Course Review Materials

Experienced faculty fill out the SLN teaching online questionnaire:
http://sln.suny.edu/teachingsurvey

You will get an email report from filling out this survey with suggestions for improving areas in your online course based on your self-assessment and answers you give in the questionnaire.

Use the following documentation to guide your course review, evaluation, and revisions.

Thank you!

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Review Your Course

Best Practices: Teaching Presence and Class Community: Reflection, Evaluation, & Revision

The purpose of this step in the process is to provide you as the instructor with the opportunity to reflect upon and evaluate your course and online teaching and learning experiences.

Based on your experiences so far, you may have some indication of what you feel may need improvement in your online course. No matter what, there are always ways to improve your online teaching and learning environment. Keep in mind that evaluation and revision of your online course is an ongoing process. You may want to consult with an instructional designer if one is available to you for any revisions/changes to your course.

Our best practices show that high levels of “Teaching Presence” (Anderson, 2001) - effective instructional design and organization, facilitation of productive discourse and direct instruction - positively and significantly influence the satisfaction and reported learning of online students.

There is also evidence to suggest that a strong sense of community in the classroom helps reduce student feelings of isolation and “burnout” associated with higher attrition levels in both classroom-based and distance learning. A positive sense of community also promotes the likelihood of student support and information flow, commitment to group goals, cooperation among members and satisfaction with group processes and efforts [e.g. Rovai (2002)].

Teaching Presence is the facilitation and direction of cognitive and social processes for the realization of personally meaningful and educationally worthwhile learning outcomes. In a learner-centered teaching and learning environment teaching presence is demonstrated not only by the instructor, but also by the students.

Classroom Community is comprised of various elements of community including trust, spirit, connectedness, belonging, membership, various forms of support, and the rich, and productive milieu that communities of practice can engender for teaching and learning.

Class community and teaching presence can be expressed in an online course in the following ways:

1. Class Community (by Instructor & Students)
   - Connectedness
   - Building social/group spirit
   - Establishing trust
   - Learning
   - Engaging in supportive contact and interaction
   - Sharing educational expectations

2. Instructional Design and Organization (by Instructor)
   - Setting the curriculum
   - Designing methods
   - Establishing time parameters
   - Utilizing the medium effectively
   - Establishing Netiquette

3. Facilitating Discourse/Interaction (by Instructor & Students)
   - Identifying areas of agreement/disagreement
   - Seeking to reach consensus
   - Reinforce student contributions
   - Setting climate for learning
   - Drawing in participants, prompting discussion/interaction
Assessing the efficacy of the process

4. Direct Instruction (by Instructor & Students)
   - Present content/Questions
   - Focus the discussion on specific issues
   - Confirm understanding
   - Diagnose misconceptions
   - Inject knowledge from diverse sources

There is a relationship between teaching presence and the development of community in online learning environments - that courses characterized by effective teaching presence are more likely to develop a stronger sense of community on the part of students.

Review the Class Community and Teaching Presence indicators, strategies, and suggestions detailed below and consider how they might be applied to making improvements in the revisions to your online course.

If you feel that the class community elements in your course need improvement, review the subcategories of the class community section below and the examples presented as suggestions, alternatives, and places in your course to revise.
<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>STRATEGIES</th>
<th>SUGGESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connectedness:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building social/group spirit:</td>
<td>Personal information about yourself, including a photo, audio, video, etc.</td>
<td>Model expected student behaviors in the Meet Your Classmates section with your own profile.</td>
</tr>
<tr>
<td></td>
<td>&quot;Student Lounge&quot;, &quot;Social Cafe&quot;, etc.</td>
<td>Create a module exclusively for social contact/interaction/exchanges between students.</td>
</tr>
<tr>
<td></td>
<td>Phone, face-to-face, snail mail to students before the opening of a course.</td>
<td>Create a section in each module entitled &quot;Students helping Students&quot; or &quot;Peer Assistance&quot; and encourage students to help each other.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Encourage students to use the Bulletin Board for interaction unrelated to course content.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consider offline contact with students when appropriate.</td>
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<tr>
<td></td>
<td></td>
<td>Ask students for help in improving the course, implement a midterm course review, What can be improved? And then make one of their suggested changes in the course for the remainder of the term.</td>
</tr>
<tr>
<td>Establishing trust:</td>
<td>Study Groups, Peer Evaluations.</td>
<td>Provide opportunities and recognition for students to support each other.</td>
</tr>
<tr>
<td></td>
<td>Student Journals, Private Folders, Talk with the Professor.</td>
<td>Respond promptly to student concerns.</td>
</tr>
<tr>
<td></td>
<td>Student-Led discussions, Pairing students, small groups.</td>
<td>Provide clear guidelines for activities in which students interact with each other that encourage them to communicate openly, fairly, and empathetically.</td>
</tr>
<tr>
<td></td>
<td>Brainstorming activities, chain activity.</td>
<td>Create learning activities for which students must rely on each other.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use the first person narrative voice as much as possible.</td>
</tr>
<tr>
<td>Learning:</td>
<td></td>
<td></td>
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<tr>
<td>------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engaging in supportive contact and interaction:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem-based activities, Case Studies, Debates.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish cooperative learning activities that foster student/student</td>
<td></td>
<td></td>
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<tr>
<td>interaction and group learning.</td>
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<tr>
<td>Use the &quot;Save for Class&quot; option for written assignments. Encourage</td>
<td></td>
<td></td>
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<tr>
<td>students to provide feedback for each other.</td>
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<td></td>
</tr>
<tr>
<td>Create a learning activity for which students discover something as a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>group. As examples - problem-based activities or case studies for</td>
<td></td>
<td></td>
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<tr>
<td>small groups of students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide prompt feedback and evaluation for student performance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourage students to use the Shared References section to combine</td>
<td></td>
<td></td>
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<tr>
<td>their research efforts.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encourage students to respond to each other in the Ask a Question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>area.</td>
<td></td>
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</tr>
</tbody>
</table>

| Sharing educational expectations:                                     |
| Rubrics, Instructions for Discussion.                                |
| Establish Netiquette.                                                 |
| Clarify expectations in the Course Information documents.            |
| Encourage students to evaluate their experience in your course.       |
| Use the NewsFlash to communicate expectations.                       |
| Mid-semester Course Evaluations, Culminating Activity, Suggestion     |
| Box/Gripefest.                                                       |
| Provide opportunities for students to learn from each other.         |
| Student-led discussions, Peer Reviews, student presentations.        |
If you feel that the design and organization of your course needs improvement, review the subcategories of the design and organization section below and the examples presented as suggestions, alternatives, and places in your course to revise.

### Instructional Design and Organization

<table>
<thead>
<tr>
<th>INDICATOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building curriculum materials</td>
</tr>
<tr>
<td>Integrating external learning objects</td>
</tr>
<tr>
<td>Designing methods: instructional strategies that help structure learning activities</td>
</tr>
<tr>
<td>Establishing time parameters</td>
</tr>
<tr>
<td>Utilizing the medium effectively</td>
</tr>
<tr>
<td>Establishing Netiquette</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subdocuments, documents, sections; importing text, graphics; file attachments; tables; using HTML; links</td>
</tr>
<tr>
<td>MERLOT, Check online resources available to you via your textbook publisher. Many textbooks now have companion web sites with simulations, self tests, quizzes, related web links, etc.</td>
</tr>
<tr>
<td>I am going to divide you into groups, and you will debate... Written Assignment Area; Discussion Area; Adding an Online Journal section or module; cooperative and collaborative activities; group papers; individual project; structured/virtual seminar; role plays &amp; simulations; In Basket (Manager's Box); Committee Hearing; skits; management lab (corporate business); treasure hunt; web quest; Sam's Café (philosophical perspectives); case study; Preceptor's/Mentor's Module; internships; learning contract;</td>
</tr>
<tr>
<td>Please post a message by Friday... Schedule/calendar function; NewsFlash Archive; dates in subject field of documents; linking to Course Calendar</td>
</tr>
<tr>
<td>Using different views; handling old courses &amp; email lists; Private Notebook;; clear directions &amp; navigational cues/signposts;</td>
</tr>
<tr>
<td>Keep your messages short Instructions for Discussion document; My Expectations;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUGGESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources: MERLOT; course examples; excerpted examples; VID</td>
</tr>
</tbody>
</table>
If you feel that facilitating discourse or interaction your course needs improvement, review the subcategories of the facilitating discourse/interaction section below and the examples presented as suggestions, alternatives and places in your course to revise.

### Facilitating Discourse/Interaction

<table>
<thead>
<tr>
<th>INDICATOR</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Identifying areas of agreement and disagreement</td>
<td>Joe, Mary has provided a compelling counter example to your hypothesis. Would you care to respond?</td>
<td>Debating activities; interviews;</td>
</tr>
<tr>
<td>Seeking to reach consensus/understanding</td>
<td>I think Joe and Mary are saying essentially the same thing.</td>
<td>Group product; group/shared decision making; inter-community networking (Guest Speaker); polling/survey/balloting; small group discussions; small working groups; team presentations;</td>
</tr>
<tr>
<td>Encouraging, acknowledging, and reinforcing student contributions</td>
<td>Thank you for your insightful comments</td>
<td>Students Helping Students/Peer Assistance; Student-led discussion;</td>
</tr>
<tr>
<td>Setting climate for learning</td>
<td>Don't feel self-conscious about 'thinking out loud' in this forum. This is a place to try out ideas after all.</td>
<td>Speaker's Bureau (guest lecturers); learning partnerships; peer learning groups; learning circles; study groups/pairs; Online Classroom;</td>
</tr>
<tr>
<td>Drawing in participants, prompting discussion</td>
<td>Any thoughts on this issue? anyone care to comment?</td>
<td>Free flow discussion; open-ended or thought-provoking questions; brainstorming/brainwriting; free association; In the Hot Seat; The Shot Gun; informal socializing: the online café, online games &amp; simulations (management laboratory; U.N. session); Ice Breaker activities (learning styles quiz); Panel Discussion; Round Table Discussion; symposium; student moderators; Bulletin Board; Online Office Hours; participate wisely</td>
</tr>
<tr>
<td>Assessing the efficacy of the process</td>
<td>I think we are getting a little off track here</td>
<td>Suggestion Box; Culminating Activity; small groups;</td>
</tr>
</tbody>
</table>
If you feel that direct instruction your course needs improvement, review the subcategories of the direct instruction section below and the examples presented as suggestions, alternatives and places in your course to revise.

### Direct Instruction

<table>
<thead>
<tr>
<th>INDICATOR</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Presenting content and questions</td>
<td>Bates says.... what do you think?</td>
<td>Virtual lectures; Peer Assistance; discussion &amp; assignment documents;</td>
</tr>
<tr>
<td>Focusing the discussion or directing the activity</td>
<td>I think that's a dead end. I would ask you to consider...</td>
<td>Virtual seminar; student led discussion; group spokesperson or leader;</td>
</tr>
<tr>
<td>Summarizing the discussion or results of an activity</td>
<td>The original question was... Joe said... Mary said... we concluded that... we still haven't addressed...</td>
<td>Small group reporting;</td>
</tr>
<tr>
<td>Confirm understanding through assessment and explanatory feedback</td>
<td>You're close, but you didn't account for ... this is important because...</td>
<td>Discussion rating ; using rubrics; stand-alone evaluations; feedback module; test &amp; evaluation forms;</td>
</tr>
<tr>
<td>Diagnosing misconceptions</td>
<td>Remember, Bates is speaking from and administrative perspective, so be careful when you say...</td>
<td>Talk with Professor; Peer Assistance; Learning Journal; Question Area; Bulletin Board</td>
</tr>
<tr>
<td>Injecting knowledge from diverse sources</td>
<td>I was at a conference with Bates once, and he said... You can find the proceedings from the conference at <a href="http://www">http://www</a>....</td>
<td>Online Library Sources, Shared References; Virtual Library/Resources; collective database; Guest Speakers; MERLOT</td>
</tr>
<tr>
<td>Responding to technical questions</td>
<td>If you want to include a hyperlink in your message you have to...</td>
<td>Your Institutional Help Sources if any, e.g., HelpDesk, online resources, etc.</td>
</tr>
</tbody>
</table>
Evolve: evaluate, review, and revise your online course

Evaluate your course
Once you have taught your course, you will be expected to review, evaluate, and ultimately to revise your course as the last step in your Course Development Process.

For the purpose of assessing your course you should consider:
- What worked?
- What didn’t? Why?
- What could be improved? How?

Once you conclude the delivery phase you can use this information to review, evaluate, and document the revisions you want to make to your course in anticipation of the next time you teach it.

Things to think about when ending an online course
- How will you end the course?
- Will you send a group “good-by” email or post something in your course?
- Will you send students their final grades via email? Is there an online mechanism for this built in to your course? Will the students get their grades from your institution via some other mechanism?
- What is the end date for your course?
- How will you deal with students who do not complete the course on time?
- Do you want to survey your students for feedback?
- Does your institution require and implement a course evaluation?
- Have you made/kept an copy of your course for yourself?

Evaluate your course
This is the last step in your online course development process. Once you conclude the teaching phase of your course, you should evaluate the course and your experience. Review any notes you made to yourself as you taught and review student feedback to assess the necessary improvements and revisions to the structure or activities in your course.

You may want to think about:
- What worked?
- What didn’t? Why?
- What could be improved? How?
- Were your discussions successful?
- Were your assignments and other activities successful?
- Did you get through all the modules in the course?
- Did most students complete the course?
- How was the workload for you and for your students? Were you able to keep up?
- Was there anything missing?
- Were there any points in the course where you noticed that students did not do an activity, or did not understand the activity?

You may want to ask a colleague or instructional designer to do a review of your course after it has concluded. You can use the checklists found in Step 5 again to guide or focus summative evaluations of your course materials, interactions, and activities.

If you conducted a culminating activity in your course as recommended, or a midterm feedback forum, review these student comments as part of the evaluation and revision planning process for your course. In addition, look at the types of questions your students had and where they had them. Activities, assignments, and areas in your course that did not go as expected or intended may indicate a need for
revision. If there was any apparent confusion or a bunch of questions about the same thing, that most likely indicates that more instructions, clearer instructions, or details are necessary.
New Faculty Course Review

Review and revise your course

Getting outside feedback and making revisions
This step is about reviewing, getting feedback, and making the final revisions to your course. In addition to doing your own walk-through, use the checklists provided to review, revise, and finalize your course.

Having someone with a fresh perspective review your course is an excellent way to refine your materials. You may also want to get a colleague or test student to review your course from the web and give you additional feedback. You should ask for feedback on structure, sequence, pacing, amount of work required, presentation, instructions, and design of learning activities in the online environment.

Based on your own review and any other the feedback you get, you will make the final revisions to your course.

Editing, evaluation, and revision during the development phase of your course
An integral part of the design stage of your course development process is the evaluation and revision of your course modules as you develop them. If possible, and time permits, you may want to have an outside reviewer such as colleague expert in the field, and/or an instructional designer review your course. They can give you very valuable feedback about issues such as content accuracy, technical quality and functionality, user acceptability and usability, and issues associated with actually implementing and using the instruction.

Whether you use a reviewer, or not, it is important for you to evaluate and revise or refine the structure, materials, and activities you are designing during the development phase of your course. The checklists in this handbook have been designed to help you evaluate, review, and pinpoint areas in your course in need of revision or further development. Any reviews you do of your course should be done from the web. Review the instructions in Step 4 on how to preview your course from the web and on the pages that follow you will find some checklists to help you or your external reviewers with your formative evaluations.

IMPORTANT: One of the main differences between teaching online and teaching in a traditional classroom is that it is essentially text-based and that all your course content, instructional materials, and learning activities (for both online and non-online activities) must be completely planned, designed, and laid out prior to the first day of class. Though this may make you feel initially constrained, paradoxically this will give you freedom and flexibility when you move to the delivery phase of teaching and managing your course. For example, if your course material requires flexibility, as in a Current Events course, you must plan for it and build it into the design of the course to make sure that the technology will function as planned and to have a consistent and well organized environment for your students so that they feel comfortable, and well-oriented to your course, the structure of the material presented, the scope of the course, the tasks and assignments involved, the environment, etc. It is not advised to attempt to develop new sections of a course and deliver portions of your course concurrently.

It is also very important to note that during the design and development phases of your course you can always change your mind, edit, add to, restructure, redesign and change things. However, once you move to the delivery phase and changes you make should be minor content changes. Do not attempt to redesign or make major design changes to the structure and function of your course as you are teaching it.
Checklist: Do a Module Walk-Through

The items on this checklist represent best practices that can help you define and refine the elements of your online course and learning activities. As you complete the modules in your course, use this checklist to review and then revise each module of your course. To use the checklist, read through a module from the beginning, imagining that you are a student seeing the materials for the first time. You can also give this checklist to an external reviewer. Check the items on the list below. Revise your modules to address items checked. You can also use this checklist as a guide during the development of your modules.

NO? Use this checklist as you go through each of your modules.

information
- From the Module overview do you know what kinds of activities you will be doing?
- Do you know what to do first?
- Do you know how long the Module should take to complete?
- Do you know when your assignments are due?
- Are there always clear instructions for every activity?
- Do you know how you will be evaluated on those assignments?

organization
- Are the materials logically and sequentially organized?
- Do you have a consistent Module framework across modules, sections and documents?
- Is the sequence of documents logical and clear?

presentation
- Are the pages hard to read in form or content?
- How does the page look when you print out a page?
- Do the graphics make the instructional point?

tone
- Is the tone of the course personal, interesting, and inviting?
- Is the instructor speaking directly to me?
- Do you get the sense that you are in a class community?
- Does the instructor seem accessible and interested?
Checklist: Finalize your Modules
The items on this checklist represent best practices that can help you define and refine the elements of your online course and learning activities.

Use this checklist to finalize each of your Modules. Once you have revised a module using Checklist 1, use this checklist as your final step. Revise your modules to address the items checked.

NO? Use this checklist as you go through each of your modules.

accuracy
Did you proofread each document in the module?
Did you spell check each document?

consistency
Are the titles of your modules clear, simple, and logical?
Do the sub section titles contribute to the organizational framework of the module in a meaningful or instructional way?
Do your document titles convey instructional or content information?
Did you maintain a consistent voice?
Do you speak directly to one student?
Have you used fonts, font sizes, and color constantly on all documents?
Did you use the same font and size for your body copy?

page layout
Do you break up and organize long documents?
Too short?
Do you break up longer text with headlines and sub heads to make it visually clearer?
Did you use color and graphics sparingly?

functionality
Whenever you ask the student to do something do you provide clear and complete instructions?
Did you clearly set up the expectations for participation for each of your types of learning activities?
Do all forms, links, and buttons act as planned?
Test each link from the web. Do all hypertext links work?
Checklist: Walk through your online course as a student and revise

The items on this checklist represent best practices that can help you define and refine the elements of your online course and learning activities. Use the checklist below to do a walk-through of your course from the web. Put yourself in the student’s place and read each document in your course. Start at the beginning and work your way sequentially through your course the way a student would. Remember to assume the role and perspective of the student and make note of any changes you would like to make.

For each module check for the following:

General:

NO

Are all instructions clear?

For each assignment or learning activity:

NO

Is it clear when each assignment is due?

Is it clear exactly what the student should do or produce?

Is it clear how to complete and submit assignments?

Is it clear if the completed assignment will be public or private?

❏ Is it clear when and how it will be evaluated?

❏ Are there clear instructions on each document directing the student on what to do, where to go, or what the student should do next or prior to each learning activity?

Are there notes of encouragement or milestones written into the learning activity instructions when appropriate?

Discussions:

NO

Does the initial discussion document adequately set up the topic and expectations for the interaction?

Is the time frame for the discussion clearly communicated?

Are the size and nature of the responses clearly communicated?

Do the instructions state whether the students should respond to the main topic, responses, or both?

Do the students know how their participation in the discussion will be evaluated?

Is the discussion document created with a discussion document type?

Wrap up:

NO

Do students know how and when they will receive their grades?

Do you have a cut-off date for your course, and do your students know that date?

Complete or Revise your course to address the list items checked.

Checklist: Peer Review Your Online Course

Below is a checklist that can be used by an external or peer reviewer to finalize the course before it goes live. Print out the main view of the course.

You should check your course from the perspective of a student. Check for glaring omissions or errors. Be sure to use student level access to be sure you see it from the perspective of the student.

Obviously, please take into consideration the relationship you have with the instructors before actually making changes in courses. Follow up each review with a note to faculty on any changes made, or with details on suggestions.
Stuff to check
Verify the instructor's name (spelling), course name, and institution is on course map

Read and Proof Orientation Area and Documents.
Welcome, Contact information, How you will be Evaluated, My Expectations, Course Schedule, Your Next Steps
Check to be sure there are no assignments or discussion in the Orientation area. Assignments should be moved to the first course module. The Orientation area is to present information only. “Your Next Steps” document: is it clear? Customize it to fit their course by name

Check "Other" Documents:
Does the instructor have a profile
Do they want a picture?
Has the instructor written an intro to the bulletin board
Do they have an announcement/NewsFlash
If they are using shared “References/Resources,” or other functional areas or features in the course, do they have, for example, at least one Reference posted in that area. If not, turn off the feature that is not being used.

Verify the Views of the Course:
Check numbering if any, order, etc.
Does every module and module document in the main view show?
If the instructor is opening and closing course section, make sure that selected modules intended are actual displaying for students.

Documents are Complete
No blank or incomplete documents (especially in the orientation and in modules 1-3)!
Next Steps document is clear and tells where to go

Read through the first 3 Modules
Note glaring errors of spelling or formatting.
Check all URLs and links.
☐ When any element is referred to, can you find it (does the instructor use the exact subject title, link/button name, etc.)
Is it clear on all activities how a student can ask a question about the content or about how to complete a particular assignment?
☐ Check the first discussion item and the first written assignment to see if it all works as intended.

Proof Modules 1-3
Change fonts to standard point sizes for body/heads - 12/14 or 10/12 points
Change any single purple or blue words to another color.
Clean up any glaring spelling or formatting problems.
Check any hotspots/links.

Check First Module
Contains an ice breaking activity. For example a self-test or discussion, or assignment.
NOTE: If course uses attachments suggest that faculty have students test this out in a trial activity so they can work it out before the activity counts.
Gives an overview of the course.
Clearly tells students what to do/expect, step by step.
First Discussion/Interaction Assignment
Separate instructions and question into two different documents;
Instructions first then actual discussion document
Instruction document has step by step instructions (how to respond)
Instructions to the assignment presents
The activity itself goes on the type of document that has the discussion functionality
Discussion starter activity document tells students when due, what requirements are for responding, specifics about how and what to submit, and how it will be evaluated and when

First Written Assignment
Separate instructions and assignment document into two different documents;
Instructions first then actual assignment document
Instructions document has step by step (how to create assignment)
Instructions to the assignment go on a "no action" form
The activity itself goes on the document form which has the radio button for written assignment selected. Or uses other assignment/test forms
The assignment activity document specifies for students: when due, what requirements are, specifics about how and what to submit, and how it will be evaluated and when.
Checklist: Final Revisions

Use the checklist below to do a final review of your online course. This should be your very last review and revision.

YES? NO?

Proofread the entire course.
Verify consistency of font, font size, and color in all documents.
Spell check every document.
Print all documents that you have instructed the student to print to make sure they look OK in print.
Test links to make sure they act as planned.
Test each written assignment, multi-part assignment, test, or self-test as a student to make sure they work as planned.
Did you create a profile for yourself?
Did you create a “welcome” NewsFlash/announcement for your students?
Did you post something in the Bulletin Board?

Complete or Revise your course to address the list items checked.
Revise your course
After your course review, decide on the changes you will make, and document those changes in your private Course Revisions document.

When your course is over, your online course shell complete with all student documents becomes a historical record and artifact of your course and the semester. Consider archiving a copy of the course for record keeping reasons, as well as a reference for the next time you teach the course. Check with your institution, department, or instructional technology services support for policies and procedures regarding archiving and accessing courses from term to term.

Make detailed notes of all the enhancements, changes, improvements, and revisions you would like to make to the course prior to teaching it again.

Revisions you must make!
Don't forget to check each document for possible revisions including:

1. Due dates and time frames specified in course documents, such as the course schedule and individual course assignments.

2. Any specific references to a specific term or an individual student.

3. Check all external web links in your course documents and any shared resources areas to make sure web links are still active.

4. Check your contact information to make sure it is up to date.

5. Update your profile and introductory documents if necessary.

6. Did you add or change books/materials/activities/prerequisites that need explanation now in your course?

7. Check the Bulletin Board to make sure you clean out any outdated or term-specific documents.

8. Don't forget to create a new NewsFlash for your new term.

9. If you are using a Course Calendar feature of your course, make sure the dates listed are accurate, up to date consistent and comprehensive.

10. Spell check: )