

1

So, they have asked you to
teach an online course...



James Moore
james.moore@depaul.edu
condor.depaul.edu/jmoore/online2018/

2

1: Introductions And Agenda

3

Hello
my name is

JAMES MOORE

- Telephone: +1 (312) 362-5870
- Email: jmoore@depaul.edu
- URL: condor.depaul.edu/jmoore/

Easiest Way To Remember

4



James Bond - Roger **Moore**

Agenda: Part 1

5

- 1.Introductions And Agenda
- 2.Needs Assessment
- 3.Backward Design

Break!



Agenda: Part 2

6

- 4.Video Best Practices & Creating Reusable Video Content
- 5.Assessment

Break!



Agenda: Part 3

6.How Students Cheat

7.Presence, Communication & Feedback

8.Checklists

End!



7

2: Needs Assessment

8

Rushing To Diaster



9

E.T. the Extra-Terrestrial



1982 Movie
48th highest-grossing film of all time

10

Worst Game Ever



Thousands buried

11

Why?

Not enough time (only five weeks to create)

Paid too much for the license (\$22 million)

No vision

No audience testing

The game was ultimately frustrating and no fun to play

12

Gaming Industry Crashed



13

What Do We Learn From This?



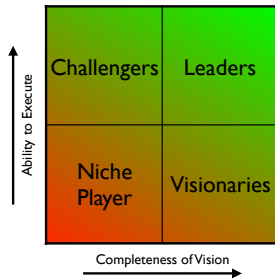
14

Start With An Audit



15

Gartner Magic Quadrant



16

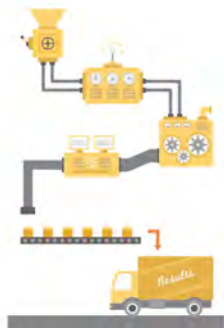
Planning The Plan

What is expected?

What can I do?

How much time do I have?

How much support do I have?



17

keep
things
simple

Things will go wrong

You will have less time than
you think

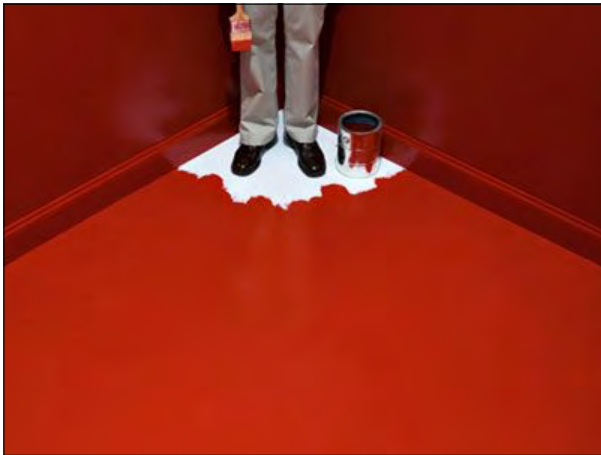
You can make improvements
the next time you teach

18

19

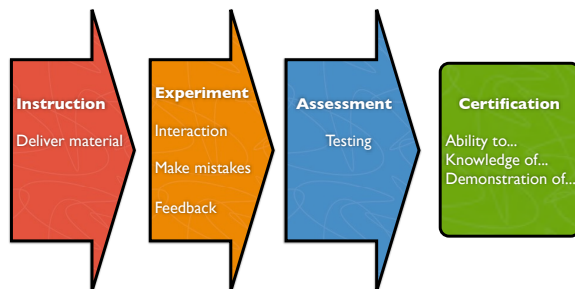
3: Backward Design

20



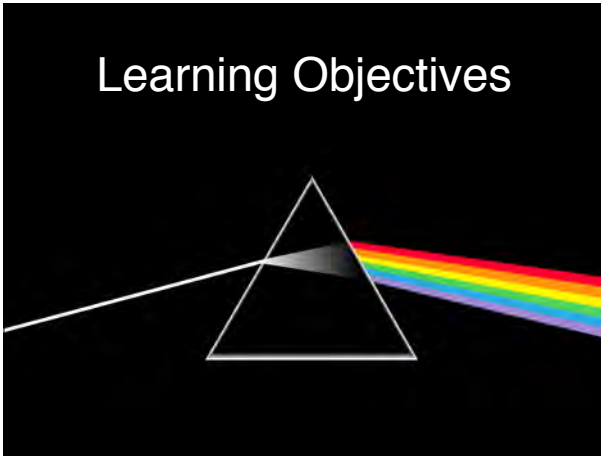
21

Backward Design



22

Learning Objectives



23

Designing The Experience



24

Inspiration



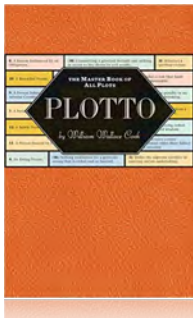


25



26

1462 Stories



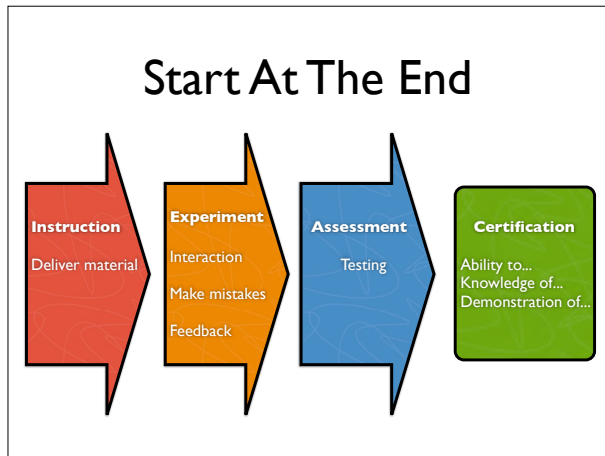
William Wallace Cook (1867-1933)

A murders a stranger, A-4, in a lonely wood where the soil is of a peculiar color, unlike any other soil for miles around. A sulks back home with the mud on his shoes.
(467) (1302)

27



28



29



30

Three-Act Structure



Focus/Setup
(Protagonist)



Apprehension
(Unexpected)

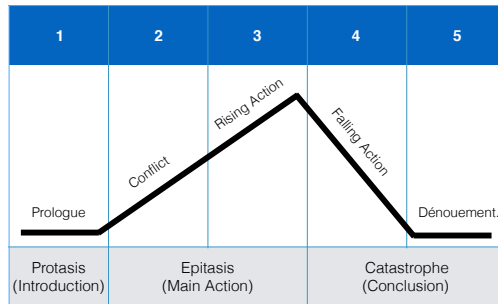


Resolution
(Understanding)

Actions - Reactions - Consequences

31

Five-Act Structure



32

Why Students Study Online?



Principally **convenience**

33

Convenience

The course has a simple trajectory that students follow

The technology should be either transparent or a natural extension (like using a pen to write)



34

Trajectory



Your Course

35

Consistency

Similar structure across courses

Weekly / Modules vs. Document Repository

Post Syllabus

Faculty Introductions

Start Here

Faculty Information

Syllabus

Schedule

Week 1

⋮

36

Weekly Backward Design

Start with Introduction

What will be covered (and why it is important)

Share the weekly deliverables

Explain when and how these should be submitted

Share the content and exercises

Indicate how long these should take

37

Online Best Practices

Detailed syllabus (particularly deadline dates)

Separate the schedule

Weekly quizzes (self-assessment)

Weekly discussion board

Weekly announcements

Frequent video

Secured online exams?

Understand students may be anywhere in the world

Work with an Instructional Designer (if you can)

38

Separate Syllabus & Schedule

Syllabus

Contact Information
Course Overview
Course Prerequisites
Required Materials
Learning Objectives
Assessment
Accommodation
Students With Disabilities
Student Evaluations
FAQ
Academic Integrity

Viewed Infrequently

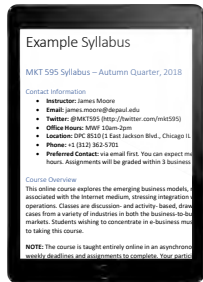
Schedule

Week 0
Week 1
Week 2
Week 3
Week 4
Midterm
Week 6
Week 7
Week 8
Week 9
Week 10
Final

Viewed Frequently

39

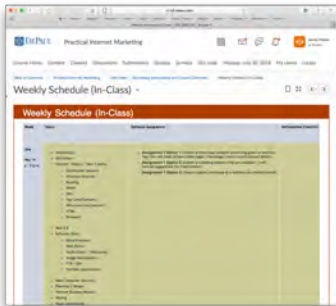
Avoid PDF



Pinch & Zoom
makes content
difficult to read

40

Use HTML In Your LMS



Easy & quick to update

Text reformats

Works on all devices

Works with screenreader

41

Write For The Web

- Short sentences
- Short paragraphs
- Active language
- Simple structure
- Headings
- Bullets



42

43

Exercise

44

45

4: Video Best Practices & Creating Reusable Video Content

46

Why Am I Doing This?



47

Does it exist already?

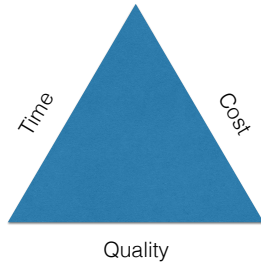


48



Who Does This Disadvantage?

Triple Constraint



49

Quick + Cheap = Low Quality

Quick + Quality = Expensive

Quality + Cheap = Slow

50

Synchronous vs. Asynchronous



Live

Prerecorded

51

Research



52

12 Principles

- | | |
|------------------------|--------------------|
| 1. Coherence | 7. Pre-training |
| 2. Signalling | 8. Modality |
| 3. Redundancy | 9. Personalization |
| 4. Spatial Contiguity | 10. Voice |
| 5. Temporal Contiguity | 11. Embodiment |
| 6. Segmenting | 12. Image |

53

Script

Measure twice, cut once

54



55

2: Recording



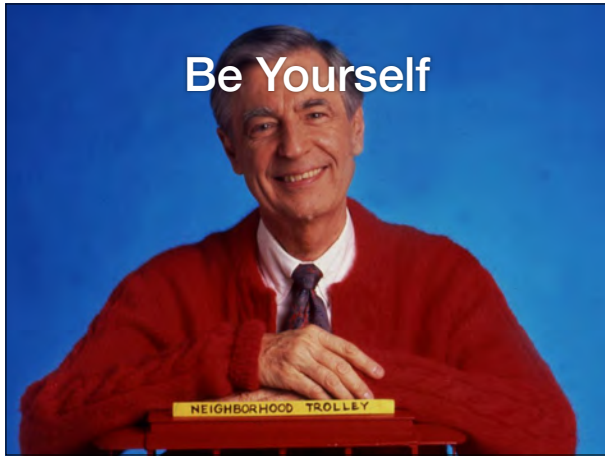
56

Not Always On Screen

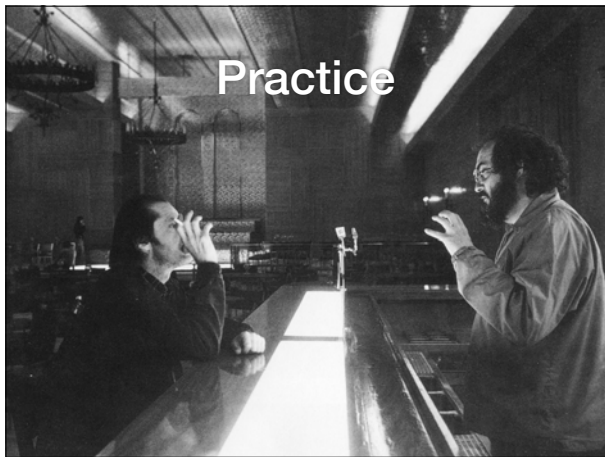


Content

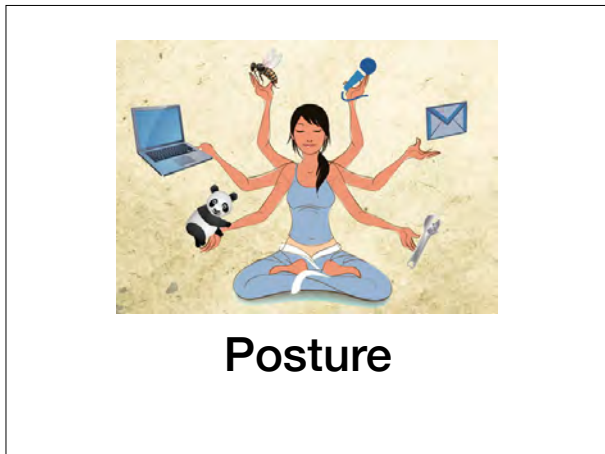
57



58



59



60

Eye level



61

What to wear



62

Audio



63



Quiet

64

Landscape vs Portrait



65



**How To
Record Video
On A
Cellphone Camera**



Step 1. Turn your phone sideways
Step 2. You're done.

66



67

3: Editing

How do you make a movie better?

Make it shorter

68

Chopping

69



70

Review Date



71

72



73

Transcript / Subtitles

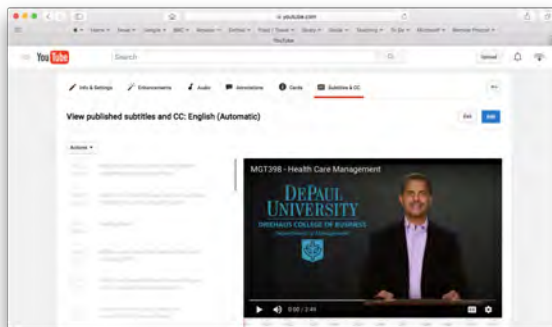
Leia:
"I love you"

Han
"I know"



74

YouTube



75

Multiple Formats

Download

- Takes time to save
- Mobile
- Sharable
- Avoid copyrighted content
- Downloadable can be better with slow Internet connection

Streamed

- Streaming
- Plays instantly
- Tethered
- Harder to copy
- Use for copyrighted content

Context



76



5: Review

77

Exercise

78

5: Assessment

The Aim of Teaching Is to Create Experts

1. Lots of factual knowledge
2. Mental organization (retrieval and application)
3. Meta-cognition ("do I really understand?")

Source: Carl Wieman (2007, September). WHY NOT TRY: A SCIENTIFIC APPROACH TO SCIENCE EDUCATION? Change, 39(5), 9-15.
Retrieved January 20, 2009, from ProQuest Education Journals database. (Document ID: 1364879141).

Lots of factual knowledge





Mental organization (retrieval and application)

82

Meta-cognition (“do I really
understand?”)



83

Discussion



84

Rubric

Points	
3	Precise, well-reasoned response. Citation of source material (link). Supports position with factual information.
2	Offers relevant information. Makes note of outside source material.
1	Participates.

Five Points Per Discussion

85

Rubric (with examples)

Points	
3	Prior student work, demonstrating exactly what I would like to see. Supported argument with embedded links to examples.
2	Same example, but removed hyperlinks.
1	Dumbed down the example.

Five Points Per Discussion

86

Multimedia (HTML)



87

Feedback & Review



"Jane made an excellent point..."

Summary in "News"

88

Three-Act Structure



Focus

Unexpected
(Experiment)

Assessment
(Exam / Project)

89

Borrowing From Games

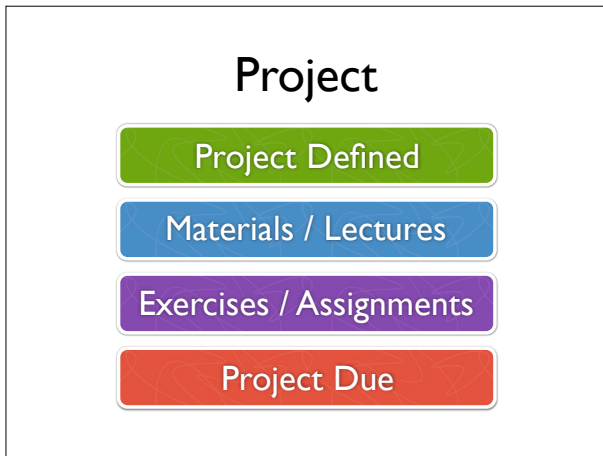


90

91



92



93

A Quiet Place to Explore



Week 0

Profile

Discussion Introduction

Introductory Video

Sample Dropbox

94

Constraints

95

Weekly Structure

Week 0

Week 1

Week 2

...

Week 11

96

Mini-Bosses and End-of-Level Bosses



97

Sub-Tasks

Form Groups

Create Script

Create Test Video

Upload Test Video

Final
Project

98

Coins



99

Points

- 🟡 Create groups: 20 points
- 🟡 Create script: 100 points
- 🟡 Create test video: 100 points
- 🟡 Upload test video: 50 points

100

GAME OVER

101

Quizzes

Points for taking a quiz, not the score
Retake quiz until happy with score
Take 6 highest score from 8 exercises

102

103



105

General Assessment Strategy



- ☒ Provide full feedback and links to resources
- ☒ Ungraded
- ☒ Grade for participation
- ☒ Promote active learning (pre/post test)
- ☒ Allow for failure
- ☒ Mini surveys at every module

106

Mini Survey

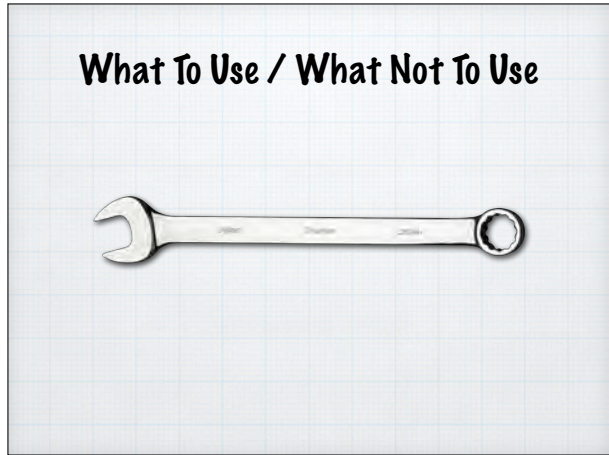
- ☒ How useful to you were the lecture videos?
- ☒ What is your preferred format for the lecture videos?
- ☒ Is there anything that you did not understand?
- ☒ Did you experience any technical difficulties?
- ☒ Is there anything you want to tell me?
- ☒ What was the most useful thing that you learned ?
- ☒ What was the least useful thing that you learned ?
- ☒ What didn't you understand?

107

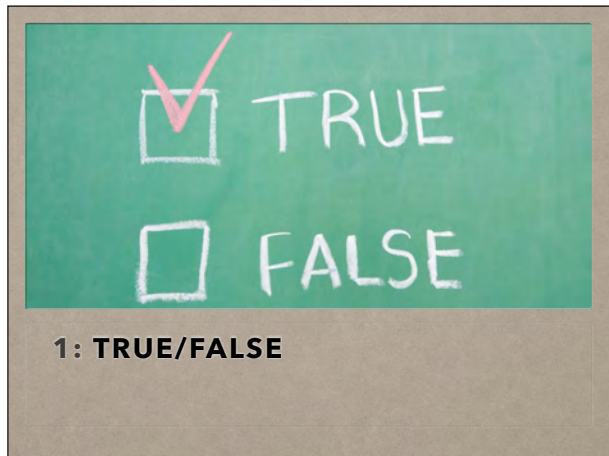
Testing Options

- | | |
|---|--|
| <input checked="" type="checkbox"/> True/False | <input checked="" type="checkbox"/> Uploads |
| <input checked="" type="checkbox"/> Multiple Choice | <input checked="" type="checkbox"/> Discussion Board |
| <input checked="" type="checkbox"/> Multi-Select | <input checked="" type="checkbox"/> Survey |
| <input checked="" type="checkbox"/> Long Answer | |
| <input checked="" type="checkbox"/> Short Answer | |
| <input checked="" type="checkbox"/> Multi-Short Answer | |
| <input checked="" type="checkbox"/> Fill in the Blanks | |
| <input checked="" type="checkbox"/> Matching | |
| <input checked="" type="checkbox"/> Ordering | |
| <input checked="" type="checkbox"/> Arithmetic | |
| <input checked="" type="checkbox"/> Significant Figures | |

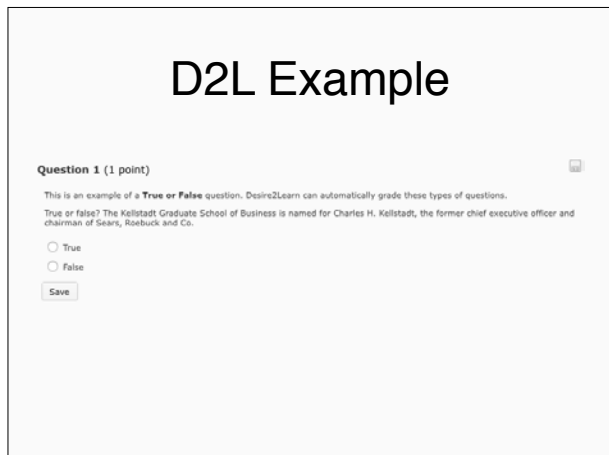
108



109



110



111

True False

- ✓ Usually limited to fact recall (low level of cognitive ability) or logic.
- ✓ Students more likely answer "true" if they do not know the answer (60 false / 40 true rule).
- ✓ Large number of questions needed to provide reliable feedback.
- ✓ Keep statements short and simple.
- ✓ Use exact language.
- ✓ Avoid use of absolutes (easy to prove false).
- ✓ Avoid use of negatives (or double negatives).
- ✓ One strategy is to create a series of true statements and then convert some to false statements.

112

Use It?

Maybe

(limited use)

113



2: MULTIPLE CHOICE

114

D2L Example

Question 1 (1 point)

This is an example of a **Multiple-Choice** question. Desire2Learn can automatically grade these types of questions. You select one correct option only from the choices below.

The Driebeaus College of Business launched its master of business administration (MBA) program in:

- ☐ 1912
- ☐ 1948
- ☐ 1963
- ☐ 2001

Save

115

Multiple Choice

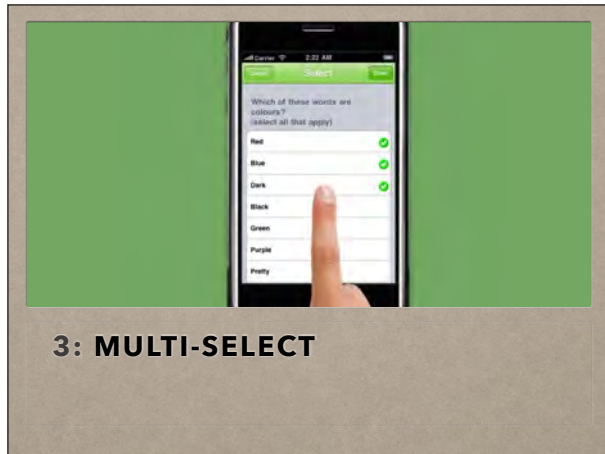
- ☒ Offer the most flexibility in terms of content.
- ☒ Construct questions with a single correct answer.
- ☒ Refrain from using the choices "all of the above" or "none of the above" (lazy).
- ☒ Avoid negative wording (especially double negatives).
- ☒ When item is controversial, indicate whose opinion is sought.
- ☒ Avoid irrelevant cues to correct answer (length, grammar).
- ☒ Items should test one central idea or concept.
- ☒ Present options in alphabetical or logical order.
- ☒ Consider randomization of possible answers.

116

Use It?

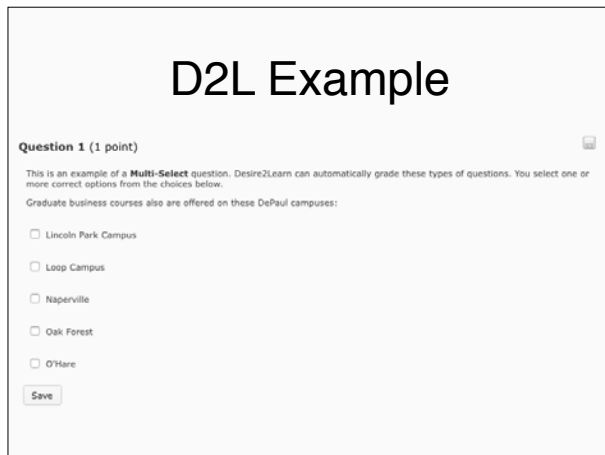
Yes!

117

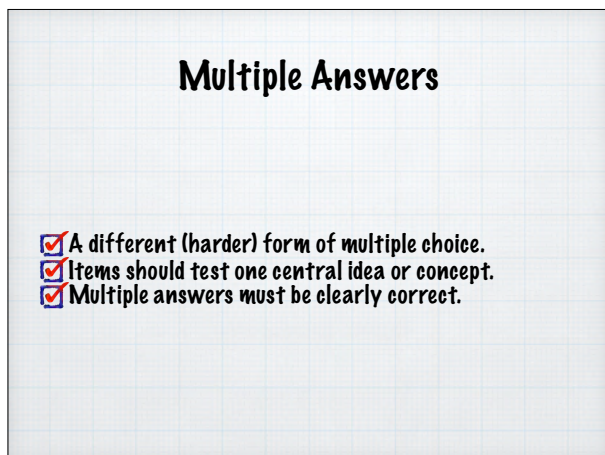


3: MULTI-SELECT

118



119



120

121



123

Long Answer (Essay)

- ✓ Possible to use pre-populate HTML content in answer.
- ✓ Essays measure the student's ability to communicate effectively, not just their understanding of content.
- ✓ Easier (quicker) for instructor to create but harder and (more subjective) to grade.
- ✓ Be cautious when auto exporting grades.
- ✓ Requires model answer to grade effectively.
- ✓ Clearly define task, scope, and directions for a "good" answer:
 - ✓ How long or short an answer is sought?
 - ✓ Should they show their work?
 - ✓ Whose opinion do you want (book, lecture, their own)?

124

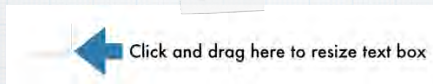
Use It?

Yes!

(if you have time.....)

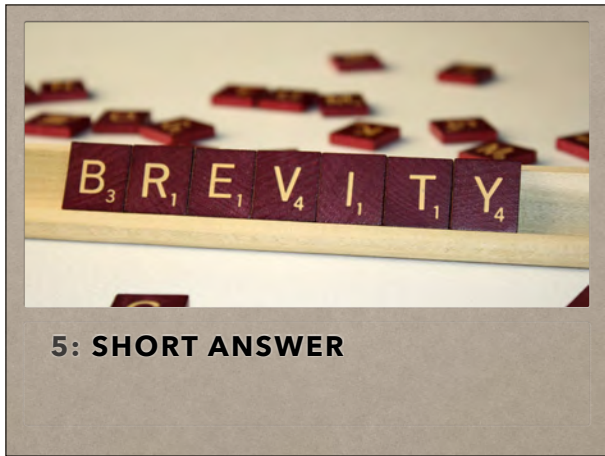
125

Issues With Interface

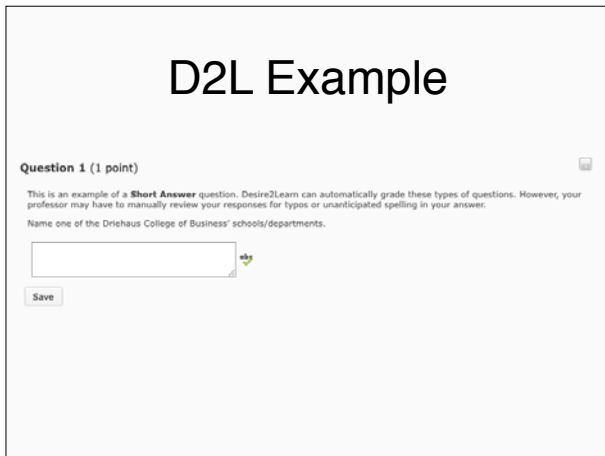


- ✓ In D2L, students may not understand that they can resize the text box.
- ✓ Students sometimes delete their answers.

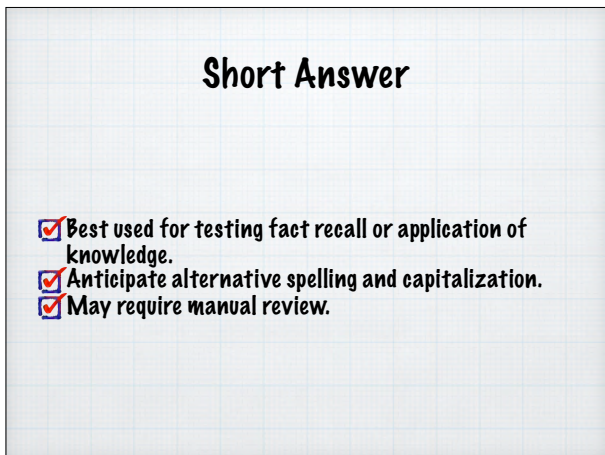
126



127



128



129


130

Use It?

Yes!

(but students need to understand manual grading)

131



6: MULTI-SHORT ANSWER

132

D2L Example

Question 1 (1 point)

This is an example of a **Multi-Short Answer** question. Desm2Learn can automatically grade these types of questions. However, your professor may have to manually review your responses for typos or unanticipated spelling in your answer.

Name three of the Drexel's College of Business' schools/departments.

Save

Multi-Short Answer

- ✓ Best used for testing fact recall or application of knowledge.
- ✓ Anticipate alternative spelling and capitalization.
- ✓ May require manual review.
- ✓ Will take some time to create.

133

Use It?

Yes!

(but students need to understand manual grading)

134

HELLO!

my name is

Inigo Montoya

*You killed my father —
prepare to DIE!*

7: FILL IN THE BLANKS


135

D2L Example

Question 1 (1 point)

This is an example of a **Fill-In-The-Blank** question. Desire2Learn can automatically grade these types of questions. However, your professor may have to manually review your responses for typos or unanticipated spelling in your answer.

The Briarcliff College of Business is accredited by

 Accreditation standards challenge post-secondary educators to pursue excellence and continuous improvement throughout their business programs.

Save

136

Fill In The Blank

- ☒ Best used for testing fact recall or application of knowledge.
- ☒ Anticipate alternative spelling and capitalization.
- ☒ May require manual review.

137

Use It?

Yes!

138



8: MATCHING

139

D2L Example

Question 1 (1 point)

This is an example of a **Matching** question. Desire2Learn can automatically grade these types of questions.

Match the following country names with the corresponding capital names.

1. Bulgaria

Brussels 2. Iceland

Reykjavik 3. Spain

Sofia 4. Switzerland

Budapest 5. Hungary

6. Belgium

Save

140

Matching

- ☒ Best used for testing knowledge level:
- ☒ Term - Definition.
- ☒ Cause - Effect.
- ☒ Problem - Solution.
- ☒ Symbol - Meaning.
- ☒ Keep each matching set short.
- ☒ Arrange responses in alphabetical or logical order.
- ☒ Reusing matching set will reduce guesses.
- ☒ Provide more answers than questions.
- ☒ Indicate basis for matching.
- ☒ Ensure only one correct answer.

141

Use It?

Maybe

(Unless your LMS uses a better interface)

142

Issues With Matching

Question 1 (1 point)

This is an example of a **Matching** question. Desire2Learn can automatically grade these types of questions.

Match the following country names with the corresponding capital names.

1. Bulgaria	
2. Iceland	
3. Spain	
4. Switzerland	
5. Hungary	
6. Belgium	

Brussels
Reykjavik
Sofia
Budapest

Save

2 - 7 + 2

143



9: ORDERING

144

D2L Example

Question 1 (1 point)

This is an example of an **Ordering** question. Desire2Learn can automatically grade these types of questions.
Put the five departments below in alphabetical order.

- Economics
 - Finance
 - Marketing
 - Real Estate
 - Management
-

145

Ordering

- ☒ Tests fact recall.
- ☒ Test knowledge of hierarchy / topology / sequencing.
- ☒ Keep options short.
- ☒ Arrange responses in alphabetical or logical order.

146

Use It?

Maybe

(Unless your LMS uses a better interface)

147

Issues With Ordering

Question 1 (1 point)

This is an example of an **Ordering** question. Desire2Learn can automatically grade these types of questions.

Put the five departments below in alphabetical order.

1

 Economics

2

 Finance

3

 Marketing

4

 Real Estate

5

 Management

Save

2

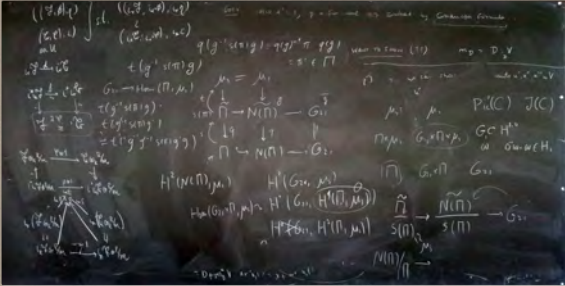
 -

7

 +

2

148



10: ARITHMETIC

149

D2L Example

Question 1 (1 point)

This is an example of an **Arithmetic** question. The variables in this question are generated randomly. Desire2Learn can automatically grade these types of questions.

If a classroom at DePaul has a length of 380 and a width of 180, what is the area of the floor of that classroom?

Your Answer:

Answer

Save

150

Arithmetic

- ✓ Personalizes each question for each attempt.
- ✓ Tests correct application of a formula (and correct calculation)
- ✓ Involves considerable time to create appropriate question. Requires validation.
- ✓ Graded automatically.
- ✓ Does not allow students to show work.

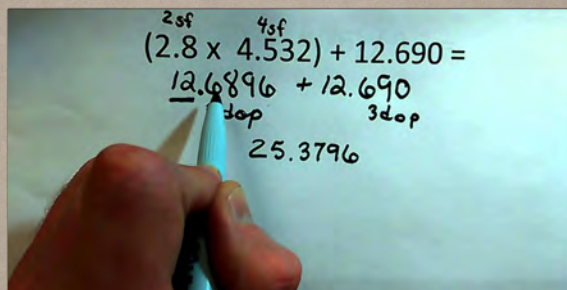
151

Use It?

Yes!

(If you have time, and question type is relevant)

152



11: SIGNIFICANT FIGURES

153

D2L Example

Question 1 (1 point)

If you multiplied (1.12×10^{-11}) by (4.90×10^{-11}) , what would the result be? Please calculate to 3 significant digits.

Note: Your answer is assumed to be reduced to the highest power possible.

Your Answer:

x10

Save

154

Arithmetic

- ☒ Requires students to answer in scientific notation and provide solutions that contain a specified number of significant figures
- ☒ Automatically graded.
- ☒ Does not allow students to show work.

155

Use It?

Yes!

(If you have time, and question type is relevant)

156

Rubrics as Feedback



157

Note: Make Sure They Can See



158

Engagement Rubric

	1 Point	3 Points	5 Points
Team Leadership	<ul style="list-style-type: none">Acceptable communicationSome deadlines met	<ul style="list-style-type: none">Acceptable communicationMost deadlines metAssignments mostly understood	<ul style="list-style-type: none">Professional communicationDeadlines metUnderstands scope and purpose of assignments
Online Discussion	<ul style="list-style-type: none">Comments are sometimes constructive, with occasional signs of insight.Student does not use appropriate terminology; comments not always relevant to the discussion.	<ul style="list-style-type: none">Comments mostly insightful & constructive; mostly uses appropriate terminology.Occasionally comments are too general or not relevant to the discussion.	<ul style="list-style-type: none">Comments always insightful & constructive; uses appropriate terminologyComments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions
Online Discussion	<ul style="list-style-type: none">Comments not posted in time for others to read and respond.	<ul style="list-style-type: none">Comments may not all be posted in time for others to read and respondResponds to questions and comments from others.	<ul style="list-style-type: none">Comments are posted in time for others to read and respond.Responds to questions and comments from others meaningfully.
Online Attendance	<ul style="list-style-type: none">Clear evidence that some video lectures have been watched.Clear evidence that some assigned materials have been read.Sparsely logs into D2L.	<ul style="list-style-type: none">Clear evidence that most video lectures have been watched.Clear evidence that most assigned materials have been read.Logs into D2L.	<ul style="list-style-type: none">Clear evidence that all video lectures have been watched.Clear evidence that all assigned materials have been read.Regularly logs into D2L.
Community	<ul style="list-style-type: none">Some participation in the community.Some enhancement of social media space.	<ul style="list-style-type: none">Moderately participated in the community.Moderately enhanced their social media space using video, audio, and images.	<ul style="list-style-type: none">Actively participated in the community via comments on other blogs, tweets, and citing others in their research and writing.Quality enhanced their social media space using video, audio, and images.

Note: Some elements of rubric is based upon Carnegie Mellon's "Rubric for Assessing Student Participation" (Eberly Center for Teaching Excellence), and "Blogging Rubric" (Cork Institute of Technology).

159

Discussion Rubric

Points	
3	<ul style="list-style-type: none"> Precise, well-reasoned response. Citation of source material. Supports position with factual information.
2	<ul style="list-style-type: none"> Offers relevant information. Makes note of outside source material.
1	<ul style="list-style-type: none"> Participates.
0	<ul style="list-style-type: none"> Noise.

Note: Rubric is based upon that of the work of Bill Pelz (Journal of Asynchronous Learning Networks, 8(3), My three principles of effective online pedagogy, 2004).

160

Blogging Rubric

Points	
3	<ul style="list-style-type: none"> Precise, well-reasoned post. Citation (link) of source material. Supports position with factual information.
2	<ul style="list-style-type: none"> Offers relevant information. Makes note of outside source material.
1	<ul style="list-style-type: none"> Participates.
Bonus Points	
+1	<ul style="list-style-type: none"> Uses relevant images to enhance post.
+1	<ul style="list-style-type: none"> Uses relevant tags (keywords).
+1	<ul style="list-style-type: none"> Provides relevant response to blog comments.

161

Project Rubric

Content	5 Points	7 Points	10 Points
Content / Information <ul style="list-style-type: none"> Clarity of purpose Critical thought Use of examples 	<ul style="list-style-type: none"> The central idea is expressed though it may be vague or too broad Some sense of purpose is maintained Some evidence of critical careful thought and analysis and/or insight 	<ul style="list-style-type: none"> Central idea and clarity and purpose are generally evident Evidence of critical, careful thought and analysis and/or insight There are good, relevant supporting examples and evidence 	<ul style="list-style-type: none"> Central idea is well developed and clarity of purpose is exhibited throughout the paper Abundance of evidence of critical, careful thought and analysis and/or insight Evidence and examples are vivid and focus remains tight
Originality <ul style="list-style-type: none"> Original thought 	<ul style="list-style-type: none"> Central idea is forced. Central idea is not original. 	<ul style="list-style-type: none"> Central idea works, but is not original. 	<ul style="list-style-type: none"> Central idea is original and works.

162

Project Rubric

Execution	1 Point	2 Points	3 Points
Structure <ul style="list-style-type: none"> Organization Flow of thought Transitions Format 	<ul style="list-style-type: none"> There is some level of organization, though digressions, ambiguities, irrelevances are too many Difficult to follow Ineffective transitions Plumbling format 	<ul style="list-style-type: none"> Paper has a clear organizational structure with some digressions, ambiguities or irrelevances Easily followed Basic transitions Structured format 	<ul style="list-style-type: none"> Paper is logically organized Easily followed Effective, smooth and logical transitions Professional format
Grammar/mechanics <ul style="list-style-type: none"> Sentence structure Punctuation/mechanics 	<ul style="list-style-type: none"> Uses compound sentences Too many punctuation and/or mechanical errors 	<ul style="list-style-type: none"> Uses complex sentences Few punctuation or mechanical errors 	<ul style="list-style-type: none"> Manipulates complex sentences for effect/impact No punctuation or mechanical errors
Language <ul style="list-style-type: none"> Vocabulary; use of vocabulary Tone 	<ul style="list-style-type: none"> Vocabulary is used properly, though sentences may be simple Inrequently uses specific vocabulary correctly Writer's tone exhibits some level of audience sensitivity 	<ul style="list-style-type: none"> Vocabulary is varied, specific and appropriate Frequently uses subject-specific vocabulary correctly Writer's tone emerges and is generally appropriate to audience 	<ul style="list-style-type: none"> Vocabulary is sophisticated and correct as are sentences, which vary in structure and length Uses and manipulates subject-specific vocabulary for effect Writer's tone is clear, consistent and appropriate for intended audience

Note: Rubrics are adapted from University of Colorado's Center for Innovations in Training Technology (CITT) online tutorials.

163

Presentation Rubric

	1 Point	2 Points	3 Points
Concept Originality Ability to define problems, explore various possibilities and develop unique solutions	<ul style="list-style-type: none"> Provides little or no evidence of new thought, inventiveness or creativity 	<ul style="list-style-type: none"> Concept supports design task Demonstrates some new thought, inventiveness or creativity 	<ul style="list-style-type: none"> Concept effectively addresses the design task Extends others' approaches in inventive ways Shows significant evidence of originality and inventiveness
Aesthetic Quality Sensitivity to the principles of design and successful fulfillment of project criteria	<ul style="list-style-type: none"> Visuals are either too simplistic or cluttered and busy Graphic effects fail to support the message and hamper communication of content Graphics are gratuitous 	<ul style="list-style-type: none"> Visual elements relate to content Visual design criteria (balance, contrast, proportion, harmony, etc.) expressed Graphical elements reinforce content and are functional 	<ul style="list-style-type: none"> Subtle balancing of design elements creates unique and effective display Visual elements and content reinforce each other Design strategy supports message Overall, an effective and functionally sound design
Presentation Display of technical skill, ability to follow directions, craftsmanship	<ul style="list-style-type: none"> Concept fails to support design task For multimedia, poor multimedia technologies For multimedia, no attempt to manipulate timing, flow, transitions, for effect Production errors not addressed Project fails to address assignment/production criteria 	<ul style="list-style-type: none"> Acceptable craftsmanship, no obvious easily correctable errors For multimedia projects, elementary efforts to control timing, flow, transitions Project fulfills assignment criteria 	<ul style="list-style-type: none"> Clear effort to achieve high production values and to use production techniques to enhance product Craftsmanship or presentation may approach professional quality Project goes beyond assignment criteria
Professionalism Ability to present work on time, interact with participants, self-motivated, subject matter experts and other stakeholders in a professional manner	<ul style="list-style-type: none"> Multiple instances of inappropriate communication with stakeholders, clients, team members, or professor Substantial number of deadline missed or project incomplete 	<ul style="list-style-type: none"> Project completed, communications basic, but effective Deadlines met, but often rushed Adequately acquires support and resources required to achieve goals 	<ul style="list-style-type: none"> Effective verbal and written communications, excellent demeanor and self-presentation At project deadline met Acquires more than adequate support and resources to required achieve goals
Resource/References Depending on the nature of the project, authors may need to consult other project sources	<ul style="list-style-type: none"> One or more resources not cited Multiple citation errors 	<ul style="list-style-type: none"> All resources cited Some citation errors or formatting inconsistencies 	<ul style="list-style-type: none"> Resources well researched and thoroughly and correctly cited
Engagement Ability to demonstrate enthusiasm for the subject and capture attention	<ul style="list-style-type: none"> Lack of focus Message not communicated effectively 	<ul style="list-style-type: none"> Clear delivery Most easy to follow 	<ul style="list-style-type: none"> Communicates ideas with enthusiasm and appropriate language
Digital Literacy Ability to communicate through digital formats	<ul style="list-style-type: none"> Inappropriate choice of the formats Files do not work as intended 	<ul style="list-style-type: none"> Materials successfully delivered in electronic format 	<ul style="list-style-type: none"> Uses relevant media Optimal use of the formats

164

TCHE: Blog

Points	
4	Exceptional. The blog post is focused and coherently integrates examples with explanations or analysis. The post demonstrates awareness of its own limitations or implications, and it considers multiple perspectives when appropriate. The entry reflects in-depth engagement with the topic.
3	Satisfactory. The blog post is reasonably focused, and explanations or analysis are mostly based on examples or other evidence. Fewer connections are made between ideas, and though new insights are offered, they are not fully developed. The post reflects moderate engagement with the topic.
2	Underdeveloped. The blog post is mostly description or summary, without consideration of alternative perspectives, and few connections are made between ideas. The post reflects passing engagement with the topic.
1	Limited. The blog post is unfocused, or simply rehashes previous comments, and displays no evidence of student engagement with the topic.
0	No Credit. The blog post is missing or consists of one or two disconnected sentences.

<https://www.chronicle.com/blogs/profhacker/a-rubric-for-evaluating-student-blogs/27196>

165

166



167

168

6: How Students Cheat

169

You Have To Hand It To...



170

Anti-Cheating Hats



Kasetsart University, Thailand 2013

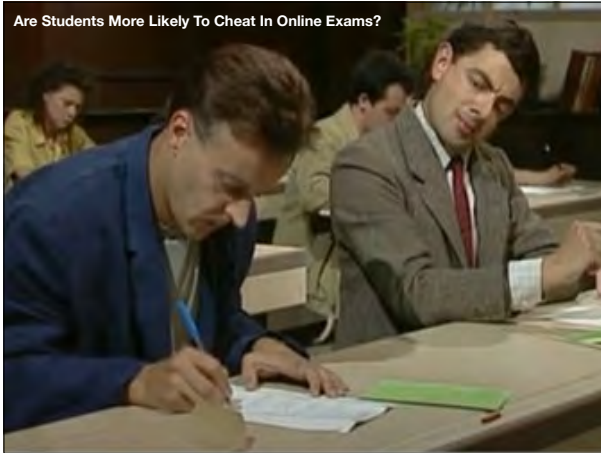
171

History Repeating Itself



172

Are Students More Likely To Cheat In Online Exams?



173

Perception Is Yes

The general perception is that students taking online exams are more likely to cheat than if they are taking face-to-face exams.

Whilst a logical assumption, this may not be true.

Expensive proctoring solutions may be utilized by higher education institutions to reduce online cheating, but this may be a wasted cost.

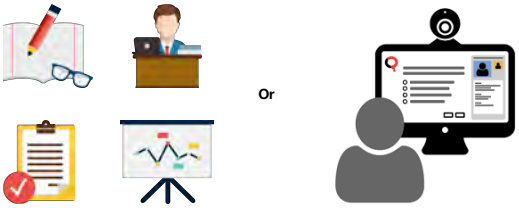
174



175

There is a concern that students in online learning courses are more likely to cheat in high-stakes exams

(Bacow, Bowen, Guthrie, Long, & Lack, 2012)



Or

Concerned educators may choose to adjust their teaching by moving away from high-stakes testing to a series projects and longer term assessments

Or institute online proctoring services such as Examity or ProctorU

(Rovai, 2000; Rowe, 2004)

176



177

Endemic To HE

178



U.S. Senator Ted Kennedy - "The Lion of the Senate"

(Lang, 2013)

(English, 2009)

What Is Cheating?

179

"Actions that violate the norms of the institution and guidelines that the instructor has shared with the student"

Why Cheat?

180



Many individual reasons,
but dominant factors are contextual

– particularly related to peer perception

(Cronan, Mullins, & Douglas, 2018; Donald L. McCabe, Trevino, & Butterfield, 2001).

Unobserved

181



(Stuber-McEwen, Wiseley, & Hoggatt, 2009)

Historically Hard To Detect

182



Until Now

183



Paid Papers



184

Plagiarism



<http://turnitin.com>

185

Turn-It-In Vs. WriteCheck



<http://turnitin.com>

<http://www.writecheck.com>

186

Corrupted Files



<http://www.corrupted-files.com> (defunct)
<http://corrupt-a-file.net>

187

Use of Corrupted Files

November						
M	T	W	T	F	S	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

188

Rethink Deadlines



10 a.m. (when you about to grade)

rather than

11:59 p.m. (when you should be sleeping)

189

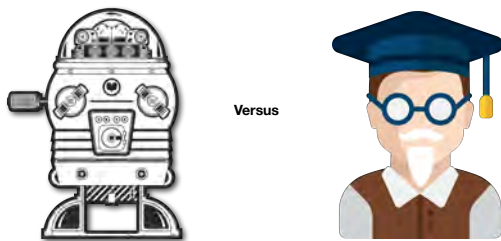
Data Mining and Semantic Analysis



(Ochoa & Waghlikar, 2006)

190

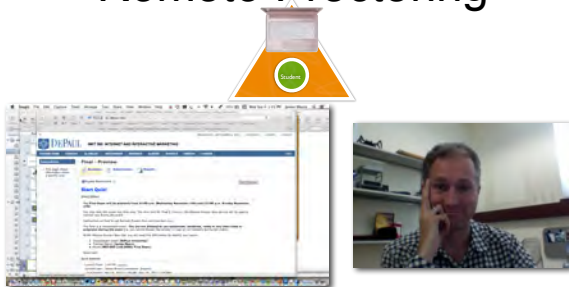
More Accurate



(Seifried, Lenhard, & Spinath, 2015)

191

Remote Proctoring



Clean

Rules Violations

Suspicious

192

Secure Testing Timeline

Week	Action Item
Before Course	Information posted in syllabus
Week 1	Exam reminder
Week 3	Schedule exams
Week 5	Midterm exam
Week 11	Final exam

193

No More Pervasive

SAME SAME
BUT DIFFERENT

(Grijalva, Nowell, & Kerkvliet, 2006; Spaulding, 2009; Watson & Sottile, 2010)

194

Larger Problem in Business



(Donald L. McCabe, Butterfield, & Trevino, 2006)

195

Discuss With Students

Spend time discussing what is cheating

Model good behavior

Define appropriate collaboration

Statement in syllabus

Reinforce understanding via quiz

Statement in exams and assignments

Understand the economic realities

196

Tactical

100 Quiz Questions



10 Quiz Questions

Question 2

Question 5

Question 1

Question 3

Question 4

What is $\langle a \rangle$ x $\langle c \rangle$?

a: 12.0 - 20.5

c: 1 - 5

Quiz pools

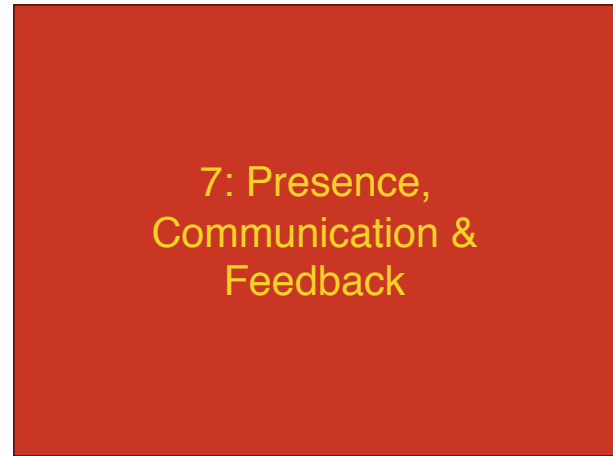
Randomized questions (order and distractors)

Algorithmic questions

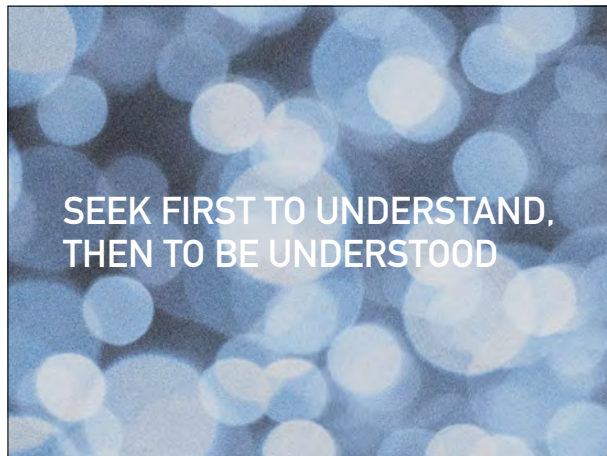
197



198



199



200

<h2>Introductory Discussion</h2> <p>What do you do?</p> <p>What are your interests?</p> <p>Why did you sign up for this course?</p> <p>What is your level of computer proficiency?</p> <p>What are three expectations you have as outcomes for the course?</p> <p>How you will determine whether your expectations have been met?</p> <p>What is the most significant thing you have learned in life (so far)?</p>
--

201

Skills Matrix

Skill	Low	Medium	High
Writer			
Project Management			
Video Production			
Analyst			

202

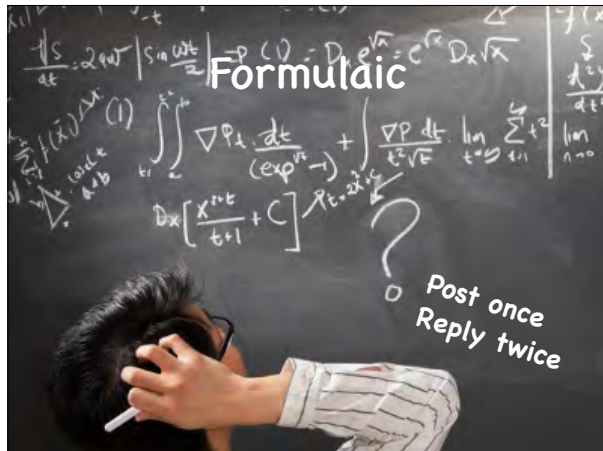
Note

- I ask students to create groups after drop date (to avoid churn)
- I provide a recommended group size
- Students form their own groups
- Students who do not (or cannot) form groups get assigned by me
- Each group has a leader
- Freeloaders receive no points (or have points halved)

203

Formulaic

204





Boogie Down Brown
 @Andre_BrownJr

Follow

College discussion board:

Jim: $2+2=4$
 Me: Wow Jim I totally agree. I like how you added the 2's together and got 4, very insightful.

9:05 PM - 22 Mar 2017

58,075 Retweets
 129,905 Likes



402
 58K
 130K

205



College Student
 @CollegeStudent

Follow


Emailing professors be like

Me: *polite greeting, multiple paragraphs, perfect grammar*

Professor: "sure" -sent from my iPhone

11:43 AM - 3 Oct 2017

36,514 Retweets
 98,897 Likes




179
 37K
 99K

206

Meta-Analysis

January 2000 and May 2014



Zhou, H. (January 01, 2015). A systematic review of empirical studies on participants' interactions in internet-mediated discussion boards as a course component in formal higher education settings. *Journal of Asynchronous Learning Network*, 19, 3.)

207



Key Points: 1

Participation was the foundation for interaction

Instructor support and feedback (including assessment) was highly valued, and over time affected students' participation and peer interaction quality and quantity

Peer interactions started slowly with frequent off-task and disruptive posts

208



Key Points: 2

The majority of peer interactions initially involved responding to an assignment, followed by supporting and constructive posts, with less dialogue and, rarely, challenging posts

Interactions between students and instructor were overall less than peer interactions, and decreased over time while peer interactions stayed consistent

Assigned student leaders and/or moderators affected the quality and quantity of discussion

209



Key Points: 3

Perceived self-competency and intrinsic motivation led to higher quantity and quality interaction, which might relate to taking a dominating or leading role

Level of familiarity and relatedness to peers, environment, and discussion topics led to higher level peer interaction

The dynamics of interaction varied among groups, and was related to collaborative assignments, the existence of highly motivated members and higher-level elaboration, and the opportunity for members to contribute.

210

Discussion Rubric

Points	
3	Precise, well-reasoned response. Citation of source material (link). Supports position with factual information.
2	Offers relevant information. Makes note of outside source material.
1	Participates.

Five Points Per Weekly Discussion

211

Real Examples

No matter if a company is big or small, any social media expert will tell you the same thing: Before actually engaging in social media, it's very important to first be a listener. As YouTube co-founder Chad Hurley [once said](#), "As you start building the product, don't assume that you know all the answers. Listen to the community and adapt."

I actually had the pleasure of meeting Chad at the Sundance Film Festival 2009 and he reminded me that engaging in social media "just like any other type of social engagement, online or otherwise" must be in an effort to solve a problem.

212

Better Than In The Moment



213

Model Good Practice At Beginning

Erudite statement from student with supporting evidence (hyperlinks)

Erudite reply from professor with links and perhaps multimedia

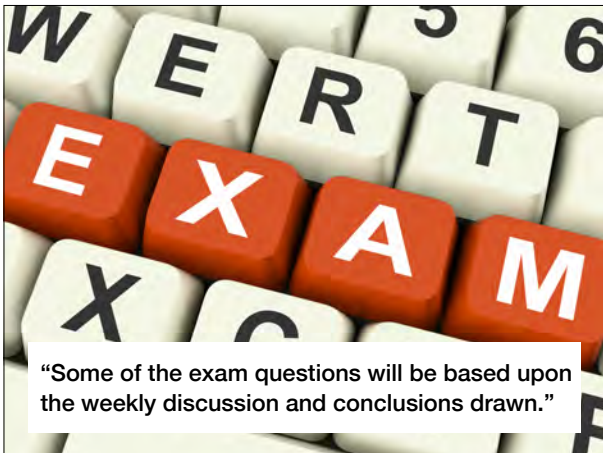
Don't say "Good Work!"

214

Assign Discussion Leader



215




"Some of the exam questions will be based upon the weekly discussion and conclusions drawn."

216

Avoid Email

217

Topic	Threads	Posts	Last Post
General Discussion ▾	21	70	 James Moore
<p>Please use this discussion area to ask any questions you might have about the course. My preference is that you use the discussion board to ask general questions rather than e-mailing me. This way everyone benefits from seeing the questions and responses.</p>			

Recap

218

News ▾

Week 2 Discussion ▾

Posted May 2, 2018 3:28 PM

"Excellent discussion this week, on what is an emerging topic. Jane's comments on how the General Data Protection Regulation (GDPR) is impacting businesses that operate across international borders are particularly timely."

Discussion

219



220

Three-Act Structure



Focus Unexpected
(Experiment) Assessment
(Exam / Project)

221

Rubrics as Feedback



222

Engagement Rubric

	1 Point	3 Points	5 Points
Team Leadership	<ul style="list-style-type: none"> Acceptable communication Some deadlines met 	<ul style="list-style-type: none"> Acceptable communication Most deadlines met Assignments mostly understood 	<ul style="list-style-type: none"> Professional communication Deadlines met Understands scope and purpose of assignments
Online Discussion	<ul style="list-style-type: none"> Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion. 	<ul style="list-style-type: none"> Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion. 	<ul style="list-style-type: none"> Comments always insightful & constructive; uses appropriate terminology Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions
Online Discussion	<ul style="list-style-type: none"> Comments not posted in time for others to read and respond. 	<ul style="list-style-type: none"> Comments may not all be posted in time for others to read and respond Responds to questions and comments from others. 	<ul style="list-style-type: none"> Comments are posted in time for others to read and respond. Responds to questions and comments from others meaningfully.
Online Attendance	<ul style="list-style-type: none"> Clear evidence that some video lectures have been watched. Clear evidence that some assigned materials have been read. Sparsely logs into D2L. 	<ul style="list-style-type: none"> Clear evidence that most video lectures have been watched. Clear evidence that most assigned materials have been read. Logs into D2L. 	<ul style="list-style-type: none"> Clear evidence that all video lectures have been watched. Clear evidence that all assigned materials have been read. Regularly logs into D2L.
Community	<ul style="list-style-type: none"> Some participation in the community. Some enhancement of social media space. 	<ul style="list-style-type: none"> Moderately participated in the community. Moderately enhanced their social media space using video, audio, and images. 	<ul style="list-style-type: none"> Actively participated in the community via comments on other blogs, tweets, and citing others in their research and writing. Quality enhanced their social media space using video, audio, and images.

Note: Some elements of rubric is based upon Carnegie Mellon's "Rubric for Assessing Student Participation" (Eberly Center for Teaching Excellence), and "Blogging Rubric" (Cork Institute of Technology).

223

Discussion Rubric

Points	
3	<ul style="list-style-type: none"> Precise, well-reasoned response. Citation of source material. Supports position with factual information.
2	<ul style="list-style-type: none"> Offers relevant information. Makes note of outside source material.
1	<ul style="list-style-type: none"> Participates.
0	<ul style="list-style-type: none"> Noise.

Note: Rubric is based upon that of the work of Bill Pelz (Journal of Asynchronous Learning Networks, 8(3), My three principles of effective online pedagogy, 2004).

224

Blogging Rubric

Points	
3	<ul style="list-style-type: none"> Precise, well-reasoned post. Citation (link) of source material. Supports position with factual information.
2	<ul style="list-style-type: none"> Offers relevant information. Makes note of outside source material.
1	<ul style="list-style-type: none"> Participates.
Bonus Points	
+1	<ul style="list-style-type: none"> Uses relevant images to enhance post.
+1	<ul style="list-style-type: none"> Uses relevant tags (keywords).
+1	<ul style="list-style-type: none"> Provides relevant response to blog comments.

225

Project Rubric

Content	5 Points	7 Points	10 Points
Content / Information <ul style="list-style-type: none"> Clarity of purpose Critical thought Use of examples 	<ul style="list-style-type: none"> The central idea is expressed though it may be vague or too broad Some sense of purpose is maintained Some evidence of critical careful thought and analysis and/or insight 	<ul style="list-style-type: none"> Central idea and clarity and purpose are generally evident Evidence of critical, careful thought and analysis and/or insight There are good, relevant supporting examples and evidence 	<ul style="list-style-type: none"> Central idea is well developed and clarity of purpose is exhibited throughout the paper Abundance of evidence of critical, careful thought and analysis and/or insight Evidence and examples are vivid and focus remains tight
Originality <ul style="list-style-type: none"> Original thought 	<ul style="list-style-type: none"> Central idea is forced. Central idea is not original. 	<ul style="list-style-type: none"> Central idea works, but is not original. 	<ul style="list-style-type: none"> Central idea is original and works.

226

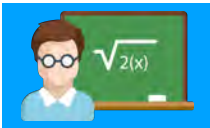
Execution	1 Point	2 Points	3 Points
Structure <ul style="list-style-type: none"> • Organization • Flow of thought • Transitions • Format 	<ul style="list-style-type: none"> • There is some level of organization, though digressions, ambiguities, and incoherencies are too many • Difficult to follow • Ineffective transitions • Rambling format 	<ul style="list-style-type: none"> • Paper has a clear organizational structure with some digressions, ambiguities or incoherencies • Easily followed • Basic transitions • Structured format 	<ul style="list-style-type: none"> • Paper is logically organized • Easily followed • Effective, smooth and logical transitions • Professional format
Grammar/mechanics <ul style="list-style-type: none"> • Sentence structure • Punctuation/mechanics 	<ul style="list-style-type: none"> • Uses compound sentences • Too many punctuation and/or mechanical errors 	<ul style="list-style-type: none"> • Uses complex sentences • Few punctuation or mechanical errors 	<ul style="list-style-type: none"> • Manipulates complex sentences for effect/impact • No punctuation or mechanical errors
Language <ul style="list-style-type: none"> • Vocabulary; use of vocabulary • Tone 	<ul style="list-style-type: none"> • Vocabulary is used properly, though sentences may be simple • Infrequently uses specific vocabulary correctly • Writer's tone exhibits some level of audience awareness 	<ul style="list-style-type: none"> • Vocabulary is varied, specific and appropriate • Frequently uses subject-specific vocabulary correctly • Writer's tone emerges and is generally appropriate to audience 	<ul style="list-style-type: none"> • Vocabulary is sophisticated and correct as are sentences, which vary in structure and length • Uses and manipulates subject-specific vocabulary for effect • Writer's tone is clear, consistent and appropriate for intended audience

Note: Rubrics are adapted from University of Colorado's Center for Innovations in Training Technology (CITT) online tutorials.

227

[illegible]

228



Instructional Video



Video Feedback

Quick Response



Evernote



OneNote



Google Keep

229

Exercise

230

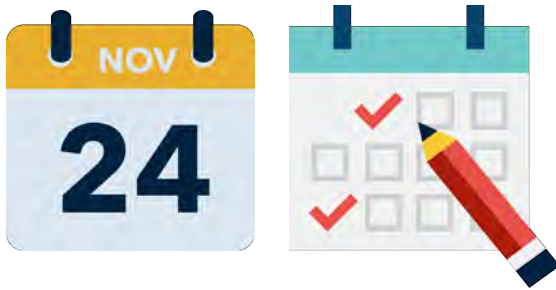
8: Checklists

231

232



Calendar



235

1 Month Out

- ☒ Publish syllabus to course
- ☒ Publish schedule to course
- ☒ Publish welcome message to course
- ☒ Test in "student mode"
- ☒ Open "Week 0" content
- ☒ Hide other content
- ☒ Set alerts
- ☒ Open course

236

1 Week Out

- ☒ Send welcome message to students
- ☒ Course URL
- ☒ Schedule
- ☒ Link to syllabus
- ☒ Preferred contact
- ☒ Technical support

237

238

Weekly Schedule

- ☒ Publish weekly news message
- ☒ Test in "student mode"
- ☒ Open week's content
- ☒ Review participation statistics
- ☒ Check survey results
- ☒ Reminder emails
 - ☒ Monday
 - ☒ Wednesday
 - ☒ Friday

239

Daily Schedule

- ☒ Respond to discussion boards and email

240

End Of Course

- ☒ Publish "end of course" message to news
- ☒ Lock all discussion board and assignments
- ☒ Switch navigation to "course closed"
- ☒ Course autopsy
- ☒ Archive



241

So, they have asked you to
teach an online course...



James Moore
james.moore@depaul.edu
condor.depaul.edu/~jmoore/online2018/

242
