

This overview gives you an opportunity to page through the LMS instructional platform to see ways in which “High Impact Practices” can become a feature of Rosemont College’s online courses. These practices include high authenticity, high learner activity and interaction with the interface, with the research/readings, with each other, with you, and with outside experts. They include real-world applications in a majority of the lessons as well as academic exercises. Real-world applications are essential to transfer of learning from the academic setting to the active repertory of the student. High impact practices also include opportunities for students to choose to use a variety of learning styles and ways of knowing. High impact practices start from what students already know/bring to the class, and build from there to what they don’t yet know, even when the class has students with a wide variety of backgrounds and abilities. The instructor orchestrates these approaches, working to increase students’ repertories from just one or two ways of knowing and demonstrating their knowledge, to a broader range, as well as deepening and strengthening their preferred ways of knowing. While writing is a primary skill in any academic setting, our students also need to broaden and deepen their social interaction skills, presentation skills, ability to judge the validity of information, and ability to persuade using visual, interpersonal, and other modes. The LMS platform provides multiple opportunities for exercising all of these options.

## How to Use this Outline

1. Page through the slides, adding in questions and comments as you go, especially noting any features you are not yet using, or new ideas for using the various features of the LMS.
2. Sign onto the test/training course on the iWay for which you are registered as one of two instructors. To register as an “instructor” for a test/training course, contact Dean Rényi.
3. Practice using features in new ways, or features you have not used much before.
4. Make notes of questions and problems, and provide suggestions for additional ways to use these features that would be helpful to others. We hope to build a library of faculty-generated tips and tools for improving our online offerings from these notes.
5. Send your notes to [jwilder@rosemont.edu](mailto:jwilder@rosemont.edu) and [jrenyi@rosemont.edu](mailto:jrenyi@rosemont.edu) and post them on the Online Instructors Group on the iWay by going to “My Groups”, “Online Instructors,” and clicking on the “add a handout” tab.

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PLEASE NOTE: Using the training course to practice and increase ease of use of all features; incorporating new approaches to online teaching; and participating in sharing your questions, notes, and suggestions are **required** for all online faculty at Rosemont College. Thank you for doing this review.

### Before You Start

To view details in the screen images, increase their size to 200%.

## Contents

Overview of the features of the LMS and how to  
incorporated high impact practices in your use of them  
Slides 5-23

Specifics on using each page and portlet of the LMS:  
Slides 24-84

Main Page: Slides 24-31

Syllabus Page: Slides 32-42

Attendance Page: Slides 43-47

Collaborations Page: Slides 48-56

Coursework Page: Slides 60-72

Gradebook Page: Slides 78-81

Context Manager Page: Slides 82-84

Even if you have been using the LMS and have been teaching online for many years, please read through each of the slides and the notes to the slides, marking those that suggest a new use that you will want to try out later when you go online in the test/training course.

## Taking Advantage of the Medium to Create Learner-Centered Classes

Use the online medium to greatest effect

Create learner-centered classes

Challenge the students while respecting both what they know and their different learning styles

No one can hide in the online class: facilitate classes where everyone interacts to create shared knowledge

The worker in the class is the student, not the facilitator

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Expect to be online frequently; daily is best.

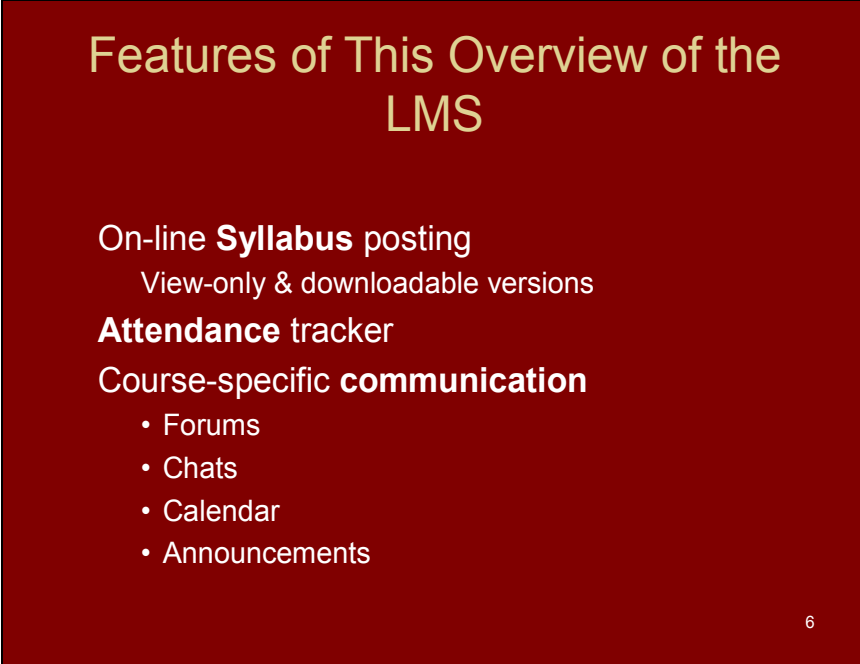
Make active participation in all activities mandatory for all class members. Those who are slow to get started, participate infrequently, or just don't hold up their end of the bargain, need to be drawn into the collaborations pointedly, just as you would in your classroom: "Thanks for your many comments, John, but I'd love to hear what Susie is thinking?" If Susie doesn't jump in, please email her from the LMS platform to discuss her participation levels and suggest some ways to help her feel comfortable joining in. Contact her by phone if necessary, as early in the course as possible, so she becomes an active member and succeeds.

Keep the discussions moving or assign that task to members of the class on a rotating basis.

Make sure students know that active, frequent, and responsive discussion and group participation are an important part of their grade.

Provide rich resources in the handouts section, and require students to post handouts to add to the list in every course. Students posting additions should provide a rationale for their addition: why they believe it is useful for the topic, how they know it is a valid source, and how they found it. This exercise increases everyone's knowledge, resources, and information literacy, and fulfills part of the information literacy outcomes that should be taught in every course.

Slide 6



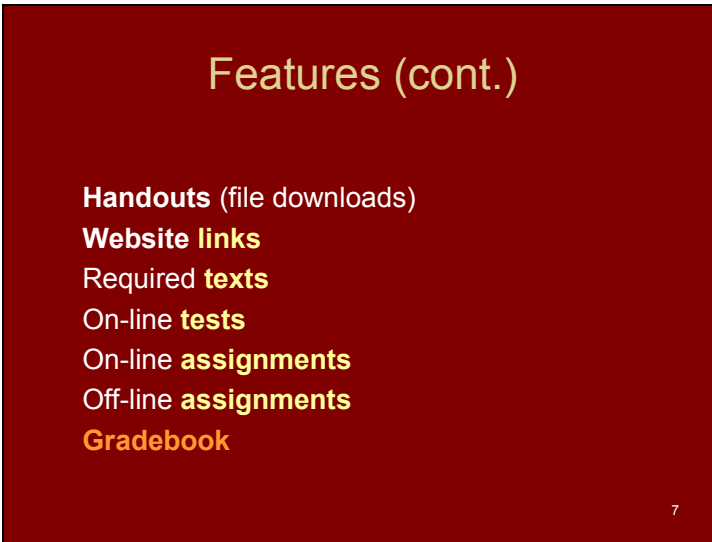
**Features of This Overview of the LMS**

- On-line **Syllabus** posting
  - View-only & downloadable versions
- Attendance** tracker
- Course-specific **communication**
  - Forums
  - Chats
  - Calendar
  - Announcements

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Attendance Tracker allows you to decide how to register attendance: by session, by hour, or by minute.

Slide 7



**Features (cont.)**

- Handouts** (file downloads)
- Website links**
- Required **texts**
- On-line **tests**
- On-line **assignments**
- Off-line **assignments**
- Gradebook**

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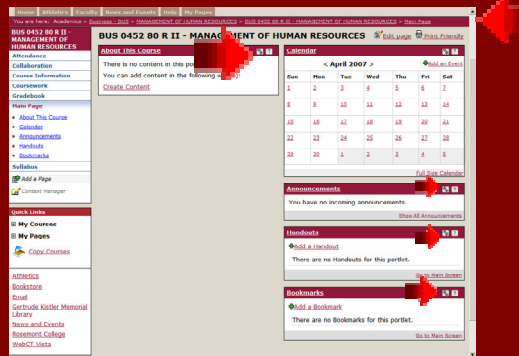
# Course Template

The LMS course template layout consists of **Pages** and **Portlets**

A page may contain one or more portlets

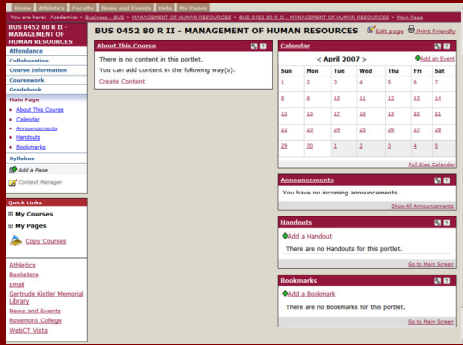
## ? Is Your Friend

Every portlet on every page has a tiny “?” upper right corner that explains how to use the features of that portlet. The tiny wrench icon next to it tells you what you can do in the portlet.



If you have not looked into the “?” and wrench icons, please be sure to try them out the next time you are online in a course or when you are working in the test/training course. The entire instructor’s manual is available to you at all times while you are in the LMS, with context-specific information on each page and each portlet. This is “just in time” help in using the platform to greatest advantage.

# Main Page



Contains 5 portlets

**About this course**

A Custom Content portlet

**Calendar**

**Announcements**

**Handouts**

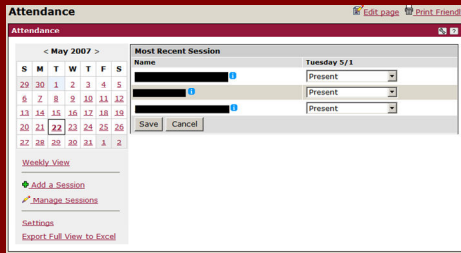
A file download portlet

**Bookmarks**

A URL portlet



## Attendance Page



- Contains 1 portlet
- On-line attendance log
- Linked to the **Gradebook** portlet
- Attendance can be graded

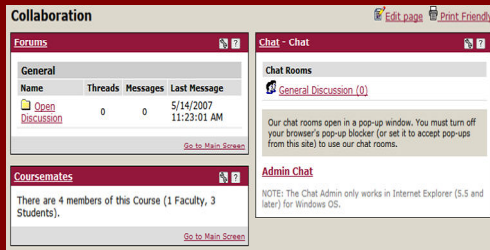
The State Department of Education in Pennsylvania requires that each three-credit online course provide each student with 20 hours of active instruction.

Active instruction does NOT include time spent doing research, reading, writing, or carrying out applications in the field. All of those activities are counted by the State as homework.

Active instruction does include online discussions, interactions with the interface, with other students, with the instructor, and with experts. It is vital that for **each** student you can point to his or her **active** participation in these activities for an average of four hours per week.

Attendance, therefore, has to do with your reviewing student interactivity online each week as well as completion of (homework) assignments. Students who have not been participating actively need your help to motivate them to reach the goal of their spending the time required by the state. Develop assignments that depend on asynchronous interactions to the same extent each week as attendance at a four-hour, in-person, traditional discussion seminar. In reality, the online seminar, requiring EACH student to participate for four hours, results in far more participation than ever occurs in traditional classrooms, where usually only a few students get air time, and the instructor does most of the talking. Online education truly puts the learning in the learner's hands.

# Collaboration Page

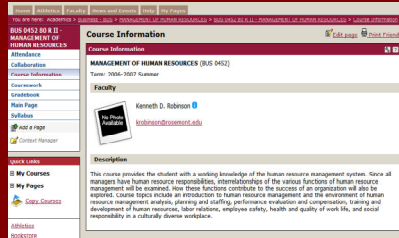


Contains 3 Portlets

- Forums
- Coursemates
- Chat

Most of the interactivity described in the notes to the previous slide will happen in the forums and chat rooms.

## Course Information Page



Course information is imported from the administration module, and is basically just the “catalogue” description.

**Note: This Page cannot be edited**

This page should include (preloaded):

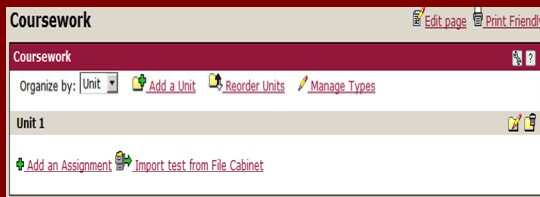
The course name and number (e.g. MGT 6689: Strategic Management)

A description of the course (the “course catalogue” description imported automatically from the web site)

Course dates, e.g. “Session A: August 25-October 13”, and section number, as appropriate.

If there are errors on this page, please notify your program director.

# Coursework Page



Contains 1 Portlet

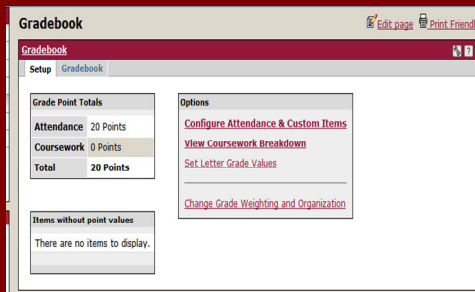
Organized by Units

- Unit names are flexible

Units may contain any of the following:

- On-line assignments
  - On-line tests
- Off-line assignments
  - File exchange assignments

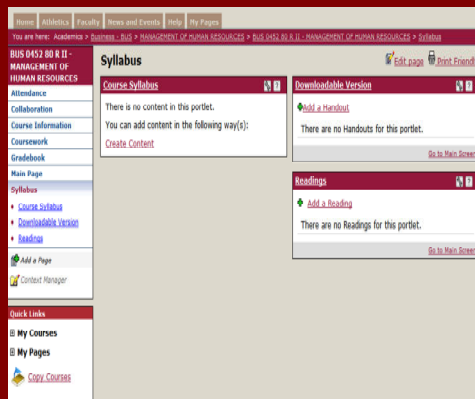
# Gradebook Page



- Contains 1 Portlet
- Provides students with on-line access to their grades.

Important note: LMS Gradebook does not import into Jenzabar. Official student grades must still be manually entered into the grade portlet as instructed.

## Syllabus Page



Contains 3 Portlets:

### View-only option

Custom Content portlet:

Outcomes

Syllabus (time frame; list of assessed items)

### Downloadable option

A file download portlet: can load the syllabus here and other handouts. E.G. course etiquette and agreements

### Readings

Use the Syllabus Page as the main source for your students' information about what they are expected to know and do throughout the course.

Learner Outcomes for the entire course should be listed here.

Rubrics for assessing student work (both group and individual) should be posted so that all students understand your expectations.

A first assignment should include course etiquette and agreements: how to be reliable members of the class and of the learning groups within it through participation, timely responsiveness, positive, appropriate, and relevant contributions to each other, etc.

Agreements should be established as to how the members of the class will help each other learn and use the features of the LMS to further their learning.

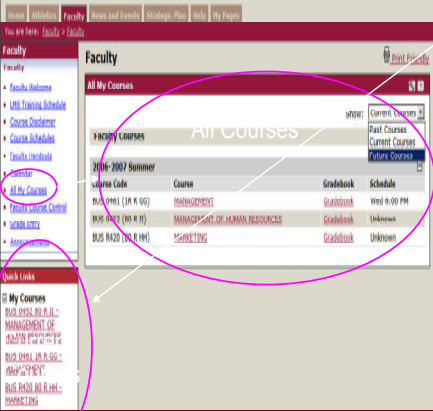
All assignments should be listed, with due dates, including group work, individual work, forum participation, real-world applications, readings, research, etc.

All required texts listed.

Prior learning (skills and knowledge) necessary before a student can begin this course.

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## Finding Courses



The screenshot shows a web interface for a faculty member. The top navigation bar includes 'Home', 'Athletics', 'Faculty', 'News and Events', 'Strategic Plan', 'Help', and 'My Pages'. The 'Faculty' tab is active. On the left, a sidebar menu has 'All My Courses' circled in pink. The main content area is titled 'All My Courses' and shows a table of courses for the 2006-2007 Summer term. A 'Quick Links / My Courses' menu is also circled in pink, listing 'Current Courses', 'Past Courses', and 'Future Courses'. Below the table, there are 'All My Courses', 'Past, Current & Future courses', and 'Exit the wizard and go directly to your My Pages context' options.

Course Code	Course	Gradebook	Schedule
BUS 1001 (30 N 00)	MANAGEMENT	Gradebook	Wed 9:00 PM
BUS 1002 (30 N 00)	MANAGEMENT OF HUMAN RESOURCES	Gradebook	Unknown
BUS 1003 (30 N 00)	MARKETING	Gradebook	Unknown

- Current Courses
  - Faculty tab
  - Quick Links / My Courses
- All Courses
  - Faculty tab
  - All My Courses
  - Past, Current & Future courses

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## My Pages Setup



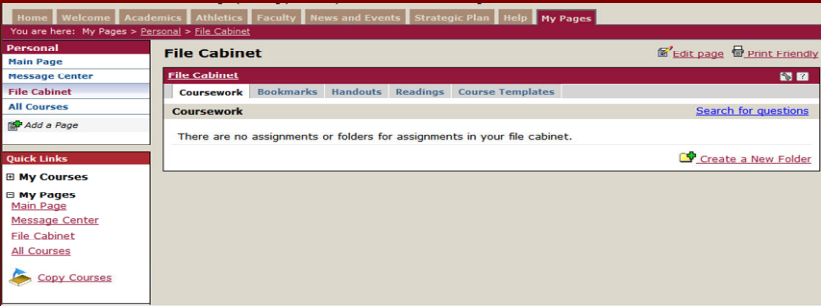
The screenshot shows the 'My Pages Setup' wizard. The top navigation bar includes 'Home', 'Athletics', 'Faculty', 'News and Events', 'Strategic Plan', 'Help', and 'My Pages'. The 'My Pages' tab is active. The main content area is titled 'My Pages Setup' and contains a welcome message: 'Welcome to your My Pages context!!'. Below the message, there are navigation buttons: 'Previous Step', 'Next Step (Pages)', and 'Exit the wizard and go directly to your My Pages context'.

- Run the "My Pages Setup Wizard" in order to use the File Cabinet feature of the LMS
- Click on Next Step (Pages) and follow the instructions until the wizard is completed

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## File Cabinet

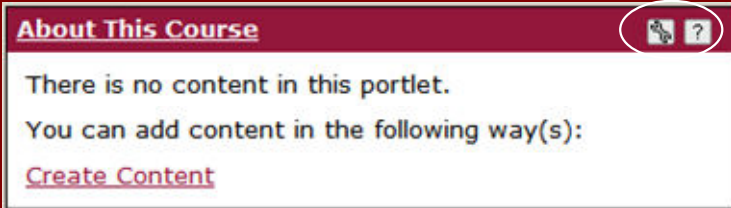


- Course material storage
- On-line test databank
- Folders will be imported as sets

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## Portlet Options

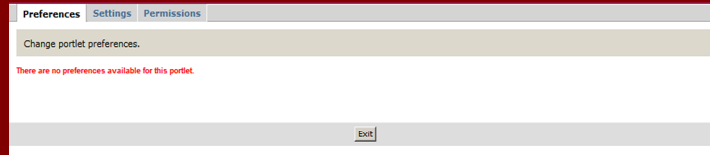


- Portlet options can be accessed by clicking on the wrench icon.
- Clicking on the help “?” icon will bring up context-sensitive help explaining available options.

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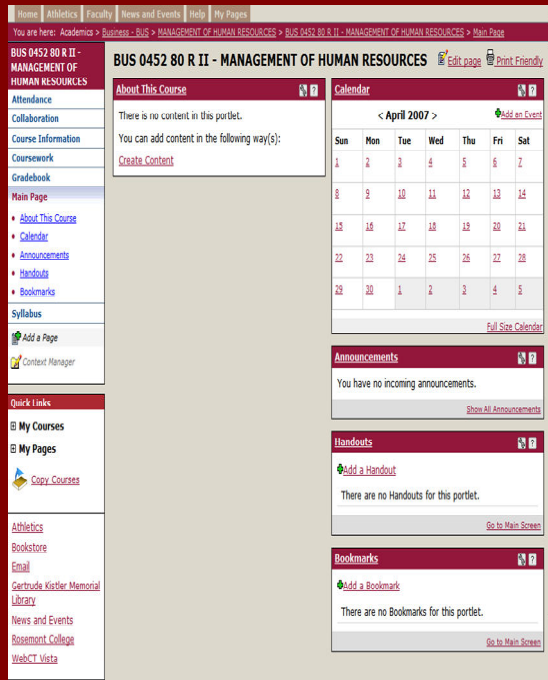


## Portlet Options



Available options will vary between portlets

# Main Page



Contains 5 Portlets

## About This Course

- Custom Content Portlet

## Calendar

## Announcements

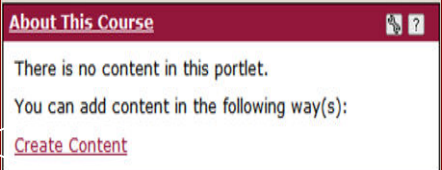
## Handouts

- File Download Portlet

## Bookmarks

- URL Portlet

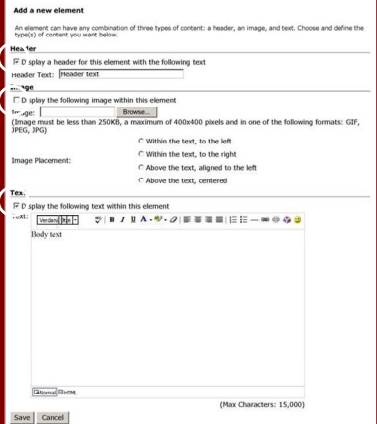
## Main Page About This Course



- Custom Content Portlet
  - Content is Read-only
- Add content by clicking on:  
**Create Content**

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## Main Page About This Course



### Steps to Add Content

Select items to display by clicking the checkbox next to the item

Available options:

- Header
- Image
- Text
  - Enter directly
  - Or paste from another source

**Save**

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Learner Outcomes for the course should be posted here as well as elsewhere; rubrics for assessment can also be posted here, tied to the outcomes.

## About this course contents

This portlet should include:

### Course outcomes

List of assessments matching outcomes and percentage of the final grade for each item; indicate which items are individual and which group

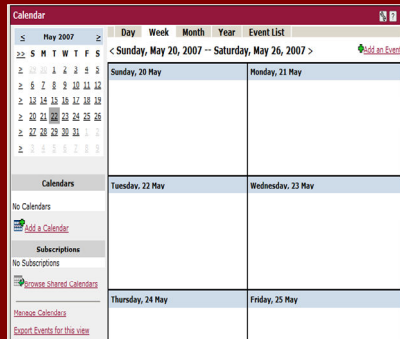
Prerequisite knowledge and skills (not just courses taken, but expectations for content knowledge, technology skills, math and verbal, etc. needed for success in the course)

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**SAVE IS YOUR  
FRIEND**

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## Main Page Calendar



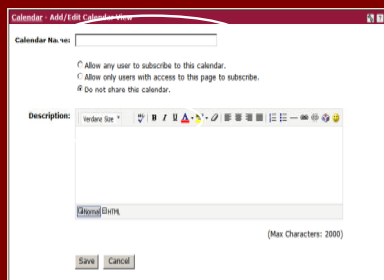
At least one calendar must be created by clicking on **Add a Calendar**

Syllabus **due dates** for pre-assignments, tests, assignments and stages of assignments can be entered here; special events.

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## Main Page Calendar



Add a Calendar

Name calendar

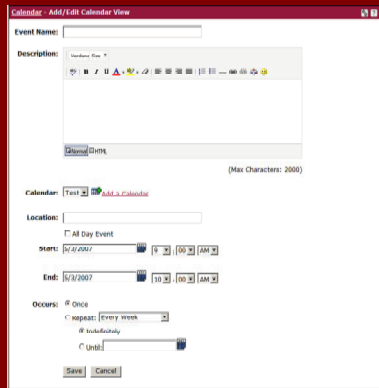
Set share permissions

Enter a description (optional)

**Save**

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## Main Page Calendar

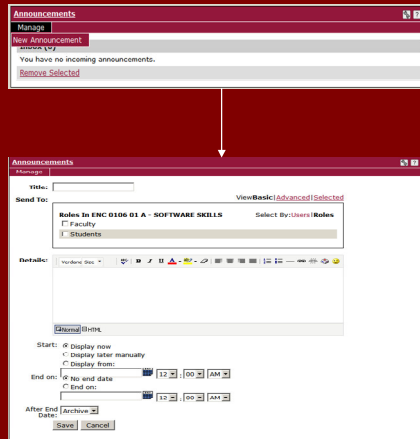


### Add an Event

- Name the event
- Enter a description (optional)
- Select calendar
- Enter a location (optional)
- Enter dates and frequency

**Save**

## Main Page Announcements



Add an announcement

Click Manage

Click on New  
Announcement

Enter announcement  
information

**Save**

Changes in the course, location, etc.  
should be entered here.

Please use the announcements box for any and all changes in the course: new materials you or students have posted in Handouts that you want to draw students' attention to; changes in the schedule; co-curricular or community events of interest to students taking the course; etc. Since announcements appears every time you log on, this is also an excellent way to communicate with the entire group, such as reminders about upcoming assignments or events, urgings to participate in the collaborations, etc. Try to use the portals for these communications rather than email, so that the communications become part of the record of the instruction.

# Handouts

Handouts should ideally include URLs and attachments for the following:

- General/basic reference tools in the field of the course, including materials available online from the Rosemont library and library consortia
- General/basic tools for study, such as the APA Style Guide, tutorials in needed skills, templates for writing, etc.
- Specific references to be used in the course (URLs to journal articles, books, online articles, data sources, etc.)
- References “for further reading”
- Go to the wrench icon to permit your students to add handouts here

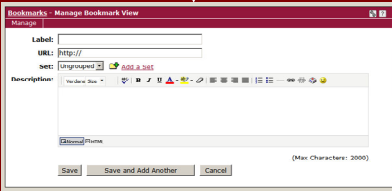
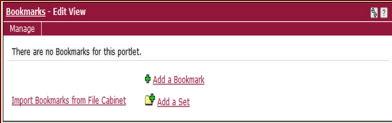
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Every course should include material on information literacy specific to the course content. One way of doing this is always to include one assignment (or as part of an assignment) requiring students to identify new electronic resource(s) not already included in your handouts, write a brief reflection on how they found it, why they think it is a valid resource for studying this subject, and recommendations for how to use it in the coursework.

These assignments should be posted with the student reflections in one of the Forums for all students to see, critique, and respond to. Students can vote for the items that they believe should be added to your handouts page.



## Main Page Bookmarks



**Add a Bookmark**

- Enter label
- Enter URL address
- Enter description
- Enter standard urls and urls specific to the course.

**Save**

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Standard URLs, including the APA Style Guide, the Trellis URL (Kistler Library search web site), basic reference tools in the field of study (check out all the web-based reference tools the Rosemont College Library subscribes to in your field, and those available through RC library consortia. To be added to the standard URL list will be templates for writing; tutorials in basic skills, and URLs for RC campus help. SGPS will create the standard URLs list for all online faculty, and Program Directors will create the standard URL list for each field.

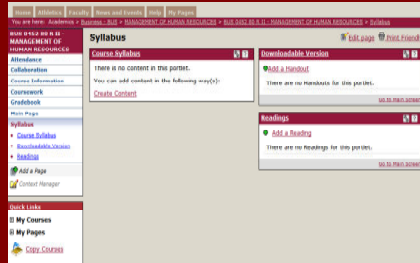
General URLs for study in the particular subject area of the course.

Specific URLs for required readings and research for the course.

Specific URLs for “further reading” beyond the requirements.

You may give students permission to add handouts they have discovered from peer-reviewed discussions in the Collaboration pages.

# Syllabus Page



Contains 3 Portlets

## Course Syllabus

- Custom Content Portlet
- Read-only

## Downloadable Version

- Handout portlet
- Document file available for students to download

## Readings

- Required texts

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## Syllabus Page Course Syllabus

**Course Syllabus**

There is no content in this portlet.

You can add content in the following way(s):

[Create Content](#)

Custom Content Portlet  
Content is Read-only

Add content by clicking  
**Create Content**

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## Syllabus Page Course Syllabus cont.

**Add a new element**

An element can have any combination of three types of content: a header, an image, and text. Choose and define the type(s) of content you want below.

**Header:**

Display a header for this element with the following text

Header Text:

**Image:**

Display the following image within this element

Image:

(Image must be less than 250KB, a maximum of 400x400 pixels and in one of the following formats: GIF, JPEG, PNG)

Image Placement:

Within the text, to the left

Within the text, to the right

Above the text, aligned to the left

Above the text, centered

**Text:**

Display the following text within this element

Body text:

(Max Characters: 15,000)

**Steps to Add Content**

Select items to display by clicking the checkbox next to the item

Available options:

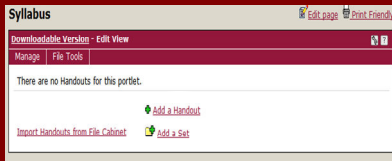
- Header
- Image (browse option)
- Text

**Enter directly  
Or paste from another source**

**Save**

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## Syllabus Page Downloadable Version cont.



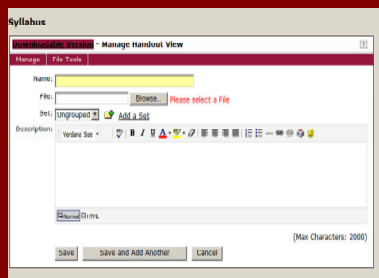
Syllabus Portlet:  
Downloadable

Add Syllabus file by  
clicking on  
“Add a Handout”

(See next slide)

You may also provide the syllabus in a printable version, but that version should not substitute for the “Read Only” version, which is clearly visible to students every time they log on.

## Syllabus Page Downloadable Version

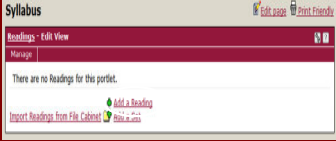


- Enter file name
- Browse for file on your computer
- Add file to a group/set (optional)
- Add a description (optional)

• **Save**  
(more on next slide)

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## Syllabus Page Readings



Add required texts

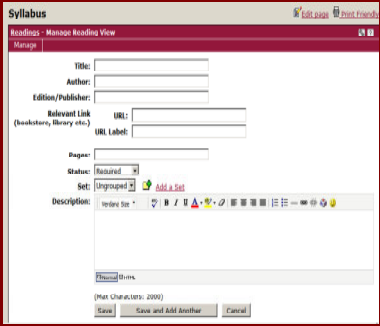
Click on  
“Add a Reading”

More on next slide

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## Syllabus Page Readings



Enter desired fields (see help “?” for options, upper right of screen)

Title and Author are required  
USE THE ONLINE  
RESOURCES OF THE  
KISTLER LIBRARY AND ITS  
MEMBER CONSORTIUM  
LIBRARIES AS WELL AS  
OTHER WEB-BASED  
RESOURCES

**Save**

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## Syllabus Contents

What they already know/learned and how past learning connects to this course; what they need to know/be able to do prior to starting this course (skills as well as knowledge)

Outcomes for the course

Outcomes for each unit (lesson, week, class session) of the course

Prelearning activities

Self-assessment for the course as they go

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## Syllabus cont. Activities

Reading, research, writing/organizing/presenting, etc. using a variety of and/or choices of modes of presentation

Simulations

Case Studies

Applications (abstract; role-play; real life)

Individual and Group Work

Group, class, instructor and expert **interactions** specified

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**Syllabus cont.**  
**RESOURCES**

Texts (printed texts are neither necessary nor sufficient:  
use the web medium to the max)

- Visuals
- Videos
- Audio
- Resource links

**Handouts** (standard templates such as APA, prewriting template and tools, other tutorials; bibliography for the lesson plus links for further/advanced exploration; internet resources plus basic and specialized online library sources from Kistler and Kistler library consortia; open source materials from archives, and from the professional field, etc.)

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**Syllabus cont.**

- Reflection on the learning (program-long portfolio or learning journal)
- Quizzes
- Tests
- Summary of the lesson (students provide this for each unit)
- Segue to the next lesson or, if the final unit in the course, segue to the next course.
- The final activity should enable the student to reflect on what s/he expects to learn next.

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## Syllabus Outline Summary

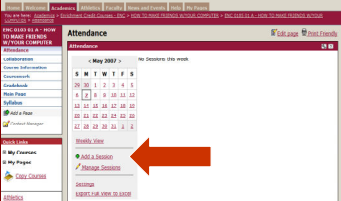
The Syllabus Should Contain:

1. Course objectives/expected student learning outcomes.
2. How each expected learning outcome will be assessed.
3. Assessment rubrics
4. Skills and knowledge necessary for this course (look back to what you already know/learned in previous courses or prior life learning); initial activity to assess if you have the skills you need to proceed with this course and that connects to students personally (motivator)
5. Units of study (“modules”, “lessons”, “classes”). For each item below, specify how it will be assessed and its %age of the student’s grade for the course:
  - a. Objectives (learning outcomes) for each unit/module/lesson/class
  - b. Assessments (graded quizzes, tests)
  - c. Readings
  - d. Research
  - e. Simulations
  - f. Discussions/group work, collaborations, etc.
  - g. Applications (individual or group use of the learning in a professional, community, or social setting)
  - h. Other required work (projects, written materials, presentations, etc.)
  - i. Further readings or activities for deeper understanding (non-graded or extra credit)
  - j. Self-assessments (non-graded: allows the students to see if they are ready for next steps within each unit)
  - k. Student-generated Summary of the unit/lesson/module
  - l. Learning Journal reflections (what I learned in this unit; how it connects to what I learned previously; what I expect to learn next; etc.)
6. Required readings/texts for the course as a whole
7. Further readings/texts/activities for the course as a whole



Slide 44

## Attendance Page



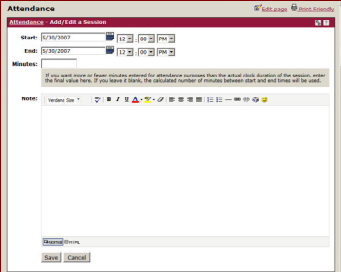
Set up course session before use

Click "Add A Session"

44

Slide 45

## Attendance Page



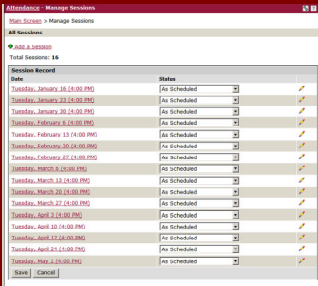
Enter session start date  
Enter session end date  
Edit minutes (optional)  
Add notes (optional)

**Save**

45

Slide 46

## Attendance Page



**Attendance > Manage Sessions**

100% Zoom | [Full Screen](#) | [Print](#)

▼ Add a Session

Total Sessions: 56

Date	Status	
Tuesday, January 30 (1:00 PM)	As Scheduled	✎
Tuesday, January 22 (1:00 PM)	As Scheduled	✎
Tuesday, January 20 (1:00 PM)	As Scheduled	✎
Tuesday, February 5 (1:00 PM)	As Scheduled	✎
Tuesday, February 12 (1:00 PM)	As Scheduled	✎
Tuesday, February 26 (1:00 PM)	As Scheduled	✎
Tuesday, February 27 (1:00 PM)	As Scheduled	✎
Wednesday, March 6 (1:00 PM)	As Scheduled	✎
Tuesday, March 12 (1:00 PM)	As Scheduled	✎
Tuesday, March 26 (1:00 PM)	As Scheduled	✎
Tuesday, March 27 (1:00 PM)	As Scheduled	✎
Tuesday, April 2 (1:00 PM)	As Scheduled	✎
Tuesday, April 23 (1:00 PM)	As Scheduled	✎
Tuesday, April 24 (1:00 PM)	As Scheduled	✎
Tuesday, April 24 (1:00 PM)	As Scheduled	✎
Tuesday, April 24 (1:00 PM)	As Scheduled	✎
Tuesday, April 24 (1:00 PM)	As Scheduled	✎
Tuesday, April 24 (1:00 PM)	As Scheduled	✎

[Save](#) | [Cancel](#)

Manage sessions

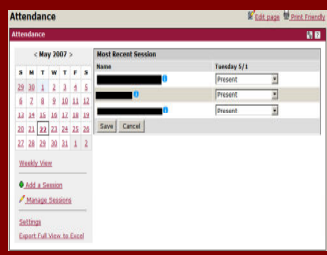
Edit an existing session

Add a new session

46

Slide 47

## Attendance Page



**Attendance**

100% Zoom | [Full Screen](#) | [Print](#)

< May 2007

Mon	Tue	Wed	Thu	Fri	Sat	Sun
29	30	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	31	1	2

**Most Recent Session**

Name	Session #	Status
[Name]	[Session #]	Present
[Name]	[Session #]	Present
[Name]	[Session #]	Present

[Save](#) | [Cancel](#)

[Weekly View](#)

▼ Add a Session

Manage Sessions

Settings

Export CSV, XLS, to Excel

Enter student attendance records

Edit settings

Export to Excel

47

# Attendance Page

The screenshot shows a configuration page for attendance. It includes sections for 'Attendance Method' (with options for 'By Hour' and 'By Minutes'), 'Attendance Status' (with an option for 'By the Current Date'), and 'Notification' (with options for 'Send a warning' and 'Send the warning'). There are also checkboxes for 'Report all warnings' and 'Warning highlight'. The page has a 'Save' button at the bottom left.

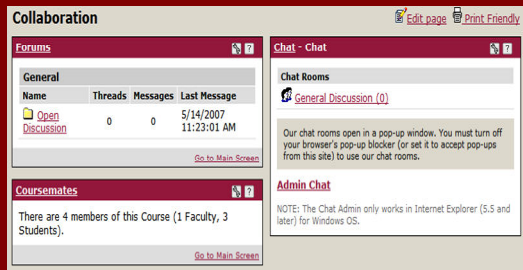
Edit Settings  
Configure attendance  
method settings

Configure display  
settings

Configure notification  
settings

Save

## Collaboration Page: The Heart and Soul of Online Learning



Contains 3 portlets:

### Forums

Threaded discussions: Only the instructor can create these! Become a member of all groups. Allow additional groups to form without your presence. Create small groups for cooperative work.

### Coursemates

Course-specific e-mail

### Chat

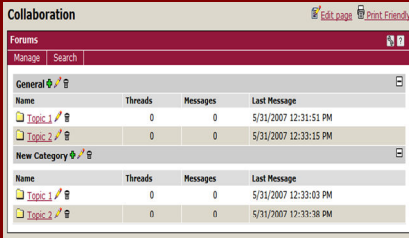
Live discussions

Establish groups prior to the start of the course: cooperative learning groups, with the instructor a member of each group; one-on-one groups between each student and the instructor; plenary class groups with the instructor; and encourage students to form their own study groups by request that do not include the instructor either on Forums (instructor-controlled membership) or in Chat (students can control).

The instructor needs to assure that forums are lively and active at all times, and that they are the backbone of the learning. This is where you create the online learning community.

Slide 50

## Collaboration Page Forums



The screenshot shows a web interface for 'Collaboration Forums'. It features a 'General' section with a table of categories and a 'New Category' section with a table of topics. The tables have columns for Name, Threads, Messages, and Last Message.

Name	Threads	Messages	Last Message
Topic1	0	0	5/31/2007 12:31:51 PM
Topic2	0	0	5/31/2007 12:33:15 PM

Name	Threads	Messages	Last Message
Topic1	0	0	5/31/2007 12:33:03 PM
Topic2	0	0	5/31/2007 12:33:38 PM

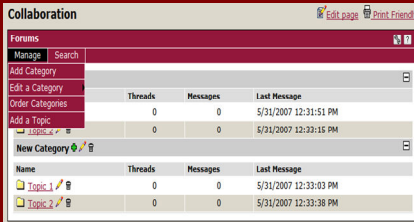
Highest level is a Category:

Each Category may contain one or more topics

50

Slide 51

## Collaboration Page Forums



The screenshot shows the same web interface as Slide 50, but with management options highlighted in red. These options include 'Add Category', 'Edit a Category', 'Order Categories', and 'Add a Topic'.

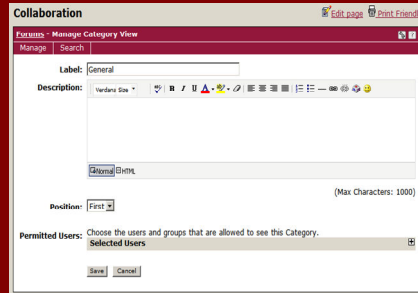
Manage Forums:

- Add a Category
- Edit a Category
- Order Categories
- Add a Topic

51

Slide 52

## Collaboration Page Forums



Add/Edit a Category:

Enter label

Enter description  
(optional)

Choose position

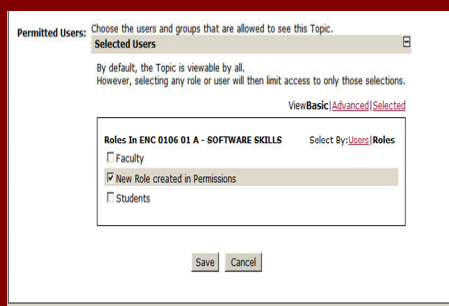
Permit users (optional)  
(See next slide)

**Save**

52

Slide 53

## Collaboration Page Forums



Permitted users:

Select permitted users by

- Roles
- Users (choose from class list)

**This is where you set up small and large groups for cooperative work**  
**You may also create groups of two here (each student alone with the instructor), where the student creates the reflective learning journal**

53

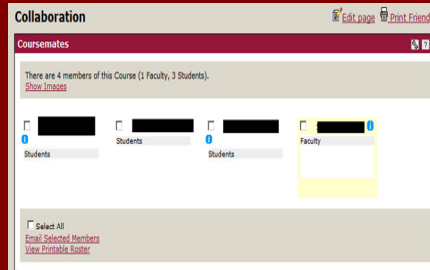
## Collaboration Page Forums

The screenshot shows a web-based interface for managing forum topics. The title bar reads 'Collaboration' and the page title is 'Forums - Manage Topic View'. The interface includes a search bar, a rich text editor for the topic description (with a character limit of 2000), a category dropdown menu set to 'General', and options for listing the topic (e.g., 'First'). It also features start and end date/time pickers, an 'After End' dropdown set to 'Read Only', and a 'Permitted Users' section with a dropdown set to 'Selected Users'. 'Save' and 'Cancel' buttons are at the bottom.

- Add/edit a Topic:
- Enter name
- Enter description (optional)
- Choose Category
- Choose position
- Set display options
- Choose end option
- Permit users (defaulted to all)

**Save**

## Collaboration Page Coursemates



Course specific email: all interactions with students on course-related matters **MUST** be carried out on the Jenzabar platform!

Select recipients

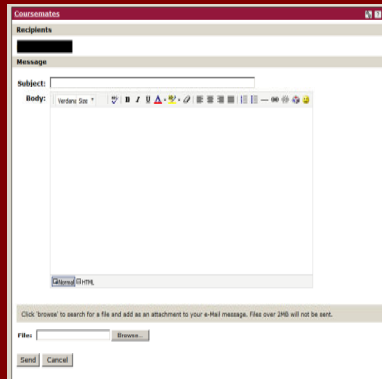
Click "Email Selected Members"

Try to minimize email as the mode of instructional communication with individuals or groups, unless you must communicate privately with a student. Enter into discussions to bring in "quiet" students; refocus the discussion; keep it moving; keep all students engaged. Significant online participation is **required** by the state and accreditors!!! On average, each student should spend 4 hours a week actively online. Students who are not participating at this level need to be assisted to do so by the instructor.



Slide 56

## Collaboration Page Coursemates



Enter subject

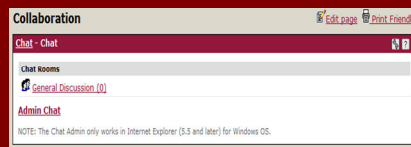
Type text / attach a file

Send

56

Slide 57

## Collaboration Page Chat



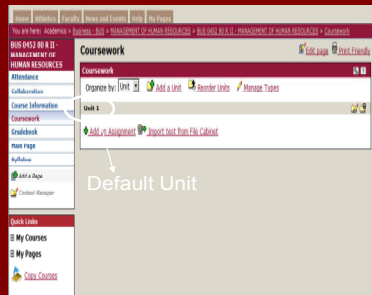
Encourage ungraded student interactions here. Encourage students to attach new resources. Add student-suggested materials to the handouts page.

57

Whether students contribute new resources in the Chat or online Forums pages, one standard assignment for every course should include student-identified resources for advancing understanding of the subject. Students should identify resources not already identified by the instructor, and explain how they found the items; why they believe the items are valid; and how the items could be used by other students. Student chat (or required forum) can be used for students to look at each other's findings of new resources, and agree on which ones should be added to the Handouts page.

An exercise of this sort in every course helps fulfill the need to increase students' information literacy, research, and analysis skills.

## Coursework Page



Coursework is organized by Units (can be a week; a module; a session; or a lesson)

Each Unit can contain the following types of assignments:

- Online (incl. tests)
- File Exchange
- Offline

Units of study (“modules”, “lessons”, “classes”). All/most of the items listed here should appear in most units.

For each item, specify how it will be assessed and %age of the student’s grade for the course.

For each item, specify due date. For any major written assignment, provide due date for drafts and commit to responding to drafts within 24 hours to make it possible for students to revise written work prior to final due date. Encourage students to proofread each others’ written work prior to handing in for grade, or require groups to proofread each others’ work as part of group activity. This can be done online in a “proofreading” forum.

Provide templates for written work whenever possible.

Provide opportunities for feedback on drafts of major writing assignments.

For contents of each lesson, see above slides on Syllabus.

# Coursework Page Add Units

The screenshot shows a dialog box titled "Coursework - Add a Unit" with a subtitle "Add a New Unit". It features a "Name:" text input field, a "Description:" text area with a rich text editor toolbar, a "Position:" dropdown menu currently set to "First", and "Save" and "Cancel" buttons at the bottom.

Enter Unit name

Enter description  
(optional)

Select position

**Save**

## Coursework Page Add Assignments

The screenshot shows a web form titled 'New Assignment' within a 'Coursework' context. The form has several dropdown menus: 'Name' (empty), 'Format' (set to 'Online'), 'Type' (set to 'Exam'), 'Required' (set to 'Required'), and 'Unit' (set to 'Unit 1'). There are also links for '+ Add an Assignment Type' and '+ Add a Unit'. Below these is a rich text editor for the 'Description' with a toolbar and a 'Normal' text format button at the bottom left.

Enter Assignment name

Choose the format:

Online (test) (can be required or optional; optional is a good place for nongraded student self-assessment)

File Exchange

Offline

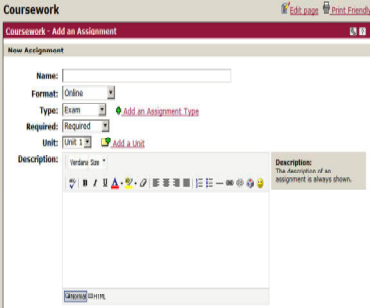
Choose type

Types are descriptive only, and may be added or modified as needed

The LMS has a timed test option. Tip: put no more than ONE question in each “section” of the test, to avoid timing-out problems while students are thinking about their answers. Use the online tests primarily for quick quizzes: as a student’s non-graded self-check to see if he/she feels ready to move ahead to the next part of the assignment, or if you like, as a graded way of ensuring students have done part of the assignment (questions keyed to a reading, or other activity that you want to be certain has been completed). Tip: keep these short in duration, and fairly simple, perhaps three to five questions, with a five-minute time limit.

Slide 61

## Coursework Page Add Assignments (cont.)



Choose Required option

Associate the assignment with a unit

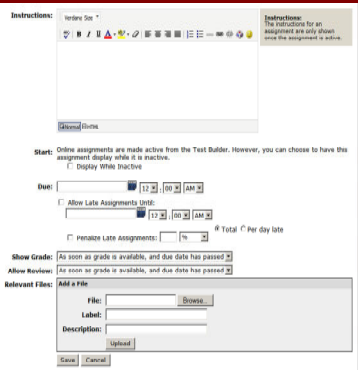
Enter a description  
Good place for the outcomes expected in this unit/lesson

Enter points toward grade

61

Slide 62

## Coursework Page Add Assignments (cont.)



Enter instructions (optional)

Select display option

Select due date and late submission options

Select Grade and review options

62

Don't forget to offer two due dates for written work: the first is for your feedback on a draft; the second for final submission for a grade. You can also provide a required proofreading due date, where students can post their work either to a group or a specific other learner, to request proofreading help just prior to final submission.

## Coursework Page Add Assignments (cont.)

Add a file (optional):

Note: File name cannot contain spaces or special characters:

Good: "UploadFile1"

Bad: "Upload File\_#1"

Save

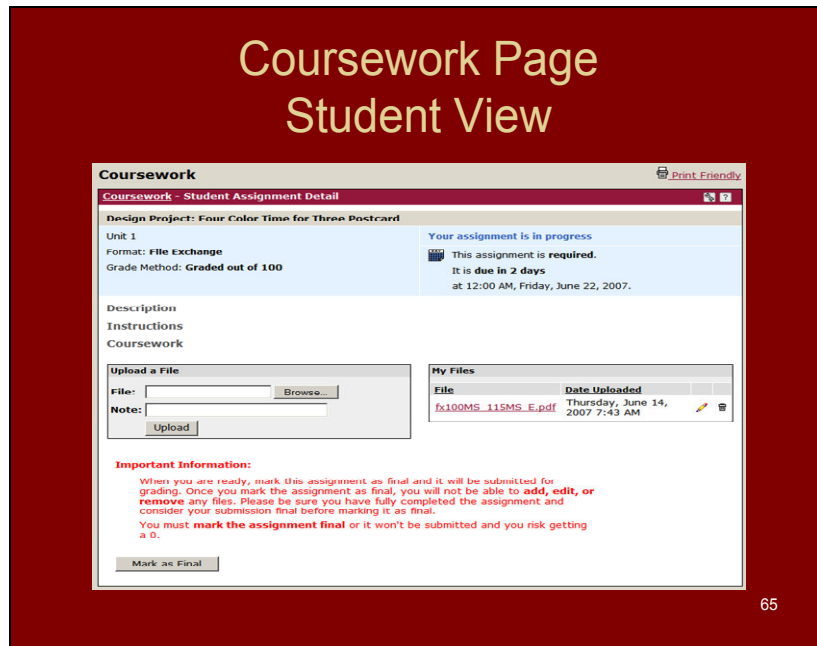
## Coursework Page Edit Assignments

Assignment	Format	Due Date	Type	Required
File Exchange Assignment 1		5/31/2007 12:00 AM	Paper	Required
Unit 2				
Assignment	Format	Due Date	Type	Required
File Exchange Assignment 1		5/31/2007 12:00 AM	Homework	Required

Click the pencil icon to edit an assignment

### Important note

The format of an existing assignment cannot be changed. The assignment must be deleted and re-created using the desired format.



Make sure students know to save their written work to Word 2003 and post it in that version.

To provide feedback to students on major pieces of their work, download the piece to your computer:

Save

Pull down “Tools”

Select “Track Changes”

Enter your (extensive) commentary directly on the student’s work.

Save

Upload to the student; save a copy of the work (for comparison to the student’s final version, and as evidence of your interactions with the students for assessment purposes).

Alert the students by email or on the Announcements page or in the “Comments” box that your response is waiting for them.

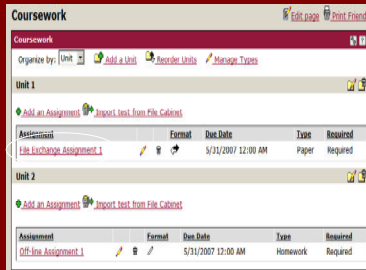
This is a major opportunity for your direct dialogue with the student, centered on the student’s work, and your major teaching opportunity with each student in the class.

Whenever possible, provide commentary on draft versions, give students opportunities to revise, stretch, and improve, and provide commentary a second time for the final grade.



Slide 66

## Coursework Page Grading Assignments



The screenshot shows the 'Coursework' page with a list of assignments. Under 'Unit 1', there is an assignment named 'File Exchange Assignment 1' with a due date of 5/21/2007 12:00 AM, type 'Paper', and status 'Required'. Under 'Unit 2', there is an assignment named 'File Assignment 1' with a due date of 5/31/2007 12:00 AM, type 'Homework', and status 'Required'.

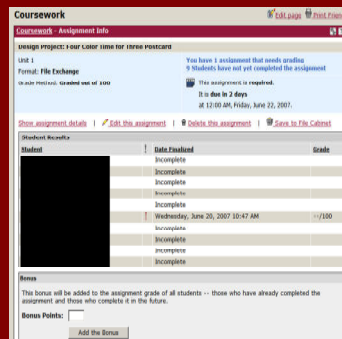
Assignment	Format	Due Date	Type	Required
File Exchange Assignment 1		5/21/2007 12:00 AM	Paper	Required
File Assignment 1		5/31/2007 12:00 AM	Homework	Required

Choose the assignment you will grade by clicking on the assignment

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Slide 67

## Coursework Page Grading Assignments (cont.)



The screenshot shows the 'Assignment Info' page for 'File Exchange'. It displays a table of student results with columns for 'Student', 'Data Finalized', and 'Grade'. The 'Data Finalized' column shows 'Incomplete' for all students. The 'Grade' column shows a maximum of 1000 points. A 'Bonus Points' section is visible at the bottom.

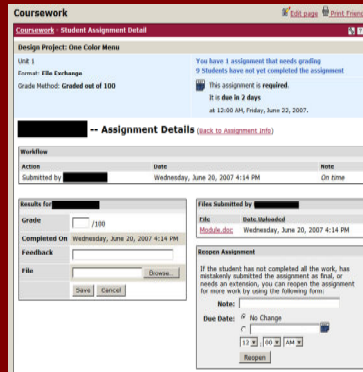
Student	Data Finalized	Grade
	Incomplete	
	Incomplete	
	Incomplete	
	Incomplete	
	Incomplete	
	Incomplete	
	Incomplete	
	Incomplete	
	Incomplete	
	Incomplete	

The student results table shows the status of the assignment by student

Click on a student to go to the assignment detail page

67

## Coursework Page Grading Assignments (cont.)



The following actions  
can be performed on  
this page:

View student  
submission(s)

Grade the assignment

Reopen the assignment

Review and comment on the first draft submitted using “Track Changes,” upload to the student, and put “Commentary on your draft/assignment has been uploaded” in the “Comments” box. Hold grading until the student has resubmitted the revised version. If you save a copy of the first version with your Track Changes commentary on it, you can compare the final work to the first version while providing further feedback for the grading.

# Grading Assignments

## Special Note on Feedback

The tiny “Comments” box provides only 100 characters of space. It is NOT where your response to student work belongs.

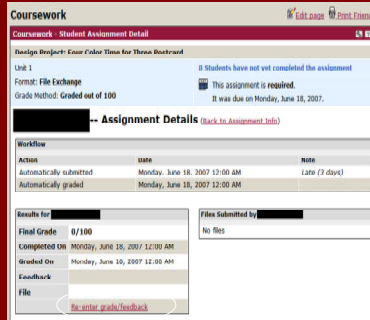
To provide adequate instruction, your responses and extended commentary on student work should be entered on the student work as follows:

1. Download student work to your computer files
2. Turn on “track changes”
3. Enter running commentary on student work; do NOT use “accept changes.”
4. Save, leaving all commentary clearly visible as tracked changes
5. Upload student work with full commentary in “track changes” visible.
6. Retain a copy of the marked work.
7. Enter grade online or invite the student to resubmit (or submit the next version of the work).

Extensive commentary and dialogue with the students on their work is essential.



## Coursework Page Grading Assignments (cont.)



To reopen or grant an extension:

Select student

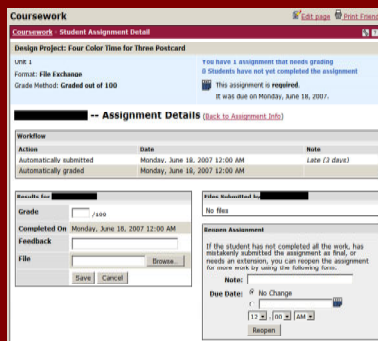
Click on “Re-enter grade/feedback”

Delete the current grade (including zero)

**Save**

You can also use this feature to give an “interim” grade to the first draft of an assignment, so students know in general your estimate of the quality of the work, and then revise the grade when the final version has been submitted.

## Coursework Page Grading Assignments (cont.)



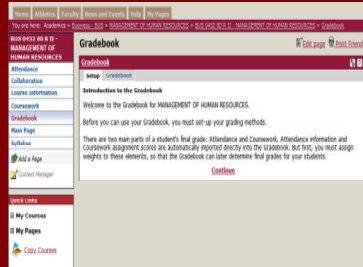
Change the due date

- Press the “Reopen” button
- The student will be able to re-submit the assignment.

**Note: use this feature on all major written work. Your commentary on first drafts should inspire student revision whenever possible.**

Slide 74

## Gradebook Page Setup

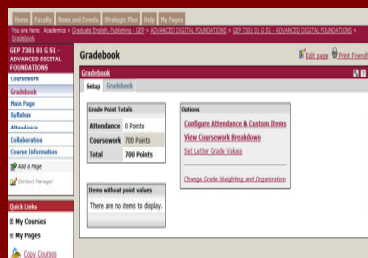


Set up Coursework assignments first. All assignments will be automatically imported into the Gradebook portlet.

74

Slide 75

## Gradebook Page setup (cont.)



Setup tab Options:

Configure Attendance & Custom Items

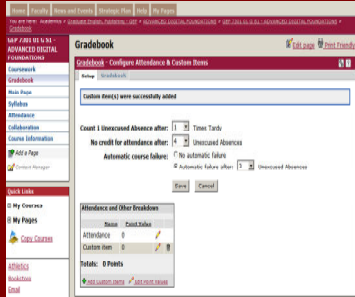
View Coursework Breakdown

Set Letter Grade Values

Change Grade Weighting & Organization

75

## Gradebook Page setup (cont.)



**Attendance:**  
Set options

**Add Custom Items:**  
Items other than Coursework Assignments

**Edit Point Values**

76

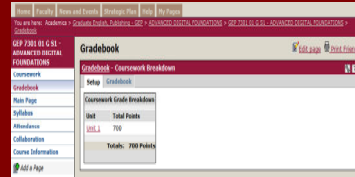
Graduate

Grade	Quality Points	Percentages
A	4.00	94-100
A-	3.67	90-93
B+	3.33	87-89
B	3.00	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.00	73-76
C-	1.67	70-72
F	0.00	< 69

Undergraduate

Grade	Quality Points	Percentage
A	4.00	94-100
A-	3.67	90-93
B+	3.33	87-89
B	3.00	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.00	73-76
C-	1.67	70-72
D+	1.33	67-69
D	1.00	63-66
D-	.67	60-62
F	0.00	< 59

## Gradebook Page setup (cont.)



### Coursework Breakdown

The information entered here should also be made available to the students in the course description portlet (Main Page) where course outcomes, etc. were entered.



## Gradebook Page setup (cont.)

Set letter grade Values

These should be standard for all courses. Notes to this slide show grade values at Rosemont College. Make sure the Gradebook is recording your grades correctly according to these charts.

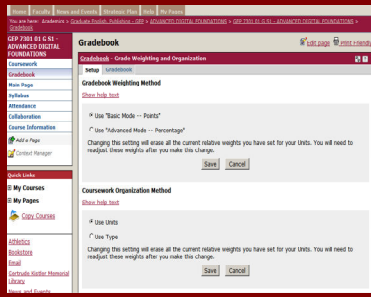
### Graduate

	<u>Grade</u>	<u>Quality Points</u>	<u>Percentages</u>
	A	4.00	94-100
	A-	3.67	90-93
	B+	3.33	87-89
	B	3.00	83-86
	B-	2.67	80-82
	C+	2.33	77-79
	C	2.00	73-76
	C-	1.67	70-72
	F	0.00	< 69

### Undergraduate

	<u>Grade</u>	<u>Quality Points</u>	<u>Percentage</u>
	A	4.00	94-100
	A-	3.67	90-93
	B+	3.33	87-89
	B	3.00	83-86
	B-	2.67	80-82
	C+	2.33	77-79
	C	2.00	73-76
	C-	1.67	70-72
	D+	1.33	67-69
	D	1.00	63-66
	D-	.67	60-62
	F	0.00	< 59

## Gradebook Page setup (cont.)



The screenshot shows the 'Gradebook' configuration page. It has two main sections: 'Gradebook Weighting Method' and 'Coursework Organization Method'. Each section has a radio button to select between 'Basic Mode - Points' and 'Advanced Mode - Percentage'. Below each section is a 'Save' button and a 'Cancel' button. A note at the bottom of each section states: 'Changing this setting will erase all the current relative weights you have set for your units. You will need to reinput these weights after you make this change.'

**Configure weighting:**

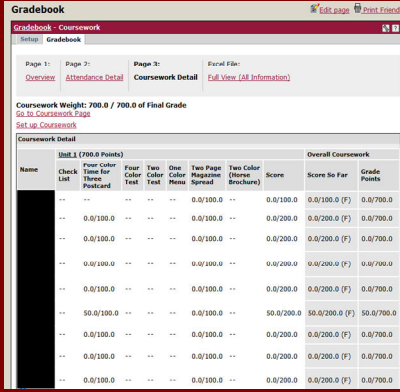
- Points
- Percentages

**Organization:**

- Units
- Types

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## Gradebook Page Grades



The screenshot shows the 'Gradebook Coursework Detail' page. It features a table with columns for 'Name', 'Unit 1 (700.0 Points)', 'Score', 'Score So Far', and 'Grade Points'. The 'Unit 1' column has sub-columns for 'Four Color Check List', 'Four Color Test', 'Two Color Magazine Spread', and 'Two Color Home Brochure'. The 'Score' column has sub-columns for 'Score' and 'Score So Far'. The 'Grade Points' column has sub-columns for 'Grade' and 'Points'. The table lists several students with their respective scores and grades.

**Gradebook Coursework detail**

Gradesheet lists all students in the course and all graded assignments

Clicking on a student will bring up detail

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By structuring the course so that there are continuous assessment points, you can track students' engagement levels (and take remediation steps, as necessary).

Slide 81

# Gradebook Page Grades (cont.)

**Grade Results**

Grade	0.0 %
Grade (Letter)	F

[Change Adjustment/Feedback](#)

**Overview**

	Score	Total Points
Attendance & Other	0.0	0.0
Coursework	0.0	100.0
<b>Totals:</b>	<b>0.0</b>	<b>100.0</b>

**Attendance & Other Detail**

Attendance (0.0/0.0)		Other (0.0/0.0)		Overall Attendance & Other	
Attended (Sessions)	Score	Custom Item	Score	Score	Grade Points
0/0	0.0/0.0	--	0.0%	0.0%	0.0/0.0

**Coursework Detail**

Unit 1 (700.0 Points)							Overall Coursework		
Check List	Four Color (Time for Three Postcard)	Four Color Test	Two Color Test	One Color Menu	Two Page Magazine Spread	Two Color (Horse Brochure)	Score	Score So Far	Grade Points
							0.0/100.0	0.0/100.0 (F)	0.0/700.0

[Hide All Assignments](#)

Gradesheet view:  
Faculty may make changes on this

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Slide 82

# Gradebook Page Student View

**Grade Results**

Grade	0.0 %
Grade (Letter)	F

**Overview**

	Score	Total Points
Attendance & Other	0.0	0.0
Coursework	0.0	100.0
<b>Totals:</b>	<b>0.0</b>	<b>100.0</b>

**Attendance & Other Detail**

Attendance (0.0/0.0)		Other (0.0/0.0)		Overall Attendance & Other	
Attended (Sessions)	Score	Custom Item	Score	Score	Grade Points
0/0	0.0/0.0	--	0.0%	0.0%	0.0/0.0

**Coursework Detail**

Unit 1 (500.0 Points)							Overall Coursework		
Check List	Four Color (Time for Three Postcard)	Four Color Test	Two Color Test	One Color Menu	Two Page Magazine Spread	Two Color (Horse Brochure)	Score	Score So Far	Grade Points
--	?	--	--	?	0.0/100.0	--	0.0/100.0	0.0/100.0 (F)	0.0/500.0

[Hide All Assignments](#)

⚠ This assignment has not been assigned a value yet

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Slide 83

## Context Manager Pages



Course template pages marked with the pencil icon can be edited.

Default page can be changed

New pages can be added

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Slide 84

## Context Manager Permissions

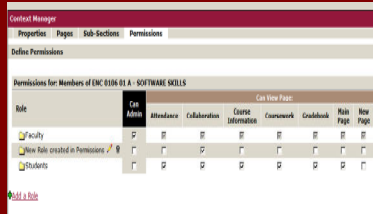
The screenshot shows the 'Context Manager' interface with the 'Permissions' tab selected. It displays a table titled 'Permissions for Members of Default Template'. The table has columns for 'Role', 'Can Admin', 'Attendance', 'Collaboration', 'Course Information', 'Coursework', 'Gradedwork', 'Main Page', and 'Syllabus'. The rows represent different roles: Faculty and Students. The permissions are indicated by 'Y' (Yes) and 'N' (No) in the respective cells.

Role	Can Admin	Attendance	Collaboration	Course Information	Coursework	Gradedwork	Main Page	Syllabus
Faculty	Y	Y	Y	Y	Y	Y	Y	Y
Students	N	Y	Y	Y	Y	Y	Y	Y

Faculty / Student access / permissions can be changed

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## Context Manager Permissions



The screenshot shows the 'Context Manager' interface with the 'Permissions' tab selected. The main heading is 'Define Permissions'. Below this, it says 'Permissions for Members of EMC 8158 (1) A - SOFTWARE SKILLS'. There is a table with columns for 'Role', 'Can Admin', 'Attendance', 'Collaboration', 'Course Information', 'Coursework', 'Gradebook', and 'New Page'. The table lists three roles: 'Faculty', 'New Role created in Permissions', and 'Students'. Each role has a set of checkboxes for each permission category.

Role	Can Admin	Attendance	Collaboration	Course Information	Coursework	Gradebook	New Page
Faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New Role created in Permissions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Add/Edit a New Role

Click "Add a Role"

Name the role

Add users

Enable permissions

Save

## Next Step

- Register as an instructor in the test/training course of your choice (contact the Dean)
- Practice using the portals you have not previously used and practice using in new ways
- Make notes of ideas for maximizing use of the LMS to add to the ideas in this presentation for creating learner-centered, high authenticity, high engagement online learning at Rosemont College.
- Include in the notes your own ideas about what you want to learn **next** in Advanced online instruction.
- Post your notes to the Online Instructors Group as a handout (main page of the iWay under "My Groups") and email your notes to [JWildier@Rosemont.edu](mailto:JWildier@Rosemont.edu) and [JRenyi@Rosemont.edu](mailto:JRenyi@Rosemont.edu).