td>Common Assessment Assignment</td>
<td>Currently Common Assessments only evaluate core curriculum.</td>
</tr>
</tbody>
</table>

**Graduates**

<table>
<thead>
<tr>
<th>Reading Standards</th>
<th>At least 50-100 pages per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing Standards</td>
<td>At least 25-40 pages of formal writing per course</td>
</tr>
<tr>
<td>Common Assessment Assignment</td>
<td>Currently Common Assessments only evaluate core curriculum.</td>
</tr>
</tbody>
</table>
Designing a Syllabus

All faculty members are required to submit a written syllabus every time they teach a course. The syllabus is due no less than four weeks prior to the course start date and should be submitted to spgssyllabi@bakeru.edu. The syllabus is reviewed and will be returned to you if modifications are needed. The approved syllabus will be uploaded to the course site in Moodle two weeks prior to the course start date. All other content in Moodle will be hidden and it will be the responsibility of the instructor to unhide content as needed.

SPGS uses a syllabus template, and all syllabi must align with the required elements of the template. The syllabus template can be accessed through the Instructor Resources Website, http://www.bakeru.edu/instructor-resources. In addition to course content and expectations, the syllabus should include the list of assignments, descriptions of assignments including expected page amounts for written assignments, the basis for grades, and University policies including attendance, academic integrity, ADA accommodations, and others. Changes made to the syllabus after a course begins should be submitted to the Learning Services department (spgssyllabi@bakeru.edu) for approval and permanent archival. A revised copy of the syllabus will be sent to the students by the Learning Services team.

The course syllabus serves several functions. It enables students to plan ahead, to understand course goals and specific requirements, and to become aware of the principles and practices that underlay your course design. It is helpful to indicate to students how much time you need before returning graded work, as well as any special requirements you may have for make-up work, absences, cell-phones, and laptops, etc.

Use the syllabus to help students learn the importance of academic integrity to the learning process, and that conversely, the University will not tolerate cheating, plagiarism, and other forms of academic dishonesty. You should articulate how you plan to handle instances of academic dishonesty and that you will take such offenses seriously.

Students will perform best when you clearly define what you expect of them in terms of performance, behavior, and relevant policy areas. The syllabus is an ideal place to reinforce these messages. While the university has a formal policy on academic integrity, it is recommended you describe in detail how you will enforce the policy in your classroom.

Although students receive a copy of the syllabus in advance of the course, avoid assuming that students have read, understand, and know your policies prior to class. You should share specific policies with them in the first class session. Providing clear policy statements in your syllabus can ease the resolution of complaints raised by students over grades, absences, etc. The clearer the information that is provided to the students (especially in written form), the easier it will be to prevent, or later resolve, student disagreements. The syllabus is the primary document (along with grade and student-submitted records) consulted in grade disputes.
As you design your syllabus, copies of past syllabi used for the courses you have been asked to teach can be a good resource for you as you design your own syllabus. To gain access to past syllabi for your course(s), contact the Learning Services department (spgssyllabi@bakeru.edu).

Grading Guidelines

Letter Grade Equivalencies

Your syllabus should provide the framework for the determination of grades within your course. The grades you issue your students should reflect their achievement in attaining the objectives of the course that you have presented to them. The grading policy at SPGS is that grades shall be assigned to individual students on the basis of the instructor’s judgment of the student’s scholastic achievement according to the following definitions:

A: Addressing the subject clearly, “A” work responds effectively to all aspects of the task. Exploring the issue thoughtfully and in depth, “A” work offers unusually sharp insight into material. It integrates ideas previously learned from this and other disciplines and anticipates next steps in progression of ideas. An “A” student’s work is considered “Distinguished” (see grading criteria below).

“A” work should be of such nature that it could be put on reserve for all students to review and emulate. The “A” student provides an example for others to follow.

B: At this level, students demonstrate a solid comprehension of the subject matter and accomplish all course requirements. “B” work responds to some aspects of the material more clearly than others, and it shows the student to be an active participant and listener. In “B” work, the student communicates orally and in writing at an acceptable level for a graduate student. “B” work is considered “Proficient” (see grading criteria below).

“B” denotes a strong performance, indicating solid work; consider “B” a good grade, one that reveals depth and complexity of thought.

C: Demonstrating marginal comprehension, communication skills, or initiative, or a delinquency in submitting assignments, “C” work passes by a slim margin. A “C” student’s work is considered “Basic” (see grading criteria below).

“C” work qualifies as barely adequate, and it turns unacceptable when it becomes repetitive in nature.

D or F: Work in this category lacks understanding, professionalism, quality, or quantity. Work of this nature does not meet minimum standards for graduate work and does not qualify for course credit.
Grading Criteria

The University Registrar's Office applies the following policies to grading. Instructors are expected to apply the policies to their evaluation of student learning.

All credit hours awarded by Baker University are semester hours. Grades are awarded to indicate the quality of a student's academic performance. Baker University uses a 4-point grading scale defined as follows:

<table>
<thead>
<tr>
<th>Scale</th>
<th>Grade</th>
<th>Explanation</th>
<th>Quality Points Per Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% - 90%</td>
<td>A</td>
<td>Distinguished</td>
<td>4.0</td>
</tr>
<tr>
<td>89% - 80%</td>
<td>B</td>
<td>Proficient</td>
<td>3.0</td>
</tr>
<tr>
<td>79% - 70%</td>
<td>C</td>
<td>Basic</td>
<td>2.0</td>
</tr>
<tr>
<td>69% - 60%</td>
<td>D</td>
<td>Unsatisfactory (Will not count toward graduate degree)</td>
<td>1.0</td>
</tr>
<tr>
<td>59% and below</td>
<td>F</td>
<td>Failure - No credit</td>
<td>0.0</td>
</tr>
</tbody>
</table>

For Baker coursework, a passing grade for undergraduates is a “D” or better. A passing grade for graduate students is a “C” or better.

Additional Grading Notation

WP/WF - Withdrawn Passing or Withdrawn Failing: Grades are assessed by faculty for SPGS students who withdraw after completion of 50% of the course. The “WF” grade is punitive (zero associated quality points).

I – Incomplete: Students who fail to complete all course requirements by the last day of the course due to extenuating circumstances may request in writing to the faculty member that the faculty member grant a temporary grade of “I.” Should the faculty member consider the request valid, he/she must then request approval from the University Registrar. The student must complete the outstanding coursework within two weeks following the ending date of the course. If the student fails to complete all course requirements by the end of the two-week time frame, the grade of “I” is converted to an “F.”

Writing Requirements and Assistance

SPGS requires MLA formatting for all written work. Students should exhibit college-level skills appropriate for the level of study. All assignments should be type-written, unless you administer an in-class assignment or activity. The Assignment Standards outline writing requirements for each level of learning offered at SPGS. The standards are detailed course by course beginning on page 21.
The following resources are available to assist with assessing a student’s application of the MLA format to his or her writing,

- **A Writer’s Reference**

  This handbook for writers is used by all students. The handbook is provided to faculty at no cost. There are several opportunities throughout the year to attend writing workshops on assessing writing. Staff members are also available to answer questions about the MLA style of writing and how to use *A Writer’s Reference* to expedite grading of a student’s writing.

- **Writer’s Help**

  Distributed as an online handbook, *Writer’s Help*, was created as an online research tool, for students and instructors, strictly concerned with writing. *Writer’s Help* is stored virtually, providing access from any computer connected to the internet. It provides a continuously evolving search engine focused on writing centered terminology. Instructors are provided accessible content to aid in grading, instructing, and assignment creation. Students may not be required to purchase this resource. Click on the *Writer’s Help* heading above for a tutorial on how to access the registration page and create your account.

- **MLA Formatting & Style Guide**

  The MLA Formatting & Style Guide compliments *A Writer’s Reference* and was created with the purpose of assisting Baker University students with writing using the MLA format. The document provides a quick hits list of commonly asked questions from Baker students.

SPGS also provides a list of approved writing tutors that can be accessed on the university website. When referring students to the tutors for assistance, it is important to remind them that the tutors do charge fees for their services.

**Best Practices in Point Determination**

- Total points in a course should range from 300 – 1,000.
- Awarding of extra credit is strongly discouraged. A detailed and clear syllabus provides students with ample opportunities to earn points for work they have completed successfully.
- Awarding points for participation in class is discouraged. Participation points must be no more than 10% of the total points awarded in a course. If participation points are assigned, then a participation rubric should accompany the syllabus and a very detailed statement should be included within the instructor expectations section of the syllabus to discuss
how points are awarded or removed during any given class session. Instead of assigning participation points, consider creating in-class activities that align with the individual assignments and produce a deliverable element, for example assign a two-minute paper, a reflection, or an informal presentation on a concept from a reading assignment.

For assistance on how to balance the distribution of points in your syllabus, please contact the Learning Services department.

Courses that administer common assessments are required to have points assigned to the predetermined assignment; however, it is up to the instructor as to how many points are awarded. A description of the common assessment plan is described on 10 and the description of each common assessment assignment can be located in the faculty portal under the corresponding Program Guide, http://www.bakeru.edu/images/pdf/portalpage/.

Rubrics

Informing Students of Progress

One of the most important services instructors provide to students is to keep them well informed of their progress. Students should receive feedback by or before each class session to help them evaluate their progress in the course. Return graded assignments, papers, and exams on a regular and timely basis so that students can gauge their own progress (as a general guideline, if at all possible work should be returned within a week of its submission). Publishing your gradebook through Moodle can also assist you in ensuring timely, accessible feedback on graded work for students, in addition to increasing efficiency in course communications.

To expedite the grading process and promote accuracy when assessing student work, we recommend you include a rubric with each assignment. Rubrics are like roadmaps to the assignments and provide students with a clear and concise understanding of what your expectations for their performance.

You will note that we use the same rubric values for Unsatisfactory (0-6.9), Basic (7.0-7.9), Proficient (8.0-8.9), and Distinguished (9.0-10) to promote consistency on student performance. You may weight rubric criteria differently if you wish. For assignments that are not deemed Common Assessments, you may create your own rubrics for the assignments. If you require assistance or would like to talk through the process of designing a rubric, please contact the Learning Services department. You can also find rubric generators online. For example, RubiStar (http://rubistar.4teachers.org/) is a website designed specifically for educators to create and share rubrics.
## SPGS Writing Across the Curriculum Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unsatisfactory (0 – 6.9)</th>
<th>Basic (7.0 – 7.9)</th>
<th>Proficient (8.0 – 8.9)</th>
<th>Distinguished (9.0 – 10)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Addressing the Topic</strong></td>
<td>The paper indicates confusion about the topic or neglects important aspects of the task.</td>
<td>The paper addresses the topic, but may slight some aspects of the task.</td>
<td>The paper addresses the topic clearly, but may respond to some aspects of the task more effectively.</td>
<td>The paper clearly addressed the topic and responds effectively to all aspects of the task.</td>
<td></td>
</tr>
<tr>
<td>2. <strong>Exploration and Depth of Writing</strong></td>
<td>The paper lacks focus, coherence; often fails to communicate its ideas.</td>
<td>The paper treats the topic simplistically or repetitively.</td>
<td>The paper shows some depth and complexity of thought.</td>
<td>The issues are thoughtfully explored at considerable depth.</td>
<td></td>
</tr>
<tr>
<td>3. <strong>Organization</strong></td>
<td>The paper has very weak organization and development, providing simplistic generalizations without support.</td>
<td>The paper has limited organization and development, generally supporting ideas with reasons and examples.</td>
<td>The paper is well organized and developed, with ideas supported by appropriate reasons and examples.</td>
<td>The paper is coherently organized and developed. The content is supported by apt reasons and well-chosen examples.</td>
<td></td>
</tr>
<tr>
<td>4. <strong>Style</strong></td>
<td>The paper has inadequate control of syntax and vocabulary.</td>
<td>The paper demonstrates limited use of syntax and language.</td>
<td>The paper displays some syntactic variety and facility in the use of language.</td>
<td>The paper has an effective, fluent style marked by syntactic variety and a clear command of language.</td>
<td></td>
</tr>
<tr>
<td>5. <strong>Grammar</strong></td>
<td>The paper is marred by numerous errors in grammar, usage, and mechanics that frequently interfere with meaning.</td>
<td>The paper has some errors, but generally demonstrates control of grammar, usage, and mechanics.</td>
<td>The paper has a few errors in grammar, usage, and mechanics.</td>
<td>The paper is generally free from errors in grammar, usage, mechanics.</td>
<td></td>
</tr>
</tbody>
</table>
SPGS Presentation Rubric
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unsatisfactory 0 – 6.9</th>
<th>Basic 7.0 – 7.9</th>
<th>Proficient 8.0 – 8.9</th>
<th>Distinguished 9.0 – 10</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Presentation and Organization</td>
<td>Information is difficult to follow and is distracting from the presentation objective.</td>
<td>Information is presented in a logical sequence but is not somewhat difficult to follow. Lack of direction by the presenter(s).</td>
<td>Information is presented in a logical sequence that is easy to follow. Presentation outline (road map) is offered in introduction and followed throughout the presentation.</td>
<td>Information is presented in a logical sequence that also demonstrates creativity and effort to engage and maintain audience attention. Presentation outline (road map) is offered in introduction and followed throughout the presentation.</td>
<td></td>
</tr>
<tr>
<td>2. Presenters’ Knowledge</td>
<td>Presenter(s) are unable to provide a sufficient knowledge of the content.</td>
<td>Presenter(s) are able to demonstrate a basic level of content knowledge. Only factual information was presented.</td>
<td>Presenter(s) demonstrate a confident level of knowledge of the content and encourages the audience to think critically.</td>
<td>Presenter(s) demonstrate a depth of knowledge of the content that enhances critical thinking by the audience.</td>
<td></td>
</tr>
<tr>
<td>3. Presentation Style and Audience Engagement</td>
<td>Presenter(s) delivery style was distracting and did not attract the attention or engagement from the audience.</td>
<td>Presenter(s) used a delivery style that attracted limited attention from the audience and encouraged limited audience engagement.</td>
<td>Presenter(s) used a delivery style that was appropriate, including eye contact, voice tone and enthusiasm that engaged the audience and questions resulted.</td>
<td>Presenter(s) used a delivery style that enhanced the content using appropriate eye contact, voice tone and enthusiasm. The audience was very engaged and questions were encouraged.</td>
<td></td>
</tr>
<tr>
<td>4. Visual Aids</td>
<td>Visual aids do not support the message and are a source of distraction.</td>
<td>Visual aids neither distract nor add to the message.</td>
<td>Visual aids are appealing and appropriate to the message.</td>
<td>Visual aids are engaging and precisely reinforce the message.</td>
<td></td>
</tr>
<tr>
<td>5. Group Preparation (Use only for group presentations)</td>
<td>All presenters are not aware of the presentation content and format; and indication of presenter direction from other presenters.</td>
<td>Most presenters are prepared. Transitions do not occur without some audience distraction.</td>
<td>All presenters are prepared. Transitions are minimally cumbersome.</td>
<td>All presenters are prepared and able to seamlessly transition between speakers.</td>
<td></td>
</tr>
</tbody>
</table>

**Assignment Suggestions**

The suggestions that follow offer generic assignment types; often these assignments need to be tailored to reflect the content of your course.

**Instructional Design Handbook**
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Reading Assignments

There are a number of ways to engage students in the readings each week. One method: ask students to write three to five questions for a chapter of reading, and then have them ask the questions to the class. You can make this as formal or informal of a game as you would like; you could even use it as a course-long Jeopardy-style quiz with cumulative point totals and rewards.

Text and Online Exercises

Most texts offer a variety of skill-building, concept-reinforcing exercises and activities. As many publishers offer companion websites for their texts, so avail yourself of those resources too.

Papers

While papers in most academic courses tend to focus on length and depth, do not overlook the power of short papers. By asking students to write single-page, informal papers about class topics, you can help them focus or clarify their thoughts. If you use an online support shell, ask students to post their thoughts for the class to read before the class meets. On-ground you can distribute the papers at the beginning of class to seed discussions.

In-class writing can also help students crystallize their ideas from the evening. At the end of class, give students two minutes to write down the ideas, concepts, and questions that came to them during class, and ask them to bring the pages to class next week. Begin the next class with a recap of these papers.

At the same time, do not shy away from long papers. The best way for students to interrogate their own ideas through writing comes from having enough room to fully explore those ideas.

Integrated Paper (recommended for Graduate Students)

The integrated paper begins with a brief introduction to the area of interest and focuses the reader's attention on the issue and background of the problem. This brief introduction leads the writer into a review of each of the pertinent areas that must be explored to gain an understanding of the many facets associated with the subject of interest. It is the writer's responsibility to provide logical transitions from one pertinent area to another. It is through these transitions that the reader begins to understand the larger picture. While discussing the findings within a pertinent content area the writer should:

- distinguish between assertion and evidence in the studies
- identify methodological strengths and weaknesses of the studies
- identify relationships among the studies
- identify major trends or patterns in the results
- note how the reviewed articles relate to your topic

- identify gaps in the literature; consider designing a table(s) that compares important characteristics of studies reviewed.
After discussing each of these pertinent areas, it is the writer's responsibility to write a conclusion that provides closure for the reader. The conclusion should be coherent and well pointed and lead the reader's attention to the direction which the writer perceives is the logical next step. If the review is multifaceted and challenging for the reader to make all the necessary connections, the writer should provide a summary section prior to the conclusion. The summary section should present the key points that resonated from your review of each pertinent area presented. Once the reader has processed through this integrated summary, the writer can provide the paper's conclusion and direct the reader to the next logical point of inquiry.


**Peer Reviews and Revisions**

Give each student two different colors of 3 X 5 cards. Ask students to pair off and exchange essays with each other.

After discussing each of these pertinent areas, it is the writer's responsibility to write a conclusion that provides closure for the reader. The conclusion should be coherent and well pointed and lead the reader's attention to the direction which the writer perceives is the logical next step. If the review is multifaceted and challenging for the reader to make all the necessary connections, the writer should provide a summary section prior to the conclusion. The summary section should present the key points that resonated from the writer's review of each pertinent area presented. Once the reader has processed through this integrated summary, the writer can provide the paper's conclusion and direct the reader to the next logical point of inquiry.

**Non-Class Artifacts**

Part of our educational mission asks students to make connections between their school lives and the rest of their lives. This interaction can benefit from bringing a variety of artifacts into class. From mission statements to corporate organs, food labels to ads, these artifacts can assist students in gaining more understanding of the way that their education influences their lives. In the case of anything personally or corporately confidential, make sure students do not reveal inappropriate information.

**Learning Journals and Blogs**

Ask students to keep track of what they read in a journal. They might write out their ideas, thoughts, or questions; you might ask them to record concepts from the reading in one column and write applications in another. As well, you can generate a number of course-based journaling questions for students to respond to.

You can use blogs as one method for monitoring student journaling. Creating a blog requires only an email address, and students can create them at sites such as [http://www.blogger.com/](http://www.blogger.com/) or
http://blogspot.com. Make sure that the students title their blog in a way that makes it easily identifiable with the class. You should ask students to give you permissions to read their blog. You might ask that students post replies to two of their classmates’ blogs each week in order to foster a sense of online community.

Teach-backs

Teach-backs ask students to be responsible for teaching material to the class. A student or group assigned a teach-back gains in-depth knowledge of a concept, theory, practice, or text, and then presents that material to the class in an interactive way.

Current Event Articles

A time-honored tradition, this sort of assignment requires students to bring to class a recent article based on that night’s concepts. There are several ways to work articles into a class:

- Ask all students to give a 2-minute synopsis of their articles.
- Pair students up, and ask them to draw connections between their articles to share with class.
- Allow students to mingle freely to look for people with similar-themed articles.
- Post signs around the room, labeled with course concepts or current event moments, and ask students to gather at the appropriate sign. Ask students to create a summary of their articles.
- Place students and groups, and ask them to share their current events with each other. Ask them nominate one article to discuss with the rest of the class.
- Collect the articles and create a Current Events quiz out of them. This quiz should be informal.

You may feel the need to present an additional timely topic that relates to the class from week to week. If nothing else, keep current with local newspapers, radio, business news, and company reports.

Case Studies

Case studies remain one of the most popular learning methods with instructors and students. Students appreciate the real-world value of case studies, and the application of course concepts makes case studies valuable to instructors as well.

You can involve your students in case studies by asking them to research and create their own; you can also ask them to create or perform a role-play based on case study materials, another method that encourages critical thinking and analytic involvement with course material.
One technique that would encourage all students to collaborate each week (rather than taking turns completing the assignment) in case studies is to divide students into different groups during class to share their findings with other classmates. By making each student potentially responsible for all the case study information, the students gain more hands-on experience with all aspects of the case. Debrief the small group discussions by asking if any common themes emerged from all the case studies, and collect written responses from each student.

**Book Reviews**

Asking students to read and evaluate a book on a class topic can add variety and interest to the material. With our accelerated format, classes cannot cover all aspects of a topic, so allowing students to research a topic and present a review of a book helps round out tertiary class topics.

The chosen book should have a contemporary focus on a significant, class-based issue. Avoid allowing this assignment to become a book report or a summary; instead this assignment should focus on analysis and critique, so it might be helpful for students to use outside research in order to fully understand and position a text. Book reviews can take the form of a short paper, a formal or informal presentation, a group activity, or a panel discussion.

**Exams and Quizzes**

If you offer a final exam in a master’s-level course, ask students to demonstrate higher levels of understanding; avoid comprehension-based exams in favor of evaluative questions based on application and short-essay.

One method to involve students in the exam process: ask students to write one exam question a week. Review these, and compile questions for your exam.

Consider using quizzes in class as a non-graded item to help facilitate learning. Allow open-note and open-book quizzes. You could have competitions by groups and give out small rewards such as Pay Day or 100 Grand candy bars. These activities can keep the student engaged during the last hour of the class—and the blood-sugar boost speaks for itself. To engage students in a different sort of quiz, offer crossword puzzles based on course concepts. There are many crossword creators available online, such as [http://search.teach-nology.com/cgi-bin/crossword.cgi](http://search.teach-nology.com/cgi-bin/crossword.cgi) or [http://www.armoredpenguin.com/crossword/](http://www.armoredpenguin.com/crossword/); you can also search for Crossword Puzzle creator in Google. While this method of quiz tends toward basic knowledge or comprehension, you can fine-tune your clues to fit higher-order learning, too.

Alternatively, you can offer review sessions before your quizzes; since the point of the quiz is to reinforce knowledge and application, pre-quiz reviews can assist students in retaining knowledge. You might try a speed drill, where you hold up a flashcard with a concept or term written on it. The first group to give a succinct and satisfactory answer becomes the defending group, and other groups can challenge them on the remaining questions. Offer some sort of reward—food is often a popular one—for the group with the most successful defenses.
Arranging Course Content

Course content can be arranged in many ways:

**Structurally based content** is consistent with the way relationships in the field occur, e.g., spatial, chronological, physical and so on.

**Conceptually based content** uses major ideas or concepts to show important relationships such as:

- Relationships of classes and groups of objects or phenomena
- Relationships of theory to application of theory, or rule to example, or evidence to conclusion
- Relationships that proceed from simplest ideas to those of more complexity and abstractness
- Relationships or logical sequence in which one idea is necessary to comprehend the next.

**Learning based content** is organized by principles such as:

- Learning skills that are likely to be useful later in life
- Encountering familiar ideas and simple phenomena before the more unfamiliar and complex
- Understanding an idea or concept before attempting to interpret and use it
- Encountering material geared to readiness to learn.

**Career based content** helps students become familiar with practice and employer needs.

**Knowledge utilization content** is arranged so problem-solving situations encourage students to take responsibility for developing logical, organized solutions.

**Knowledge creation based content** is organized around processes of generating, discovering, or verifying knowledge in the field. It shows how scholars discover relationships and draw valid inferences.

**Value based content** is organized around issues, dilemmas, ethical problems, or value dimensions that help students clarify and become committed to values and beliefs.
Textbooks and Supplemental Materials

Textbooks for your class are selected through Baker University and sold through the Baker Bookstore. Students may also purchase their textbooks from outside vendors. Every student is expected to access the required course materials in order to complete all assignments on time and as assigned. Students are responsible for using the correct edition of textbooks and other materials and for accessing required course resources such as software or websites. We ask instructors not to excuse late or incorrect work due to the student’s not timely accessing correct course materials.

Instructors are notified via email of the textbook requirements at the time they accept an offering to teach a course. If you do not have a current set of textbooks/materials for your course, please contact the Learning Services department.

You should consider ways to supplement your course with other useful readings. One way to supplement readings is to create an online article file using My EBSCOHost through the Collins Library. You can fill your file using the Collins Library databases directly; as an added bonus, these articles might encourage students to select quality, reputable sources in their own research.

To access My EBSCOHost, follow this link http://proxyb.kclibrary.org/login?url=http://search.ebscohost.com/login.asp?profile=web&db=aph and enter your library card number and PIN as usual. Click on “Sign in to My EBSCOHost” at the top of the page. Please make your own EBSCOHost account and copy articles you find to your own folders. To give students access to the article folders, open the folder in the left-side frame and click the “Share” link (note that if there are subfolders, they are automatically included in the “Share” of the parent folder). Enter the students’ email addresses and other information, then click the “Invite” button to send access instructions and a pass code to the students. Remember to provide these instructions and the pass code to students well in advance of the course so that they have sufficient time to access and read the articles prior to class.

Choosing Instructional Methods

Use both active and passive modes of instruction. Lecture is the most common mode of passive instruction. Active modes include discussion, case studies, presentations, small group work, demonstration, role play, simulations, games, debate, problem-solving, peer teaching, etc.

Research has shown that students learn more content, more quickly, and retain what they have learned longer if they are actively engaged.
Instructional Suggestions

Syllabus

Your syllabus acts as a contract for your class, so it is vital that students are aware of what it contains. In order to cement the importance of the syllabus in students’ minds, you can run a syllabus scavenger hunt: Come up with a reward for the first group that completely and correctly answers a prepared questionnaire about class policies.

Debate and Discussion

One method for stimulating discussion is the Discussion Wheel. Have half the students stand in a circle in the center of the room facing out, their backs to the inside of the circle. Next have the remaining students form another circle around the outside of the first, standing directly in front of and facing someone in the inner circle. Designate one of the circles to go first in sharing their individual checklist in no more than one minute. Next, those in the other circle take a moment to share.

This activity employs active listening and effective questioning strategies. Since the two skills are such a matched pair, break the class into groups of three, where each person is a listener, a questioner, or an observer. Give the groups a topic and a time limit; at the end of the time, have the observer convey what he/she witnessed, and then have the trio switch roles till each person has done each action. Do not forget to debrief as a whole class.

Use some kind of signal (dimming the lights or blowing a noise maker) to get everyone’s attention, and indicate that members of one of the circles (it does not matter which) will rotate their circle two positions (two people) to the right so that they are facing a new partner in the other circle. Repeat this process several times until everyone has had a chance to converse with at least two other individuals.

Other methods for engaging students in discussions and debates:

- Students can also benefit from a Think-Pair-Share exercise. Give students a topic to think about, and ask them to write or reflect for two to five minutes. Pair the students off so they can discuss their ideas, and after the pairs have thoroughly discussed the issue, ask them to share their discussion with the class. Since students often sit in the same place, your challenge will be to mix the class up to get folks talking to people beside their immediate seatmates.

- Put students in the Fishbowl: ask for volunteers—about half the class—to arrange chairs and sit in a circle in the center of the room. Explain that they will be the “fish” and will have several minutes to discuss their thoughts, ideas, and “Aha” moments from course reading. The rest of the students sit around the room as silent observers, watching the fish inside the bowl, but not attempting to communicate or interact with them in any way. Once the discussion begins, you should step outside the activity altogether, essentially becoming a silent observer outside the fishbowl until you call time. When time ends, ask for the fish to remain silent while those outside the bowl share their observations.
In order to discuss concepts or theories, break the students into debate teams. You can pair them off, put them in quads, or split the class fully in half for this exercise. Give each team time to research and support their position, and then direct the students through a debate on the merits and criticisms of each approach.

At the beginning of each class, ask students to list the five (or however many you choose) most important concepts from the previous week. Divide the students into groups. Give each group time to define the concepts themselves, without books or notes, and then have one person from each group come up to the white board (or chart paper if you bring some), write the concept, and write the first word of their group’s definition. Proceed by having each group add one word to each definition, insisting that they maintain the sense of the sentence. By the end, the students will have created their own fresh definition. If you have students write on chart paper, you can bring the concepts back each week and reaffix them to the walls.

If you keep track of concepts on chart pages throughout the room, you can ask students to trade notes with a partner in the next class; have the partners take each other’s definitions or examples and go stand by the appropriate chart page. Students then explain each other’s concepts to the class.

Divide the students into two teams. Try a speed drill for class review where you write class-related questions on note cards, and place the cards in the center of the room. When you give the signal, one student from each team rushes to the center, grabs a card, and takes it back to his/her team. The team discusses the question and writes an answer on the card, and a new student takes it back to the center table, dropping the answer and taking another question. Let the game go on for a few minutes or until there are no more cards. The team with the most correct answers wins a prize of your choosing.

To engage kinesthetic and visual learners, tell students that you will read a series of statements from the course material; if the statement is true, students should stand. Standing at their seats allows students an opportunity for minimal movement while also offering a visual representation of the degree of group consensus about each statement. At the same time, if your students enjoy moving around, you can designate a spot in the room as the “True” spot, allowing students to move there.

For another active approach, develop enough true/false statements for each student in the class. Print each statement on an index card or all of them on paper cut into strips, and distribute one statement to each student in the class. Designate one area of the room as “True” and one as “False,” and ask students to move to one area or the other in response to their statements. Once all are in place, have students read the statements on their cards or slips of paper so classmates can confirm if everyone is in the correct location.

Create a matching activity with five sets of cards, three cards in each set. For each set of cards, write a course concept on one card, write the definition or an application of that concept on the second card, and provide a photo on the third card of a person, place, or thing that exemplifies the concept. Mix up the fifteen cards and distribute them among students; for larger classes, print additional cards with photo examples, or determine
additional roles for those without cards. Instruct students to get up and move about the room without speaking to match their cards with the others in the set (one term, one definition, and at least one photo). Once matches have been made, ask each small group to explain their cards and offer any additional examples or information.

- Use note cards with the name of a student on each card. When presenting questions to the class or seeking an opinion related to a specific subject, randomly draw a card and direct the question or request for response to the student whose name appears on the card. This will increase overall class participation and assure a more balanced level of student activity. Be certain to provide positive feedback to the students in order to build and reinforce self-confidence.

- Select a specific topic and query the class as to who is for or against the issue. As an example, discuss the financial aspects of national health care. Separate the class evenly into groups. All those in favor will be placed on one side of the room, and all those against will be placed on the other side of the room. If not equal, move students until both sides are equivalent in number of students. Select three students to be judges for the debate. Do not select three who are either for or against. Then instruct the class that a debate will occur the following week. Those in favor will be asked to support the negative position, and those against will be asked to support a positive position. Each group will be given ten minutes to present their position, five minutes to rebut the opposing side, and five minutes to summarize and explain why they have presented the better case. The judges will then select a winner and explain the basis for their decision. Following the debate, ask the class to explain what they have learned from the exercise.

- Bring a sense of play into your class by adopting games like tic-tac-toe, bingo, or any game-show style format for your course. While you can use these games to review basic knowledge- and comprehension-level concepts, you can also modify formats to engage students in application and evaluation.

- Use online discussion boards or forums in a support shell to give students a place outside regular class time to ask questions and discussion ideas.

- Play a game called Numbered Heads Together to cover course concepts or applications. In this game each student is given a number between one and five; they are then asked to prepare a list of 5 to 7 questions that focus on the important parts of the evening’s discussion. Pose a question and ask each person to write out an answer. Assemble the students in groups and ask each to reach a consensus on the answer. Continue this until all questions are answered. Go back to the questions, call out a number, and the students with that number provide the answer. Alternatively, you can group students based on their number rather than by group.

- Challenge students to make a word-web based on course concepts. Write a term on a piece of chart paper or on the board, and ask the class to take turns adding words and connecting them to the central term.
To engage the class in course material, modify this activity to fit your class: create “stations” around the room to explore facets of course material. For this activity, you can set up whiteboard or flip chart stations around the classroom. Each station could present a different question or dimension from the class. You can create these questions yourself, or you can have the students generate them. Set an amount of time that students should work on each station (i.e., 30 seconds) and have students circle the room as individuals or in groups and write as many words as they can at each station within the given time limit, and then move on to the next station. When all individuals/groups have had a chance to work at each station, you can facilitate a class discussion using the stations, and work as a class to discuss what everyone wrote.

Two-Minute Papers

At the end of each class night, give students two minutes to write down the ideas, concepts, and questions that came to them during class, and ask them to bring the pages to class next week. Begin the next class by asking students to review their two-minute papers from the previous week. Solicit comments or questions, even calling on folks to read what they wrote, and connect last week’s conversations on designing systems to tonight’s topics on dispute system development.

You can use these two-minute papers as a jumping off point for an in-class exercise, too. Break the students up based on the concepts they wrote about or had questions on. In their groups, have students compare notes to see if they can create an outline or vision based on what they have written—ideally the groups will fill in blanks around each other’s ideas and questions.

If you choose, you can take these short papers outside of class, by asking students to create blogs. See the note above in Class Assignments on Learning Journals and Blogs.

Class-focused discussions

Any time you want your class to create its own understanding of a course concept, try the Greatest Hits activity. Ask the students to break into groups and create whiteboard or chart-page summaries of the concept or idea. After groups write their definitions, characteristics, or summaries on chart pages, give them no more than two minutes to debrief the other groups on their creations. Once all the groups have shared, allow the students to circulate around the room, taking notes on each other’s lists, and ask groups to share revisions they want to make to their own definition, characteristic, or summary.

Brainstorming

There are a variety of ways to pull information from students. Try any of these techniques, either in small groups or as a whole class:

- Inverse brainstorming: Rather than solving a problem, this technique attempts to find problems.
- Bounce off someone: Pair students off and allow them to try ideas out by talking through them with each other.
- Redefine the problem
• Draw the problem
• Mind-mapping
• Fishbone diagram: Put a problem on the far right side of the board, and draw an arrow from left to right that points to the problem. The arrow is the backbone of the fish. Next, use diagonal lines, the “bones,” to create categories for potential causes for the problem. After this, group problems under the appropriate category. For instance, if your topic is “Slumping Sales,” your diagram might look like this:

• Uninvolved
• Free association
• Direct analogies
• Fresh eye
• Idea notebook
• Napoleon technique: Imagine yourself as someone else, and approach the issue from that perspective.
• Visualization
• Think-Pair-Share: Pair students up and ask them to share ideas. Choose one of the ideas and generate a list of as many related ideas as possible in two minutes. Next, combine pairs, and tell students to repeat the process.

You can also have the whole class create a Greatest Hits list. In order to make it energetic, ask one person from each group to come to list an element of the course concept or activity your class is working on the board; they then return to their group and hand off a marker to the next person who comes up. Once the board is full of ideas, start a discussion of the material. You might also create an auction list, where each group has a certain number of points; they can bid up items they think are important, but their choices are limited by their total number of points.

Role Plays and Simulations

Depending on your take on your class, you might ask students to act out course concepts or potential scenarios. You can either make this exercise spontaneous, giving students fifteen minutes to plan their presentations, or you might contact the class representative beforehand to plan this. Either way, this activity can create a good sense of energy and activity.

Using Classroom Space

Getting students out of their seats often helps engage them in the material, and a great way to get them moving is to get the most out of the classroom space. For example, if you are teaching about implementation timelines—for sales, for training, for marketing, for product release, or for any other managerial purpose—you can start the class off with a brainstorming exercise on what to include, in general, in the timeline. They should keep all aspects of the implementation in mind, from the very beginnings to the eventual post-implementation evaluation. Once the class has created a list of general topics, break the class into task teams to fill in the remaining details.

Reconvene the class to build the timeline, and use the classroom space to do it. Use the floor in the middle of the room—push the desks back if necessary—to create the timeline. Decide where the major pieces will go, and then have teams start to fill in their individual pieces. Once the first phase
is done, ask the class as a whole to make additions or revisions to the proposed timeline; then give task teams time to meet to talk about their own timelines. It is important to remember that there is no single right answer here; instead, this exercise is about the construction of a realistic and inclusive instrument for teams to use.

- You can use classroom space in other ways, too. If you have several concepts to cover in an evening, post chart pages around the room with one of the eleven concepts on each page. Ask each group to define the concept on a 3x5 card, and have them attach their answers to the chart pages. As a class discuss responses.

- Any time you have terms or concepts to define or explain, or if you have equations to work out, use chart or butcher paper to express the concepts or math. That way you can hang your definitions and equations in various places around the room, thus allowing students to refer to class-created work.

**Guest Speakers**

Students enjoy hearing from people working in the field, and they benefit from the real-world experience and knowledge such speakers bring to the classroom. Depending on your time frame, you might even schedule a panel discussion with several speakers at once.

**Career-focused Reflection**

Wrap up each evening’s class by asking each student to write on an index card one specific goal (personal or professional) related to the course’s content. They need not put names on the cards; you may choose to collect the cards and look at them after class, or encourage students to keep the cards in a place where they will reexamine them (and the goal) often throughout the course (i.e. in their learning journals, taped to their laptops or their name tents, etc.). Next, on another card, ask them to identify what it will take to accomplish the goal. Encourage students to ask you (and each other) for things they might need throughout the course to achieve the goal, but also promote the idea that they should be self-directed and take personal responsibility for tailoring their learning to meet their own personal and professional needs.

- Use a relay to reinforce class ideas. Develop six to eight questions about course materials and applications. Make multiple copies of the question and put each set of questions into its own envelope. Place the envelopes around the room. Prior to the start of the relay race go over the rules:
  - Break the students into teams
  - A team can work on only one question at a time
  - The relay does not start until you start it. At that time one person from each team retrieves one question
  - When the team is done answering and documenting their answer, another team member gets another question
  - No blocking, tackling, holding, or other means of preventing other teams from getting to the questions is allowed
  - The questions may be answered in any order
  - Failure to comply with these rules will disqualify the team
The team that completes all questions first and gets them all correct will receive a reward of your choosing

As always discuss the questions at the end of the activity.

Other Classroom Games

Human Knot

**Topics:** Icebreaker/introductions, emphasizing similarities and inclusion as a part of diversity

**Materials:** 3’ long pieces of string, bandanas held by opposite corners or anything that extends each individual’s reach beyond outstretched arms

**Procedure:** Explain that you will tell the class a little bit about yourself and then indicate someone with whom you have something in common. The selected individual will introduce him- or herself, and then call on the next individual by stating a commonality between the two (encourage digging deeper than superficial qualities or the obvious “same group” response). Introductions proceed in this manner until everyone has taken a turn.

Next, ask everyone to stand in a circle in the center of the room or other area with enough space. Hand everyone a piece of string or anything that extends their reach across the circle (and it may need to be a “cozy” circle, with bodies turned slightly, in order to fit everyone in and still reach across). This time, while holding the string firmly in one hand, each individual is to identify something in common with a different person than she selected before and extend the other end of the string to that individual, who will grasp it with his free hand. Remind everyone not to let go of the strings! A string may be extended only to someone who is not already holding one in each hand, so it may become more challenging to identify commonalities as the pool to select from decreases. The activity continues until everyone in the circle is holding the ends of two different strings, one in each hand, creating a web across the circle.

Inform the group that the challenge is for them to untangle this web or “human knot” they have created without letting go of either string or switching their string from one hand to the other! The group should end up standing in a circle again, although some may be facing outside the circle instead of in (which is acceptable).

**Discussion and Debriefing:** Ask the group to discuss the importance of identifying commonalities with others, rather than focusing more on differences (especially in the context of managing diversity), and the benefit of having connections with others. Provide an introduction to OB topics by asking students to scan the detailed table of contents in the text and identify any concepts they saw glimpses of in the activity (i.e. leadership, communication, motivation, teamwork, differences in individual behavior or personality, attitudes or stress, conflict management, etc.).

**Alternate applications:** If not used as an icebreaker on the first night, determine if the activity could be applied to any of the concepts later in the course. For example, relate the experience to the topic of stress during Class Two by asking the group what kinds of things make them feel like they are tied in knots, and what they do to “untangle” themselves.
Group Juggle

**Topics:** Icebreaker/introductions, emphasizing similarities and inclusion as a part of diversity

**Materials:** Koosh balls or other soft objects safe for tossing around the room

**Procedure:** The icebreaker portion of this exercise could be carried out as described previously in “Human Knot.” Toss a Koosh ball or other soft object to pass the introductions and commonalities around the room. In this case, let students know they should remember to whom they toss the object so that the same order can be recreated later in the activity.

As with “Human Knot,” ask everyone to join you in a circle in the center of the room or an open area. Explain that the challenge is to toss the object around the circle as quickly as possible without dropping it until it returns to the starting point, and that the only “rule” is that the object must be received by each person in the same order as before (there is no need to overemphasize this point yet, as it might give something away too soon). Since you likely introduced yourself to the class first, you will begin by tossing the object to the person with whom you had something in common. Follow the order already established.

For the next round, ask the group to set a goal (in seconds) for accomplishing the challenge without any drops. Continue as many times as needed until the group reaches the goal. Next, introduce two more objects by describing how we often find ourselves juggling multiple roles, responsibilities, or tasks in the workplace (or between work and home). In this round, the goal will be to toss each of the three objects in succession to individuals in the same order, in the same amount of time (or less), and without any drops. Again, repeat as needed until achieving the goal. Often times, by this point, groups are already taking initiative to make suggestions for improvement. Avoid answering questions or giving feedback about any particular strategy, other than to reiterate the only guideline is that the objects must be received by each person in the same order as originally established.

In the next round, mention how supervisors often increase our goals and/or workloads unexpectedly and often without any additional resources or support. So the new goal will be to toss all three objects in the same order without any drops, but in half the amount of time as the last successful attempt. At this point, if discussion has not already ensued among the group in previous rounds, you may begin to ask open ended questions about how the group might go about improving their performance. In the most typical solution to this activity, the group at some point rearranges itself into the proper order so that individuals simply hand the objects to the person next to them. Further challenge the group by indicating that our “boss” believes we can improve efficiency at this task to less than two seconds, and generate suggestions for accomplishing this goal without violating the only guideline.

**Discussion and Debriefing:** Processing questions might include: What commonalities did you discover between you and any of your classmates (not just the person to whom you tossed the object)? What was the key to the groups’ success? What obstacles did the group encounter? What else did you observe about the group’s performance? What lessons from this brief activity could be applied in your work environment? To provide a further introduction to OB topics, ask students to scan the detailed table of contents in the text and identify any concepts they saw glimpses of in the activity (specific instances of leadership, communication, motivation and goal-setting, problem solving, dealing with change, etc.).

True North

Instructional Design Handbook
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Topics: Shared vision and direction

Materials: An accurate compass or GPS for facilitator; nothing needed for participants

Procedure: Gather everyone in a circle in the center of the room or other open area. Describe a hypothetical scenario, as simple or as complex as you like, to set the stage for the activity. Whatever the context, end with a statement such as this: “We need to determine if we all share the same vision and are heading in the same direction.” Present the challenge to the group that they are to form an arrow (with one long shaft and two shorter lines to form the tip) pointing towards true north. They may use only themselves (no props, materials or other resources) to accomplish this challenge. When the group believes they have accomplished the goal, check for accuracy with a compass or GPS.

Discussion and Debriefing: How accurate was the group on its first attempt? What are the implications in the workplace if there is a lack of shared vision or clear direction? Was it more challenging to determine true north or how to form the arrow? How was the group affected, if at all, by the lack of available resources for completing the task? What strategies did the group use (or what strategies could be used) to overcome such limitations? What collective knowledge, skills, abilities, or other characteristics were essential for achieving the objective?

Alternate applications: Corporate goals; group decision-making and achieving consensus; groupthink; persuasion, power, and influence tactics; available resources (or lack thereof)

Inside Out

Topics: Ethical behavior, integrity, situational influences

Materials: Rope or webbing, tied to form a circle. A 15’ length makes a circle large enough for 5-7 people; to include more participants, use additional circles or designate others as silent observers (a good option for those who may not want to participate physically)

Procedure: Lay the rope or webbing circle on the floor, and invite participants to stand inside the circle. Challenge participants to go from the inside of the circle to the outside by passing under it, without using their hands, arms, or shoulders. Respond to any questions for clarification by simply restating the initial instructions: “The goal is for everyone in the circle to pass under it without using your hands, arms, or shoulders.”

Discussion and Debriefing: Ask the group to gauge their level of success. If all members ended up outside the circle, they will likely respond that they were highly successful because they achieved the end result. But is what they perceived to be the end result actually the ultimate goal, according to the rules? Almost inevitably, participants place their hands on the floor to crawl underneath the rope, or use hands/arms/shoulders to balance themselves and each other, technically violating the rules. So discussion might first focus on how people interpreted the rules. What led to the assumption that the rules meant not touching the rope with hands/arms/shoulders, as opposed to not using them at all, in any way? It is not uncommon for participants to “cheat” when they think no one is looking. These are teachable moments for discussing integrity and personal accountability for one’s actions.
Variations: If using more than one circle simultaneously, ask groups whether they felt a sense of competition with one another. You may even choose to intentionally infuse that dynamic into the situation as you set it up. This might foster interesting discussion about whether a more competitive situation is more likely to foster unethical behavior or lesser integrity. If using only one circle, refrain from giving any feedback during the first attempt, and encourage everyone outside the circle to observe carefully and silently. Then inform the class that the first group did not accomplish the task with 100% success (assuming the situation unfolds as described above), and invite a new set of 5-7 participants into the circle to try. Again, encourage those outside the circle to observe carefully and silently, and repeat the exact instructions and parameters for the next group. After several rounds (or after everyone who so chooses has had a chance to be inside the circle), ask for observations and feedback about any of the previous attempts, then invite the first group back to try again. This time, explain that you will use a signal (a sign, flag, or noisemaker) at the first indication of a technical violation of the rules, but that you will not elaborate on the reason, beyond that a foul was committed. After each attempt, invite others to try, and continue to encourage observations and feedback. If it becomes evident that none of the groups is close to figuring out what triggers the signal, you could indicate with each subsequent foul which participant committed the violation. Debriefing could then include how we are often unaware of some of our own individual behaviors, how seemingly innocuous actions can often have significant consequences, and how the actions of one individual impact an entire group.

If a group successfully (legitimately) completes the challenge, indicate that the second part of the challenge is to go from the outside of the circle back to the inside, in the same manner. Discuss how the second time took less planning and went more quickly and smoothly, illustrating the importance of effective planning and the value of repetition and practice to improve on past performance.

Alternate applications: Creativity and problem-solving; perception, assumptions, and perceptual errors; attribution theory; motivation, behavior modification, contingent consequences

Not Knots

Topics: Perspective and perception, decision-making

Materials: A piece of rope at least 10’ in length; the longer the rope the more complex the process for participants

Procedure: It is best to set up this activity during a break, when most students are out of the room. Arrange the rope in a squiggle on the floor in the center of the room, with the ends pointing in opposite directions. The more curves, loops, and twists (and the more times the rope crosses back over itself), the more complex the challenge. To begin the activity, explain to students seated around the room that they may stand but may not otherwise move from their places. Explain that eventually, the ends of the rope will slowly be pulled in opposite directions to straighten out the entire length of rope. From their current position – and without speaking – individuals should determine whether the pulling of the rope will result in a knot somewhere along its length, or whether there will not be a knot. Give students a moment to consider the challenge before them, and remind them not to say their answer out loud. Next, allow students to move from their positions—they may examine the rope pile as closely as they wish without touching it. Ask students to stand on one side of the room without speaking if they believe there will be a knot and the other
side if they determine there will not be a knot. Next, invite students to pair up with someone from the other side of the room to persuade each other to switch sides.

**Discussion and Debriefing:** Ask if anyone’s perception of the problem and solution changed as their perspective changed (when they were able to move and examine the rope more closely). Next, ask if anyone was persuaded to change his/her mind based on the reasoning and influence of someone from the other side. Discuss the relationship between perspective and perception. Does our ability to examine a problem more closely change our perception of the situation or desired outcome? Or are there times when being too close to an issue is problematic, and our perceptions become clearer when we take a step back and examine things from a different perspective? Ask for specific examples from real-world experience. How likely are we to be influenced by the perceptions of the people around us? When might we benefit from seeking feedback from others with different perspectives on an issue?

**Variation:** To facilitate this challenge as a consensus-building activity, explain that the group’s goal is to proceed until everyone is on one side of the room or the other. Plan to spend more time for this variation, as it necessitates much more discussion and interaction among participants. Some groups are unable to achieve complete consensus, which creates additional opportunities for processing.

Conduct the activity first with a shorter length or rope, then with a longer one. Ask participants to compare/contrast differences in their perceptions, reasoning, and decision-making processes when the problem (the pile of rope) was more complex.

**Alternate applications:** Consensus-building and group decision-making; communication; power and influence; leadership

**Find Your People**

**Topics:** Individual differences and similarities, diversity and inclusion

**Materials:** A standard deck of playing cards

**Procedure:** Note: prior to class or during a break, separate the cards by suit, and then arrange them in sequence within suit. This will make it easier to pull the cards needed for distribution among the class. The following example assumes a class size of 18, but it is easy to adjust for different numbers of participants. The ultimate goal of the activity (known only to you at first), is for everyone to figure out that—despite apparent differences—they are still one cohesive group in which everyone has something in common.

Pull the following cards from the deck: 8, 9, 10, Jack, and Queen of Hearts; 8, 9, 10, Jack, and Queen of Spades; 8, 9, 10, Jack, and Queen of Clubs; Ace of Clubs; Queen of Diamonds. Set the rest of the deck aside, and shuffle the cards to be used. Explain that this will be a silent activity; participants will accomplish the challenge without using any verbal communication. Ask each participant to draw a card, but they cannot look at it. When everyone has a card, ask them to hold it to their foreheads (facing out) so that others can see the number/suit of the card, but so that individuals cannot see their own cards.
Tell the group the instructions are short and simple: “Find your people.” If students begin to ask questions or seek more detail, remind them that there is to be no verbal communication during the activity. Some students will begin to use hand signals or gestures to communicate and will begin arranging themselves into groups by some particular characteristic. Tell the group they should all give the “thumbs up” sign when they believe everyone has found his/her people. If the entire group organizes itself into several smaller groups, tell them that this is a reasonable solution, but it is not the only one. Ask them to exchange cards three times (with three different people, to shuffle them) and without looking at them, place the last card they receive on their foreheads, as before. Repeat the only instruction: “Without talking, find your people.” Continue in this manner each time the group comes up with a solution that does not include everyone.

Discussion and Debriefing: During any given round of the activity, if participants organize themselves by suit, point out that the Queen of Diamonds is left out of the various groupings. Aren’t diamonds valuable? Couldn’t this person, with his/her unique qualities, be a valuable member of a team? If participants arrange themselves by face value of the cards, point out that the Ace of Clubs is left out. Just because this person is different doesn’t mean he/she can’t be an Ace on your team. Sometimes, after a couple of rounds, groups will notice someone being left and bring them into their group despite the obvious difference. This can lead to valuable processing as well. If the entire group finally reaches a solution that includes everyone, congratulate them on finding their people, and ask how they arrived at this outcome. If not, take a card from the remaining deck that was set aside. As you subtly turn it so that the back of the card faces the group, mention how it sometimes takes more effort to look beyond the surface of something to identify subtle characteristics and discover things we all have in common with each other—in this case the back of the card is the same for every card in a standard deck.

Alternate applications: Non-verbal communication; individual differences (such as personal space issues, as when some participants communicate more physically than others by gently pulling or pushing someone into a particular group); the importance of clear goals, detailed instructions and feedback (which were intentionally lacking in the activity) and the attitudes, stress, and frustrations that could result; creative thinking and problem solving

Discussion Wheel

Topics: Any; can be used to add unaesthetic component to a typical discussion

Materials: None

Procedure: Pose a critical thinking question to the group, or ask for real-world examples from their experience to illustrate a particular concept. Have half the participants stand in a circle in the center of the room (or other open area) facing out, their backs to the inside of the circle. Next have the remaining students form another circle around the outside of the first, standing directly in front of and facing someone in the inner circle. Designate one of the circles (inner or outer) to go first; each person in that circle should take no more than a minute to answer a question or share a real-world example. Then those in the other circle take a moment to share.
Use some kind of signal (dimming the lights or blowing a noise maker) to get the group’s attention, and indicate that members of one of the circles (it doesn’t matter which) will rotate their circle two positions (two people) to the right so that they are facing a new partner in the other circle. Repeat this process several times until everyone has had a chance to converse with at least two others individuals. If appropriate, pose another question or ask for another example.

**Discussion and Debriefing:** None necessary; the activity itself is a tool for discussion. You could ask for a couple of volunteers to share their answers or examples with the entire group, to share the most interesting thing they heard from someone else in the wheel, etc.

**Alternate applications:** Limitless possibilities, appropriate for any topic or subject matter

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**Nothing Can Divide Us**

**Topics:** Characteristics of effective, cohesive groups

**Materials:** None; participants may want to use paper and pencil

**Procedure:** If necessary, explain that prime numbers are any whole numbers that cannot be divided by any other whole number. Ask students, working groups you have created, to determine how many prime numbers there are between 1 and 100, and list them in sequence. Congratulate the first group to offer the correct response!

**Discussion and Debriefing:** Ask the groups to identify characteristics of their groups (individual and collective) that make their group strong, ideally so strong that they cannot be divided. They might also discuss what situations or influences (internal or external) might cause divisiveness within the group.

**Variations:** To incorporate other multiple intelligences, have students produce something tangible that represents the strengths and cohesiveness of their group. Options might include writing a song or short jingle (or putting new lyrics to a familiar tune) about the group; making a poster with visual and/or verbal components to describe the group; acting out the group’s characteristics charades-style.

**Alternate applications:** Brain teasers (to stimulate creative thinking and problem solving)

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**Pictionary™**

**Topics:** Communication processes and barriers; non-verbal communication

**Materials:** Pictionary™ board game, handout with revised rules; alternatively, you can create your own topics and use your own timer in addition to the revised rules

**Procedure:** Described in the revised rules on the next page. Determine how many rounds will be played based on time available and number of teams you choose to create; be sure to allow sufficient time for processing. Besides the inhibitors that are a part of the game, you can create additional
“noise” as a barrier in the communication process. Walk between the drawer and teammates to obstruct their view; subtly encourage (or make no attempt to discourage) side conversations or other auditory stimuli.

**Discussion and Debriefing:** What specific concepts from the chapter were evident during the activity? At what point in the Communication Process Model (page 170 in the text) did communication most often break down? What communication barriers may have interfered with a group’s ability to play the game? What instances during the game parallel likely communication issues in the workplace? How could such issues be improved or resolved?

**Variations:** During the debrief, compare/contrast the performance of the established teams with that of the newly formed groups; identify characteristics of either type of group that might explain better (or worse) performance.

**Alternate applications:** Individual differences, perception, stress, teamwork, creativity and problem solving

**Pictionary™ - Revised Rules**

**Procedure:**

- Create teams
- Teams take turns drawing and guessing
- One member of the team draws at the whiteboard while other team members try to guess the word
- Each team member must draw at least once (time permitting) before any team member draws a second time
- A team receives 1 point for a correct guess within the given time limit

**Drawing assignments:**

- Drawer comes to whiteboard and draws a card from the box
- Drawer rolls a standard six-sided die to determine which word on the card will be drawn (see category list below)
- The category (but not the word assigned) may be communicated verbally to the team

**Contingencies:**

- Drawer also rolls “inhibitor” die to determine what additional challenge will be imposed (see list of symbols below)
- If “All Play” category is selected by role of the die, anyone (from any team) may attempt to guess the word being drawn
- OPTION: Each team may attempt a “Challenge” in which the drawer draws a phrase rather than a single word. A correct answer earns 2 points. Only one successful “Challenge” may be earned by each team
Drawing Do’s and Don’ts

- DO draw anything related to the word/phrase
- DO draw things that represent alternate spellings of assigned words
- DO think outside the box
- DON’T speak to teammates or use any other audible communication
- DON’T use excessive gestures or sign language
- DON’T draw letters, numbers, or dashes for # of letters in word

<table>
<thead>
<tr>
<th>Categories</th>
<th>Inhibitors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All Play</td>
<td>1. None</td>
</tr>
<tr>
<td>2. Difficult</td>
<td>2. Off-hand</td>
</tr>
<tr>
<td>3. Action</td>
<td>3. Eyes Closed</td>
</tr>
<tr>
<td>4. Person/Place/Animal</td>
<td>4. One Line</td>
</tr>
<tr>
<td>5. Object</td>
<td>5. Two Images</td>
</tr>
<tr>
<td>6. Roll again</td>
<td>6. None</td>
</tr>
</tbody>
</table>

Single Drop of Water

**Topics:** Goal setting, estimating, making assumptions, tension and group cohesion, synergy

**Materials:** At least one penny, one eye-dropper, one cup of water, and paper towels; more of each are needed if multiple groups are to attempt the challenge at the same time

**Procedure:** Ask participants, individually or by group consensus, to estimate how many drops of water can be dripped from the eye-dropper on to the head of the penny before the water spills over the edge. Fill the eye-dropper with water from the cup, and carefully squeeze the dropper to release one drop at a time onto the penny. Encourage participants to take turns viewing the process close up and keep count of the number of drops that fit on the penny. Hint for facilitator only: if drops are applied slowly and from a minimal distance above the coin, it is possible to fit 30 to 40 drops or more before the water spills over.

**Discussion and Debriefing:** What was the difference between the goal or estimate and the number of drops that actually fit on the penny before spilling over? What might account for discrepancies? How often do we underestimate (or overestimate) when setting goals? What assumptions do we make that lead to false or inaccurate estimates? What are the internal and external forces in the workplace or in our lives that sometimes push as over the edge? Refer students to Malcolm Gladwell’s *The Tipping Point*: “That magic moment when an idea, trend or social behavior crosses a threshold, tips, and spreads like wildfire. At what point does it become obvious that something has reached a boiling point and is about to tip?”
Explain that surface tension (attraction between a liquid's molecules by means of various intermolecular forces) is what makes the drops of water cohesive and keeps them from spilling over (up to a point). What properties and forces contribute to cohesion in a group? When does tension serve a useful purpose for a group, and when is it dysfunctional causing the erosion of a group’s effectiveness? Apply the concept of synergy to the experiment: the difference between one drop of water alone vs. many drops sticking together and working as one.

**Variations:** Provide enough supplies for students to conduct the challenge simultaneously in groups. Have each group confer to determine its goal or estimate, and write it on an index card or scrap paper. Determine whether consistent standards should be established ahead of time (i.e. height of dropper above penny, approximate size of drops, rate at which drops are squeezed, etc.) or whether lack of such standards might lead to additional teachable moments. Then have each group begin at the same time, counting the number of drops of water that fit onto the penny before spilling over. Compare the results of each group to the others, as well as to the group’s original goal or estimate.

Conduct the activity again, using different coins (or different sides of the same coins) and/or different liquids (such as soda, coffee, or water mixed with an ingredient that affects the surface tension, like dishwashing detergent). Compare the various results, and translate them to potential workplace applications (working with different resources, situational influences and differing outcomes, implementing and evaluating procedural changes, etc.).

**Alternate applications:** Competition vs. collaboration; expectancy and equity theories of motivation; situational influences and differences

**Magic Carpet**

**Topics:** Effective teamwork, competition vs. collaboration

**Materials:** A table cloth, blanket, tarp, or shower curtain (approximately 4’ x 5’) for each group of six to nine participants

**Procedure:** Place the carpets on the floor with approximately two feet between each one (determine the number of carpets based on number of participants; having extra, empty carpets may not provide enough challenge for participants). Invite groups of six to nine people to stand on each carpet. Explain that teams are navigating the increasingly competitive and global business world while riding on magic carpets. However, they have discovered that they are traveling in the wrong direction (and further away from their goals) because the carpet is upside down. In order to get the team headed in the right direction, they must flip over the carpet on which they are standing, and must abide by two stipulations. First, riders may not touch the floor with any part of their bodies; second, riders may not be lifted up off the ground.

**Discussion and Debriefing:** Ask teams to evaluate their level of success and identify factors or behaviors that contributed to that success. Discuss competition vs. collaboration; did any of the teams cooperate with each other and share resources (i.e. step onto each other’s carpets temporarily to make flipping the carpets easier)? Also, ask if there were assumptions about the challenge and/or
the rules. Did groups assume they were separate teams on each carpet rather than parts of one large team? Did they assume the guideline about not touching the floor meant they could not step off of their carpet? When do our efforts to behave with integrity and play by the perceived rules inhibit our creative thinking and problem solving?

**Variations:** Write a relevant quotation or anecdote or draw an appropriate picture or symbol on the underneath side of the carpet that will be revealed when the teams flip the carpets over. To foster collaboration (especially if groups did not incorporate that dynamic on their own), put different parts of a sentence or paragraph on each carpet so that groups must combine their parts to reveal the entire message. Or, use the activity to introduce a lesson on the topics, and display learning objectives on the flipside of each carpet.

Apply the activity to goal setting by having each participant write a goal on a piece of masking tape and affixing it to one side of the carpet. Have them flip the carpet over and write barriers to those goals on additional pieces of tape stuck to this side. Invite participants to stand on the carpet (their barriers), and explain the challenge in the same manner as above.

Apply the activity to concepts associated with individual and/or group behaviors. Instead of a magic carpet, participants are standing on a giant leaf. The side of the leaf facing up represents bad habits, negative behaviors, or other individual or group characteristics that participants want to change. The underneath side represents growth, self-improvement, new behaviors, improved teamwork, or other desired changes. The goal is for participants to “turn over a new leaf” by flipping over the cloth or tarp, following the same instructions and parameters as above.

**Alternate applications:** Goal setting; sharing and maximizing resources; shared vision and direction; individual and group behaviors; integrity and ethical behavior; communication processes and barriers; creativity and problem-solving; power, politics, influence, and leadership

**Gridlock (aka Corporate Maze)**

**Topics:** Problem solving, trial and error, practice and repetition, attentive observation, communication

**Materials:** Masking tape, chalk lines on a hard surface outdoors, a tarp with a printed or painted squares, or anything that can be used to create a grid pattern.

Tip: rolls of inexpensive shelf or drawer liner at a discount retailer can be cut into squares and used for markers, placeholders, targets, or patterns in a multitude of experiential activities. They hold up better than paper plates or sheets of paper, so they can be used repeatedly, and won’t slip or slide when stepped on. They can even be washed if they become too dirty over time!

You may also want a noisemaker or other signal to indicate incorrect steps along the pattern.

**Procedure:** Break students into groups or teams. Explain that the goal is for the team to discover a predetermined path across the grid. Each step of the pattern will be directly adjacent on the grid to the one before it; there will be no squares “skipped” between steps in the pattern. Allow the team time to generate ideas and plan their strategy. One team member begins trying to discern the pattern,
and continues until he or she makes an error (i.e. steps on a square not in the pattern). Then another participant attempts to recreate the steps of the pattern that have been discovered, making a different choice at the point of the last error. The group proceeds in this manner until successfully navigating the maze or finding their way out of the gridlock. You may want to have participants pause occasionally to share observations, evaluate progress, and revise strategies prior to subsequent attempts.

Tip for facilitator: you should create a “cheat sheet” for yourself (a diagram of the grid on paper, with squares of the predetermined pattern colored in) so that you give participants accurate feedback with each step they take.

Discussion and Debriefing: What did you observe about the activity or the group’s performance? What concepts from the course were evident in this activity? What situations in your workplace call for a trial-and-error approach? What are the advantages/disadvantages of trial-and-error problem solving? What kinds of things cause “gridlock” in your organization? How is your organization like this corporate maze? How does the organization communicate its vision and direction? How do employees learn the expected patterns of behavior?

Alternate applications: This activity can be related to most any concept in the course.

Online Course Development

You will want to use your first class session to review your syllabus carefully with students. This will give you an opportunity to discuss the course and what your goals and objectives are, or what you would like them to come away with after completing the course. You will want to engage and excite students as they commit to the course with you, and you want them to understand your commitment to help them achieve the goals you have set for them.

At the same time, you want to make sure that students understand what is expected of them in their performance and behavior. Clear and specific information on content, form, and criteria for evaluation can assist students in responding to course expectations. Also, use this first class session to get to know your students and their names, backgrounds, and professions. One of your goals is to engage students in a discussion of what their expectations are for the course.

The following sections discuss strategies, concepts, and areas of consideration when beginning or revising any online course. Focus is placed upon development in the areas of course aesthetics, online activities, and course enhancements that take into consideration the current learning management system. Although many aspects of online pedagogy are similar to what a face-to-face course offers, there are nuances and differences that need consideration in the online environment.

The following video will give you an introduction to the rubric: [Video Link]

Instructional Design Handbook
© July 2014 Baker University School of Professional & Graduate Studies
Best Practices and Standards for Online Instruction

The following researched-based best practices are recommended to demonstrate quality online instruction.

**Standard One:** The instructor plans, designs, and incorporates strategies to encourage active learning, interaction, participation and collaboration in the online environment.

<table>
<thead>
<tr>
<th>Indicator 1.1</th>
<th>The instructor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>creates a welcome announcement for students. This provides instructions on how to get started and an overview of the course structure.</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
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</table>

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<tr>
<th>Indicator 1.2</th>
<th>The instructor:</th>
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</thead>
<tbody>
<tr>
<td>clearly incorporates their voice into the classroom with ample opportunities for interaction and communication student-to-student, student-to-instructor, and student-to-content.</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
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<tr>
<th>Indicator 1.3</th>
<th>The instructor:</th>
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<tbody>
<tr>
<td>includes faculty introduction and contact information along with an icebreaker activity to allow students to post an introduction and reply or comment on the student introductions as well as other students’ comments.</td>
<td>Yes</td>
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<td></td>
<td>No</td>
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<tr>
<th>Indicator 1.4</th>
<th>The instructor:</th>
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<tbody>
<tr>
<td>creates a Questions for Instructor Forum as a FAQs for the class.</td>
<td>Yes</td>
</tr>
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<td></td>
<td>No</td>
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<thead>
<tr>
<th>Indicator 1.5</th>
<th>The instructor:</th>
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<tbody>
<tr>
<td>demonstrates superior rapport with the students; Instructor addresses them by their name and appears to have built a strong online classroom atmosphere of collegiality and respect.</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
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<tr>
<th>Indicator 1.6</th>
<th>The instructor:</th>
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<tbody>
<tr>
<td>makes a deliberate attempt to create a learning community through frequent instances where the instructor takes an active role in moderating discussions, providing feedback, and participating in other interactive components. <em>(Meteacognitive step 3)</em></td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td>Indicator 1.7 The instructor:</td>
<td></td>
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<tr>
<td>-----------------------------</td>
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<tr>
<td>provides constructive feedback telling why the work met the criteria or tips are given on how their performance could be improved in the future. (Metacognitive step 4)</td>
<td></td>
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<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
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<tr>
<th>Indicator 1.8 The instructor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>is very aware of imaging, delivery and its effect on student learning. (Metacognitive step 2)</td>
</tr>
<tr>
<td>Yes</td>
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<tr>
<td>Comments:</td>
</tr>
</tbody>
</table>
Standard Two: The instructor's learning activities demonstrate instructional strategies and techniques that actively engage students in the learning process.

| Indicator 2.1 | The instructor: uses variety of instructional delivery methods, accommodating multiple learning styles that are available throughout the course. *(Metacognitive step 2)* | Yes | No | Comments: |
| Indicator 2.2 | The instructor’s: interaction is not just forum discussions. Students are required to interact with one another, with the instructor, with the text, with the resources, and with the entire class. *(Metacognitive step 3)* | Yes | No | Comments: |
| Indicator 2.3 | The instructor: offers prompting questions using Bloom’s Taxonomy to promote quality discussion. *(Metacognitive step 1 and 3)* | Yes | No | Comments: |
| Indicator 2.4 | The instructor: has a social presence with responses that build and sustain a sense of “belonging”, group commitment, or common goals and objectives. *(Metacognitive step 1)* | Yes | No | Comments: |
| Indicator 2.5 | The instructor: has a cognitive presence by introducing factual, conceptual, and theoretical knowledge. *(Metacognitive step 2)* | Yes | No | Comments: |
| Indicator 2.6 | The instructor: has a teaching presence by presenting content and questions, summarizing, diagnosing misperceptions and injecting knowledge from diverse sources. *(Metacognitive step 2)* | Yes | No | Comments: |
| Indicator 2.7 | The instructor: uses a type of formative and/or summative assessment to gain information about what has been learned in the module. *(Metacognitive step 4)* | Yes | No | Comments: |
**Standard Three:** The instructor’s course content focuses on learning objectives that address what the student will know (e.g., content mastery), be able to do (e.g., application and performance), value and appreciate (e.g., critical thinking skills).

<table>
<thead>
<tr>
<th>Indicator 3.1</th>
<th>The instructor:</th>
</tr>
</thead>
</table>
| lists course goals. Learning modules describe measurable learning outcomes that are consistent with the course goals. Learning objectives are clearly stated and written from the students’ perspective.  
*(Metacognitive step 1)* | Yes | Comments: |
| Indicator 3.2 | The instructor: |
| clearly provides students with instructions on how to adequately meet the learning objectives and core learning skills such as written and oral communication, critical thinking, or mastery of specialized terminology and methods are clearly stated.  
*(Metacognitive step 2)* | Yes | Comments |
| Indicator 3.3 | The instructor: |
| uploaded the syllabus to Moodle with specifics for written assignments, presentations, discussion forums, due dates, late work policy, group work, and grading scale.  
*(Metacognitive step 1)* | Yes | Comments: |
| Indicator 3.4 | The instructor: |
| provides students with examples of work they will be completing in the course, model papers, student projects with permission and does not include any identifying information.  
*(Metacognitive step 4)* | Yes | Comments: |
| Indicator 3.5 | The instructor: |
| chunks modules into manageable segments and thematically connected through a logical order that promotes progressive learning. Scaffolding of ideas and concepts is apparent.  
*(Metacognitive step 1 and 2)* | Yes | Comments: |
| Indicator 3.6 | The instructor: | Yes | Comments: |
provides a learning guide or checklist within each module to guide students. This guide instructs students on how to use the materials and clearly explains the learning activities and expectations for the activities. *(Metacognitive step 1)*

<table>
<thead>
<tr>
<th>Indicator 3.7  The instructor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>provides instructional materials that create a rich learning environment providing meaningful content in a variety of ways (i.e., tutorials, wiki, graphic organizers, multimedia) in addition to any textbook resources. External links, resources, articles and journals are used to add depth to the course content. Suggested or optional references are provided for continued study. <em>(Metacognitive steps 2 and 3)</em></td>
</tr>
<tr>
<td>Yes</td>
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</table>

<table>
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<tr>
<th>Indicator 3.8  The instructor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>provides students with opportunities to contribute to the course resources becoming co-creators of their learning environment. They are encouraged to share information and examples from their own interests and experiences. <em>(Metacognitive step 3)</em></td>
</tr>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>
**Standard Four:** The instructor uses tools and media to support the learning objectives that are appropriately chosen for the delivery of the content and type of learning activities.

**Indicator 4.1** The instructor:

Uses the following tools from the technology toolbox. *(Metacognitive steps 1, 2, 3, 4)*

<table>
<thead>
<tr>
<th>Tool</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moodle / Joule Grader</td>
<td>Yes</td>
<td>No</td>
<td>Comments:</td>
</tr>
<tr>
<td>Personalized Learning Designer (PLD)</td>
<td>Yes</td>
<td>No</td>
<td>Comments:</td>
</tr>
<tr>
<td>Moodle Sandbox</td>
<td>Yes</td>
<td>No</td>
<td>Comments:</td>
</tr>
<tr>
<td>Panopto</td>
<td>Yes</td>
<td>No</td>
<td>Comments:</td>
</tr>
<tr>
<td>Taskstream</td>
<td>Yes</td>
<td>No</td>
<td>Comments:</td>
</tr>
<tr>
<td>Portal</td>
<td>Yes</td>
<td>No</td>
<td>Comments:</td>
</tr>
<tr>
<td>Live@EDU</td>
<td>Yes</td>
<td>No</td>
<td>Comments:</td>
</tr>
<tr>
<td>Baker Website</td>
<td>Yes</td>
<td>No</td>
<td>Comments:</td>
</tr>
</tbody>
</table>
Metacognitive Process

With reference to strategies for developing metacognitive behaviors found in the Best Practice/Standards Rubric, each Module may be set up to include the following four steps/pillars:

1) **INTRODUCE:** Motivate students, Explain what is to be learned, Recall previous knowledge

   Identify “what you know” and “what you don’t know”. In each Module, students need to make conscious decisions about their knowledge on the topic for that week. This part of the metacognitive process helps the students connect to their prior knowledge and make inferences with reference to the new information. In this stage of the metacognitive process student may also ask questions that they would like to get answered with reference to the topic/topics for the week. KWLS chart is one way this can be done, but I'm sure instructors may have a variety of ways as well. This should basically be the part of the module where the instructor is “priming the pump” for the learning to take place for that module.

2) **INSTRUCT:** Present the material to be learned, Provide guidance for learning

   The next part of the metacognitive process for each module would be the core of each module. This would be the part in which the instructors make sure the information for the module is clear. This is the part in which the instructor would make sure the students know how the goal will be reached and to make sure the students are understanding along the way. This is the content of the module and presenting it in a way for students to comprehend. Many of the best practice strategies in the rubric would be used.

3) **APPLY:** Active Involvement / Apply

   The next step in the metacognitive process is application. Have the students apply the content to see what learning has taken place. This may include using the content to create, problem solve and/or collaborate. Before application, student may need to ask questions which may reference the questions that were asked at the beginning of the module. At this point, students should be encouraged to discuss content, share resources about content, and respond to discussion questions. A strategy called IDEAL is used to teach metacognitive skills that promote thinking and problem solving. IDEAL is an acronym for identify, define, explore/evaluate, act and look/learn.

4) **ASSESS:** Assess student learning

   The last step in the metacognitive process for each module should be assessment. This is the stage that instructors need to be informed about what has been learned in the module. If the metacognitive process has been applied throughout the module, it should be clear that the students have been thinking about their thinking process with reference to the content and now they can show what has been learned. There are a variety of formative and summative assessments that may be used with include anything from a graphic organizers to an online quiz.

Looking back at the rubric, you will see a reference to which metacognitive step the indicator references. The four steps of the metacognitive process are the foundation of quality learning and the best practice strategies can fit within each of the four areas.
The following are websites that explain this metacognitive process and how the strategies are used to facilitate learning how to learn:
http://www.scoop.it/t/support4elearning/p/1738365961/learning-to-teach-online-cofa-online
http://www.education.com/reference/article/Ref_Dev_Metacognition/

In addition, webinars are available that focus on best practice strategies using Moodle. Throughout the webinars, online teaching activities will be presented with examples of the Moodle tools to use. Also, each teaching activity will be clarified with a specific goal for using the strategy. These two webinars focus on the pillars of the metacognitive process using Moodle and best practice strategies.
http://bakeru.hosted.panopto.com/Panopto/Pages/Sessions/List.aspx?folderID=66c71152-d64c-48de-91ec-4339efaafbff

Course Design Principles

The information presented in this section constructs a foundation for contemplating about instructing and learning in an online course.

I. Course Analysis

Begin the process of working with your online course by brainstorming and assessing the various needs of you as the instructor and the students. Here is a series of questions to ask to begin that process:

- What is your timeline for developing this course?
- What materials do you currently have and/or what materials do you need to design the course?
- What teaching strategies do you plan to incorporate?
- How do you plan to achieve those strategies in an online environment?
- What do your students already know?
- What is essential for them to take away from the course?
- What levels of learning need to happen?

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Based upon Bloom’s Taxonomy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application</td>
<td>Analysis</td>
<td>Synthesis</td>
</tr>
</tbody>
</table>

- What are the course/weekly learning objectives?
- How will students be able to, or how will they demonstrate that learning has taken place?
- How will you assess the objectives?
**A process to consider is a Reverse Design Concept:**

1. Decide an assessment strategy
2. Design teaching/learning strategies
3. Clearly state learning objectives (course objectives are provided in the scope and sequence and weekly objectives are in the program guides)
4. Implement instructional strategies
5. Assess
6. Determine if there is a gap between student outcomes and expected outcomes

II. Online Pedagogy

In the online environment, instructors need to incorporate various strategies to ensure effective learning and teaching takes place. This information presents pedagogical strategies for thinking about teaching and learning in an online environment. Part of this is to consider these aspects below and then evaluate how to utilize these suggestions to create or tweak current activities and assignments in your course.

A. Gain the student’s attention

- Propose leading questions
- Present a dilemma
- Present an analogy
- Present an engaging short video/audio clip

B. Inform the student of the objectives

- Make the course objectives visible and accessible
- This can best be done with a label or web/text page in Moodle
- Make rubrics available
- Provide clear, concise descriptions of assignments in your syllabus and in the course

C. Provoke the recall of prior knowledge

- Utilize the program scope and sequence to indicate where the student is in their program
- Build activities utilizing prior knowledge

D. Present stimulating material (instructor analysis/lecture over content)

- This is the instructor lecture/analysis/breakdown of new content
- Present audio/video lectures
- Visual aids (PPT, slide shows, videos, websites, etc…)
- Other relevant resources
E. Provide Learning Guidance

- The instructor takes on the role of mentor or facilitator and acts as a guide through the content
- The instructor works to build up student understanding and comprehension
- Utilize opportunities for feedback

F. Evoke Performance from Students

- This is the developmental or practice phase of the learned topic
- Assignments that demonstrate comprehension, retention and/or analysis of the topic
- Students are taken through the writing process, including outlining, proper citation, and revision
- Elicit discussion amongst students (do not just isolate the discussion between instructor and students, promote peer dialogue)
- Follow the R2D2 model (read, reflect, display, and do)

G. Provide Feedback

- Instructor feedback
- Peer review feedback
- Reflection or self assessment writing (blogs or wikis possibly)
- Forum discussions
- Rough drafts
- Practice quizzes/study sessions
- Online office hours
- Online meeting space

H. Assess Performance

- This is the final assessment
- This can happen at the end of each week, at the mid-term, or the end of the course
- Final papers
- Final exams/quizzes
- Presentations
- Final projects

I. Enhance Retention and Transfer of Knowledge

- This helps students identify how the information threads together throughout the course
- Summarize the learning or gained information and apply it to new situations
- Students write a reflection on what they have learned (blogs, wikis, forums, or papers)
- Identify new situations or applications for the learned knowledge
J. Guide Student Learning

- Provide weekly outlines of objectives and activities (this can be written, audio, or video)
- Utilize rubrics to guide instruction, learning and assessment
- Modeling expectations through examples of best and poor work
- Practice
- Game or role playing

III. Course Layout/Aesthetics

The information outlined below is intended to introduce or reinforce principles for developing course content for online students. This material is specifically concerned with the aesthetics and the impact it can have on a course. Aesthetics references texts, graphics, colors, navigation, and images that enhance and contribute to the student’s experience. Although a very important component in an online course, if done incorrectly it can be detrimental to the learning experience.

A. Organization and Consistency:

- Having a structure and organization provides a framework for students
- Structure gives a point of reference for navigating through the course
- Consistency between rubrics, expectations, objectives, syllabus and any supplemental material reinforces learning outcomes and acclimates students with instructor expectations
- Spatial organization of images, texts, and links can engage students, direct their attention, prioritize information, and make their interaction more efficient

B. Course Flow

- Organize the elements and content in a hierarchy that is consistent and becomes identifiable by students
- Students should be able to predict and recognize elements they are looking for
- Use consistent visual cues-repetition is not boring, it creates and reinforces a distinct sense of place
- Repetition allows students to adapt
- Define regions or sections of the course with clear markers (labels)
- Chunk related material
- Ultimately, this is how the course works for the student from a web interface perspective
C. Course Typography

- This is the balance and interplay of letterforms on the page
- Typography is a verbal and visual equation that assists the students in comprehending the content
- Use font sizes to establish hierarchies
- Use labels consistently to distinguish areas of the course
- Remember, if everything is being emphasized then nothing is emphasized

D. Color and Contrast

- Color creates interest
- Use a color palette that contrasts well with Moodle’s background
- Color coding can create hierarchy

E. Images

- Images should relate to the course content
- Images are used to separate topics, weeks and/or sections
- Images can be used as a learning tool
- Build or create activities off of images that reinforce the course objectives

F. Audio/Video

- Audio/Video components of a course need to directly relate to the content
- Audio/Video files should be short, concise, and directed to that week’s topic
- Utilize audio/video to introduce weekly activities and objectives
- Bringing in your voice, as the instructor, can establish a rapport with online students
- Audio/Video provides an alternative method for delivering content
- Audio/Video diversifies instructional delivery and can benefit those students who are oratory based learners

By considering these elements you can create an effective online learning community. Students who are engaged, invested, and feel apart of the larger University community tend to fare better than those who do not.
IV. Online Course Activities

Section I:

Effective online instruction is dependent upon appropriate learning experiences designed and facilitated by knowledgeable instructors. Students learn and retain information in a variety of manners, therefore online instructors should design activities and assignments that address a variety of learning styles. This can best be accomplished by utilizing multiple instructional strategies.

Below you will find an overview of common activities for an online course and then some examples. Use the examples as an ala carte menu, adjusting and sculpting what works best for you in your online course.

Lecture

Lectures are a common instructional method. This method assumes the instructor to be knowledgeable, and it is an efficient way to convey information. Lectures should be used to lay a foundation as students work through a subject; quality instructors adjust and adapt their lectures to address students’ needs.

How do you present a lecture online?

- Create or develop lecture notes and present them to your students
- Record brief audio/video components and link or embed them to your course
  - These lectures should be direct and to the point
  - They can be either extemporaneous or prepared ahead of time
- Online lectures should serve as a basis for further reading, research, analysis, and organization
- Lectures presented in these formats offer the advantage of being readily available and versatile for students

Discussion

Online course discussions should be interactive and encourage active, participatory learning that invokes critical thinking. Discussions encourage students to analyze alternative ways of thinking and assist students in dissecting their own experiences to become better critical thinkers.

How can you facilitate an online discussion?

- Use the forum, wiki, or blog options within Moodle
- Incorporate outside blogging and microblogging features
- Pose reflective questions where parameters for acceptable responses are outlined
- Propose a topic that requires research to answer and supports that week’s objectives/topics
• Set specific guidelines for writing, either formal or informal
• Set up the “Chat” feature within Moodle to hold live meetings with students to address questions or concerns
• Take advantage of an online freeware that allows you to meet with students that have instant messaging and audio components
• Student or peer lead discussions; the instructor opens the thread or forum for students and predetermines one or multiple students that will lead that week’s discussion. Provide them a topic or guidelines as to what subject matter they need to cover

**Group Activities**

In groups students can discuss, share ideas, and problem solve collaboratively. Students should be motivated to share their ideas, while remaining open to feedback and criticism, as well as consider what has been put forth by others. Instructors want assignments formatted that encourage and provide opportunities for interactive, collaborative work.

*What are aspects to consider for group activities?*

• Create forums and foster peer review and feedback as groups develop projects.
• Present open-ended assignments which reflect on course initiatives that require outside research.
• Have groups reflect back on the process, the communication, and the analysis that allowed them to reach their conclusion for a given assignment or activity.
• Role playing or counter-argument strategies allow for groups to create and present their logic. This promotes an understanding of alternative positions and attitudes as well as the various procedures that might be used to diagnose and solve a problem.
• Create games or activities that can pit groups directly against one another in competition. Typically these will reflect real life situations.
• Use brainstorming activities designed to take advantage of peer review in order to begin a project.
• Look for case studies of applicable scenarios for the course.

**Section II:**

In this section you will find a collection of activities and assignments that relate specifically to the online environment. Manipulate and adapt these to fit your individual student and course needs as you wish. Keep in mind the assignment standards and benchmarks set forth in your course as well. These are written for individual assignments, but can easily be manipulated to group work needs as well.
Reflection Paper

Have students write an abstract or summary pertaining to an article, a video, audio file, or case study from the course.

Current Events/Trend Paper

Have students either summarize or analyze articles that pertain to course objectives that are contemporary trends.

Pro-and-Con Paper

Utilizing a particular theory, model, plan or idea, have students argue the pros-and-cons against an assigned reading, video, or audio file.

Minute Paper

Ask students to summarize what they learned from the course content in a given week. This would be particularly effective in the beginning weeks as an unofficial audit on how the information is presented, allowing the instructor to adjust if needed.

Concept Paper

This requires students to focus on comprehension problems and points that are ambiguous. Stress they are not to focus on what they have learned or retained, but what aspects are still elusive to them.

Database

Ask students to contribute to the class database. A database is a collected, organized body of related work. Bring in whatever necessary content you wish to build out a functional resource for students. To put an emphasis on this, potentially use the resource to create future test questions, forum discussions, or assignments.

Forum Reflection Paper

Ask students to reflect back on learned material in the course, but specify or require them to present topics that peers wrote on the forum post as analogies, examples, or counter points. Direct students to use the peer responses as opportunities to argue for or against the comment, explaining why.

Personal Philosophy Reflection

In this paper ask students to conduct an internal assessment of what beliefs, understandings or ideas they held prior to the course or week’s topic. Then have students determine how their views have changed, altered, or remained the same and why.
Student Owned Forums

Set up the initial framework of a forum and ask students to take the initiative to begin the threads. Outline expectations, but at a minimum ask that students initiate threads based upon topics of interest to them for that week, topic, or course. Requiring an initial post and at least one read-and-respond post would promote the activity, but the hope is that students will latch onto topics of interest and open dialogue on their own.

Debate

In order to discuss concepts or theories, break the students into debate teams. This can be facilitated using the “Group” function within Moodle. Set up space for teams to work either in a wiki, forum, or blog. Give each team time to research and support their position, and then direct to debate on the merits and criticisms of each approach. Teams can present their findings either as papers, which are then circulated for peer review and feedback, predetermined chat times, or through blogs or forums.

Class Notes

At the beginning of a new week, ask to form groups and to list the five (or however many you choose) most important concepts from the previous week. Have one person from each group write the concept in a designated forum, blog or wiki, and write the first word of their group’s definition. Proceed by having each group add one word to each definition, insisting that they maintain the sense of the sentence. By the end, the students will have created their own fresh definition.

Games

Bring a sense of play into your class by adopting games like tic-tac-toe, bingo, or any game-show style format for your course. While you can use these games to review basic knowledge, and comprehension-level concepts, you can also modify formats to engage students in application and evaluation. The web offers a variety of freeware tools to assist in creating and facilitating these ideas.

Word Web

Provide a term to students and ask them to add words that connect to the term. The term should be a central theme or concept related to the course or weekly topic. You can set this up through a forum, where each student contributes a thread, or a wiki.

Greatest Hits

Ask a student to list an element of the course or an activity your class is working on in a forum or wiki you set up; that student then provides the name of another student whose turn it becomes to post a concept or activity. Once the forum is full of ideas, start a formal discussion of the material or a short writing assignment based upon the information.
Role Play and Simulations

This requires some creativity from you and the students. Consider a particular aspect of the course, something that is historically relevant or contemporary. Provide a mock scenario or emulate a true account of an event surrounding the aspect you choose. Then, assign students to take on a particular role within the incident. This is where you can challenge students to step outside of their comfort zones surrounding a topic. Instruct students to respond as the person they represent in the situation. The responses should be viewable by the class, so utilize forums, blogs or wikis.

Case Creation

Students, either as individuals or teams, research, study and create a case scenario. Be sure to provide pertinent and relevant guidelines to help mold the case studies into useful artifacts in the course. Have examples and resources readily available that mirror the outcome you are seeking. Illustrations such as these will help the development process. Once the case has been created it is shared or paired with other students who then share an analysis and summary of their findings.

Online Scavenger Hunt

Identify resources for a course and map out questions that pertain to material found in the resources. Then, in the interest of competition, provide instructions on how students are to utilize the resources to answer the questions. The questions should bounce students from resource to resource highlighting the variety of perspectives along the way. The resource can be internal to the class or external sites. Add an incentive for the order in which the students complete this project. For instance, maybe the first five are given an additional three points, the next five an additional two points, and so on.

Guided Reading

Utilize a blog and promote extemporaneous responses. Once you have determined the number of minimum blog postings, you can have students either blog before they read a piece, while they are reading a piece, and after they read a piece. Consider incorporating all three scenarios so students can trace the evolution of their thought as they obtain knowledge and information. This would also work with a microblogging feature.

Expert Lectures and Commentaries

With the advent of open courseware and freeware tools, such as YouTube.com/edu, iTunesU, and other podcast/vodcast tools, access to expert commentary and lectures are available. Utilize these resources to bring in an outside voice, similar to what a guest lecture brings, into the course. Build off these resources and direct activities that promote the retention of the material presented. For instance, it is not just enough to listen to a Fresh Air interview with Paul Krugman; students should also write or blog about what topic he discussed, what facts he gave, what resources he mentioned, and how it correlates with the area of content within the course.
Mind Mapping

Mind mapping offers an alternative form for outlining projects and detailing the sequence for a project. Utilizing one of the freeware mind mapping sites available, have students map out a large course project or create a word web. A typical mind map allows the user to place words or concepts in a section and then “spider” out to various subsidiaries. These are great for project planning.

Story Telling

Begin either with an introduction, a simple plot, or visual (there are fun freeware tools that allow for creative visual creations) that you share with students. Ask students to then fill in the necessary fact to finish the storyline. The length of the story will determine how much detail the students will need to provide, which will impact the initial artifact you share with them.

Exams/Quizzes

Consider whether or not you want to give a quiz each week, twice during the course, or once during a course. Also, consider the type of questions you ask. One method to involve students in the exam process: ask students to write one exam question a week. Review these, and compile questions for your exam. These could be done through a class wiki, forum, or blog. You may even want to take the premise of the questions and manipulate them to fit desired outcomes.

Consider an alternative form, such as a crossword. There are many crossword creators available online, such as http://search.teach-nology.com/cgi-bin/crossword.cgi or http://www.armoredpenguin.com/crossword/; you can also search for Crossword Puzzle creators in Google. While this method of quiz tends toward basic knowledge or comprehension, you can fine-tune your clues to fit higher-order learning too. Alternatively, you can offer review sessions before your quizzes; since the point of the quiz is to reinforce knowledge and application, pre-quiz reviews can assist students in retaining knowledge. You might try a speed drill, where you present a concept or term; the first student to give a succinct and satisfactory answer becomes the defending student, and other students can challenge them on the remaining questions. This can be facilitated online through the Lesson option.

Limit the amount of time for a quiz by setting the timer in Moodle. You may want to allow for open book, but set a specified amount of time for the quiz/exam to be completed. This requires students to already have the information with the text as support, rather than the text as a resource.
Class Wiki

Each week assign a student or students who have the responsibility of posting terms or concepts from the week’s readings to a class wiki. Set a minimum number of terms to be presented each week based upon the amount of pages being read. Then have the remaining students define the terms or concepts and offer a supportive illustration. The illustration can be pulled from a real world event or one that is created. You can break up the number of terms and concepts that students are to define and illustrate by determining the number of required terms expected. Regardless, each student will be responsible for responding to the wiki and formulating a working definition of terms and concepts supported with an illustration. The student or students responsible for posting the terms or concepts receive points by meeting the required post, and the students responding receive points based on the quality and depth of their responses.

Guidelines for Developing Your First Online Course

I. Provide a Detailed Syllabus
Asynchronous online classrooms lack the initial time to review every detail in the syllabus. This means your syllabus needs to be explicit and cover all aspects of your expectations. It is a best practice idea to create some type of audio or video file overviewing the content in your syllabus. Also, create a specific space for students to ask questions regarding the syllabus or the class in general and monitor that space with frequency. What you present in your syllabus should be reinforced with the instructions in your shell.

II. Build a Community of Learners
Despite being asynchronous and distant learners your student will thrive in a community environment that often places discussion at the center. Make concerted efforts to have students engage with their peers and build environments of trust and camaraderie.

III. Course Design Matters
The online environment is visual and your course layout and aesthetics impact student learning. Build an environment around interaction, videos, and exploration. Design for online learning as you would design a website where you create hierarchies, groupings, catch their attention, and it is easy to navigate.

IV. Utilize Supplemental Resources
If video or audio on a topic does not exist, then by all means consider creating your own. However, if it does exist, then utilize it. The amount of reliable resources available via the Internet is endless. Take time to search your discipline leaders and see what they can offer by way of video or audio links.

V. Be Consistent
Create a pattern and system of activities, layout, and expectations and stick with that, especially in an accelerated environment where time is precious. If you follow the Four Pillars approach you will create a reliable learning environment for students and they will help with consistent course design.
VI. Distribute the Workload
Each program has assignment standards to follow but you don’t need to meet those requirements in the first few weeks. Consider the balance between research, writing, activities, group projects, and exams as you design your weeks. The assignment standards set a range for you to work within to establish consistency but you have flexibility to be creative with how and when you administer those.

VII. Vary Content Deliveries Whenever Possible
This does not need to be overly complicated, but you want to consider how you can vary your delivery of content. Compelling students to engage in various activities reinforces some of what they already know and asks them to step outside their comfort zone. Also consider the various formats content can be delivered (video, audio, imagery, etc.).

VIII. Intermingle Students with Content and Activity
When information is directly tied to an activity, students are able to take concepts and immediately place them in practice. As you design your course, consider multiple ways for students to take the information presented and engage with it through an activity. Here consider formative assessments that allow you and students to discern their knowledge base and areas for improvement.

IX. It’s a Process
It takes time to develop online content, and chances are the second and third time will look different than the first. Whenever possible give yourself time to contemplate how your course design meets the objectives and implements the Four Pillars approach. The Four Pillars offer a foundational outline that will bring consistency and rigor to your course.

The content for this list derived in part from the Faculty Focus article written by Dr. John Orlando on March 13, 2014 titled “Top 10 Rules for Developing Your First Online Course.”

School of Professional and Graduate Studies Online Course Evaluation Form
The SPGS Online Course Evaluation Form is an outline of components that when successfully assembled add to or create a dynamic online learning environment. The intent of this document is to assist in evaluating where your current course is, possible areas of improvement, and enhancing techniques that are available for you to consider. As you work through this document either as a self-assessment or after a peer review, consider the suggestions and topics presented as a way to further develop your approach to online education.

Design/Layout
The SPGS Online Course Evaluation Form is broken into main topics. Each main topic has a brief description, followed by sub-topics that aid in the evaluation process. The main topics correlate with important attributes for an online course, and the sub-topics segment the evaluation into content specific areas. Under each section will be a general comments area for overall feedback on that section.
I. Instructional Design

Instructional Design refers to the analysis of learning needs and the systematic approach to developing an online course in a manner that facilitates the transfer of knowledge and skills to the learner through the use of a variety of instructional methods, which cater to multiple learning styles, strategies, and preferences.

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<thead>
<tr>
<th>A. Structure</th>
<th>Description</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sequence</td>
<td>Content is sequenced in a manner that enables learners to achieve the stated goals.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>2. Grouping</td>
<td>Information is grouped together to help students learn content.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>3. Purpose</td>
<td>Purpose of learning activities is clearly presented.</td>
<td>Yes / No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Learning Goals/Objectives/Outcomes</th>
<th>Description</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Course Goals &amp; Objectives</td>
<td>Course Goals and Objectives/Outcomes are explicitly stated to the learner.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>2. Weekly Objectives</td>
<td>Weekly Objectives/Outcomes are clearly presented to the learner and are aligned with the course objectives.</td>
<td>Yes / No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Course Information</th>
<th>Description</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Description</td>
<td>A course description is provided.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>2. Instructor Information</td>
<td>Instructor contact information is available to students.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>3. Content</td>
<td>A clear list of activities/topics for each week is provided.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>4. Grading Policy</td>
<td>Grading policy is provided, including grading scale and expectations.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>5. Due Dates</td>
<td>Due dates for assignments and/or activities are clearly identified for students.</td>
<td>Yes / No</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>D. Instructional Strategies</th>
<th>Description</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Delivery of Content</td>
<td>A variety of instructional delivery methods, accommodating multiple learning styles, are available throughout the course.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>2. Demonstration of Knowledge</td>
<td>There are a variety of ways for learners to demonstrate their knowledge.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>3. Presentation</td>
<td>The option selected for each activity is appropriate for the effective delivery of content.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>4. Demonstration of Instructor’s Knowledge</td>
<td>There are a variety of means implemented where the instructor’s experiences lend insight to the content.</td>
<td></td>
</tr>
</tbody>
</table>

### E. Academic Integrity

<table>
<thead>
<tr>
<th>Description</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td>1. Course Development</td>
<td>Course follows proper copyright and fair use laws.</td>
</tr>
<tr>
<td>2. Course Conduct</td>
<td>Conduct policies, including netiquette standards and academic integrity expectations, is provided.</td>
</tr>
</tbody>
</table>

### F. Use of Multimedia

<table>
<thead>
<tr>
<th>Description</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Audio</td>
<td>Audio files have a clearly defined purpose that assist the course goals and objectives</td>
</tr>
<tr>
<td>2. Visuals</td>
<td>Course visuals have clearly defined purposes that assist the course goals and objectives.</td>
</tr>
</tbody>
</table>

### G. Student Engagement

<table>
<thead>
<tr>
<th>Description</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conveying Content</td>
<td>Instructor conveys content in a clear, discernable manner.</td>
</tr>
<tr>
<td>2. Instructor Examples</td>
<td>Instructor uses relatable analogies and/or examples to convey course content.</td>
</tr>
<tr>
<td>3. Instructor Discussions</td>
<td>Instructor attempts to engage students in a true discussion; allowing for students to respond and react.</td>
</tr>
<tr>
<td>4. Instructor Questions</td>
<td>Instructor poses questions that are of high quality with adequate time for learners to respond.</td>
</tr>
</tbody>
</table>

Additional Comments:
II. Communication, Interaction, and Collaboration

Communication, Interaction, and Collaboration covers how the course’s design, assignments, and technology effectively promote and encourage exchanges between peers, the instructor, and the content.

<table>
<thead>
<tr>
<th>A. Activities and Opportunities</th>
<th>Description</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student/Student</td>
<td>Learning activities and other opportunities are developed to foster Student to Student communication and/or collaboration weekly.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>2. Student-Instructor</td>
<td>Learning activities and other opportunities are developed to foster Student to Instructor communication and/or collaboration weekly.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>3. Student Content</td>
<td>Learning activities and other opportunities are developed to foster Student to Content interaction weekly.</td>
<td>Yes / No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Organization/Management</th>
<th>Description</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Types</td>
<td>Course offers separate forums for course questions and content.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>2. Organization</td>
<td>Discussions are organized in clearly defined forums and /or threads.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>3. Access</td>
<td>Access is available for students to ask private questions or public questions.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>4. Role</td>
<td>The instructor’s role in discussion activities facilitates and encourages learner collaboration.</td>
<td>Yes / No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Group Work</th>
<th>Description</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Task</td>
<td>Group assignments and/or activities have clear and concise outcomes that are appropriate and achievable.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>2. Management</td>
<td>Benchmarks and expectations for groups are clearly stated.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>3. Delivery</td>
<td>A statement of how, when, and where assignments are due is provided.</td>
<td>Yes / No</td>
</tr>
</tbody>
</table>
### D. Forum Use

<table>
<thead>
<tr>
<th>Description</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Forum Questions Instructo's forums generate recall and comprehension of course materials and content.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>2. Forum Objectives Forums in the course ask students to demonstrate understanding through various levels of learning (i.e. comprehension, application, analysis, synthesis, and evaluation).</td>
<td>Yes / No</td>
</tr>
<tr>
<td>3. Forum Expectations Forum expectations are clearly stated and accessible for learners.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>4. Forum Schedule Due dates for forum posts are stated clearly.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>5. Forum Replies Students are required to read and reply to other students in the course.</td>
<td>Yes / No</td>
</tr>
</tbody>
</table>

Additional Comments:

### III. Student Evaluation and Assessment

Student Evaluation and Assessment refers to the process used to determine student achievement and quality of work, including the assigning of grades.

<table>
<thead>
<tr>
<th>A. Goals and Objectives</th>
<th>Description</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Aligned</td>
<td>Assessments and evaluations are aligned with course objectives.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>2. Communicated</td>
<td>Assessment and evaluation goals are clearly communicated.</td>
<td>Yes / No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Strategies</th>
<th>Description</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Method</td>
<td>Assessments and evaluations use multiple methods, such as quizzes, tests, discussion forums, writing assignments, and/or presentations.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>2. Frequency</td>
<td>Assessments and evaluation activities are conducted weekly.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>3. Tools</td>
<td>Assessment and evaluation tools are appropriate for measuring stated outcome.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>4. Academic Integrity</td>
<td>Assessments and evaluations are designed and implemented to uphold academic integrity.</td>
<td>Yes / No</td>
</tr>
<tr>
<td><strong>C. Grades</strong></td>
<td><strong>Description</strong></td>
<td><strong>Status</strong></td>
</tr>
<tr>
<td>--------------</td>
<td>----------------</td>
<td>-----------</td>
</tr>
<tr>
<td>1. Rubric</td>
<td>Explicit rubrics, rationale, and/or expectations are provided for each assignment.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>2. Grading Scale</td>
<td>A grading scale that defines letter grades and/or percentages is provided.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>3. Penalties</td>
<td>Penalties assessed to assignments are provided.</td>
<td>Yes / No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>D. Feedback</strong></th>
<th><strong>Description</strong></th>
<th><strong>Status</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Timely</td>
<td>Feedback for each assignment is provided in a timely manner (within 7 days).</td>
<td>Yes / No</td>
</tr>
<tr>
<td>2. Constructive</td>
<td>Feedback for assignments details potential areas for improvement or areas of growth</td>
<td>Yes / No</td>
</tr>
<tr>
<td>3. Matches</td>
<td>Feedback matches or coincides with course objectives, course rubrics, and/or assignment expectations.</td>
<td>Yes / No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>E. Management</strong></th>
<th><strong>Description</strong></th>
<th><strong>Status</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Time</td>
<td>It is clearly stated how much time is allocated for each assignment.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>2. Deadline</td>
<td>A due date for each activity is provided.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>3. Submit</td>
<td>Instructions for completion and submissions are provided.</td>
<td>Yes / No</td>
</tr>
</tbody>
</table>

**Additional Comments:**
### IV. Student Support & Resources

Student Support and Resources refers to academic and/or technical resources available to learners.

<table>
<thead>
<tr>
<th>A. Institutional Support and Resources</th>
<th>Description</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Resources</td>
<td>A list of academic resources with links to documents and/or websites in/or outside of the course and other resources is provided.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>2. Gradebook</td>
<td>A maintained gradebook for checking progress is available.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>3. Textbook</td>
<td>Course textbook(s) is (are) utilized in the course.</td>
<td>Yes / No</td>
</tr>
</tbody>
</table>

**Additional Comments:**

### V. Web Design/Aesthetics

Web Design/Aesthetic refers to the use of Web pages, graphics, multimedia, and accessibility standards in a course under the course developer’s control.

<table>
<thead>
<tr>
<th>A. Layout/Design</th>
<th>Description</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Scrolling</td>
<td>Scrolling is minimized or facilitated with links and/or anchors.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>2. Consistency</td>
<td>Consistent layout design orients users throughout the site.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>3. Fonts</td>
<td>Font type, size and color are readable and consistent throughout.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>4. Pop-up Windows</td>
<td>The use of pop-up windows (or New Window) contains specific information and is appropriate.</td>
<td>Yes / No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Multimedia Use</th>
<th>Description</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Technical Requirements</td>
<td>Audio/Video software or hardware requirements do not exceed beyond the basic speakers and video players, unless appropriately needed to meet course objectives.</td>
<td>Yes / No</td>
</tr>
<tr>
<td>2. Audio Standards</td>
<td>Audio is present.</td>
<td>Yes / No</td>
</tr>
</tbody>
</table>
Audio quality is clear.  
Audio length is adequate to meet the goals of the activity without being too large for students with lower bandwidths.  
Written transcripts are provided with audio files.  
Audio player required is compatible with multiple operating systems and requires only a standard, free download or plug-in.  
Audio content facilitates and/or supports course objectives and topics.

<table>
<thead>
<tr>
<th>3. Video Standards</th>
<th>Description</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Videos are present.</td>
<td></td>
<td>Yes / No</td>
</tr>
<tr>
<td>Video quality is clear.</td>
<td></td>
<td>Yes / No</td>
</tr>
<tr>
<td>Video file length is adequate to meet the goals of the activity without being too large to restrict users to download the file with lower bandwidths.</td>
<td></td>
<td>Yes / No</td>
</tr>
<tr>
<td>A written transcript is provided.</td>
<td></td>
<td>Yes / No</td>
</tr>
<tr>
<td>Video length adequately meets the goals of the activity.</td>
<td></td>
<td>Yes / No</td>
</tr>
<tr>
<td>Video player required is compatible with multiple operating systems and requires only a standard, free download or plug-in.</td>
<td></td>
<td>Yes / No</td>
</tr>
<tr>
<td>Video content is appropriate for the course and facilitates and/or supports course objectives and topics.</td>
<td></td>
<td>Yes / No</td>
</tr>
</tbody>
</table>

### C. Use of Images

<table>
<thead>
<tr>
<th>1. Image Quality</th>
<th>Description</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Images are clear and correlate with the course content.</td>
<td></td>
<td>Yes / No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Image File Size</th>
<th>Description</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Images files sizes are accessible by students with lower bandwidths.</td>
<td></td>
<td>Yes / No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Image Content</th>
<th>Description</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>The images’ content correlates with and facilitates course objectives and topics.</td>
<td></td>
<td>Yes / No</td>
</tr>
</tbody>
</table>

### D. Links/Navigation

<table>
<thead>
<tr>
<th>1. Consistency</th>
<th>Description</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hyperlinks and graphics used as links are consistent.</td>
<td></td>
<td>Yes / No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Hyperlink Identity</th>
<th>Description</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Navigation through hyperlinks are clearly present, clearly identified, offered in text and/or graphic formats, and are</td>
<td></td>
<td>Yes / No</td>
</tr>
</tbody>
</table>
obvious links based on visual and/or verbal cues (e.g. Start here).

<table>
<thead>
<tr>
<th>3. Hyperlink Function</th>
<th>The course has no broken hyperlinks.</th>
<th>Yes / No</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Hyperlink Target</td>
<td>Hyperlinks open in appropriate windows.</td>
<td>Yes / No</td>
</tr>
</tbody>
</table>

Additional Comments: