

Office of the Provost



Digital Education Strategic Priorities

April 2017

Introduction

Focused conversations with faculty and leadership during the academic year 2015-2016 have considered our campus' approach to digital education and online learning in particular. These conversations have paved the way for forming a common digital education strategy for the campus focused on furthering our institutional priorities through a partnership between the academic units and academic affairs.

This document provides a brief description of the main elements of online/hybrid education strategies across higher education. Subsequently, our digital education core principles are discussed, in order to reframe discussion around digital education and inform a shared campus philosophy and vision for digital education. Finally, the document outlines the broad strategic priorities and related initiatives discussed in the Online Subcommittee and the Council of Associate Deans.

1. The Current Digital Education Landscape

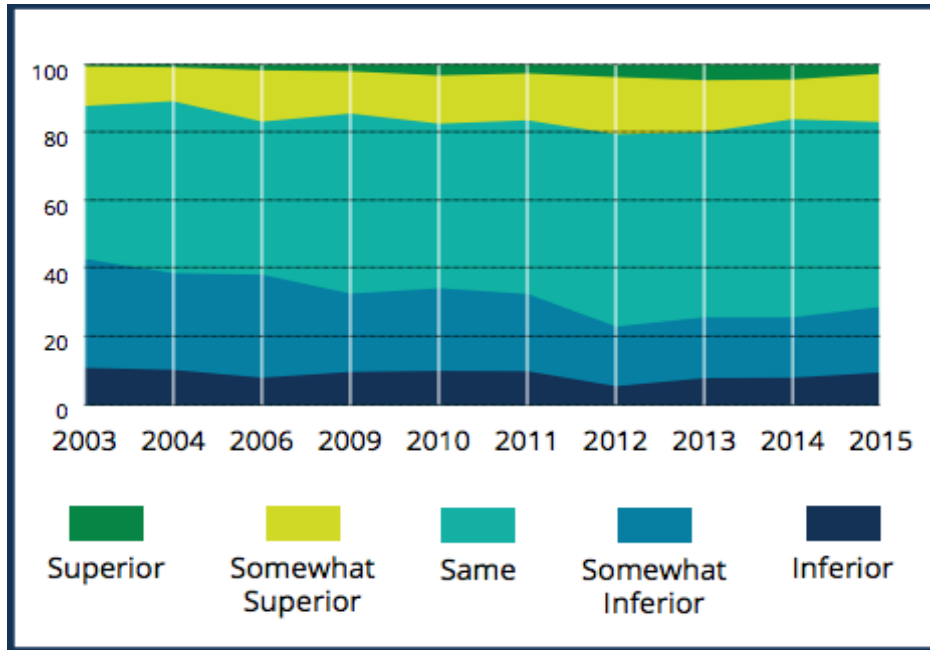
The *Online Report Card – Tracking Online Education in the United States*, is the 13th annual report of the state of online learning in U.S. Higher education. The 2015 Survey of Online Learning conducted by the Babson Survey Research Group and co-sponsored by the Online Learning Consortium (OLC), is the leading barometer of online learning in the United States. According to their most recent report, nearly two thirds of academic leaders consider online education “critical to the long-term strategy of my institution”. Many institutions that have made online/hybrid learning a part of their overall strategic plan list the following reasons focused on both learning outcomes and other student-centered benefits.

Online education and learning outcomes

- Less need to teach “to the top” or “the middle”
- Better access to individual learners’ performance because of learning analytics
- Provide help when help is needed
- Decouple from “time in class” or “time on task”
- Less time delivering content, more time engaging students

In fact, according to the Babson report, over 70% of academic leaders believe that learning outcomes in online education are the same or superior to face-to-face instruction (see Figure 1). Many respondents (36%) continue to say that blended/hybrid learning outcomes can outperform face-to-face.

Figure 1: Perceptions of Learning Outcome Quality in Online vs. Face-to-Face Classes



Online/Hybrid Offerings and learner needs

Online and hybrid courses provide a variety of benefits for students beyond learning outcomes:

- More flexible, convenient student schedules, especially for graduate and non-traditional students
- Time-to-graduation and completion goals
- Meet increasing need for career-change “retooling”
- Allow transfers to complete their degree online
- Ease university’s space and scheduling constraints
- Provide another way to remain connected with our alumni, community, and industry

1.a. Current Processes For Ensuring Quality Online/Hybrid Instruction

The campus has made good progress by adopting Development and Quality Policies For Online/Hybrid Learning (see Appendix A and B). The course design rubric is a useful self-review tool and roadmap for developing or redesigning an online/hybrid course. The adopted rubrics help identify the basic elements of a successful online /hybrid course:

- Easy navigation
- Clear directions for course activities
- Good faculty-student and peer-to-peer interaction

- Working links to content and student services/tutoring
- ADA compliance

2. Campus Strengths and Opportunities

Strengths: The campus has significant achievements in digital education and much expertise -- however dispersed -- to build momentum in digital education.

Opportunities:

- Digital learning holds significant promise in the area of *personalized and engaged learning*. Maintaining an active presence in this domain should be important for our mission.
- We serve increasingly nontraditional students, who demand more online and hybrid offerings. Increased online offerings, especially at the undergraduate level, would support our FastFOURward initiative for our *degree completion* initiative.
- Digital education will continue to be an important part of *future learning*. There is value in exposing students to learning and collaborating in the digital environment where they will likely do an increasing amount of work in their professional careers.
- Digital education opens up opportunities for *business model innovations* such as untethering from the credit hour or from the traditional academic calendar.

3. Higher Education Online/Hybrid Strategies: Three Foci

Across higher education institutions three focus areas stand out in online/hybrid education strategies: *access, quality, and cost*. There is significant variation on the weight each of these elements is given. That weight is a function of the mission and priorities of each institution. Access, cost, and quality are often at the center of debated ideas in higher education. Every strategic plan is built on a vision and mission, which in turn are a reflection of shared principles.

4. The Road to Shared Principles: Reframing Discussions about Online/Hybrid Education

As University of Michigan Dearborn faculty consider advancing strategic priorities for continuous improvement of online/hybrid instruction and rightsizing of online/hybrid offerings, it is important to first reach broad agreement on a shared philosophy and understanding of online/hybrid education, one that is not about *whether* we will go online, but rather about *how* we will go online. The following six frequently debated ideas about teaching and learning online/hybrid were discussed with faculty at the Digital Education Subcommittee and with the deans and associate deans:

• **Learning is complex and multifaceted – Online/hybrid learning is not inherently inferior (or superior) to face-to-face instruction.** Research comparing traditional instruction to online/hybrid instruction and learning takes into account a range of factors affecting learning outcomes and experience, such as classroom interaction, learning activities, content quality, course structure, instructor quality, support services, learning communities, etc. Some of these factors are just as important to student success, if not more, than delivery mode.

• **Thoughtful online/hybrid offerings should be based on learner needs and learning outcomes instead of market demand for online/hybrid courses.** Online/hybrid is most useful when targeted to serve specific needs from a variety of students in a variety of different circumstances, such as remedial catch-up courses, working adult student populations, armed services personnel, and courses with high fail rates.

• **Online/hybrid instruction will not render our high-touch approach to teaching obsolete or change our values – it is one of several modalities we employ.** A few years into the MOOC euphoria, it is now generally understood that MOOCs have limitations. They are very useful when the alternative is nothing (in poor countries for example); they have also taught us a great deal on effective pedagogical techniques and tools. A more nuanced view reveals a range of important elements, which students continue to seek in their higher education experience. Most students see online coursework as an effective way to supplement their programs and gain more flexible access to quality education. In fact, the vast majority of students in fully online programs (not just online courses) continue to be local.

• **Online/hybrid instruction is neither more nor less expensive than traditional instruction.** The size of MOOC enrollments has shown that the marginal cost per student is negligible (about \$0.30) and falling. On the other hand, faculty disagree and believe online/hybrid instruction to be more laborious than traditional courses. Naturally, the upfront efforts in course development, electronic correspondence, and a steep learning curve seem to support the latter view. In fact, both modalities share common cost drivers -- instructor cost, and class size. Indeed, distributing course content to thousands of MOOC students can be done cheaply, but only by giving up instructor–student interaction. On the other hand, maintaining that teaching online/hybrid is more costly underestimates the role of technology in scaling communication and interaction. This is a trade-off we can control and balance.

• **Institutional priorities and objectives motivate our decisions about technology and modalities.** A productive approach should focus on the institution’s strategic priorities and mission, and pose the question, “How can we use online/hybrid learning or digital education to advance these strategic priorities?” Rather than discussing online/hybrid offerings only as a way to

enrollment growth and revenue, the main focus is on learning outcomes and student success metrics in specific courses.

• **As early adopters of digital education tools and pedagogies, our faculty contribute to expanding the frontiers of teaching and learning.** In a time when much learning takes place in digital environments and when our graduates are expected to be digitally literate as knowledge consumers, creators, and collaborators, we choose not only to participate, but also aspire to shape digital innovation in teaching and learning.

Core Principles:

Building on this framework, the following core principles for digital education were discussed and affirmed in the Digital Education Subcommittee:

- Place student needs first
- Innovate with a focus on learning
- Promote and leverage best practices in teaching regardless of delivery mode
- Let faculty, innovations in pedagogy, course content, learning outcomes and student success determine delivery mode
- Faculty presence and student engagement are integral to successful learning.

5. A Vision For Digital Education

Digital Education assists the mission of UM-Dearborn for maintaining excellence in engaged education and enhancing access for our students.

As faculty use technology to facilitate learning, engage students, or deliver content, there is a shared understanding that learning is pivotal and the use of technology is subordinated and in service to that primary goal. Digital Learning extends beyond online and hybrid courses, and is independent of delivery mode; it is based on a common learning-centered philosophy built on a culture of innovation and experimentation in our colleges and departments.

Digital education has been an important source of innovation in higher education and is generating momentum in creating several new trends:

- A move to more *open learning*, with increased access and flexibility, where the classroom is increasingly challenged as the main center of learning.
- An accelerating *sharing of power* between the instructor and the learner. The role of instructors is shifting toward support, guidance, and a focus on supporting learner autonomy. The role of students is also changing with more peer-to-peer learning, peer discussion and assessment with guidance and feedback from faculty.

- An increased use of technology not just to deliver content, but to primarily *facilitate learning*.

6. Proposed Strategic Priorities and Potential Initiatives

Our existing portfolio of online and hybrid offerings reflects strategic decisions in departments and units, but also individual faculty initiative to explore new pedagogies and delivery formats. More recently, campus faculty and administrators have initiated conversations around the need for our online and blended course offerings and quality to better reflect our institutional priorities. The campus will need to explore how digital education can advance what we consider critical for our mission - a high quality learning experience and improved time-to-graduation and completion for our students.

The following four priorities are offered as a starting point for discussion about what should be our broad institutional priorities in digital education:

- 1. Improve access by right-sizing online/hybrid course offerings*
- 2. Enhance online/hybrid course quality*
- 3. Invest in faculty support and foster innovation*
- 4. Provide robust online/hybrid student support*
- 5. Keep online/hybrid course costs in line with traditional courses*

7.a. Priority I: Improve Access by Right-sizing Online/Hybrid Course Offerings and Programs

Increasing the fraction of our online/hybrid offerings will not only improve access but can also assist the campus completion and graduation in time goals, which motivate the FastFOURward campaign to encourage our students to complete their degree in four years.

A student convinced of the benefits of a degree in four years, will be in a better position to fit five courses into her schedule when one in five courses is available online or in hybrid format.

For one in five courses to be available online, the campus would need to provide about 20% of semester offerings online. The following includes a list of recommended initiatives under this priority.

- **Timeline and targets for online/hybrid offerings:** Universities that have started with successful online/hybrid courses and programs and managed to

scale them up gradually have been more effective. A strategic, intentional, and guided prioritization of course selection for online/hybrid development has been key to success. Any target rate for online/hybrid offerings that vastly exceeds our current levels, will have to be achieved gradually and according to priorities for course development and redesign in the units.

- **Prioritization of course development and redesign:** The prioritization list could vary across units and departments. In many institutions it includes general education courses and routes, remedial catch-up courses, high DEW courses, preparatory sessions, key prerequisite classes, and pilot online/hybrid courses for experimental semesters. The units and their departments would select which courses would be best suited for an online or hybrid delivery, taking into account both type of content and faculty capabilities.
- **Faculty Recognition:** Recognition is an effective way to encourage faculty participation and promote best practices. This year the Office of the Provost created the *Distinguished Digital Education Awards* focused on innovative pedagogy in the use of digital environments.
- **Academic Calendar Innovations:** One of the advantages of the online and hybrid formats is that it has enabled many institutions to introduce more terms alongside their traditional academic calendar. Pursuing small-scale experiments in partnership with the Registrar's Office, particularly with online summer courses, could open up more opportunities for access and for meeting other student needs. At a later stage, the introduction of additional semesters could also make possible other innovations such as withdrawal-redirect courses (accelerated online/hybrid courses for students who drop or withdraw early, allowing them to register for another course to maintain degree progress).

7.b. Priority II: Improve online/hybrid course quality

What we value in our face-to-face courses must be encouraged: faculty presence, interaction, a rich experience, and a sense of community. Improvements in course quality following best practices in digital education have potential for a big impact in learning experience and success – an important strategic focus for the campus.

Because of the perceptions about online/hybrid teaching and learning, the Digital Education strategy and its implementation represents a challenge and an opportunity for our faculty to uphold quality standards and pedagogical expectations in order to maintain our high academic rigor. Many of our faculty have taught online and are familiar with best practices in digital education. The campus-wide adoption of a single LMS has set the stage for one seamless experience for all students, especially for those taking online/hybrid courses.

The following includes a list of recommended initiatives aimed at improving online/hybrid course quality.

- **Baseline expectations for course design:** The campus has made progress with baseline expectations to the extent that each college has formally adopted Development and Quality Policies For Online/Hybrid Learning (see Appendix A). The course design rubric, while not mandatory, is still a useful tool as a self-review checklist, or a roadmap for developing or redesigning an online or hybrid course.

Digital Education reviewed the adopted rubrics used by each college and integrated them into [a comprehensive rubric](#), which consists of the following categories (see Appendix B):

- Learner support and resources
- Course organization and design
- Instructional design and delivery
- Student outcome assessment
- Online pedagogy
- Faculty use of student feedback

This rubric was constructed to guide course design using learner-centered instructional design principles; as well as to recognize instructors who have developed expertise in online/hybrid instruction as part of our commitment to high quality learning environments.

Several tools intended to support faculty in creating or redesigning their online/hybrid courses have been built using this rubric as a foundation. For more details on this see Priority #3 (Improve Faculty Support and Foster Innovation).

- **Encourage use of instructional design:** Instructional design aims to create an effective learning environment by organizing content and activities to engage and facilitate learning. When partnered with subject matter experts, instructional designers can help design environments conducive to student engagement and effective faculty presence with impactful learning experiences. Instructional designers can support faculty in the following ways:
 - [Design, develop, and refresh face-to-face, hybrid, and online courses in a way that is aligned with learning goals and learner needs](#) (see Appendix C. Online/hybrid Course Development Process)
 - Provide annual training opportunities and [consultations](#) (Appendix D. Instructional Design Support)

- o [Create resource guides for digital teaching and learning](#) (Appendix E. Online/hybrid Course Development Checklist)
- o Recommend technologies that meet learning and instructional goals

Many faculty members approach course design without any help, looking to their discipline colleagues for advice. All faculty should be encouraged to collaborate with the campus instructional designers along with other centralized support and expertise through:

- o The Hub for Teaching and Learning
- o The embedded librarians team
- o Communities of practice and faculty mentors – those at the avant-garde of digital education pedagogy
- o Unit support staff and Canvas administrators

Embedded librarians typically have significant knowledge of, and interest in, learning outcomes and course design based on scaffolding of skills. They can be trained to be a good first line of support for instructional design help.

Additional supports will continue to be provided via the following mechanisms:

- o [The Digital Education ToolKit](#)
- o Academic technology orientation for all new faculty
- o Self-help tools: Digital media, web-based resources, [MOOCs](#) (see Appendix F)
- o Regular training sessions on design related LMS tools
- **Online course assessment:** The campus rubric for assessing online/hybrid courses (see Appendix B) can be used to assess the quality of courses in a way that is both useful and non-intrusive.

At a later phase, Digital Education could invest more efforts in data analytics and help programs study the relationship between how students engage with content and applications inside the LMS and their learning outcomes.

- **Showcase exemplar pedagogy, innovations, and scholarship** in digital education. A few avenues for promoting best practices in digital education would include:
 - o *Distinguished Digital Education Awards*
 - o Faculty mentors in digital education
 - o Teaching with technology grants via the Hub
 - o Digital Education Learning Community

- **Annual survey of online/hybrid faculty and students:** In Winter 2016, digital education conducted [the first campus-wide survey of online faculty and students](#). The survey will be refined and distributed annually and cover questions surrounding course materials, delivery, availability, and support. The results are shared with the Deans of each unit, digital education, and the Hub for Teaching and Learning Resources. These results can be used to identify areas of opportunity for improvement within an individual unit or the university as a whole.

7.c. Priority III: Improve faculty support and foster innovation

Teaching online or in hybrid format is demanding both in terms of the upfront time investment for faculty, but also in terms of digital technology know-how, which takes time to master and requires frequent skill upgrades. Therefore, the following resources have been provided to faculty for simple access to expertise and support:

- A [mini-course](#) to orient faculty teaching online courses: An instructor who is new to online teaching will be encouraged to complete an online course or a 4-6 hour self-paced tutorial. This can expose faculty to the experience of being a student in an online course.
- Instructional Designers: Faculty will be encouraged to take advantage of [the Instructional Design consultation](#) offered through the Hub (see Appendix D)
- A variety of MOOCs about online teaching are provided to satisfy faculty needs and interests in more advanced topics (see Appendix F)
- A Digital Education Learning Community for faculty: This community will be designed to help faculty discover and share new ideas, find answers to their questions, and learn best practices in online/hybrid teaching and learning at UM-Dearborn and beyond.
- Formative evaluation of online/hybrid teaching: The Hub offers a wide range of ways to collect meaningful feedback on faculty teaching and their students' learning during their online/hybrid course (e.g., small group online interview, whole-class survey, course analytics). After evaluation, a *confidential* report of the anonymous results with suggested action items is sent to the instructor.
- Partner with faculty experienced in digital learning to coach or mentor peers interested in digital technology. This type of support could be also provided through [course evaluation](#) (see Appendix G).
- Maintain regular offerings of workshops and faculty panels aimed at advancing our common understanding of successful student engagement in a digital environment.
- Encourage use of open educational resources (OER) and content created collaboratively by teams of faculty.
- Provide support to faculty in the creation of multimedia elements through a centrally located digital recording studio.

Another dimension of online course quality is **technical and production support**. In 2017 the Office of Digital Education opened a video recording studio to serve the entire campus with filming course material, recording audio lectures, and editing audio/video content.

7.d. Priority IV: Provide robust student support

Students enrolled in online/hybrid courses or programs will need to be surveyed regularly to identify needs and support areas where services could be more efficient. The [Student Readiness for online coursework survey](#) assists students with a self assessment of their readiness to take online courses, which often require better time-management habits and a more mature learner. Students should have a more realistic sense about what it takes to succeed in an online course.

7.e. Priority V: Keep online/hybrid course costs in line with traditional courses

Maintaining the same class size and high-touch instructional model preserves our teaching philosophy, but may result in somewhat higher costs for development. The added costs may be more than offset by potential improvements in retention and student success if instructional design is used effectively to design bottleneck courses.

Acknowledgement of Faculty and Staff Digital Education Innovators

There are many individuals from across the campus that have been integral in initial digital education efforts within their respective colleges. The campus owes them much gratitude for their contributions to digital education at UM-Dearborn.

APPENDIX A

Development and Quality Policies
For Online/Hybrid Learning at UM-Dearborn

All colleges have development policies for Online/Hybrid Learning. Faculty should refer to the specific policies of their colleges, but they are summarized in the table below:

Feature	CASL	CECS	CEHHS	COB
Online Fees	Yes	Yes	Yes	No (Since F 14)
Course Design Rubric	Yes-Voluntary/Advisory	Yes -Voluntary/Advisory	Yes – Voluntary/Advisory	Yes
Course Development Resource	Yes	Yes	Yes (but no \$ to faculty)	Yes
Online Teaching Incentive	Yes	Yes	Not specified	No
Hybrid Teaching Incentive	No	No (CECS online courses can accommodate face-to-face and Distance Learning students simultaneously)	Not specified	No
Curriculum Committee Reviews Rationale for Online Course	Yes	Yes	Yes	Yes
Refresh Online Content Incentive	Yes	No	Not Specified	No
Course Copyright Held By	Faculty	Faculty if taught for CECS	Faculty	Jointly

APPENDIX B – Rubric for Online/Hybrid Instruction

The Colleges have adopted a common rubric to be used to assess online/hybrid courses across campus. This rubric was adopted and modified from the Rubric for Online Instruction developed by California State University, Chico, in order to support faculty to create an effective online/hybrid course that is consistent with the best practices advocated by Quality Matters (QM)¹.

An online/hybrid course can be reviewed against the key standards identified in the five domains of the quality rubric with “Ineffective, Effective, or Exemplary”. There are also two types of standards that may appear in each domain: “Baseline Standard” and “Recommended Standard”. Any course assessed as “Ineffective” for any “Baseline Standard” will be encouraged for redesign.

	Ineffective	Effective	Exemplary
Baseline Standards			
Recommended Standards			

Category 1. Learner Support & Resources

	Ineffective	Effective	Exemplary	Samples of Evidence
Expectation for online students	Course does not state expectations for students’ interaction with the course.	Course adequately states expectations for students’ interaction with the course.	Course clearly states expectations for students’ interaction with the course.	participation policies, netiquette, quality and frequency of contributions
Course-specific information	Course provides limited course-specific resources.	Course provides some course-specific resources.	Course provides a variety of course-specific resources.	course schedule, types of activities, preferred mode of communication, testing procedures, instructor info., department website
Course content resources	Course offers access to a limited number of resources supporting course content.	Course offers access to some resources supporting course content.	Course offers access to a wide range of resources supporting course content.	resources (textbook, videos, online articles), glossary of terms
Student support services	Course provides limited links to provider resources and student support services.	Course provides adequate links to provider resources and student support services.	Course provides extensive links to provider resources and student support services.	links to library, Canvas Student Guide/Campus Support

¹ Quality Matters is an inter-institutional organization that sets baseline research based standards for online and hybrid courses.

Learner community resources*	Course contains limited resources or activities intended to build a sense of class community, support open communication, and establish trust.	Course contains adequate resources or activities intended to build a sense of class community, support open communication, and establish trust.	Course contains a variety of resources or activities intended to build a sense of class community, support open communication, and establish trust.	Ice-breaker activities, FAQ/Q&A forums, use of external tools (e.g., blogs)
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*Note: Some course designs purposefully do not provide learning community resources.

Category 2. Course Organization & Design

	Ineffective	Effective	Exemplary	Samples of Evidence
Course organization	Much of the course is under construction.	Course is organized, with some of the key components and structure of the course.	Course instructions make it easy for students to clearly understand all components and structure of the course.	Contents organized in a logical fashion (Modules, Pages, Files), syllabus and other materials easily located; weekly topics clearly identified.
Course navigability	Course does not provide adequate overviews at the course/module levels to support learner contextualization of course content and associated tasks.	Course provides adequate overviews at the course/module levels to support learner contextualization of course content and associated tasks.	Course provides useful overviews at the course/module level to support learner contextualization of course content and associated tasks.	Instruction for sequenced steps provided, sequential topics annotated with dates, tutorial about course navigation provided (e.g., Read Me First, Start Here)
Course syllabus	Course syllabus is not present or is unclear about what is expected of students.	Course syllabus is easy to locate and includes the following: course description, expectations, instructor contact information, objectives and outcomes, evaluation methods, minimum passing scores and exam security methods.	Beyond “effective” criteria, the syllabus contains a grading scale, detailed testing methods, and clearly states whether the course is fully online, blended, or web-enhanced, and if there are any required synchronous activities or proctored exams.	Objective and assignment alignment clearly defined; timeline for students’ participation clearly identified; course schedule summarized in one place.
Consistency & Functionality	Course pages are inconsistent both visually and functionally and aesthetic design does not present and communicate course information clearly.	Most course pages are visually and functionally consistent, the aesthetic design is reasonably effective throughout the course, and the design presents and communicates course information reasonably clear.	All course pages are visually and functionally consistent throughout the course. Aesthetic design presents and communicates course information clearly throughout the course and clearly links the syllabus to course content.	Consistency in page/module titles, effective information design (readability, comfortable length of content pages), uses of appropriate images, texts, multimedia resources, etc.
Accessibility	Accessibility Issues are not addressed.	Accessibility issues are briefly addressed.	Accessibility issues are addressed throughout the course.	Sight, mobility, hearing, cognition, ESL, technical issues articulated; alternative formats of

				materials provided; transcripts of non-text objects;
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Category 3. Instructional Design & Delivery

	Ineffective	Effective	Exemplary	Samples of Evidence
Course objectives	Course objectives/expected outcomes are not clearly defined and measurable; and are not aligned with activities and assessments.	Course objectives/expected outcomes are appropriately defined and measurable; but may not be aligned with activities and assessments.	Course objectives/expected outcomes are clearly defined and measurable; and are well-aligned with activities and assessments.	Weekly overview or assignment instruction includes descriptions of alignment of objective, activity, and assessment.
Learning Engagement	Course does not use visual, textual, kinesthetic and/or auditory activities to engage students.	Course effectively provides a few types of activities to support online student engagement.	Course provides students multiple opportunities, through a variety of visual, textual, kinesthetic and/or auditory activities, to effectively support online student engagement.	Reflective activities for developing critical thinking, creativity provided (e.g., discussion, individual reflection, group work)
Student-to-instructor or Interaction	Course design and organization does not facilitate instructor use of tools to communicate or interact with students to create an adequate presence in the course.	Course design and organization adequately facilitate instructor communication and interaction through the use of tools and, consequently, supports an adequate teaching presence in the course.	Course design and organization fully facilitate instructor communication and interaction with students through the use of tools and, consequently, supports a strong teaching presence in the course.	Clear standards for instructor response and availability provided (e.g., discussion postings and responses, feedback on assignments, 1:1 communication, as needed)
Student-to-student interaction*	Course offers limited opportunities for student-to-student interaction and constructive collaboration.	Course offers adequate opportunities for student-to-student interaction and constructive collaboration.	Course offers ample opportunities for student-to-student interaction and constructive collaboration.	self-introduction, discussion postings; group projects, peer review, open discussion forums
Applied learning	Course does not provide learning activities that emulate real world applications of the discipline.	Course provides some learning activities that emulate real world applications of the discipline.	Course provides effective opportunities for students to participate in learning activities that emulate real world applications of the discipline.	student-centered learning activities, case study, interaction with external experts

*Note: Some course designs purposefully do not provide student-to-student interactions.

Category 4. Assessment & Evaluation

	Ineffective	Effective	Exemplary	Samples of Evidence
Learning objective and assessment alignment	Learning objectives, instructional and assessment activities are not aligned.	Learning objectives, instructional and assessment activities are adequately aligned.	Learning objectives, instructional and assessment activities are closely aligned.	Matching verbs (learning objectives) with nouns (assessment activities)
Student performance feedback	Course does not clearly state expectations for timely and regular feedback from the instructor.	Course adequately states expectations for timely and regular feedback from the instructor.	Course clearly states expectations for timely and regular feedback from the instructor.	Rich & rapid feedback through discussion, emails, virtual office hours, rubrics and sample assignments provided;
Multiple assessment strategies	Assessment strategies are limited in use to measure content knowledge, attitudes, and skills.	Ongoing strategies are used to measure content knowledge, attitudes, and skills.	Ongoing multiple assessment strategies are used to measure content knowledge, attitudes, and skills.	Summary table including all activities and tests in multiple locations
Transparency of grading scale	Course grading policy is not clearly stated.	Course grading policy is stated, but not easy to understand.	Course grading policy is transparent, easy to understand, and provides feedback to the student.	NOT assessing solely test, quiz, exam (knowledge check), multiple options available (discussion, group project, interactive game, simulation, etc.)
Student readiness for online learning	Course has limited activities to assess student readiness for course content and mode of delivery.	Course has adequate activities to assess student readiness for course content and mode of delivery.	Course has multiple timely and appropriate activities to assess student readiness for course content and mode of delivery.	Pre-requisites clearly defined; self-assessment survey encouraged
Self-assessment & peer feedback	Students' self-assessments and/or peer feedback opportunities are limited.	Students' self-assessments and/or peer feedback opportunities exist.	Students' self-assessments and/or peer feedback opportunities exist through the course.	Self-reflection/peer-review activities encouraged

Category 5. Innovative Teaching with Technology

	Ineffective	Effective	Exemplary	Samples of Evidence
Communication tool use	Course uses limited technology tools to facilitate communication and learning.	Course uses adequate technology tools to facilitate communication and learning.	Course uses a variety of technology tools to appropriately facilitate communication and learning.	Clear instruction for use of discussion, chat, email in Canvas

Internet resources	Course uses Internet access and engages students in the learning process in a very limited way.	Course optimizes Internet access and effectively engages students in the learning process.	Course optimizes Internet access and effectively engages students in the learning process in a variety of ways throughout the course.	Use of open education resources
Multi-modality	There are limited multimedia elements and/or learning objects for accommodating different learning styles.	Multimedia elements and/or learning objects are used and are relevant to accommodate different learning styles.	A variety of multimedia elements and/or learning objects are used and are relevant to accommodate different learning styles throughout the course.	Narrated tutorials, audio or video clips, animations, graphics, simulations, etc.
Innovative teaching methods	New teaching methods applied to enhance student learning are limited.	New teaching methods are adequately applied to innovatively enhance student learning.	New teaching methods are applied and innovatively enhance student learning, and interactively engage students.	Use of problem-based, case-based, game-based, community-based learning

Category 6. Faculty Use of Student Feedback

	Ineffective	Effective	Exemplary	Samples of Evidence
Student feedback about course content	Instructor offers limited opportunity for students to give feedback to faculty on course content.	Instructor offers adequate opportunities for students to give feedback on course content.	Instructor offers multiple opportunities for students to give feedback on course content.	Mid-term/final student evaluation surveys, focus group interviews, course analytics
Student feedback about course technology	Instructor offers limited opportunity for students to give feedback on ease of online technology and accessibility of course.	Instructor offers adequate opportunity for students to give feedback on ease of online technology and accessibility of course.	Instructor offers multiple opportunity for students to give feedback on ease of online technology and accessibility of course.	Mid-term/final student evaluation surveys, focus group interviews, course analytics
Student feedback about instruction and assessment	Instructor uses student feedback to help plan instruction and assessment of student learning for the next semester in a limited way.	Instructor requests and uses student feedback a couple times during the semester to help plan instruction and assessment of student learning for the rest of the semester.	Instructor uses formal and informal student feedback in an ongoing basis to help plan instruction and assessment of student learning throughout the semester.	Mid-term/final student evaluation surveys, focus group interviews, course analytics

APPENDIX C – Online/Hybrid Course Development Process

The Digital Education team and unit digital learning support staff provides consultative support for UM-Dearborn faculty who are developing courses for online or hybrid delivery. Although the full course development process timeline is 14 weeks, working with the Hub Instructional Designers, Dr. Ji Hyun Yu (jjhyunyu@umich.edu) or Dr. Belen Garcia de Hurtado (beleng@umich.edu), takes place at any stage of the course delivery process - before teaching the course for the first time, while teaching a course, and after teaching a course.

Analysis: Course Conceptualization (2 weeks)

- **Hub instructional designer** identifies participants in the course development.
- **Faculty member** and **Hub instructional designer** review existing course materials: course goals/outcomes, learning objectives, assessments, face-to-face course syllabus, textbooks, etc.
- **Faculty member** and **Hub instructional designer** establish calendar for the development cycle.
- **Hub instructional designer** encourages faculty member to [assess their readiness for online teaching](#).
- **Deliverable:** Course Development Calendar

Design: Mapping Out Course Plan (up to 6 weeks)

During the course planning stage, **Hub instructional designer** will guide faculty member through the backward design approach to plan the online course and document it in our [Course Blueprint](#), which allows us to identify course goals, major course topics, essential learning experiences, and assessment strategies.

- **Approximate time: ~2 weeks** (one working meeting, approx. 3 hours, followed by a few days for instructional designer review, then a few days for faculty review and final approval)
- **Faculty member** and **Hub instructional designer** collaborate in a workshop-style meeting to review course learning objectives, major course topics, essential learning experiences, and assessment strategies.
- **Faculty member**, with support from **Hub instructional designer**, maps course learning objectives in the Bloom's taxonomy table and places course learning objectives into [Course Blueprint](#).
- **Deliverable:** Learning Objectives section of [Course Blueprint](#)

Determine [assessments](#) that measure students' achievement of each course learning objective.

- **Approximate time: ~2 weeks** (asynchronous collaboration over one week, followed by one week for instructional designer review and documentation, then back to faculty for final review)

- **Hub instructional designer** shares the [Bloom's taxonomy](#) table and makes suggestions about types of effective online assessments that measure and match the rigor of each course learning objective.
- **Faculty member**, with support from **Hub instructional designer**, creates the assessments and assessment rubrics (if applicable) for the course.
- **Deliverable:** Assessments section of [Course Blueprint](#)

Determine course activities, materials, and sequence.

- **Approximate time: ~2 weeks** (asynchronous collaboration over one week, followed by one week for [Course Blueprint](#) review)
- **Faculty member**, with support from **Hub instructional designer**, maps the assessments, major topics, and course learning objectives into 14-week plan.
- **Faculty member** plans weekly supporting materials (reading, videos, multimedia, simulations, etc.) and types of effective online activities.
- **Faculty member** fills in the weekly Learning Plan section of the [Course Blueprint](#) for each week, with alignment indicated between course learning objectives, assessments, and activities.
- **Deliverable:** Weekly Learning Plan sections of [Course Blueprint](#)

Development: Course Production (up to 6 weeks)

During the course production stage, faculty member and Hub instructional designer will gather and create material, finalize and test activities and assignments, and build the course in a Canvas shell according to UM-Dearborn [Online Course Development checklist](#).

Create course materials.

- **Approximate time: ~3 weeks**
- **Faculty member** produces or acquires content for the activities, supporting materials, and assessments (Rubric Samples: [discussion](#), [team project](#), [research paper](#)).
- **Faculty member** plans and records weekly intro videos, as needed (with transcripts).
 - [How to use CaptureSpace to create a video](#)
 - [How to embed a video from My Media into my course](#)
 - [How to work with media in My Media](#)
- **Faculty member** prepares online course syllabus based on final [Course Blueprint](#).
- **Deliverable:** Course materials and syllabus (created from [Course Blueprint](#))

Build course in Canvas.

- **Approximate time: ~3 weeks**
- **Hub instructional designer** builds course in Canvas based on the [Course Blueprint](#).

- **Faculty member**, with support from **Hub instructional designer**, develops the Orientation (Getting Started) and Ice-Breaker Activities:
 - Instructor's welcome message in text or video format
 - Course Tour (how to navigate a course site)
 - Introduction & greeting class discussion forum
 - Syllabus
 - FAQs or Q&A in the Discussions area
- **Faculty member**, with support from **Hub instructional designer**, [develops module components](#) for each module:
 - [Module Overview](#)
 - Module [Learning Objectives](#)
 - Module To-Do List
 - Required readings
 - Module lectures (text or video)
 - Activities (e.g., [Chat](#), [Discussion](#), [ePortfolio](#))
 - Assessments (e.g., [Assignment](#), [Quiz](#))
 - Module Summary
- **Faculty member** [uploads a printable version of the course syllabus](#).
- **Hub instructional designer** tests and edits materials for quality and accessibility.
- **Faculty member**, with support from **Hub instructional designer**, finalizes Canvas course setup and discusses Course Readiness, using UM-Dearborn [Online Course Development checklist](#).
 - Set up Notification [settings](#)
 - Hide unwanted links from the course menu
 - Set up desired Course Home Page
 - Set up release criteria for all assignments, quizzes, and content
- **Faculty member** and **Hub instructional designer** approve finished course and publishes it.
- Notice sent announcing completion of course development to stakeholders.
- **Deliverable:** Finished course in Canvas (created from [Course Blueprint](#))
- **Deliverable:** UM-Dearborn [Online Course Development checklist](#)

Implementation (4 weeks before term)

- **Faculty member** [creates the first announcement in Canvas](#) and sends out a welcome email to students.
- Course begins and runs as described in course agreement.

Evaluation (each term)

- **Faculty member**, with support from **Hub instructional designer**, customizes mid-term and final student evaluation surveys.
- **Hub instructional designer** collects survey data and provides student performance report to **faculty member**.

- **Faculty member** reviews and analyzes the evaluation data based on course evaluation.
 - Instructional strategies
 - Syllabus
 - Course content/lectures
 - Resources
 - Assignments & assessments
 - Grading rubrics
 - Discussion questions
- **Faculty member**, with support from **Hub instructional designer**, identifies the area to improve.
- **Faculty member** [submits a request](#) for **Hub instructional designer** time for course revision.

APPENDIX D – Instructional Design Support

Instructional Design Support *Designing an online/hybrid course?*

The Digital Education team and unit digital learning support staff provides consultative support for UM-Dearborn faculty who are developing courses for online or hybrid delivery. Instructors desiring such support should submit a consultation request in the "Online/Hybrid Course Consultation Request" section of this page.

PURPOSE

This service is designed to bring the faculty and our digital education experts together to collaborate on specific elements of an existing or new online or hybrid course. Our instructional designers, Dr. Ji Hyun Yu and Belen Garcia de Hurtado, can meet to discuss and assist with the following components of your teaching endeavor:

- Learning Objectives/Outcomes
- Content Organization
- Formative and Summative Assessments
- Multimedia Development
- Integration of Educational Technology Tools
- Interaction and Communication Strategies

CONSULTATION PROCESS

- **Plan:** Consultation request > Kick-off meeting > Course Review
- **Design:** Course Blueprint > Objectives/Activities/Assessments Redesign
- **Build:** Course Materials Development > Canvas site Development> Pilot Review
- **Run/Evaluate:** Midterm/Final Evaluation > Course Revision Planning

ELIGIBILITY

Any full-time, part-time, tenured or non-tenured faculty members who are actively engaged in developing online/hybrid learning are eligible to request for a course consultation.

TO REQUEST CONSULTATION

[Click here to make a request for Instructional Design Consultation](#). All of those who submit consultation requests will be notified about the status of their request within 5 business days of its submission.

TIMELINE FOR SERVICES

We recommend applying for consultation services no less than 8-12 weeks prior to the expected launch date of your proposed course. Consultation services will be scheduled

around our digital education team's workload. Questions related to design and instruction should be addressed to the Hub at jihyunyu@umich.edu.

APPENDIX E – Online/Hybrid Course Development Checklist

This checklist makes *recommendations to improve course design*. If you are developing a new course, use this as a guide for your design process. You can also use this checklist if you are revising a course.

Instructor Name	
Course Title	
Course Number/Credit Hours	
Date of Review	

Course Introduction	
	I have created a Course Home Page which contains course goals/objectives, instructor contact information, virtual office hours, tech support contact information, printable course syllabus, first week schedule (assignment/deadlines), and so on. ____ in Front Page
	I have provided an orientation to the course including how the course will work, how to navigate the course, and how to get started. ____ in Getting Started page/module
	I have created at least one ‘ice-breaker’ activity to help my students become acquainted with each other and encouraged ongoing conversation ____ Meet the Classmates (Discussion) ____ 1 st Virtual Office Hours (Chat)
	I have provided an introductory activity to orient my students to course tools (non-graded). ____ Meet the Classmates (Discussion) ____ 1 st Virtual Office Hours (Chat) ____ Introduce yourself (Assignment) ____ Prior Knowledge Test (Quiz)
	Before the course begins, my students can access the complete course information area (or syllabus), schedule of major assignments, required learning materials, etc. ____ A printable version of the course syllabus (Syllabus)
	I have provided my brief biographical information and contact information.
	I have set expectations for message turnaround time. (e.g., If you contact me via email, I’ll get back to you within X hours during the business week)
	I have stated prerequisite knowledge and technical skills necessary for the course.

	I have created Announcements to provide regular updates to students on course changes.
	I have created a Q&A forum where my students can ask questions related to the course and interact each other.
	I have stated UM-Dearborn policies regarding student academic rights and codes of conduct or have provided a link to such policies.
Comments:	

Syllabus	
	<p>Includes description of course:</p> <ul style="list-style-type: none"> <input type="checkbox"/> course title, number, credits, prerequisites, meeting time <input type="checkbox"/> instructor name, office hours, telephone, e-mail <input type="checkbox"/> course goals <input type="checkbox"/> course description <input type="checkbox"/> description of instructional methods <input type="checkbox"/> complete list of course materials <input type="checkbox"/> pacing expectations <input type="checkbox"/> schedule of class topics and assignments <input type="checkbox"/> checklist/due dates for assessments
	<p>Includes policies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> student learning outcomes <input type="checkbox"/> instructor response time for emails and student communication <input type="checkbox"/> response time on returning lessons <input type="checkbox"/> instructions on how to check grades <input type="checkbox"/> explanation of grading policy, Incomplete requirements and Instructor withdrawal policy <input type="checkbox"/> course policies, including participation, late work <input type="checkbox"/> address plagiarism and academic integrity for course <input type="checkbox"/> proficiencies required for course <input type="checkbox"/> evaluation criteria <input type="checkbox"/> expectations for student participation
	<p>Includes student support:</p> <ul style="list-style-type: none"> <input type="checkbox"/> information on student support services <input type="checkbox"/> information on disability services <input type="checkbox"/> list of technical requirements (e.g., connection speed, hardware, software) <input type="checkbox"/> list of expected technical competencies (e.g., e-mail or word processing) <input type="checkbox"/> a "Plan B" for technology outage with instructions.
	<p>Assignment due dates are available in a location in addition to the syllabus.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Syllabus menu

	___ in Module Introduction Page
Comments:	

Course Organization & Design	
	Learning modules are structured and sequenced so the students can complete required tasks without unnecessary searching.
	<p>In each module, my students can see how the activities and materials align with the course learning outcomes. Each learning module provides:</p> <p>___ Introduction or a brief overview (e.g. In this module, we will learn...)</p> <p>___ Measurable learning objectives</p> <p>___ List of learning activities (e.g., reading, discussion, assignment, quiz, etc.)</p> <p>___ Instructor's narrative or commentary for each learning module (e.g., lecture video)</p> <p>___ Graphics, images, charts, audio/video, other multimedia when appropriate</p> <p>___ Key points for each learning module</p> <p>___ Learning Module Conclusion (what should the students do next?)</p>
	I have organized my course in a logical way so the students can easily navigate the course.
	All links are currently functioning.
	Material has been checked for spelling and grammar.
	Course materials reviewed for accessibility for students with disabilities when accommodations are requested. (This may include presenting material in alternative formats, such as printable text files or video closed captioning)
	Course materials were reviewed for compliance copyright law.
	Instructor connects course content to the student's current and/or future context.
	Additional resources are provided for students who want more information.
Comments:	

Instructional Design & Delivery	
	Instructional materials and learning activities contribute to the achievement of the course-level and module-level learning objectives.

	I have clearly explained the purpose of my instructional materials and how the students are to use the materials for learning.
	I have appropriately cited all resources and materials used in my course.
	My instructional materials are current and present a variety of perspectives on the course content.
	I have clearly stated how I expect the students to contribute (e.g., netiquette, grade weighting, models/examples, and frequency/degree of contributions).
	I have clearly stated how and when the students can expect me to contribute (e.g., the plan for my response time and feedback on questions, emails, and assignments).
	To provide opportunities for interaction that support active learning, I have used: <input type="checkbox"/> Discussion <input type="checkbox"/> Chat <input type="checkbox"/> Student Virtual Presentation <input type="checkbox"/> Group Project <input type="checkbox"/> Peer Evaluation <input type="checkbox"/> Blog <input type="checkbox"/> Wiki <input type="checkbox"/> Working with the larger professional community in the field (Community of Practice) <input type="checkbox"/> Other: _____
	My course provides activities that encourage student to develop higher-order thinking and problem-solving skills, such as critical reflection and analysis.
	My course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities.
	My course offers access to a variety of internal and external resources that support course content, by taking full advantage of the capabilities of the Internet. <input type="checkbox"/> Open Educational Resources
	My course content is represented in multiple ways (i.e., text, audio, video, images, graphs, etc.), to meet the varied need of diverse students.
Comments:	

Assessment	
	My assessment instruments are well aligned with learning objectives, activities, and resources.
	My assessment instruments are sequenced and varied.

	I have clearly provided specific and descriptive criteria for the evaluation of students' work and participation (e.g., rubric, deliverables, due dates, and instructions for submitting).
	I have clearly stated the course grading policy.
	My course provides students with ample opportunities to measure their learning progress and get helpful feedback.
Comments:	

Teaching with Technology	
	Access to UM-Dearborn Canvas Student Support is clearly defined.
	Access to UM-D resources is clearly defined (e.g., library, tutoring services, labs).
	Required tools such as plug-ins and players are clearly defined and links are provided for acquiring those tools.
	All technologies to be used in the course are tested with students in the first week to insure that the students have the technology resources to complete the course.
	A technology outage plan or "Plan B" is included with explicit instructions.
Comments:	

Use of Student Feedback	
	I have offered multiple opportunities for students to give feedback on course content.
	I have offered multiple opportunity for students to give feedback on ease of online technology and accessibility of course.
	I have used formal and informal student feedback in an ongoing basis to help plan instruction and assessment of student learning throughout the semester.
Comments:	

Action Items
Strongly recommended improvements:

Other recommended revisions and enhancements:
Follow-up: The target date of the next meeting or review is

APPENDIX F – MOOCs for Instructors New To Online/Hybrid Teaching

If you are new to online/hybrid teaching, and have not attended any training programs beyond online teaching workshops, we recommend enrolling in MOOCs (Massive Open Online Courses), which are free and self-paced online courses developed by a wide range of universities. Here is a collection of MOOCs for online/hybrid instructors that we found in multiple MOOCs systems (e.g., Coursera, edX, Canvas Network). Note that some of these courses may provide a formal certificate of completion, which you may consider obtaining if you deem it useful for your professional development or to strengthen your promotion case.

Basic	Intermediate	Advanced
Foundation of Online Teaching Learning to teach online Foundations of virtual instruction	Digital Pedagogy e-Learning ecologies Learning online: Learning and collaborating e-Learning and digital cultures Teaching with technology and inquiry	Blended Course Design Blended learning essentials: Getting started Blended learning essentials: Embedding practice Blended learning with edX
	Instructional Strategy Advanced instructional strategies in the virtual classroom Digital storytelling	Learning Analytics Practical learning analytics Data, analytics, and learning
	Assessment Strategy Performance assessment in the virtual classroom	Gameful Learning Design and development of games for learning
	Trends and Tools Web 2.0 tools Design and development of educational technology Implementation and evaluation of educational technology	

APPENDIX G – Peer Review for Online/Hybrid Course

Course Instructor Only

- Complete the following table and pass this form to your assigned peer reviewer.
- Make sure your peer reviewer with permission to access protected online courseware.

Instructor Name	
Course Name and Number	
Course Title	
Semester (or term) and year during which course was most recently offered	
Relationship of course to certificate or degree programs	

Please describe the nature and purpose of the communications between students and instructors in this course.

Please identify **other communications among students and instructors** about which the Reviewer should be aware but which are not available for review at the sites listed above.

Does the course require any **supplementary materials** beyond what is provided at the sites listed above (e.g., textbook or software)? If yes, please describe:

Does the course require any **synchronous activities** (same time, same place)? If yes, please describe:

Does the course require any **face-to-face activities**? If yes, please describe:

Other information that Instructor wishes to have the Reviewer consider:

Peer Reviewer Only

- Observe how well this course was designed and implemented.
- Note the instructor's strengths and areas for improvement in the space provided.
- Feel free to ask questions of the instructor any time clarification or information is needed during the review process.

Peer Reviewer's Name	
Date of Review	

Course Introduction

	Created a Course Home Page which contains course goals/objectives, instructor contact information, virtual office hours, tech support contact information, printable course syllabus, first week schedule (assignment/deadlines), and so on. ____ in Front Page
	Provided an orientation to the course including how the course will work, how to navigate the course, and how to get started. ____ in Getting Started page/module
	Created at least one 'ice-breaker' activity to help my students become acquainted with each other and encouraged ongoing conversation ____ Meet the Classmates (Discussion) ____ 1 st Virtual Office Hours (Chat)
	Provided an introductory activity to orient my students to course tools (non-graded). ____ Meet the Classmates (Discussion) ____ 1 st Virtual Office Hours (Chat) ____ Introduce yourself (Assignment) ____ Prior Knowledge Test (Quiz)
	Before the course began, the students can access the complete course information area (or syllabus), schedule of major assignments, required learning materials, etc. ____ A printable version of the course syllabus (Syllabus)
	Provided my brief biographical information and contact information.
	Set expectations for message turnaround time. (e.g., If you contact me via email, I'll get back to you within X hours during the business week)
	Stated prerequisite knowledge and technical skills necessary for the course.
	Created Announcements to provide regular updates to students on course changes.
	Created a Q&A forum where my students can ask questions related to the course and interact each other.
	Stated UM-Dearborn policies regarding student academic rights and codes of conduct or have provided a link to such policies.

Strengths:

Areas for Improvement:

Syllabus

Includes description of course:
 course title, number, credits, prerequisites, meeting time
 instructor name, office hours, telephone, e-mail
 course goals
 course description
 description of instructional methods
 complete list of course materials
 pacing expectations
 schedule of class topics and assignments
 checklist/due dates for assessments

Includes policies:
 student learning outcomes
 instructor response time for emails and student communication
 response time on returning lessons
 instructions on how to check grades
 explanation of grading policy, Incomplete requirements and Instructor withdrawal policy
 course policies, including participation, late work
 address plagiarism and academic integrity for course
 proficiencies required for course
 evaluation criteria
 Expectations for student participation

Includes student support:
 information on student support services
 information on disability services
 list of technical requirements (e.g., connection speed, hardware, software) and a list of expected technical competencies (e.g., e-mail or word processing).
 A "Plan B" for technology outage with instructions.

Assignment due dates are available in a location in addition to the syllabus.
 Syllabus menu
 in Module Introduction Page

Strengths:

Areas for Improvement:

Course Organization & Design	
	Learning modules were structured and sequenced so the students could complete required tasks without unnecessary searching.
	<p>In each module, the students could see how the activities and materials aligned with the course learning outcomes. Each learning module provided:</p> <ul style="list-style-type: none"> ___ Introduction or a brief overview (e.g. In this module, we will learn...) ___ Measurable learning objectives ___ List of learning activities (e.g., reading, discussion, assignment, quiz, etc.) ___ Instructor's narrative or commentary for each learning module (e.g., lecture video) ___ Graphics, images, charts, audio/video, other multimedia when appropriate ___ Key points for each learning module ___ Learning Module Conclusion (what should the students do next?)
	Organized my course in a logical way so the students can easily navigate the course.
	Course materials reviewed for compliance copyright law.
	Connected course content to the student's current and/or future context.
	Additional resources were provided for students who want more information.
<p>Strengths:</p> <p>Areas for Improvement:</p>	

Instructional Design & Delivery	
	Instructional materials and learning activities contributed to the achievement of the course-level and module-level learning objectives.
	Clearly explained the purpose of my instructional materials and how the students are to use the materials for learning.
	Appropriately cited all resources and materials used in my course.
	The instructional materials were current and presented a variety of perspectives on the course content.
	Clearly stated how the instructor expects the students to contribute (e.g., netiquette, grade weighting, models/examples, and frequency/degree of contributions).

	Clearly stated how and when the students can expect me to contribute (e.g., the plan for my response time and feedback on questions, emails, and assignments).
	To provide opportunities for interaction that support active learning, the instructor used: <input type="checkbox"/> Discussion <input type="checkbox"/> Chat <input type="checkbox"/> Student Virtual Presentation <input type="checkbox"/> Group Project <input type="checkbox"/> Peer Evaluation <input type="checkbox"/> Blog <input type="checkbox"/> Wiki <input type="checkbox"/> Working with the larger professional community in the field (Community of Practice) <input type="checkbox"/> Other: _____
	Provided activities to help student develop higher-order thinking and problem-solving skills, such as critical reflection and analysis.
	Provided activities that emulated real world applications of the discipline, such as experiential learning, case studies, and problem-based activities.
Strengths:	
Areas for Improvement:	

Assessment	
	The assessment instruments were well aligned with learning objectives, activities, and resources.
	The assessment instruments were sequenced and varied.
	Clearly provided specific and descriptive criteria for the evaluation of students' work and participation (e.g., rubric, deliverables, due dates, and instructions for submitting).
	Clearly stated the course grading policy.
	Provided students with ample opportunities to measure their learning progress and get helpful feedback.
Strengths:	

Areas for Improvement:

Teaching with Technology

	Access to UM-Dearborn Canvas Student Support was clearly defined.
	Access to UM-D resources was clearly defined (e.g., library, tutoring services, labs).
	Required tools such as plug-ins and players were clearly defined and links are provided for acquiring those tools.
	A technology outage plan or “Plan B” was included with explicit instructions.

Strengths:

Areas for Improvement:

Use of Student Feedback

	Offered multiple opportunities for students to give feedback on course content.
	Offered multiple opportunity for students to give feedback on ease of online technology and accessibility of course.
	Used formal and informal student feedback in an ongoing basis to help plan instruction and assessment of student learning throughout the semester.

Strengths:

Areas for Improvement:

Action Items

Strongly recommended improvements:

Other recommended revisions and enhancements:

Follow-up: The target date of the next meeting or review is