



Image © Ryan Torma

# **Faculty Development Week Syllabus**

**June 23-27, 2008**

<http://www.luthersem.edu/course/fdw/>

## Contact Information

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# Faculty Development Week Schedule

## MONDAY – JUNE 23

- 8:00 Coffee, Introductions & Checking In  
8:20 Order of Prayer  
8:30 Overview of the Week, Syllabus, Course Sites, and Course Development Process & Tools  
10:00 Break  
10:15 **Discussion:** “From Teaching to Learning”  
11:00 **Deployment & Active:** Using the Library  
12:00 Lunch - on your own  
1:00 **Discussion:**
- What are opportunities and challenges to online learning?
  - How is online communication different than face to face?
  - How are the students and instructor present in an online course?
- 2:00 **Development:** Outcomes & Alignment: *Understanding by Design*  
3:00 Work in pairs & individually on course learning outcomes  
(DL staff available as conversation partners)  
5:00 Done

## TUESDAY – JUNE 24

- 8:00 Coffee  
8:10 Order of Prayer  
8:20 **Development:** Report on learning outcomes work  
10:00 Break  
10:15 **Active:** Online Students, Distributed Learning Context Sites, & MDiv DL  
10:45 **Deployment:** Course Site Overview: One Course, Multiple Web Systems  
**Deployment:** Quality Matters Overview  
12:00 Lunch - on your own  
1:00 **Deployment:** MyLutherNet Overview  
1:30 **Deployment:** How to Write in Discussion Forums & Chat  
2:15 **Deployment & Active:** Using Discussion Forums Well  
3:15 Break  
3:30 **Deployment & Active:** Using Discussion Chat Well  
4:30 Individual Work Time & Scheduled Conversations  
(DL staff available as conversation partners)  
5:00 Done

### **WEDNESDAY – JUNE 25**

- 8:00 Individual Work Time & Scheduled Conversations  
(*DL staff available as conversation partners*)
- 12:00 Lunch - on your own
- 1:00 **Active:** “Teaching online without losing your mind” (Best Practices)
- 2:15 **Active:** “Help! – I Need Somebody.” DL Staff, SOS, Help Desk, TAs, Etc.
- 2:45 Break
- 3:00 **Deployment:** Using Contribute
- 4:00 **Deployment:** Blogs, RSS, Wikis
- 5:00 Done

### **THURSDAY – JUNE 26**

- 8:00 Coffee
- 8:10 Order of Prayer
- 8:20 Share Results from “Who is My Student?”
- 9:30 **Deployment:** Available Technology  
(Video, Screen Capture, Video Conferencing, Sharing Documents, Email, Phone, Etc.)
- 10:30 Break
- 10:45 **Deployment & Active:** LS Network: Homelab, FSNAP
- 11:15 **Evaluation:** Course Evaluation Tools
- 12:00 Lunch - on your own
- 1:00 **Workshop:** 1<sup>st</sup> Group Shares Course Progress & Issues
- 3:00 Individual Work Time & Scheduled Conversations  
(*DL staff available as conversation partners*)
- 5:00 Done

### **FRIDAY – JUNE 27**

- 8:00 Coffee
- 8:10 Order of Prayer
- 8:20 **Workshop:** 2<sup>nd</sup> Group Shares Course Progress & Issues
- 10:20 Break
- 10:40 Using Bibleworks (Optional)  
or Individual Work Time & Scheduled Conversations  
(*DL staff available as conversation partners*)
- 12:00 Lunch - on your own
- 1:00 Individual Work Time & Scheduled Conversations  
(*DL staff available as conversation partners*)
- 5:00 Done

## **Purpose**

- This week works in service of excellent student learning at Luther Seminary by supporting faculty in the process of developing and teaching online courses.

## **Desired Outcomes**

- Teaching and learning happens best when there are clearly identified learning outcomes that direct the learning assessments, learning activities, and technical deployment of an online course. During this week we will work to identify, shape, and polish the stated learning outcomes for each of the online courses and then align the learning assessments, learning activities, and course technologies to serve the desired learning outcomes.
- Teaching and learning online presents different opportunities and challenges than residential teaching and learning. During this week we will work to understand those opportunities and challenges and design courses that make the most of the opportunities and address the challenges in the best possible manner.
- Developing and running effective and engaging online courses is a communal process involving students, faculty, and staff. During this week we will explore methods by which all involved parties can easily communicate and collaborate for the sake of excellent learning.

## **Competencies**

### **TEACHING & LEARNING COMPETENCIES**

At the end of the Faculty Development Week, faculty will be able to:

- Articulate desired learning outcomes for their courses, develop learning assessments that measure student learning, and develop learning activities and materials appropriate to teaching and learning in an online environment.
- Have some understanding of who their students are and what experiences and learning goals they bring to the courses.

### **TECHNICAL COMPETENCIES**

At the end of the Faculty Development Week, faculty will be able to:

- Login & edit content on their MyLutherNet course pages
- Read, post, and facilitate course discussion threads
- Use the chat features and facilitate a chat discussion on MyLutherNet
- Update content on the public course sites through Contribute
- Be familiar with a range of communication technologies including: blogs, RSS, wikis, web video, screen capture, video conferencing, email, telephone, etc.
- Know where to get more assistance

### **COURSE DEVELOPMENT PROCESS KNOWLEDGE**

At the end of the Faculty Development Week, faculty will be able to:

- Understand and use the 5 Phase course development process and the deadlines for developing course material, and are able to comment and help improve the process.
- Access, chart, and edit course content on the Luther Seminary project development site.

# Requirements

## TO BE COMPLETED PRIOR TO THE WEEK:

- Prepare a working draft of your course syllabus and bring it with you.
- If you have a laptop, bring it with you. Make sure that you have one of the following web-browsers installed: Internet Explorer 7.0, Mozilla Firefox 2.0, Apple Safari 3.0
- **Read:** “From Teaching to Learning -A New Paradigm for Undergraduate Education”  
By Robert B. Barr and John Tagg.  
<http://critical.tamucc.edu/~blalock/readings/tch2learn.htm>

## TO BE COMPLETED DURING THE WEEK:

- In partnership with instructional design staff, complete a plan to develop the online course you are teaching along the 5 phases of course development and meet the deployment deadline. Courses should be designed in such a way as to maximize student learning in their given environments (i.e. all online, or hybrid—part residential and part online).
- Partner with other faculty to help them develop their own courses, by sharing thoughts, ideas, questions, and suggestions for their syllabi, learning outcomes, assessments, and learning activities.
- Complete the “Who is My Student?” interview
- Demonstrate technical competencies by completing the Digital Teaching and Learning Passport.
- During one of the workshop sessions, share your progress in developing your course along with any opportunities you are particularly excited about in your online course and any challenges that you are facing.
- Help us improve the Development Week by completing the daily Critical Incident Questionnaire and by completing the course evaluation at the end of the week.

## **COURSE DEVELOPMENT PLAN**

In partnership with instructional design staff, complete a plan to develop the online course you are teaching along the 5 phases of course development and meet the deployment deadline. Courses should be designed in such a way as to maximize student learning in their given environments (i.e. all online, or hybrid—part residential and part online). The Instructional Design staff is partnering with many faculty to develop courses and creating web sites and digital resources is often time-intensive work. In order to make sure that all courses are completed and posted by the start of classes, the deadlines for completion of the deployment phase are the following:

- August 1 for fall courses
- December 1 for spring courses
- May 1 for summer courses

## **PARTNER WITH OTHER FACULTY**

It is our hope that this week will be an opportunity for us all to benefit from one another's experience, wisdom, and questions. During the week there will be many opportunities for us to work together on developing courses. Please partner with other faculty to help them develop their own courses, by sharing thoughts, ideas, questions, and suggestions for their syllabi, learning outcomes, assessments, and learning activities.

## **WHO IS MY STUDENT?**

In designing online courses we want to develop them for the people that will be students in these courses. Students who take online courses are varied individuals and participate in the life of the seminary in a variety of ways. Some online students will be members of our MDiv. or MA Distributed Learning Cohorts, others will be long distance commuters to Luther Seminary, they may be residential students who for many reasons have decided to take an online class, or they might be a student from an affiliated institution.

In this exercise, we will get to know several online students. Each faculty member will be assigned a student, who they are to contact and interview. Faculty should find out information such as the student's program involvement, their reasons for taking online courses, their experiences in online learning, the student's learning goals in their course work and degree program, etc. On Thursday morning, we will each introduce our assigned student and share what we learned in the interviews with the student.

## DIGITAL TEACHING & LEARNING PASSPORT

There are many available technologies that can facilitate student learning in online courses. Some of these technologies will be used in every course, others will be used only in some courses. You may already be familiar with some of these technologies, others you may have never used. In order to help you encounter and engage some of the available technologies, we have created a Digital Teaching & Learning Passport. Go through the following list of activities and make sure that you are able to do all of the tasks listed. Many of these tasks we will be addressing in the sessions during the development week. If you have questions or would like assistance in any of these areas, please ask any of the instructional design staff or one of your colleagues attending the week.

- Login and access the development week course page in MyLutherNet  
[https://myluthernet.luthersem.edu/ics/Academics/ZZ/ZZ\\_\\_\\_2000/2007\\_U1-ZZ\\_\\_\\_2000-01/](https://myluthernet.luthersem.edu/ics/Academics/ZZ/ZZ___2000/2007_U1-ZZ___2000-01/)
- Introduce yourself by posting a self-introduction in the MyLutherNet course discussion board
- Subscribe to a MyLutherNet discussion board
- Add and edit content and create hyperlinks on development week course page in MyLutherNet
- Access the chat feature in MyLutherNet, read and write posts in chat
- Access the development week Public Course Site with Adobe Contribute and edit text, upload photos and documents, create hyperlinks, and create new pages.
- Visit a blog & subscribe with RSS [Real Simple Syndication] (*The Learning Professor, Luther Seminary's blog on teaching and learning, has a tutorial on using RSS here:*  
<http://blog.luthersem.edu/learningprofessor/2008/04/subscribe-throu.html>)
- Post a comment on a blog
- Read and edit content in the Luther Seminary Wiki. (*You can get to the sandbox page of the wiki, a place to try out posting, reading, and editing, here:*  
<https://wiki.luthersem.edu/bin/view/Sandbox/WebHome>)
- Login to the Luther Seminary project planning web site, sometimes known as basecamp. (*A login name and link will be created and sent to your email. You can access the planning site at <https://luthersem.updatelog.com/>*)
- Access your course project on the planning site, post a message, upload a file, create a to-do item, use the write board

## WORKSHOP

Near the end of the week we will have a period where you will have 20-30 minutes to present your course to the whole group and receive comments, ideas, and feedback. Share at least one learning outcome for your course, how you will assess whether students have achieved the desired learning, and what learning activities you will create to facilitate that learning. You may also wish to share any opportunities in online learning that most excite you and any particular challenges you are facing in the development of your course.

## **HELP US IMPROVE**

The Faculty Development Week is a new seminar. Help us improve what we are doing during the course and also for future iterations by helping us evaluate our work.

During the week, we ask that you visit and fill out the online Critical Incident Questionnaire. This will help us adjust our schedule and work to best meet the needs of all gathered.

Also, at the end of the week, help us evaluate our time together by completing the final evaluation. Your frank and specific comments will help us make this development week better in the future.

## **COURSE ETIQUETTE (FROM THE FORTHCOMING STUDENT ORIENTATION MODULE)**

Communicating online makes it possible to meet people from around the world, and it limits the way we can interact with one another.

In our face-to-face relationships, eye contact, body posture, facial expressions, hand gestures, voice inflection, and other nonverbal cues accompany our words. Online, especially if video is unavailable, we can't rely on non-verbals to compliment our words. Both what we say and how we say it is important.

Communication also differs amongst cultures. In some cultures, communicating clearly means speaking frankly. In others, communicating clearly involves an elaborate effort to make a point in a way that is completely non-threatening and un-embarrassing to the recipient. Sensitivity is key. Even two well-meaning individuals can misunderstand each other, even if you speak carefully, perceive accurately, and are completely familiar with each other's backgrounds. It's easy to insert default sets of values for non-verbals when they are not given. These defaults are usually based on the culture in which you were raised. Whether you intend to or not, you will read your defaults into messages, posts, threads, and other online forums. With this in mind, it's good to establish rules for online interaction.

### **Rules for Interacting Successfully Online**

- Remember, you are dealing with people. Email, discussion threads, and speakers can hide this important fact. Refrain from personal attacks, as they draw energy away from the learning process.
- Behave in the virtual world as you would in the real world. In a class strictly for personal development, you may develop informal friendships, complete with gossip and note passing. Expect to develop more professional relationships.
- Share. Give back to the class. Give your experiences, your learning, and your opinions (when relevant). You do have value to add.
- Forgive. Assume others in your class mean the best and that slip-ups and misinterpretations of your brilliance are accidental.
- Communicate. Write and speak clearly and concisely. Say what you mean and then stop.

- Practice patience. Your peers may not be available to respond to your post or question immediately after you submit it.
- Avoid casual and personal chats in the “classroom.” Use email or informal threads on MyLutherNet for these conversations/comments.
- Keep your messages succinct and direct. No one likes long, verbose diatribes.
- Respect other’s time and bandwidth. Be sure that what you are posting or sending is worth the time and consideration of others.

### **Emoticons**

Acronyms and symbols seek to provide some body language over the bodiless medium of the network. The following list includes some common emoticons and acronyms.

Happiness = colon + right parenthesis = :)  
 Unhappiness = colon + left parenthesis = :(  
 Undecided = colon + hyphen + forward stroke = :-/  
 Surprise = colon + capital O = :O  
 AAMOF = As A Matter of Fact  
 FYI = For Your Information  
 HTH = Hope That Helps  
 MHOTY = My Hat’s Off To You  
 LOL = Laughing Out Loud  
 IMHO = In My Humble Opinion

Use emoticons and acronyms as necessary, but do not overdo it. Be sensitive to your group’s own micro-culture and norms as they develop during the course.

### **STUDENT ORIENTATION MODULE**

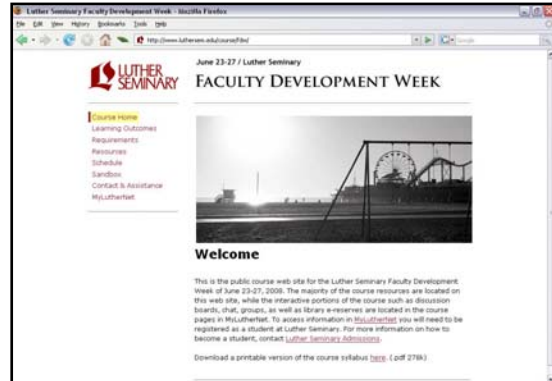
In order to help students be prepared for the unique requirements of online learning, we are developing a web-based Student Orientation Module that will be a step-by-step guide for getting ready to take an online course. This module will help students have the hardware and software necessary to succeed in online learning, as well as show students how to access course web sites, access their student email accounts, use MyLutherNet, access library services, and develop good study practices for online learning. The Student Orientation Module is still being constructed and as soon as it is complete, we will let you know how to access it. Once it is finished, consider adding a section to your online course’s syllabus informing the students about the module and how to access it. You may even wish to make visiting the module one of the first assignments for your course.

# Development Week Course Web Sites

## FACULTY DEVELOPMENT WEEK PUBLIC COURSE SITE

<http://www.luthersem.edu/course/fdw/>

On the development week public course site you will find much of the content for the course such as the course schedule, contact information, resources, and course requirements.



## FACULTY DEVELOPMENT WEEK MYLUTHERNET SITE

[https://myluthernet.luthersem.edu/ics/Academics/U1-ZZ\\_2000/2007\\_U1-ZZ\\_2000-01/](https://myluthernet.luthersem.edu/ics/Academics/U1-ZZ_2000/2007_U1-ZZ_2000-01/)

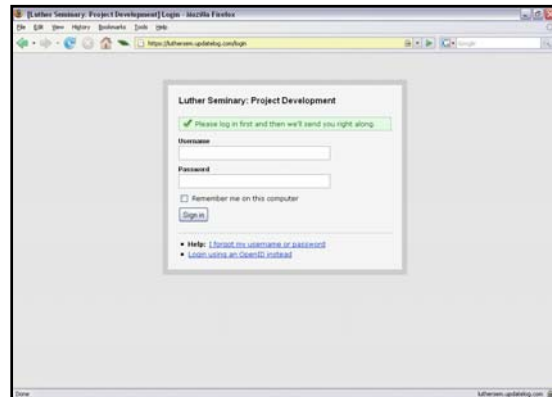
The course site inside MyLutherNet is where online discussions will be conducted for the course. Here you will find the discussion forums and chat as well as small groups, e-reserves, the digital testing module, and the grade book.



## LUTHER SEMINARY PROJECT PLANNING SITE

<https://luthersem.updatelog.com/login>

The Distributed Learning Team is supporting more than 20 courses for next year. In order to keep all of our information and tasks straight, we are using this web based project planning site to help us. There will be project created within the site for your course that will give us space to post messages, track deadlines, keep to-do lists, share documents, and create group written write-boards. We should have created a username and password for you already so you can access the course. If you need help in accessing this, let us know.



## **Development Phase Resources**



# **Online Course Development Process**

As we move into the development cycle for 08-09 we have an opportunity to grow the development process for online courses at Luther Seminary. In addition to developing individual courses for the upcoming year, we are building a process for developing courses which will help us meet the growing demands for online courses and also help us create a high quality, unified learning experience throughout all of our online courses. To reach this end, a multi-phase approach is being generated for the development and support of online courses.

## **1. DEVELOPMENT**

In this phase, the instructional design staff works with faculty to articulate the desired learning outcomes and to design assessments and learning activities appropriate to an online course environment that will help students meet the learning goals.

## **2. DEPLOYMENT**

During the deployment phase, the instructional design staff works with the faculty to create and publish the necessary web sites, content, and learning materials for the course. To allow for last minute changes and updates, and ensuring that courses are ready for students, the deployment deadlines are:

- August 1 for fall courses
- December 1 for spring courses
- May 1 for summer courses

## **3. ACTIVE**

The active phase is the time when the course is being conducted. During this time, the instructional design staff will work with faculty to address any changes, additions, or problems that occur in a course during the term it is being held.

## **4. EVALUATION**

Once the course is completed the instructional design staff will partner with students, faculty, administration and staff to assess if the learning outcomes were realized. Did the desired learning occur, and if not why, and how we might the course be improved in future offerings?

## **5. ARCHIVE**

Following the completion of the course the instructional design staff will partner with faculty and staff to archive the course syllabus, materials, content, learning objects, etc. for potential future use. A determination will need to be made about which aspects of the course web sites need to be archived and which aspects of the course need to remain posted and available.



# Understanding By Design Overview\*

## 1. WHAT ARE THE DESIRED RESULTS?

At the end of the course:

- What key big ideas will students understand?
- What essential questions will be addressed?
- What knowledge and skills will students gain?
- What curricular and established goals will this course meet?

## 2. WHAT IS ACCEPTABLE EVIDENCE OF STUDENT UNDERSTANDING AND PROFICIENCY?

- What is acceptable evidence that students have gained the desired understandings, knowledge, and skills outlined in Stage 1?
- Considering the six facets of understanding, what are the best tools to determine acceptable evidence of understanding?

## 3. WHAT LEARNING ACTIVITIES & INSTRUCTION WILL FACILITATE THE DESIRED RESULTS?

- What learning activities and teaching promote the understandings, knowledge, skills, student interest, and excellence developed in Stage 1?
- How can the WHERETO framework be useful in developing learning activities that maximize learner engagement?

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\* This form is a framework of questions based on *Understanding by Design 2<sup>nd</sup> Edition*, (Wiggins & McTighe 2005.) which is intended to be a tool to articulate learning outcomes and to support alignment of assessments and learning activities in the development, deployment, and the activity of a course.

## **BIG IDEAS**

Big ideas are central ideas that allow for coherent connections within a field of study and provide conceptual anchors for addressing new information. These big ideas provide a conceptual lens for study and a framework for meaning. They point at the heart of expert understanding in a subject. However, big ideas can often be counter-intuitive and prone to misunderstanding by the learner, but once uncovered by the student, big ideas have great transfer value across locations, subjects, and time.

## **SIX FACETS OF UNDERSTANDING**

The following Six Facets of Understanding provide a set of questions that can help shape a multifaceted view of what makes up mature understanding of a big idea.

### **Explanation**

Are students able to explain the big ideas in their own language, develop connections with other ideas, and can explain their processes and reasoning in their work?

### **Interpretation**

Are students able to interpret the big ideas of the course and translate them to another context?

### **Application**

Are students able to apply their knowledge and skills in new situations and contexts?

### **Perspective**

Are students able to articulate differing points of view regarding a topic, recognize underlying assumptions, and take a critical stance?

### **Empathy**

Are students able to empathize with other points of view?

### **Self Knowledge**

Are students able to self-assess their own learning and development?

## **ESSENTIAL QUESTIONS**

These questions address the heart of a particular problem, task, or field of study. These questions can be helpful guideposts in the design and the learning process. Essential questions are not easily answerable; they stimulate thought and inquiry and likely generate more questions. By exploring these questions, learners can discover the deep riches in a given subject.

### **Example Essential Questions**

- To what extent does art reflect culture or shape it?
- What is the difference between scientific fact, scientific theory, and a strong opinion?

## **PRIORITIZING IDEAS & CONCEPTS**

Courses are time limited, and no subject can be covered in its entirety in the course of 6 - 13 weeks. This limitation requires us to make decisions about which ideas to preference in the time allotted during courses. You may find these questions helpful when considering which ideas and concepts to address in a course.

- Which ideas and concepts are worth being familiar with?
- Which ideas and concepts are important to know and to do?
- Which ideas and concepts are big ideas that are central to understanding?

## **WHERE TO**

This framework of questions may be helpful in shaping the design, structure, and order of the learning activities for a course.

### **Where & Why**

- How will students know where they are headed in the course and why?

### **Hook**

- How will the learning activities hook and hold the attention of the student?

### **Explore, Experience, Enable, & Equip**

- How will the learning activities help students explore and gain experience addressing the big ideas?
- How will the learning activities enable and equip students to perform and use the big ideas?

### **Reflect, Rethink, Revise**

- How will the learning activities encourage students to rethink their understanding of the big ideas and reflect on their performance?
- How will learning activities be revised based on the developing learning needs of the students?

### **Evaluate**

- How will the learning activities help students evaluate their own learning and understanding?

### **Tailor**

- How will the learning activities be tailored to address the individual students based on their interests, learning styles, prior knowledge, or personal needs?

### **Organize**

- How will the learning activities be organized to best help students learn, maximizing student engagement and minimizing misconceptions?



# Deployment Phase Resources



# Quality Matters Deployment Checklist

## COURSE OVERVIEW & INTRODUCTION

- Clear course and course web site navigation
- A course structure statement is provided
- A course etiquette statement is provided
- There is an Instructor self-introduction
- Students are asked to introduce themselves
- Minimum skills, knowledge, technology statement is provided

## LEARNING OBJECTIVES

- Course learning objectives describe desired measurable outcomes
- Module objectives are measurable and consistent with course objectives
- Objectives are clear and written from students' perspective
- Clear instructions are provided on how to meet learning objectives
- Objectives address content mastery, critical thinking, & core learning skills

## ASSESSMENT & MEASUREMENT

- Assessments measure learning objectives and are consistent with activities and resources
- Assessments are sequenced, varied & appropriate to content
- Grading policy is clearly stated
- Specific criteria are provided for student evaluation
- "Self-Check" assignments are provided on a timely basis

## RESOURCES & MATERIALS

- Resources and materials support the learning objectives
- Resources and materials are sufficient for student to learn subject
- The purpose of each course element is explained
- Resources and materials are logically sequenced and integrated
- Resources and materials are properly cited

## LEARNING ACTIVITIES & LEARNER ENGAGEMENT

- Learning activities support achievement of learning objectives
- Learning activities foster instructor - student, content - student, and when appropriate student - student interaction
- Interaction requirements are clearly stated
- Clear standards are provided for instructor availability and response (email, posting, office hours, grading, etc.)
- Design prompts instructor to be active and engaged with students

**COURSE TECHNOLOGY**

- Tools and media support learning objectives and are appropriate to the content
- Tools and media enhance interactivity and active learning
- Technologies are easily available
- Course components are compatible with existing standards and delivery modes
- Clear instructions are provided on how to access resources
- Design takes full advantage of available tools and media

**LEARNER SUPPORT**

- Course instructions show where to get academic support
- Course instructions show where to get student services support
- Course instructions show where to get technical support

**ACCESSIBILITY**

- Course acknowledges ADA requirements
- Course provides equivalent alternatives for audio and visual content
- Course links are clear and meaningful
- Course site and materials are clear and readable

# Active Phase Resources



## Critical Incident Questionnaire<sup>†</sup>

1. At what moment in the class this week did you feel most engaged with what was happening?
2. At what moment in the class this week did you feel most distanced from what was happening?
3. What action that anyone took in class this week did you find most affirming and helpful?
4. What action that anyone took in class this week did you find most puzzling or confusing?
5. What about the class this week surprised you the most?

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<sup>†</sup> From “Understanding classroom dynamics: The critical incident questionnaire,” in Brookfield (1995), *Becoming a Critically Reflective Teacher* (San Francisco: Jossey-Bass), p. 115



# Taxonomy of Socratic Questioning

[http://ed.fnal.gov/trc\\_new/tutorial/taxonomy.html](http://ed.fnal.gov/trc_new/tutorial/taxonomy.html)

The taxonomy of Socratic questions, created by Richard Paul, is not a hierarchy in the traditional sense. The categories build upon each other, but they do not necessarily follow a pattern or design. One question's response will lead into another category of questioning not predetermined by the teacher/facilitator. In keeping with the PBL philosophy, this aspect of the model is most conducive! The role of the skilled teacher/facilitator is to keep the inquiry "train on track," but, also, to allow the students to "travel to a viable destination" of their own design.

The following table has been adapted from: Paul, Richard, *Critical Thinking: How to Prepare Students for a Rapidly Changing World*, 1993.

## Questions that Probe Reasons and Evidence

### QUESTIONS OF CLARIFICATION

- What do you mean by \_\_\_\_?
- What is your main point?
- How does \_\_\_\_\_ relate to \_\_\_\_\_?
- Could you put that another way?
- Is your basic point \_\_\_\_\_ or \_\_\_\_\_?
- What do you think is the main issue here?
- Let me see if I understand you; do you mean \_\_\_\_\_ or \_\_\_\_\_?
- How does this relate to our problem/discussion/issue?
- What do you, Mike, mean by this remark? What do you take Mike to mean by his remark?
- Jane, can you summarize in your own words what Richard said? . . . Richard, is this what you meant?
- Could you give me an example?
- Would this be an example, . . .?
- Could you explain this further?
- Would you say more about that?
- Why do you say that?

### QUESTIONS THAT PROBE ASSUMPTIONS

- What are you assuming?
- What is Jenny assuming?
- What could we assume instead?
- You seem to be assuming \_\_\_\_\_. Do I understand you correctly?
- All of your reasoning depends on the idea that \_\_\_\_\_. Why have you based your reasoning on \_\_\_\_\_ instead of \_\_\_\_\_?
- You seem to be assuming \_\_\_\_\_. How do you justify taking that for granted?
- Is that always the case? Why do you think the assumption holds here?
- Why would someone make that assumption?

### QUESTIONS THAT PROBE REASONS AND EVIDENCE

- What would be an example?
- How do you know?
- Why do you think that is true?
- Do you have any evidence for that?
- What difference does that make?
- What are your reasons for saying that?
- What other information do you need?
- Could you explain your reasons to us?
- Are these reasons adequate?
- Why do you say that?
- What led you to that belief?
- How does that apply to this case?
- What would change your mind?
- But, is that good evidence for that belief?
- Is there a reason to doubt that evidence?
- Who is in a position to know that is true?
- What would you say to someone who said that \_\_\_\_\_?
- Can someone else give evidence to support that view?
- By what reasoning did you come to that conclusion?
- How could we find out if that is true?

### QUESTIONS ABOUT VIEWPOINTS OR PERSPECTIVES

*The term "imply" will require clarification when used with younger students.*

- What are you implying by that?
- When you say \_\_\_\_\_, are you implying \_\_\_\_\_?
- But, if that happened, what else would happen as a result? Why?
- What effect would that have?
- Would that necessarily happen or only possibly/probably happen?
- What is an alternative?
- If \_\_\_\_\_ and \_\_\_\_\_ are the case, then what might also be true?
- If we say that \_\_\_\_\_ is ethical, how about \_\_\_\_\_?

### **QUESTIONS THAT PROBE IMPLICATIONS AND CONSEQUENCES**

- How can we find out?
- What does this question assume?
- Would \_\_\_\_\_ ask this question differently?
- How could someone settle this question?
- Can we break this question down at all?
- Is this question clear? Do we understand it?
- Is this question easy or hard to answer? Why?
- Does this question ask us to evaluate something? What?
- Do we all agree that this is the question?
- To answer this question, what other questions must we answer first?
- I'm not sure I understand how you are interpreting this question. Is this the same as \_\_\_\_\_?
- How would \_\_\_\_\_ state the issue?
- Why is this issue important?
- Is this the most important question, or is there an underlying question that is really the issue?

### **QUESTIONS ABOUT THE QUESTION**

[No examples were provided on the web site.]



## Guided Reciprocal Peer Questioning

<http://www.wcer.wisc.edu/archive/cl1/CL/doingcl/peerqst.htm>

There are times when students feel so confused by new concepts that they don't know what questions to ask. Guided reciprocal peer questioning provides students with higher order open-ended questions to generate a focused discussion in a small group setting. The questions are generic prompts students use to generate specific content-based questions.

The instructor gives a mini-lecture in class and then provides a list of open-ended questions. Below is a selection of these adapted from King (1993) and Millis and Cottell (and references cited within, 1998). Included are questions that encourage synthesis, comparison and contrast, and extrapolation to other contexts.

- Explain why \_\_\_\_\_ .
- Explain how \_\_\_\_\_ .
- What is the meaning of \_\_\_\_\_ ?
- Why is \_\_\_\_\_ happening?
- What is the main idea of \_\_\_\_\_ ?
- What is the solution to the problem of \_\_\_\_\_ ?
- What if \_\_\_\_\_ ?
- What conclusions can I draw about \_\_\_\_\_ ?
- What is the best \_\_\_\_\_ and why?
- What do you think causes \_\_\_\_\_ ? Why?
- How does \_\_\_\_\_ affect \_\_\_\_\_ ?
- How does \_\_\_\_\_ relate to what I've learned before?
- What is the difference between \_\_\_\_\_ and \_\_\_\_\_ ?
- How are \_\_\_\_\_ and \_\_\_\_\_ similar?
- How would I use \_\_\_\_\_ to \_\_\_\_\_ ?
- What are the strengths and weaknesses of \_\_\_\_\_ ?
- What is another way to look at \_\_\_\_\_ ?
- What is a new example of \_\_\_\_\_ ?
- What would happen if \_\_\_\_\_ ?
- What are the implications of \_\_\_\_\_ ?
- Why is \_\_\_\_\_ important?
- How does \_\_\_\_\_ apply to everyday life?

Students are then given a few minutes to individually prepare several content-specific questions aided by these open-ended questions. The students form groups and take turns asking their questions and discussing possible answers. Alternatively, the instructor can assign reading prior to class and provide the open-ended questions as a take home worksheet. With this variation, it is helpful to set aside a few minutes at the beginning of the next class for students to review the reading assignment and questions.

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# Evaluation Resources



# Sample Course Evaluation Tools

EL4515 Proactive Ministry in a Media Culture

Hess

## STUDENT EVALUATION FORM : Semester I, 2005–2006

M.Div. M.A. M.S.M. M.Th. Ph.D. D.Min. Non-Degree Auditor  
Circle one

**COURSE DESCRIPTION** (How well does this description match how the course actually unfolded? Please use a scale of 1-10, 1 being miserable, 5 being about what you usually experience, and 10 being so wonderful you feel transformed):

This course will use media theory emerging from cultural studies, as well as contemporary Christian theologies, to examine closely various popular culture “texts” drawn from television, radio, film, and other media. In particular, students will explore the role of church leadership in engaging media culture contexts constructively, and develop practical ways to integrate media into ministry.

Rating (circle one): Miserable 1 2 3 4 5 6 7 8 9 10 Transformative

**COURSE OBJECTIVES** (On a scale of 1-10, 1 being miserable, 5 being about what you usually experience, and 10 being so wonderful you feel transformed, how well did the course meet its stated objectives?)

1. Provide an intellectual and experiential context in which the encounter with God in the midst of mass mediated popular cultural practices is respected, honored, and critically engaged.

Rating (circle one): Miserable 1 2 3 4 5 6 7 8 9 10 Transformative

2. Provide conceptual and experiential connections between the emerging scholarly discourse at the intersection of “media, religion, and culture” and theologies that take culture seriously.

1 2 3 4 5 6 7 8 9 10

3. Investigate pedagogical strategies which foster an encounter with God within mass mediated popular cultural practices.

1 2 3 4 5 6 7 8 9 10

4. Learn basic production skills in a variety of media, and practice public articulation of faith in the process.

1 2 3 4 5 6 7 8 9 10

Can you identify an activity from, or tell a story about some piece of the work you did for, this course that changed the way you think, spend your time, or talk with others?



**Tell a memory from this course that gave you anxiety about your progress in the course, and tell a memory that gave you hope:**

**Tell about something in this course that gave you anxiety about the future of communities of faith, and tell about something that gave you hope for communities of faith:**

**Tell about something in this course that placed an obstacle in the path of your sharing your faith with others, and tell something that freed you to do so:**

**INSTRUCTOR and COURSE DESIGN** (On a scale of 1-10, 1 being miserable, 5 being about what you usually experience, and 10 being so wonderful you feel transformed, how well did the course:)

- |   |           |   |   |   |   |   |   |   |                |    |
|---|-----------|---|---|---|---|---|---|---|----------------|----|
| <b>1. Encourage student-faculty contact:</b>            |           |   |   |   |   |   |   |   |                |    |
| Rating (circle one):                                    | Miserable |   |   |   |   |   |   |   | Transformative |    |
|   | 1         | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9              | 10 |
|   |           |   |   |   |   |   |   |   |                |    |
| <b>2. Encourage cooperation among students:</b>         |           |   |   |   |   |   |   |   |                |    |
|   | 1         | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9              | 10 |
|   |           |   |   |   |   |   |   |   |                |    |
| <b>3. Encourage active learning:</b>                    |           |   |   |   |   |   |   |   |                |    |
|   | 1         | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9              | 10 |
|   |           |   |   |   |   |   |   |   |                |    |
| <b>4. Give prompt feedback:</b>                         |           |   |   |   |   |   |   |   |                |    |
|   | 1         | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9              | 10 |
|   |           |   |   |   |   |   |   |   |                |    |
| <b>5. Emphasize time on task:</b>                       |           |   |   |   |   |   |   |   |                |    |
|   | 1         | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9              | 10 |
|   |           |   |   |   |   |   |   |   |                |    |
| <b>6. Communicate high expectations:</b>                |           |   |   |   |   |   |   |   |                |    |
|   | 1         | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9              | 10 |
|   |           |   |   |   |   |   |   |   |                |    |
| <b>7. Respect diverse talents and ways of learning:</b> |           |   |   |   |   |   |   |   |                |    |
|   | 1         | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9              | 10 |

		Strongly Disagree		Agree		Strongly Agree	
I really wanted to take a course FROM THIS INSTRUCTOR	1		2	3	4	5	
I really wanted to take this course REGARDLESS OF WHO TAUGHT IT	1		2	3	4	5	
I would like to take another course FROM THIS INSTRUCTOR	1		2	3	4	5	
I would recommend that others take a course FROM THIS INSTRUCTOR	1		2	3	4	5	

## Course Evaluation

Course Number: *ST 2420*  
Semester/Year: *Fall 2007*

Course Name: *Ethics I: Introduction to Ethics*  
Instructor: *Amy Marga*

I. Your Degree Program:

MA (Field: \_\_\_\_\_)      MDiv      MSM      MTh      Non-degree

II. What was your main reason for taking this course?

III. If your main reason for taking this course was to fulfill a degree requirement, describe why you chose this course instead of others that would have fulfilled the same requirement.

IV. On average, how many hours per week did you spend working on this course (not counting the scheduled class sessions)?

V. How successfully do you think the following course objectives (from the syllabus) were accomplished?

### **Circle a number for each objective**

	<b>Low</b>				<b>High</b>
A. <i>Explore constructive ways of building the relationship between Christian theology and moral deliberation</i>	1	2	3	4	5
B. <i>Examine philosophical approaches to moral deliberation</i>	1	2	3	4	5
C. <i>Encounter the history of ethics, thinkers in the field, and technical terminology.</i>	1	2	3	4	5
D. <i>Gain an appreciation of the difficulties and nuances of moral deliberation</i>	1	2	3	4	5
E. <i>Strengthen our respect for conversation partners, especially those who ... take differing perspectives on issues of ethical weight.</i>	1	2	3	4	5
F. <i>Practice a person-oriented approach to making decisions of ethical significance, without violating our own commitments and boundaries</i>	1	2	3	4	5
G. <i>Learn how to support our own ethical judgments in a way that is comprehensible and at least interesting to those who disagree.</i>	1	2	3	4	5

Offer specific comments on any of the above rankings if you wish.

**VI. Indicate the degree to which you experienced the instructor as:**

*Circle a number for each*

*category*

	<b>Low</b>					<b>High</b>
Prepared and organized	1	2	3	4	5	
Accessible before and after class	1	2	3	4	5	
Open to questions	1	2	3	4	5	
Answering questions effectively	1	2	3	4	5	
Communicating expectations and standards effectively	1	2	3	4	5	
Understandable in terms of language and ideas	1	2	3	4	5	
Understandable in terms of manner of presentation	1	2	3	4	5	
Treating students with respect	1	2	3	4	5	
Able to foster an environment for effective learning	1	2	3	4	5	
Caring about the subject	1	2	3	4	5	
Helping students to be interested in the subject	1	2	3	4	5	
Effectively relating lectures and assigned readings	1	2	3	4	5	

Offer more detailed comments on any of the above rankings, if you wish. It is especially helpful to receive specific comments concerning areas that you rank very high or very low.

*VII. Based on your experience, do you think that:*

**Circle a number for each**

**category**

	<b>Low</b>					<b>High</b>
The pace and level of the instruction were about right	1	2	3	4	5	
The required workload and assignment were about right	1	2	3	4	5	
The course encouraged your ability to learn and make judgments, going beyond merely acquiring data	1	2	3	4	5	
You received adequate and helpful feedback on your written work, and in a timely manner	1	2	3	4	5	
The course was relevant to your preparations for ministry, your anticipated vocation, or your future academic work	1	2	3	4	5	
The course has sustained your interest, or made you more interested in studying Ethics in a Christian context	1	2	3	4	5	
The components and structure of the course (lectures, discussions, papers, quiz, etc.) effectively facilitated your learning	1	2	3	4	5	

The assigned readings were generally worth reading	1	2	3	4	5
The course provided an environment for you to learn cooperatively (with other students) and also from other students	1	2	3	4	5
The course effectively helped you develop, shape, and test your own insights and perspectives on moral deliberation in a Christian context	1	2	3	4	5

Offer more detailed comments on any of the above rankings, if you wish. It is especially helpful to receive specific comments concerning areas that you rank very high or very low.

*VII. Indicate how helpful each of the required reading assignment was for you in contributing to the course objectives and nurturing of your interest in the subject matter.*

category	Circle a number for each				
	Low				High
Palmer, <i>Moral Problems</i> , “Utilitarianism” & “...Kant”	1	2	3	4	5
Bonhoeffer, “Ethics as Formation” in <i>Ethics</i>	1	2	3	4	5
Bonhoeffer, “Telling the Truth”	1	2	3	4	5
<i>Debating the Death Penalty</i> : Bedau, Pojman, Stevenson	1	2	3	4	5
<i>A Time to Embrace</i> , Stacy Johnson	1	2	3	4	5
<i>Nickel and Dimed</i> , Barbara Ehrenreich	1	2	3	4	5

Offer more detailed comments on the value of any of the above readings, if you wish.

***IX. What, in your opinion, was the single best thing about this course (the one thing you would not want to see changed)?***

***X. If you could suggest one change to be made to the course (regarding its content, structure, mode of instruction, etc.), what would that change be?***

***XI. Describe one aspect of this course that was especially helpful for your own efforts to learn and understand the subject matter.***

***XII. Use the reverse side of this paper for additional comments you have about the design of the course, the effectiveness of the instructor, or other dimensions of your learning experience***

# ST1415 - Course Evaluation - Spring 2007

PAUL SPONHEIM, LUTHER SEMINARY, ST. PAUL, MN

This course evaluation has been designed by the instructor, in consultation with LS Learning Systems and Technology staff, to provide personal feedback which will help him improve the course for its next offering online. We are especially appreciative of your willingness to participate in this evaluation.

Please be honest in your evaluation of both the course and the instructor. Please be specific in your comments and suggestions as well as providing an overall evaluation. Thank you.

**Instructions:** There are 5 sections. Some evaluations are based on a scale of effectiveness, most ask for your comments on where the course is strongest. Please include your observations, feelings, criticisms, suggestions, praise, insights, encouragements – anything you think will be helpful.

Most of the questions require an answer; feel free to share as little or as much as you wish.

This web version of the evaluation form provides an advance look at the information being requested, which will help you better organize your response. This is NOT the survey; it is only a preview of the survey.

You should print out a copy of the course description/objectives before beginning the survey.

When you are ready to take the survey, click the link at the bottom of this page. Simply answer the questions in the space provided. Survey results are anonymous. Results will indicate which students have completed the survey, but will not associate a student's name with a particular set of answers.

**TRY TO COMPLETE THE SURVEY AS SOON AS POSSIBLE.**

The Survey will close 8:00 A.M. MONDAY, MAY 21.

## **A. COURSE DESCRIPTION & OBJECTIVES**

1. Rate the overall effectiveness of the class as described in the course description.  
Not at all effective | Somewhat effective | Fairly effective | Very effective | Outstanding
2. With regard to the course objectives
  - a. where was the course the strongest?
  - b. where was the course the weakest?

**B. COURSE ELEMENTS**

**(READING MATERIALS - EMAIL - WORKING GROUPS - PANEL DISCUSSIONS - CONSTRUCTIVE PAPERS)**

3. Rate the helpfulness of the CONTENT of the reading in accomplishing course objectives
4. Rate the AMOUNT of reading assigned (about 1000 pages of text)
5. Rate the DIFFICULTY of reading material assigned
6. What was the MOST HELPFUL to your learning with regard to:
  - a. Reading Material
  - b. Email
  - c. Working Groups
  - d. Panel Discussions
  - e. Constructive Papers
7. What was the LEAST HELPFUL to your learning with regard to:
  - a. Reading Material
  - b. Email
  - c. Working Groups
  - d. Panel Discussions
  - e. Constructive Papers

**C. SUPPORTING MATERIALS**

**(WEEKLY ASSIGNMENT/QUESTION - READING NOTES - AUDIO REMARKS)**

8. What was the MOST HELPFUL to your learning with regard to:
  - a. Weekly Assignment(s)/Question(s)
  - b. Reading Notes
  - c. Audio Remarks

9. What was the LEAST HELPFUL to your learning with regard to:

- a. Weekly Assignment(s)/Question(s)
- b. Reading Notes
- c. Audio Remarks

**D. TECHNOLOGY / MYLUTHERNET LEARNING MANAGEMENT SYSTEM**

10. This is an opportunity to share your comments about using the technology in general and/or specifically about MyLutherNet. You may also email your suggestions to: [online@luthersem.edu](mailto:online@luthersem.edu)

**E. CONCLUDING REFLECTIONS**

11. WHAT ACTION(S) that anyone (instructor/TA/student) took in the course did you find most AFFIRMING or HELPFUL?

12. WHAT ACTION(S) that anyone (instructor/TA/student) took in the course did you find most PUZZLING or CONFUSING?

13. WHAT about this course SURPRISED YOU the most? (This could be something about your own reactions to what went on or something that someone did or anything else that occurs to you.)

14. PLEASE SHARE your suggestions specific to the ONLINE teaching of this course, whether in general or from other online courses you have taken.

15. WHAT WILL YOU TELL OTHERS about your experiences in this course?

16. Space to share any OTHER COMMENTS you may have.

When you are ready, [Click here to take survey](#)



## **Short Bibliography**



## **General Teaching & Learning**

### **TEXTS**

Brookfield, Stephen. *The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom*. San Francisco: Jossey-Bass Publishers, 1990.

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Palmer, Parker J. *The Courage to Teach, Exploring the Inner Landscape of a Teacher's Life*. San Francisco: Jossey-Bass Inc., 1998.

Wiggins, Grant, and Jay McTighe. *Understanding By Design*, Expanded 2<sup>nd</sup> Ed. Alexandria: Association for Supervision and Curriculum Development, 2005.

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### **ARTICLES**

Jenkins, Henry. "Confronting the Challenges of Participatory Culture: Media Education for the 21<sup>st</sup> Century," an Occasional Paper for The MacArthur Foundation, 2006.  
[http://digitalllearning.macfound.org/site/c.enJLKQNiFiG/b.2029291/k.97E5/Occasional\\_Papers.htm](http://digitalllearning.macfound.org/site/c.enJLKQNiFiG/b.2029291/k.97E5/Occasional_Papers.htm)

### **WEB SITES**

#### **Presentation Zen**

A blog dealing with issues related to presentations and best uses of PowerPoint  
<http://www.presentationzen.com/presentationzen/>

#### **The Learning Professor**

A resource site for teaching and learning at Luther Seminary  
<http://blog.luthersem.edu/learningprofessor/>

# Online Teaching & Learning

## TEXTS

Clark, Ruth Colvin and Richard E. Mayer. *E-Learning and the Science of Instruction*. San Francisco: Pfeiffer, 2003.

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Nysse, Richard W. "Online Education, An Asset in a Period of Educational Change," in *Practical Wisdom: On Theological Teaching and Learning*, ed. M.L. Warford. New York: Peter Lang, 2004.  
<http://www.lexingtonseminar.org/links/documents.php>

Piskurich, George M. *Rapid Instructional Design: Learning ID Fast and Right*. San Francisco: Pfeiffer, 2006.

\_\_\_\_\_. *Getting the Most from Online Learning: A Learner's Guide*. San Francisco: Pfeiffer, 2003.

Shackelford, Bill. *Project Managing E-Learning*. Alexandria, VA: ASTD, 2002.

## ARTICLES

Barr, Robert B and John Tagg. "From Teaching to Learning -A New Paradigm for Undergraduate Education" [Originally appeared in the November/December 1995 edition of *Change* magazine (Jossey-Bass, 2003) . John Tagg has extended this discussion in The Learning Paradigm College]  
<http://critical.tamucc.edu/~blalock/readings/tch2learn.htm>

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Shore, Mary Hinkle. "Establishing Social Presence in Online Courses: Why and How," *Theological Education* 42/2 (2007): 91-100.

Wright, Thomas C. and Scott M. Howell, "Ten Efficient Research Strategies for Distance Learning," *Online Journal of Distance Learning Administration* 7/1 (2004).  
<http://www.westga.edu/%7Edistance/ojdl/spring71/wright71.html>

## WEB SITES

### Brite Divinity School

This page hasn't been updated lately, but it is a good orientation to Distance Learning in Theological Education

[http://www.lib.tcu.edu/staff/bellinger/theo\\_distance\\_bib.htm](http://www.lib.tcu.edu/staff/bellinger/theo_distance_bib.htm)

### Implementing the Seven Principles: Technology as Lever

by Arthur W. Chickering and Stephen C. Ehrmann

<http://www.tltgroup.org/programs/seven.html>

### **Learning Visions**

Musings on e-Learning, instructional design, and other learning tidbits

<http://learningvisions.blogspot.com/>

### **Nine Principles of Good Practice for Assessing Student Learning**

The American Association for Higher Education

<http://www.iuk.edu/~koctla/assessment/9principles.shtml>

### **Penn State**

A resource for teaching and learning with technology

<http://tlt.its.psu.edu/>

### **Powerful Partnerships: A Shared Responsibility for Learning**

<http://www.myacpa.org/pub/documents/taskforce.pdf>

### **Seven Principles of Effective Teaching: A Practical Lens for Evaluating Online Courses**

By Charles Graham, Kursat Cagiltay, Byung-Ro Lim, Joni Craner and Thomas M. Duffy

<http://sln.suny.edu/sln/public/original.nsf/0/b495223246cabd6b85256a090058ab98>

### **The Seven Principles for Good Practice In Undergraduate Education**

<http://www.cord.edu/dept/assessment/sevenprin.htm>

## **MANUALS**

### **Instruction at FSU: A Guide to Teaching & Learning Practices**

<http://learningforlife.fsu.edu/ctl/explore/onlineresources/I@FSU.cfm>

### **Principles of Online Design**

Florida Gulf Coast University

<http://www.fgc.edu/onlinedesign/index.html>

## **Web Design**

### **TEXTS**

Budd, Andy. *CSS Mastery, Advanced Web Standards Solutions*. New York: Springer-Verlag New York, Inc., 2007.

Zeldman, Jeffery. *Designing With Web Standards*, 2<sup>nd</sup>. Ed. Berkley: New Riders, 2007.

### **WEB SITES**

#### **A List apart**

An online magazine with articles on creating excellent web design

<http://www.alistapart.com/>

## **Reputable Certificate Programs in Distance Education**

University of Wisconsin

Distance Education Certificate Program

<http://www.wisc.edu/depd/>

20 CEUs. Fully online. \$2800.

State University of West Georgia

Online programs in Distance Education, DE Training, and Advanced Training

<http://distance.westga.edu/certificate.html>

ca. \$700. per 8-CEU certificate program

### **SHORT-TERM WORKSHOPS/MEMBERSHIPS/ANNUAL MEETINGS**

Sloan-C Consortium

<http://www.sloan-c.org/workshop/index.asp>

Membership includes discounted rates at an ongoing collection of online workshops and an annual (Nov) conference similar to the Madison, WI, conference.

Membership ca. \$200. Workshops ca. \$200.

Annual Conference on Distance Teaching and Learning

<http://www.uwex.edu/disted/conference/index.cfm>

UW Extension

August 5-8, 2008

ca. \$500.00 plus travel expenses.

Faculty Development in Blended and Online Learning: Institute

<https://www.academicimpressions.com/conferences/0308-faculty-development.php>

Academic Impressions

March 5-7, Atlanta, GA

\$995.00 plus travel expenses.