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The Changing Landscape of Online Education: A Deeper Dive

A recent report published by Quality Matters and Eduventures set out to survey chief online officers at U.S. colleges and universities about online learning policies, practices, and plans for online education. Their second report, The Changing Landscape of Online Education: A Deeper Dive (CHLOE2), noted that most online courses are asynchronous with more of an emphasis placed on student-to-student interactions.

The report also highlighted that when a faculty member sought instructional design support, the course design had consistently a “higher degree of reported student-to-student interaction — one of the most widely accepted best practices in effective online learning” (personal communication).

One other finding to note is that, “quality assurance measures are widely embraced” (p. 6). This is consistent with current CTL processes in our pursuit of measurable excellence in effective online course development with the faculty member, the expert content builder, and instructional design support working together to achieve effective online learning. After completing the development of a course, UMSL faculty should submit their

course for a course review. Course design reviews do not examine course content but look at the instructional design and strategies used to facilitate and assess learning.

If you would like to read the CHLOE 2 survey, please visit the Quality Matters' webpage, <https://bit.ly/2HYj3WW>.

Reference

Legon, R., & Garret, R. (2018). Changing landscape of online education (CHLOE) 2: A deeper dive. Quality Matters & Eduventures Survey of Chief Online Officers, 2018. Retrieved from: <https://www.qualitymatters.org/qa-resources/resource-center/articles-resources/CHLOE-2-report-2018>

Syllabus Template for Fall 2018 Courses

Students benefit from a common syllabus template because it makes it easier for students to locate the information they need. Our accrediting agency requires selected components in every syllabus. As a convenience for our faculty, the CTL created a syllabus template (one for face-to-face courses and a separate template for online courses) with all required materials in one location. We've also provided a document with additional boilerplate language you might choose to use in your syllabus. As a faculty member, you have the academic freedom to design your syllabi however you choose, however, certain elements are required to be included in the course.

All of this information will now be available in a central location - embedded in your Fall 2018 Canvas courses as a hidden module. To locate this module, login to Canvas, click on a course you're scheduled to teach this fall, and then find the module area on the left navigation panel. The link in this module (the module is titled Syllabus Resources) will download the template for you to adapt to your course. Once it is finalized, you may upload it to the desired location. These syllabus templates have been shared through campus announcements and MyGateway course sites for several years.

As you know, HLC, our accrediting agency, will be conducting a site visit in November 2018. They will be checking selected syllabi to ensure all required components are in current (and past) syllabi. The CTL is pleased to partner with ITS to make these templates and other resources readily available to you now and in the future.

A link to the syllabus template can be found by clicking [here](#).



Canvas Working Sessions

Do you have questions about Canvas? Get your answers to these questions and more during the Learning Resource Lab's working sessions. (Wondering what the LRL is? The LRL, or Learning Resource Lab, is the new name for the Faculty Resource Center). Join in person or through a Zoom webinar.

Working Session Dates:

- May 16, Wednesday

- Walk-in Session: 10 am – 12 noon, 65 JCP
- Zoom Webinar Session: 1 – 3 pm (link to join will be sent upon registration)
- June 4, Monday
 - Walk-in Session: 10 – 12 noon, 65 JCP
- July 12, Thursday
 - Zoom Webinar Session: 10 – 11 am (link to join will be sent upon registration)
 - Walk-in Session: 2 – 4 pm, 65 JCP
- August 14, Tuesday
 - Walk-in Session: 11 am – 1 pm, 65 JCP
 - Zoom Webinar Session: 6 – 7 pm (link to join will be sent upon registration)

To register, please visit the LRL's website or click on the following link to indicate which session you will like to attend, <https://goo.gl/forms/a3NfCp1SUnGXOp1b2>

You can find the LRL's website at, <http://www.umsl.edu/technology/lrl/>

Welcome to the CTL!



Gretchen Haskell

Gretchen is the newest Instructional Designer in the Center for Teaching and Learning. Although she's a native St. Louisan, she earned BAs in English and Sociology at Regis University in Denver. She has called UMSL home since January of 2015, when she left law enforcement and began graduate school. She followed her calling to teach as a Graduate Teaching Assistant. After graduating in 2016 with her MA in Communication, she continued teaching part-time for the department. Working full-time elsewhere, she appreciated all the resources the CTL had to offer faculty juggling multiple appointments. When a temporary position opened in the CTL, she jumped at the chance, and led the Blackboard to Canvas migration. Currently, she teaches Interpersonal Communication for the Advanced Credit Program. She has two rescue dogs, Wall-E and Yuki, who keep her busy at home. We are excited to welcome Gretchen to our department.



Chelsea Johnson

Chelsea is the CTL's Business Support Specialist I and will assist our department with business and fiscal operations including CTL event coordination. She earned her BS in Organizational Management at Greenville College and her MBA from Lindenwood University. She desires to pursue her interest to teach adult learners and feels that the CTL department is an excellent career opportunity. We are excited to welcome Chelsea to our department.



canvas *Quick Tips*

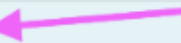
How to assign a rubric to a discussion

1. Verify that you've set up the discussion as graded. Click Save.

Options	☐ Allow threaded replies
	☐ Users must post before seeing replies
	☐ Enable podcast feed
	☒ Graded
	☐ Allow liking

2. Reopen the discussion after you've saved it.

Discussions Ordered by Recent Activity

 **Final Project: Option A's Blog** 

Last post Apr 22, 2018

Due May 4 at 11:59pm

  **2** 3 

3. Add the rubric to the discussion.

 Published  

This is a graded discussion: 0 points possible

 **Integrating a Second Dog into Your Family Discussion**
Gretchen Haskell

 Reply

 Mark All as Read

 Delete

 SpeedGrader™

 **Add Rubric**

 Close for Comments

 Share to Commons

*After assigning the rubric to the appropriate assignment, click "Use this rubric for assignment grading."

Title: [Find a Rubric](#)

Criteria	Ratings		Pts
Description of criterion Range ☐	5 pts Full Marks	0 pts No Marks	5 pts
+ Criterion Find Outcome			Total Points: 5
☐ I will write free-form comments when assessing students ☒ Use this rubric for assignment grading			
Cancel Create Rubric			

If you'd like assistance creating rubrics, please [click here](#) to read the Canvas Guides section on this topic.

Remember...

- Rubrics cannot be edited once they have been added to more than one assignment.
- When you delete a rubric, any course assignment currently associated with the rubric will still have access to the rubric, but it will no longer be available for future assignments in the Rubrics list.



Register to Attend the Course Design Institute

Monday through Thursday, May 21-23

[Apply for the CDI](#)

Are students asking for more hands on practice? Are you in a rut about what to do in your course? Are you looking to refresh a new course next year? Apply for the Course Design Institute and navigate the choices you make when putting your course together.

A previous faculty participant said: *"For me, Course Design Institute was a valuable resource and learning opportunity where I developed meaningful learning objectives, explored pedagogy, investigated technological learning tools and applied collaborative learning techniques. As a new faculty member, I gained confidence in my ability to create meaningful course content which lead to an active, engaged class."*

Leave the series with strategies and materials to redesign your course. Contact Andy Goodman (goodmanjam@umsl.edu) for more details.

UPCOMING WORKSHOPS & COLLOQUIA



Webinar: Tune in and Zoom in - Grading in Canvas

Tuesday, May 1

via Zoom

12:00 PM - 12:30 PM

[Register](#)

Quick and easy 30-minute tips on grading in Canvas! Link to a webinar will be send to you after you register for this session.

Part Time Faculty Orientation

Saturday, May 5

Lucas 589

8:30 AM - 12:00 PM

[Register](#)

DIY with a Guide Kickoff

Friday, May 18 - 12:00 - 1:30 PM

Lucas 589

Contact Emily Goldstein (emily.goldstein@umsl.edu) for information or to register

Online in 9 Begins

Tuesdays starting May 21 - 2:00 PM - 4:00 PM

Fridays starting May 25 - 10:00 AM - 12:00 PM

Lucas 589

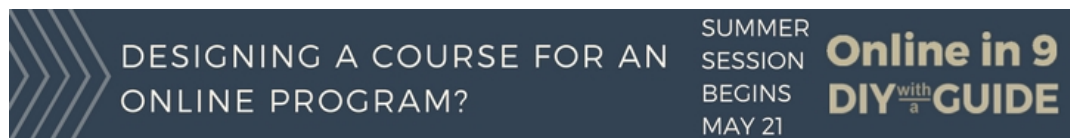
Contact Emily Goldstein (emily.goldstein@umsl.edu) for information or to register

Course Design Institute

Monday through Thursday, May 21-23

[Register](#)

Are you teaching a new course next year? Or ready to redesign one you've already taught? Interested in aligning the components of your course to intentionally foster significant student learning? If so, come and join colleagues from across campus in an intensive three-day working institute. Together participants will focus on the role of course design in the overall act of teaching; write learning outcomes that will provide focus for the course activities and assessment. By the end of the week, participants will have substantial work completed towards a new or revised course design.



Participation in Online in 9/DIY with a Guide is limited to faculty developing an UMSL NOW course or faculty developing an online course that is scheduled for the 2018/2019 academic year.

Online in 9

Summer 2018: May 21 - August 3

The cohorts meets Tuesdays 2-4pm, Fridays 10am-12pm, or online asynchronously.

Take your online course to the next level by participating in a 9-week series designed to help you efficiently develop or redesign your course.

By the end of the series, you will have a completely finished course site, confidence with new technologies and strategies for managing your time and students. This series is designed to fit into your schedule with a combination of face-to-face and online activities structured to keep your course development on track. Join your colleagues in an interdisciplinary small group to share ideas and learn new tools and strategies guided by research-based, national standards.

DIY with a Guide

Summer 2018: May 18 - August 3

Meets as a cohort 12:00pm - 1:30pm on May 18th, June 15th, and July 20th.

Are you developing a second or subsequent online course? DIY is your path to success. DIY with a Guide is a structured program offering faculty an opportunity to design a course in collaboration with an instructional designer in the CTL. This program is reserved for those faculty who have already successfully completed Online in 9. It is structured to build on what you learned in Online in 9 to design a next-level, quality-assured online course with carefully integrated technologies and instructional strategies to achieve course goals. The cohort will meet 3 times to share ideas and get valuable feedback from peers. The program consists of 4 modules spread out over the 9 week period: Designing, Building, Testing, and Reflecting. The central components of the program are built around Chickering and Ehrmann's framework, "Implementing the Seven Principles: Technology as Lever". At the end of the semester, faculty participants will have a completely designed, quality-assured course ready to offer students.

For more information or to signup, contact Emily Goldstein (314) 516-4517 or emily.goldstein@umsl.edu.



The CTL is offering two part time faculty orientations for the summer terms. These orientations are 1/2 day and offered on both a Friday afternoon as well as a Saturday morning. For more information, please see our [Part Time](#)

[Faculty webpage.](#)

Part Time Faculty Orientation

Saturday, May 5

Lucas 589

8:30 AM - 12:00 PM

[Register](#)

Part Time Faculty Orientation

Friday, June 8

ABH 003

1:00 PM - 4:30 PM

[Register](#)



[Three Active Learning Strategies You Can Do in 10 Minutes or Less](#)

- This article from Faculty Focus presents an easy way to include active learning in your classroom through three strategies:
 - What's Missing - You can give students a diagram, piece of information, timeline, etc and ask students what is missing. Their problem solving skills will kick into high gear to figure it out!
 - "Ah Ha" Wall - Ask students to recognize when they connect ideas. Have them write out their connections and post them physically on the wall or digitally using Padlet.
 - Brainstorming Challenge - Ask students to brainstorm a specific number of solutions by rolling 2 dice and adding together the number that appears on their dice!

[Five Ways to Get Students Thinking about Learning, Not Grades](#)

- As we wrap up our semesters, here is another Faculty Focus that reminds us how to help our students to think about the learning process, not just the grade. The five ways they encourage are:
 - Assignments as learning opportunities
 - Learning reflection
 - Evolving assignments
 - Better collaboration with peers
 - Change the conversation