

**St. Cloud State University**



# Faculty Guide for Online Education Part I

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*Created for faculty designing online courses*

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# SECTION I: SCSU Online Education Policy

## Overview

The *Faculty Guide for Online Education* serves as a reference guide for SCSU instructors designing online courses. While the guide focuses primarily on online courses, many of the guiding principles can be used by instructors while developing hybrid and technology-enhanced courses as well. This guide is not intended to be all-encompassing, but rather one of many tools available to help instructors think intentionally about their course design. The process of designing online courses is different than the process for face-to-face courses; much more time is generally required upfront in online course design as the instructional materials are need to be in place prior to the actual course start date. This guide is intended to help you consider the many steps in the design process.

In addition to using this guide to support course design, the team of Academic Technology Team (ATT) and SCSU Online Education course designers are available for support and guidance. Contact the ATT department for additional information.

## Policies for SCSU Online

St. Cloud State University recognizes the advantages of online learning for our students and is committed to support teaching & learning goals and quality that are consistent for all delivery methods and in keeping with the university's mission. Additionally, online teaching and learning at SCSU should meet criteria defined by the Higher Learning Commission.

## Online Policy

All curriculum, instruction, and student support for online education programs and courses will be comparable in quality and standards to equivalent programs offered in face-to-face instructional formats.

**Scope:** All online education as defined by HLC and SCSU.

**Criterion 1:** The quality of curricula in online education programs and courses are comparable to equivalent programs and courses offered in face-to-face instructional formats.

**Criterion 2:** The experience of online education must be equal, although different, for students and instructors. To meet these requirements, alternative pedagogical and communication methods will be applied.

**Criterion 3:** Online learning development will reside in the framework of existing policies and procedures for academic courses and programs.

## Academic Oversight

Academic Affairs has oversight of compliance with academic policies and procedures established by St. Cloud State University, Minnesota State, North Central Higher Learning Commission, and certifying bodies to ensure that online programs and courses fulfil current standards.

Online education courses and programs are conducted in accordance with established policies and procedures as provided in the graduate and undergraduate student handbooks.

## Faculty/Staff/Administrators

### Data Privacy:

Online instruction conducted within the University's learning management system is encouraged; all online

instruction must be in compliance with SCSU data privacy policies and FERPA.

**Course Enrollments:**

Instructors with their departments should establish student enrollments equal to the limits set for the equivalent face-to-face course. Instructional practices in online instruction discourage enrollments higher than 25 students due to negative impacts on student interaction and instructor workload.

**Evaluation:**

Instructors are responsible for the assessment of online student learning outcomes.

**Student Support:**

SCSU is responsible for providing students with access to online courses and programs. Students will be able to complete all necessary functions online, including application, registration, transcripts and grades. All SCSU services are will be made available as equal (not identical) to campus face-to-face and can be accessed remotely. Additionally, the SCSU Online Education department will provide a required online orientation process for students.

**Faculty Support:**

Training is available to instructors who want to develop and teach an online course. Training sessions will be conducted to assist faculty with technology and online course design. Group and individual training sessions will be available throughout the year. Tutorials and resources for online education are available on the SCSU Online Education website.

## Definitions

**Accessibility:** SCSU is an affirmative action, equal opportunity employer and educator. We are committed to a policy of nondiscrimination in employment and education opportunity and work to provide reasonable accommodations for all persons with disabilities.

**Asynchronous:** not at the same time; students and instructors participate without having to be online at the same time.

**Fully Online Program-** approved courses where a student can earn 100% of all credits for degree completion through online learning.

**Hybrid:** designed course that combines online instruction with classroom instruction and activities.

**Interactive:** provides two way audio and video interactions between instructors and students who are located at multiple sites.

**Learning Management System (LMS):** a web-accessed software application that supports the online delivery, administration, communication, and collaboration of instruction and learning. The LMS may also be used to store and track data. SCSU currently uses D2L's Brightspace.

**LMS (Technology) Enhanced:** face-to-face courses that minimally utilize the learning management system - to support access to materials, grades, and submit work, not substitute for classroom sessions.

**Mode of Delivery:** the primary method used to deliver instruction and communication to the students.

**Online:** students access courses and materials via the Internet

**Online Course:** individual course taught 100% online when the student and the instructor are not in the

same physical location.

**Online Learning:** Online learning at SCSU is a method where students direct their work, and interact with instructors and peers through the University's internet based learning management system. Online learning may be synchronous or asynchronous, and activities are accessed through a variety of media and other computer based systems.

**Online Program:** approved courses where a student can earn at least 50% or more of the required credits for degree completion through online learning.

**Synchronous:** takes place at the same time; instructors and students interact online at the same time.

**Technology Supported Instruction:** Use technologies to enhance and support student learning in a face-to-face course.

**Traditional courses:** taught face-to-face in a classroom setting

## Online Faculty Skillsets

Teaching & designing for online is significantly different than face-to-face. The skillsets listed are offered to provide faculty with an overall understanding of online teaching practices.

- Administration-organization, policies, resources, reasonable workloads
- Pedagogical methods-student needs, accessibility, feedback, turn-around-time, responsiveness, communication, environment
- Technical skills-LMS, documents, grades, feedback, groups, e-portfolio, links, online resources

## SECTION II: Planning and Preparation

### Course Design

Instructional design (ID) is an intentional process that helps create an organized and thoughtful learning experience in online and hybrid courses. Course design can be an individual and personal project. There are many research-based instructional design models available for course design, however, we have selected Backward Design (see below), as the primary model to be used in this handbook.

A concept map is a visual representation of your course. It offers a way to look more objectively at your choices, such as course or learning objectives, main topics, assignments, types of learning materials, and technologies.

### Considerations for Course Design

Before diving into the building process, it is helpful to gather the necessary resources and create a plan to ensure you understand all of the elements needed in your course. This list of considerations should help you think about the resources needed.

➤ **Create a timeline.**

- Set a target end date.
- Set progress benchmarks at regular intervals before the targeted end date.

When will this course be taught? It is ideal to have at least one semester to create an online course from conceptualization to completion. Ideally, all course components should be completed and ready **BEFORE** the course starts.

➤ **Outline the course.**

Get a *big picture* idea of what you want your course to be. In general terms, don't get lost in the details yet. Think about what the course will "look" like, where students should be by the end of the course, and the major topics needed to help them get there. You should also list the learning materials and any academic technologies and instructional media needed.

➤ **Gather the appropriate course design tools.**

Consider using either the Quality Matters Rubric or the OLC Scorecards. Contact either SCSU Online Education or ATT for assistance with selecting the course design tool best suited for your needs.

➤ **Get instructional design support.**

The Academic Technologies team along with SCSU Online Education has been trained in Quality Matters – instructional design principles related directly to designing online courses. Schedule a consultation to review course design plans. Get a copy of the Quality Matters Workbook (copies available upon request from SCSU Online Education).

➤ **Get technical training if needed.**

Take advantage of the staff available on campus to support your online course design needs. All have been trained in technologies supported along with online pedagogical practices.

## Principles of Course Design

Before you begin to build your course, it is helpful to have a foundational understanding of instructional design to ensure you create a purposeful learning experience for your students. Course design is an iterative process. There are many instructional design models available including ADDIE (Analysis, Design, Development, Implementation, and Evaluation), and Backward Design. The advantage of employing an instructional design process is that it provides a research-driven and systematic approach to designing instruction. This handbook will focus on course design using the Backward Design approach.

## Backward Design – The Basics

### *What is Backward Design?*

"To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now that the steps you take are always in the right direction." (Covey, p. 98)

Essentially, Backward Design means to begin with the end in mind. Using Backward Design, objectives are set before a course and its components are designed. Following formulation of the course-level and module-level objectives, the course assessments are designed, and then finally the course content. The idea is that if you ultimately know what you want students to take away from your course, you can better design the components of the course that will get them to that point, like giving your students a compass and a map to reach their destination.

The main principles of Backward Design can be captured in three central ideas (Wiggins & McTighe):

- **Stage 1: Identify Desired Results**

- Where do I want students to be by the end of the course?
- To answer this question, you can look to your learning objectives (the final destination).

- **Stage 2: Determine Acceptable Evidence**

- How will we know they've gotten there?
- Using assessments that align with your learning objectives will help to put students on the right track.
- Using rubrics helps you to determine if the students are achieving the objectives you are intending students to meet.

- **Stage 3: Plan Learning Experiences and Instruction**

- How can I help them get there?
- What "modes of transportation" or learning activities makes most sense to get students to the desired destination?

### *What does Backward Design mean for me?*

***Backward Design helps create order and purpose to course activities.***

Backward Design is a great tool for building online courses (face to face courses as well!). Knowing the outcomes you want students to achieve helps to guide you through your entire course development. In the online classroom organization and explicitness is a must; it can help you achieve those goals by making sure each activity is tied to the desired final outcome.



Backward Design also provides transparency for students - in your final product (*the course*) they get to see what they should be learning, how the information they are reading and watching is relevant to their learning, and how the activities and assessments are helping them to achieve the goals of the course, connecting their learning to the course content.

See [Recommended Resources](#) for additional information on Backward Design.

## Quality Matters (QM™)

### *What is Quality Matters?*

Quality Matters is a program that provides educational organizations with the tools for evaluating the design (not teaching) of online and blended courses. The following excerpt was taken directly from the [Quality Matters website](#):

The **QM Process** for continuous improvement is the framework for quality assurance efforts in online learning and provides effective professional development for faculty making the transition into distance education.<sup>1</sup>

The Quality Matters Rubric is a set of 8 general standards used to evaluate the design of online and blended courses. The Rubric is complete with annotations that explain the application of the standards and the relationship among them.<sup>2</sup>

In many ways, Quality Matters (QM) compliments the Backward Design method of instructional design as one of the main focal points of QM is learning objectives. In fact, most of a QM review will hinge upon if you have successfully written measurable, learner-centered objectives, and then based the course materials and activities around achievement of those objectives. This is a concept QM refers to as **Alignment**.

### *Achieve alignment in a Quality Matters (QM) review.*

Backward Design can help you to achieve alignment among the critical elements in your course. The objectives, assessments, and learning activities are deliberately connected. As you build each piece of your course upon the previous, you naturally progress toward full alignment.

### *What is QM Alignment?*

[From the QM website](#): Critical course components - Learning Objectives, Assessment and Measurement, Resources and Materials, Learner Engagement, and Course Technology - work together to ensure that students achieve the desired learning outcomes. When aligned, each of these course components is directly tied to and supports the learning objectives.<sup>3</sup>

In a QM Review, certain parts of a course (the *critical components* listed above) are examined to make sure they bring each other into line, assuring each part is relevant to helping students achieve the objectives of the course. Using Backward Design to thoughtfully construct your course can help ensure you are aligning the "critical components" of your course.

See the **Annotations** within the QM Rubric Workbook to find out exactly how each critical component

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<sup>1</sup> About the Program, *Quality Matters Program*. Retrieved February 25, 2014, <https://www.qualitymatters.org/higher-education-program>

<sup>2</sup> Higher Ed Program Rubric, *Quality Matters Program*. Retrieved February 25, 2014, <https://www.qualitymatters.org/rubric>

<sup>3</sup> What is Alignment? *Quality Matters Program*. Retrieved February 10, 2014, <http://www.qmprogram.org/rubric>

should align with the next.

## *Accessibility and QM*

Quality Matters also helps us to consider the accessibility of a course's design. Making a course accessible is not an option, but rather a must – it is the law, and simply the right thing to do. Standard 8 in the QM Rubric expects that “the course design reflects a commitment to accessibility and usability for all learners.” (*Quality Matters™ Rubric Workbook for Higher Education, Fifth Edition 2014*). Specifically, the standard looks for the use of accessible technologies, guidance for students on obtaining accommodation, use of transcripts or closed captioning, readable and non- distracting course design, simple & logical navigation, and course materials that accommodate the use of assistive technologies. See the annotations in the Workbook for examples of how you might achieve these results. Also, Academic Technologies Team can assist you as you develop your course materials.

## *How can we use QM at SCSU?*

The QM Rubric focuses heavily on the alignment of learning objectives, assessments, and instructional materials in the course design as well as the clarity of all information provided in the course. It can serve

## **Creating Course Goal(s)**

A course goal is an overall statement about the expected outcomes of the course. This is a broad statement, which may include supporting skills. Goals are overarching statements about what will be learned across the course.

*Example:* Students will "understand" (appropriate for large descriptions) the impact of pollution on wildlife.

*Example:* Environmental Issues course; at the end of the course, students should be able to assess socially created environmental issues and explain the ethical implications from multiple perspectives

*Example:* Describe the economic factors of private healthcare in the U.S., and assess and describe potential consequences for future generations based on data driven factors.

Thinking about these questions, jotting down thoughts and connecting each question to the next is an effective first step in your design process.

- What do I want students to know or do at the end of the course? (objectives)
- How can I measure their learning? (activities you will measure- assessments- aligned with objectives)
- How will I know if they get there? (rubrics aligned with assessments & objectives)
- List 1-2 global statements about what you hope students will know or do at the end of your course.
- What kinds or types of activities will students need to meet the goals you projected above? Which of these deliverables do you plan to assess?
- How will you evaluate students for a final grade?

## **Writing Course Objectives**

Course Objectives help learning stay focused and clear about what the students will know and/or do by the end of the course and can be measured through assessments.

*Example:* Students will be able to list pollution solving strategies (lower level) Students will apply research-based solutions to pollution problems (mid-level) Students will synthesize the long-term effectiveness of a specific solution to pollution (higher level)

## Developing Course Assessments & Activities

Assessments and activities in your course, show the level at which students are achieving the objectives.

*Examples:* Taped performances, approved community service or volunteer with reflection, research on a theory, writing a paper, interviewing a\_\_\_\_, cold calling a person in your dream job, case studies, current event, “what if” presentation, writing a play, speaking as a historical-current character, a “you cannot fail” solution to a problem, quizzes, exams, experiential story telling...

## Accessibility

Creating an accessible course is the use of accessible technologies, obtaining accommodations, use of transcripts or captioning, readable and non-distracting course design, simple & logical navigation, and course materials that use assistive technologies.

Refer to SCSU [Faculty and Staff Student Accessibility Services](#) as you design and develop your course materials.

## Instructional Design Resources

### Online Learning Consortium (OLC):

The Online Learning Consortium (OLC) is a collaborative community of higher education leaders and innovators, dedicated to advancing quality digital teaching and learning experiences designed to reach and engage the modern learner. OLC quality framework utilizes five pillars for innovation and quality. SCSU is an institutional member of OLC. Use [OLC resources](#) as you design your online course. Contact [SCSU Online Education](#) for assistance with the OLC scorecards.

### Quality Matters (QM):

Quality Matters is a non-profit organization that strives to promote quality online education through peer-reviewed research supported quality standards. The QM Course Design Rubric provides course design standards and a scalable process to establish quality course design. SCSU is a subscribing member of Quality Matters. Contact [SCSU Online Education](#) for assistance with QM.

QM can be employed in varied ways, such as:

- Use the QM Rubric to do informal reviews of your courses to identify opportunities for improving course design.
- If you don't already have one, be sure to contact SCSU Online Education to receive a copy of the Quality Matters Workbook.
- Submit your course for a formal QM Review to receive QM Certification.
- [Formal QM reviews in Minnesota](#) are coordinated through [MOQI](#). (You will need to work with SCSU Online Education and the campus QM Institutional Representative for help in arranging your review.)
- Take QM workshops as professional development in online course design and facilitation.
- Online workshops are available [through MOQI](#) or directly [through QM](#). (Contact SCSU Online Education and the campus QM Coordinator to get information on assistance paying for this PD.)
- Become a Peer Reviewer and serve on a formal peer review team.
- Learn more about [peer review opportunities](#) on the MOQI website.

### Rubrics:

Consider the rubric as another online course design tool for your toolbox. It is also an effective online instruction tool. Consider using rubrics when you design your online course. CETL offers many resources on

rubrics and recommends Stevens & Levi (2013) *Introduction to Rubrics*. Other rubric resources available [AAC&U VALUE Rubrics](#).

Stevens, D., & Levi, A., (2013). *Introduction to rubrics Second Edition*. Stylus Publishing. Sterling, Virginia.

[D2L Rubric tool](#) – Create and Manage rubrics in D2L step-by-step

### Sample Syllabus:

Designing an [effective syllabus](#) is helpful for online course delivery.

## Key Elements in Your Course

Before you work through the three stages recommended in Backward Design process, it may be helpful to conceptualize your course by understanding and identifying some of the key elements that will be needed in your course. These key elements may influence how you think about presenting your course objectives and materials to your students.

Course Components	Key Design Elements
Initial Support	Welcome & introductory email sent to students 1 week prior to course start date Course opens one week early to allow perusal Orientation activities
Course Information	Structure and flow of Content Course Calendar includes all activities and due dates Syllabus information Semester-long activities explained Special instructions provided for third-party software
Building Community	Introductions discussion thread for students and faculty Open discussion forum(s) (i.e. “Raise your hand” or “Ask the class/instructor”) provide space for communication not related to a specific assignment/activity
Content Presentation	Includes personal commentary from the faculty (written, video, and/or audio) Goes above and beyond reading assignments – illustrates course topics, makes relevant to life beyond the books Incorporates personality of faculty More conversational than formal Written for the Web – incorporates headers and chunking Anticipates where students may struggle and provides support (in text or FAQ) Appropriate use of media Keeps accessibility and UDL in mind
Activities	Linked to learning objectives Build from concept knowledge to practice, application, and analysis Discussion encourages synthesis Discussion follow-up encourages reflection Quizzes used for reinforcement of concepts and auto-grading of homework

## Academic Technologies Resources

### D2L Brightspace

D2L Brightspace is the online learning management system (LMS) used by all Minnesota State campuses, including St. Cloud State. Faculty can create web-based course sites in D2L Brightspace to enhance face-to-face, blended, or fully online courses. D2L Brightspace provides students with access to course materials such as course content, announcements, quizzes and surveys, assignment folders, gradebook and more, through their laptops, tablets and smartphones.

### D2L Brightspace Support

- Contact [D2L@stcloudstate.edu](mailto:D2L@stcloudstate.edu) or the [Minnesota State System-Wide Help Desk](#) at 877-466-6728.
- [Minnesota State D2L Custom Help](#) (log in with your StarID)
- [D2L Brightspace Instructor Help](#)
- [Minnesota State - D2L System Status and News](#)

### MediaSpace

Kaltura MediaSpace is a cloud-based web service that converts and distributes video, audio, and other media formats. MediaSpace includes Kaltura Personal Capture, a desktop recording and capture tool, and Kaltura REACH, a free machine-based captioning and editing tool. Contact anyone in the Academic Technologies Team for assistance with Kaltura MediaSpace.

[Sign-in to Minnesota State Kaltura MediaSpace.](#)

### How-to guides from SCSU:

- [Uploading Video and Audio to MediaSpace](#)
- [Embedding your MediaSpace Video into D2L Brightspace](#)

### How-to videos provided by Kaltura MediaSpace:

- [MediaSpace How-to Videos](#)
- [Kaltura Personal Capture](#)
- [Kaltura REACH Overview](#) (requesting machine-based captions)
- [How to Edit REACH Captions](#)

### Zoom

Zoom is Minnesota State's new online web conferencing system and collaboration tool open to students, faculty and staff. It provides multimedia capabilities that can be used for many activities such as interactive classes, group work, online office hours and meetings. [Logon to ZOOM](#) for video conferences.

You can find self-service guides at the [Zoom Help Center](#) or watch some of the [Zoom Video Tutorials](#). If you need something more directed, attend one of live training sessions provided by Zoom. Pick a date/time that works for your schedule at <https://zoom.us/livetraining>. Additional training opportunities are listed on [St. Cloud State University's knowledgebase article on Zoom](#) and will be communicated monthly through SCSU Announce.

## Zoom Help

- [Minnesota State “How to” for Zoom](#)
- [Request assistance directly from Zoom](#) 24 x 7, including public holidays
- [Contact the Minnesota State service desk](#) during posted business hours
- [Contact St. Cloud State University’s HuskyTech service desk](#) during posted business hours

## Contact Academic Technologies Team for Assistance

**Sara Grachek: Lead Academic Technology Coordinator** | 320-308-4805 | [gracheks@stcloudstate.edu](mailto:gracheks@stcloudstate.edu)

For assistance with Accessibility, Learning Management System (LMS), technology tools and uses, online courses, training and presentations. and Online Learning Consortium (OLC) Scorecard

**Greg Jorgensen: Instructional Technology Specialist** | 320-308-4804 | [gsjorgensen@stcloudstate.edu](mailto:gsjorgensen@stcloudstate.edu)

For assistance with Learning Management System (LMS), technology research, training, presentations, tools and uses, and Online Learning Consortium (OLC) Scorecard

## Contact SCSU Online Education Team for Assistance

**Online Education** | 320-308-3181 | [scsu\\_online@stcloudstate.edu](mailto:scsu_online@stcloudstate.edu)

**Kerry Huberty: Learning Design Director** | 320-308-3082 | [kdhuberty@stcloudstate.edu](mailto:kdhuberty@stcloudstate.edu)

For assistance with new online program planning, faculty development support, CETL session co-planning, online and hybrid teaching and learning, training and presentations, and Online Learning Consortium (OLC) Scorecard

**Roseann Wolak: Lead Course / Program Developer / Quality Matters Coordinator / Reviewer** | 320-308-2302 | [rmwolak@stcloudstate.edu](mailto:rmwolak@stcloudstate.edu)

For assistance with instructional design/course development, D2L Brightspace, technology consultations, Quality Matters Standards, and Online Learning Consortium (OLC) Scorecard.

**Susan Erickstad: Distance Education Assistant & Online Proctored Testing Coordinator** | 320-308-3049 | [serickstad@stcloudstate.edu](mailto:serickstad@stcloudstate.edu)

For assistance with Proctored Exam information and Online Course information.

## Contact Center for Excellence in Teaching and Learning (CETL) for Assistance with Online Pedagogy

**CETL Director:** provide information

**CETL Faculty Fellow:** provide information



## SECTION III: Resources

### Articles and Web Sites for Further Study

#### *Must Reads – Short, Practical, Helpful Articles*

- [Top 10 Rules for Developing Your First Online Course](http://www.facultyfocus.com/articles/online-education/top-10-rules-developing-first-online-course/)  
<http://www.facultyfocus.com/articles/online-education/top-10-rules-developing-first-online-course/>
- [Seven Guidelines for Designing Effective Course Pages for the Online Classroom](http://www.facultyfocus.com/articles/instructional-design/seven-guidelines-for-designing-effective-course-pages-for-the-online-classroom/)  
<http://www.facultyfocus.com/articles/instructional-design/seven-guidelines-for-designing-effective-course-pages-for-the-online-classroom/>
- [Why Demand Originality from Students in Online Discussion Forums?](http://www.facultyfocus.com/articles/asynchronous-learning-and-trends/why-demand-originality-from-students-in-online-discussion)  
<http://www.facultyfocus.com/articles/asynchronous-learning-and-trends/why-demand-originality-from-students-in-online-discussion>

#### *Backward Design*

- [Backward Design – Vanderbilt University](http://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/)  
<http://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/>
- [EduTech Wiki](http://edutechwiki.unige.ch/en/Backwards_design)  
[http://edutechwiki.unige.ch/en/Backwards\\_design](http://edutechwiki.unige.ch/en/Backwards_design)
- [The Chronicle of Higher Education](http://chronicle.com/blogs/profhacker/planning-a-class-with-backward-design/33625)  
<http://chronicle.com/blogs/profhacker/planning-a-class-with-backward-design/33625>
- [Backward Design Model](http://www.ascd.org/research-a-topic/understanding-by-design-resources.aspx)  
<http://www.ascd.org/research-a-topic/understanding-by-design-resources.aspx>
- [Understanding by Design](#), by Grand Wiggins and Jay McTighe

#### *Using QM*

- Use the QM Rubric to do informal reviews of your courses to identify opportunities for improving course design.
  - If you don't already have one, be sure to contact SCSU Online Education to receive a copy of the Quality Matters Workbook.
- Submit your course for a formal QM Review to receive QM Certification.
  - [Formal QM reviews in Minnesota](#) are coordinated through [MOQI](#). (You will need to work with SCSU Online Education and the campus QM Institutional Representative for help in arranging your review.)
- Take QM workshops as professional development in online course design and facilitation.
  - Online workshops are available [through MOQI](#) or directly [through QM](#). (Contact SCSU Online Education and the campus QM Coordinator to get information on assistance paying for this PD.)
- Become a Peer Reviewer and serve on a formal peer review team.
  - Learn more about [peer review opportunities](#) on the MOQI website.

#### *Verb Lists for Writing Objectives, Bloom's Taxonomy*

- [Park University – Writing Quality Learning Objectives](http://www.park.edu/center-for-excellence-in-teaching-and-learning/resources/cetl-quick-tips/learning-objectives.html)  
<http://www.park.edu/center-for-excellence-in-teaching-and-learning/resources/cetl-quick-tips/learning-objectives.html>

- [University of Northern Iowa – Bloom’s Taxonomy “Revised” – key words](https://www.uni.edu/coe/sites/default/files/wysiwyg/BloomRevisedTaxonomy.pdf)  
<https://www.uni.edu/coe/sites/default/files/wysiwyg/BloomRevisedTaxonomy.pdf>
- [Taxonomies of Learning Domains](http://www.nwlink.com/~donclark/hrd/bloom.html)  
<http://www.nwlink.com/~donclark/hrd/bloom.html>
- [Bloom’s Taxonomy – Original, Revised, and Why?](http://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/)  
<http://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>
- [A Wheel on SAMR and Bloom’s Digital Taxonomy](http://www.educatorstechnology.com/2013/05/a-new-wonderful-wheel-on-samr-and.html)  
<http://www.educatorstechnology.com/2013/05/a-new-wonderful-wheel-on-samr-and.html>

### *UDL (Universal Design for Learning)*

- [Postsecondary Education & Universal Design for Learning Online Module](http://www.fltpsid.info/UDLModule.php)  
<http://www.fltpsid.info/UDLModule.php>

### *Assessment & Activities*

- [Online Assessment Resources – Authentic Assessment](http://www.uwstout.edu/soe/profdev/assess.cfm)  
<http://www.uwstout.edu/soe/profdev/assess.cfm>
- [6 Online Rubric Makers Worth Trying](http://www.edudemic.com/online-rubric-makers/)  
<http://www.edudemic.com/online-rubric-makers/>
- [MERLOT \(Multimedia Educational Resource for Learning and Online Teaching\)](http://www.merlot.org/merlot/index.htm) <http://www.merlot.org/merlot/index.htm>

### *Online Discussions*

- [Understanding the Instructor’s Role in Facilitating Online Discussions](http://www.facultyfocus.com/articles/asynchronous-learning-and-trends/understanding-the-instructors-role-in-facilitating-online-discussions/)  
<http://www.facultyfocus.com/articles/asynchronous-learning-and-trends/understanding-the-instructors-role-in-facilitating-online-discussions/>
- [How to get students to participate in Online Discussions](http://onlinelearninginsights.wordpress.com/2012/06/22/how-to-get-students-to-participate-in-online-discussions/)  
<http://onlinelearninginsights.wordpress.com/2012/06/22/how-to-get-students-to-participate-in-online-discussions/>
- [How-to Facilitate Robust Online Discussions](https://onlinelearninginsights.wordpress.com/2012/06/25/how-to-create-robust-discussions-online/)  
<https://onlinelearninginsights.wordpress.com/2012/06/25/how-to-create-robust-discussions-online/>
- [The Methods and Means to grading Student Participation in Online Discussions](http://onlinelearninginsights.wordpress.com/2012/06/28/the-methods-and-means-to-grading-student-participation-in-online-discussions/)  
<http://onlinelearninginsights.wordpress.com/2012/06/28/the-methods-and-means-to-grading-student-participation-in-online-discussions/>

### *Online Group Work*

- [Five Elements that Promote Learner Collaboration and Group Work in Online Courses](http://onlinelearninginsights.wordpress.com/2014/02/10/five-elements-that-promote-learner-collaboration-and-group-work-in-online-courses/)  
<http://onlinelearninginsights.wordpress.com/2014/02/10/five-elements-that-promote-learner-collaboration-and-group-work-in-online-courses/>
- [Five Essential Skills Instructors Need to Facilitate Online Group Work & Collaboration](http://onlinelearninginsights.wordpress.com/2014/02/17/five-vital-skills-instructors-need-to-facilitate-online-group-work-collaboration/)  
<http://onlinelearninginsights.wordpress.com/2014/02/17/five-vital-skills-instructors-need-to-facilitate-online-group-work-collaboration/>
- [Student Perceptions of Online Group Work: What They Really Think and How to Make it Work](https://onlinelearninginsights.wordpress.com/2014/02/25/student-perceptions-of-online-group-work-what-they-really-think-and-how-to-make-it-work/)  
<https://onlinelearninginsights.wordpress.com/2014/02/25/student-perceptions-of-online-group-work-what-they-really-think-and-how-to-make-it-work/>
- [Why we need group work in Online Learning](http://onlinelearninginsights.wordpress.com/2012/03/24/why-we-need-group-work-in-online-)  
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- [Strategies for effective group work in the Online Class](#)  
<http://onlinelearninginsights.wordpress.com/2012/03/27/strategies-for-effective-group-work-in-the-online-class/>
- [Making peer evaluations work in Online Learning](#)  
<http://onlinelearninginsights.wordpress.com/2012/03/30/making-peer-evaluations-work-in-online-learning/>
- [Working in Groups: A Note to Faculty and a Quick Guide for Students](#)  
<http://isites.harvard.edu/fs/html/icb.topic58474/wigintro.html>
- [How to Design Effective Online Group Work Activities](#)  
<http://www.facultyfocus.com/articles/online-education/how-to-design-effective-online-group-work-activities/>
- [Fostering Collaboration in the Online Classroom](#)  
<http://www.facultyfocus.com/articles/online-education/fostering-collaboration-in-the-online-classroom/>

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