CITL Online Faculty Handbook

1 Executive Summary

Welcome to the CITL Online Faculty Handbook. Whether you are new to online instruction or a seasoned veteran, we hope this handbook will help you find answers to questions you have about how to create and teach a state-of-the-art online course.

This handbook is designed to guide faculty who are or will work with CITL to develop online courses. It is designed as a guide and reference tool to help you understand the CITL online course design and development processes and procedures at the University of Illinois at Urbana-Champaign.

The goals of this handbook are to:

- Outline the process of creating an online course in detail.
- Provide answers to frequently asked questions.
- Offer insight into various services for faculty teaching online.
- Expedite the course design process by providing a roadmap for faculty.

2 Contents

3 Preparing to Teach Online

As you plan your online course, it is helpful to remember that, in any environment, "good teaching is good teaching" (Ragan, 1998). Experienced online instructors stress that teaching online is less about the mechanics of distance education and "more about what makes for an effective educational experience, regardless of where or when it is delivered" (Ragan, 1998)[1].

Designing a course, for the brick-and-mortar classroom or online, requires a great deal of time and thought. As you consider your course elements, pay particular attention to components that may become stumbling blocks to student learning in an online setting. Above all, students need a clear and organized structure that allows for some degree of flexibility.

4 Course Design Team

You will meet many people who are will support you throughout the course development process. Some of their roles are listed below. A personalized list of who will be working on your course will be made available to you by your instructional designer.

4.1 Faculty Responsible for Course Design

You are an absolutely key part of the course design team! Know that you will not be working alone through this process, but rather will be a focal point for the entire team. An analogy may be that instead of being the captain of a one-person row boat, you are now the captain of a fully-staffed cruise liner. This enables you to go further, faster with the support of a professional team. As such, however, the rest of the team are counting on you to do your part so that they can be effective in theirs. This includes you being committed to four to six months to the development process, in addition to the course offering. You will meet regularly, often weekly, with the team as you work through development milestones outlined elsewhere in this handbook. Work will involve at least five hours per week and often more. You are responsible for developing course and weekly learning objectives and set student expectations through weekly lesson plans. You will develop course content including assessments, lecture content, and other supporting instructional activities. After teaching the course, you will be involved in making necessary course revisions and improvements based on your observations as well as staff and student feedback.

4.2 Online Strategic Coordination (OSC) Team

The Online Strategy Coordination (OSC) team works with you and your department to navigate and engage CITL services. You may reach them at any time through emailing CITL-OSC@mx.uillinois.edu. They provide assistance with service requests from start to finish through being part of the initial consultation, helping you understanding the nuances of the initial course development request, articulating services, finding a match, and drafting a service plan. OSC meets regularly with key academic unit contacts to ensure their needs are met and to provide monthly progress updates. Additionally, OSC provides advising on course and program structure, policies, codes, and approval processes. In cases where programs involve multiple

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[1] Ragan, L.C. (1999). Good Teaching is Good Teaching: An Emerging Set of Guiding Principles and Practices for the Design and Development of Distance Education. *CAUSE/EFFECT Journal*, *22*, 1.

academic units or external partnerships, OSC assists with contracts, MOUs[2], and coordination between partners.

4.3 Instructional Designer (ID)

The instructional designer plays an integral role in the production of new courses and the revision of existing courses. Your instructional designer will advise and assist you in developing online courses that optimize the online learning experience of your students. Working with you on the design and development of your course, the instructional designer will brainstorm with you, help you plan assessments that align with your learning objectives, and offer recommendations for incorporating teaching tools and technology where appropriate. The instructional designer will produce the final version of your course and ensure a successful launch. The instructional designer will also follow-up with you post-delivery, while the experience is still fresh in your mind, to discuss how the course went, student reactions to the course, and what adjustments might be made in light of post-delivery observations and feedback.

4.4 Instructional Media Producer (IMP)

Leveraging the strengths of your discipline, teaching style, the CITL team, and progressive technology, the instructional media producer works closely with you and your ID to plan and execute media production consistent with pedagogical and research goals. Your IMP will be your gateway into a robust production team of professionals (Instructional Media Resources, or IMR) in the areas of videography, media editing, script writing, graphic design, illustration, image collection research, metadata application/curation, and more!

4.5 Project Manager

The role of the project manager is to coordinate tasks and deadlines for courses under development. Working with all members of the design and development team, the project manager monitors the progress and completion of tasks, using project management software to share updates and overall project status with members of the team. The project manager also assists in staffing allocation through providing information on task due dates and related hours and staff availability.

4.6 Instructional Design Assistant (IDA)

The instructional design assistant works closely with the instructional designer on the course development and construction of the online materials. Once the course design pattern is established, the ID will pass the build work to the IDA. The IDA's responsibilities include building course sites in learning management systems (LMSs) and serving as a technical consultant when leveraging various instructional tools during the course build process. The IDA may also enlist the help of academic hourly, graduate student hourly, and undergraduate student hourly staff in this process.

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[2] Note: MOUs stands for Memorandum of Understandings. It is an official agreement between departments when there is revenue sharing between University entities. "Contracts" are with external entities.

4.7 Graphics Lead

The graphics lead is the point of contact from the IMR team for graphical elements in a course/project/program throughout development. Our graphics team members are visual communicators and the graphics lead will be able to offer relevant information concerning options and possibilities for enhancing the visual communication and style of the course.

4.8 Copyright Specialist

Not everything found on the Internet or that you have been using for years is actually legal to use. Therefore, CITL's copyright specialists are responsible for ensuring copyright compliance in our online courses and programs. Their duties include assessing all content used in online instruction, advising faculty and staff on fair use and other educational exceptions to copyright restrictions, identifying open access resources, and securing copyright permissions for course content. CITL also works with the University Library to leverage existing campus resources in online instruction.

4.9 Quality Control Staff

CITL has developed a list of quality standards and guidelines for all courses to follow. This ensures that all courses developed by CITL meet the expectations of CITL, the colleges it serves, and the needs of the students. The role of the quality control (QC) staff is to ensure that the course meets CITL standards. QC includes reviewing lectures, testing links, copyediting text, and reviewing content for clarity and organization. QC staff document any elements of the course that do not meet CITL standards and communicate those findings with the ID. The ID team then takes the feedback provided and fixes as much as possible. Only items that need your attention will be passed on to you.

5 Course Development Model

5.1 Approval Process

Colleges are allocated a limited number of full development opportunities with CITL in each six-month window. Note that not all programs can be supported; ultimately the colleges will decide which programs and courses CITL will support. Additional college-level and possibly department-level approvals may be needed. Brand new courses and new programs may require additional campus-level approvals. Unless otherwise agreed upon, faculties and departments are responsible for securing all necessary approvals. CITL's OSC team may serve as a resource or provide some assistance to faculties and departments in navigating administrative processes.

5.2 Development Windows

CITL aligns its development processes to two periods each year. These are often termed with the year plus an "A" or a "B" to reflect the first half or second half of the year, respectively. For example, "2017A" refers to the development window from January through June 2017. Courses developed within a given development

window are typically offered at the very end of that window or in the following window. This ensures that the course is fully-developed before the first day of class. This may seem contrary to many teaching experiences, but it significantly aids the development process, reduces stress for both you and the project team, and yields a better experience for your students. The following table summarizes the timing of these windows:

	"A" Window	"B" Window
Course requests due	December 1	May 15
Intensive workshop	Early January	Early June
Course development	January 1-June 30	June 1–December 31
First offering after	June 1	December 1

It is critically important that you work with your course development team to complete all project work within the assigned development window as staff are reassigned to new projects at the beginning of the next development window. If your course will require more time, college-level approval is required. Your college will have to decide whether to continue development on your course in the next course development window *instead of* starting a new course development. Notify your assigned ID or the OSC team as early as possible if you anticipate your course development will not finish by the end of the development window.

6 Box

Box is a cloud-based file-sharing and collaboration tool. The University holds a campus license for this tool which can be accessed at https://uofi.box.com . CITL's ID, IMR, and OSC teams heavily rely upon Box when interacting with each other and with the faculty on a given project. The tool is easy to use and removes several problems associated with sending files via email attachments. CITL would be happy to provide you with training on using Box before you begin your course design process. CITL will setup a Box folder specific to your course and we will prepopulate that folder with a default set of subfolders. Your ID will be happy to explain the folder structure and help you identify where to find and store files within it. Using Box and this folder structure is essential to our ability to efficiently work together with you on the project.

7 Course Design Process

All meetings will be attended by the faculty and instructional designer. Additional team members will join as needed.

Typical course development takes about four to six months, situated within the assigned six-month development window explained above, and involves the following major milestones:

1. Initial Meeting*
2. Preliminary Design Meetings (2-5 weeks)*
3. Initial Module Development Meetings (2-5 weeks)*
4. Pilot Module Review Meeting
5. Weekly Development Meetings (2-3 months)
6. Pre-launch Meeting
7. Course Closeout Meeting

Your ID will work with you to define a more detailed milestone schedule specific to your course project.

* Those who participate in the Intensive will cover most of the asterisked items, above, during the Intensive.

7.1 Intensive Workshop

To help expedite the course development process, CITL offers an Online Course Intensive Workshop (the "Intensive") at the beginning of the development process. This Intensive is optional but strongly encouraged. The Intensive brings together a limited number of instructors to participate in multiple sessions across a few days. In these sessions, CITL staff provides training common to all online course projects, enabling you and other faculty to share your ideas and collaboratively brainstorm about the needs for your course. During the intensive, you will have dedicated blocks of time to collaborate with your ID. You will also have access to veteran online instructors, technology experts, and the rest of your development team. A detailed review of the May 2016 Intensive can be found here: https://uofi.box.com/v/CITL-intensive-review

7.2 Initial Meeting

The initial meeting is a chance for you to meet the team, share some of your experiences and goals for the course, and for the ID to orient you to the process and tools used during online course development.

AGENDA

- ID introduces team members.
- ID shares the Course Structure Planning Guide with faculty.
- ID provides big picture of the design/development process and expectations.
- Faculty shares the following with ID
  - Previous teaching experience with the course, along with any relevant materials
  - Experience with using the LMS that the course will be using
  - Teaching style
  - The vision (broad goals) for the course
- Faculty and ID determine overall faculty availability and establish weekly meeting schedule.
- ID introduces Box as a file-sharing tool.

ACTION ITEMS

- [Faculty and ID] Schedule Preliminary Design Meetings.
- [ID] Establish project Box folder.
- [Faculty] Fill out the topic outline and course goals sections in the Course Structure Planning Guide.
- [Faculty] Attend an LMS, Collaborate, or other relevant technology training (recommended).
- [Faculty] Set up E-Reserves following library instructions outlined here:
  http://guides.library.illinois.edu/reserves/instructorview

7.3 Preliminary Design Meetings

This phase of the process typically takes 2-5 meetings to accomplish. The focus is on the overall design plans for the course and other considerations that may emerge based on the specific course needs.

AGENDA

- Outline preliminary course goals, course learning objectives, topic outline, and preliminary assessment plan.
- Assess media needs and fill out Media Planning Guide (e.g., lecture with audio narration, video overviews, video lectures, interviews, etc.).
- Walk through program-level branding and develop course-specific graphical specifications (MOOCs or online programs).
- Review online learning best practices and exemplars.
- Decide basic development timeline.
- Review copyright and accessibility.
- Identify a module of the course to develop for a pilot.

ACTION ITEMS

- [Faculty] Finalize the Course Structure Planning Guide.
- [Faculty] Complete the Weekly Planning Guide for the week of the course selected for pilot.
- [Faculty and Graphic Lead] Finalize the program and course-specific graphical specifications and arrive at Course Style Manual, if applicable.
- [Faculty, IMP and ID] Complete a draft of the Media Planning Guide.
- [Faculty and ID] Complete a draft of the Development Milestones Planning Guide.
- [ID] Review completed Course Structure Planning Guide and provide feedback.
- [Faculty] Fill out Images Information Planning Guide for possible media items not in videos (if applicable).
- [ID] Schedule Initial Module Development Meetings.

7.4 Initial Module Development Meetings

After the first few initial meetings, we begin to focus more squarely on designing and developing the initial module. This module will ideally be put in front of some pilot students so that we can collect feedback from them. This piloting/revision process provides helpful early feedback on the course design and saves time by preventing the team from getting too far along before realizing they need to go back and make significant changes across multiple modules. As the pattern for the initial module takes shape, a course-specific milestone schedule can be revised and the assessment plan solidified.

AGENDA

During the next few initial module development meetings, the agenda will typically cover the following:

- Review any outstanding copyright items and consult as needed with copyright specialist.
- Develop and sequence the instructional activities for the preliminary module.
- Discuss and revise module assessment and lecture plans in the context of online educational best practices.

ACTION ITEMS

- [Faculty, IMP, Graphics Lead] Produce "proof-of-concept" asset(s) from Media Planning Guide v2 (e.g., audio/slides narration lecture, studio or field video recording, interview, slide redesign, etc.).
- [Faculty] Provide readings, assessments, and any assets needed for lectures.
- [Faculty and IMP] Record lectures.
- [IMP] Coordinate with IMR to produce lecture media.
- [IDA] Conduct a first-round media copyright clearance (if needed).
- [ID and Faculty] Solicit and prepare pilot participants from CITL piloting pool and elsewhere if applicable (e.g., department's grad students).
- [IDA] Build basic course shell with general orientation material, appropriate module structure, and populate E-Reserves.
- [Faculty] Review and approve all media, assessments, and other content within initial module.
- [ID] Schedule Pilot Module Review Meeting.

7.5 Initial Module Pilot Review Meeting

After the initial module has been developed and built, a team of pilot participants is engaged to move through the initial module as a student would, reporting back with feedback on everything from time-on-task for specific instructional activities to how well the learning outcomes of the activities align with the module's overarching learning objectives.

After the piloting review period is over (typically a week or two), the ID meets with the faculty, IMP, and IDA to review the piloting documents and discuss any needed revisions.

AGENDA

During the pilot module review meeting, the agenda will typically cover the following:

- Review the feedback for the pilot module, and implement changes as needed.

ACTION ITEMS

- [Faculty/IMP] Finalize Media Planning Guide for implementation to entire course.
- [IDA] Incorporate revisions to initial module.
- [IDA] Modify course-specific templates as needed.
- [ID] Create milestone schedule for remaining course modules.
- [ID] Schedule Weekly Development Meetings

7.6 Weekly Development Meetings

After the initial module has been designed, piloted, and feedback has been incorporated, subsequent module development meetings are more production-focused and may shift to a bi-weekly format as faculty, ID, and IMP follow the pattern established by the initial module. In media-heavy courses, the faculty will likely have additional recordings/meetings scheduled with the producer in addition to above items spearheaded by the ID. In most cases, this phase of the design process takes up most of the development time. The faculty can expect to devote approximately five to 15 hours (or more) per week for development during this phase.

AGENDA

Over the course of developing the remaining modules, the agenda will typically cover the following:

- Review faculty and ID progress toward agreed-upon development milestones.
- Review newly-built instructional activities and multimedia content.
- Discuss any adjustments that need to be made in keeping with module-specific outcomes, appropriate framing and alignment with module-specific outcomes, reading and materials selection, and rubrics.
- Review relevant QC (quality control) feedback with the faculty.

ACTION ITEMS

- [Faculty] Use course-specific planning guides to provide module content to the ID/IDA.
- [IDA/Faculty] Work together to continue module content build in course site.
- [IDA] Clear media copyright used in each module.
- [ID] Review any outstanding copyright items and consult as needed with copyright specialist.
- [ID] Route module content for QC after each module's content is developed.
- [ID] Schedule Pre-Launch Meeting

7.7 Pre-launch Meeting

Prior to the course start date; the pre-launch meeting prepares the faculty for delivering and managing the course.

AGENDA

- ID shares with faculty course delivery best practices, course management, grading, proctored exam considerations, course evaluations, etc.
- ID/IDA demonstrates specific course tools (e.g., wiki, workshop, using forums, etc.).
- ID/IDA demonstrates how grading works.

ACTION ITEMS

- [ID/IDA] Create course-specific Instructor Resources.
- [ID] Schedule training for Collaborate.
- [Faculty] Make course available to students.
- [Faculty] Send out welcome message at the start of orientation.
- [Faculty] Work with department scheduler to schedule classroom space if proctored exams are required.
- [ID] Remind faculty to check with his/her department textbook contact to submit textbook orders.
- [ID/IDA] Arrange online proctoring for the course exams.
- [ID] Schedule Course Closeout Meeting

7.8 Course Launch and Delivery

At the agreed-upon time, the course will be made available to your students. You (or your TA, as appropriate) will be responsible for interacting with the students, grading assignments, etc. Your ID and IDA will, however, provide ad-hoc support as needed. This will include answering questions and sharing best practices about specific course tools (e.g. using forums, wikis, peer review tools, etc.). For example, you may have questions about the best method for grading forum posts, or how to grant students extensions for quizzes or assignments. The ID or IDA will work with you during the first offering of the course to make sure that you know how to perform these course-specific tasks, that you feel comfortable using the technology, and that your course runs smoothly. The ID or IDA can advise you on how to answer student questions. For example, if a student has trouble accessing an assignment, the ID or IDA can help you troubleshoot the issue.

7.9 Course Closeout Meeting

The course closeout meeting provides the opportunity for both the you and the team to reflect collaboratively on the course design experience and identify potential areas for improvement for the next course offering. Please note that requests for major revisions must be approved by the college. During the course closeout meeting, the instructional designer will provide documentation on how to prepare the course for a subsequent offering. This "course term prep checklist" will also be available in the course site.

AGENDA

- Discuss/review the end-of-semester or other applicable course design surveys (student feedback).
- Discuss teaching experience during the course development and offering (faculty feedback).
- Discuss desires and strategies for potential changes to the course.
- Review the course term-prep checklist.

ACTION ITEMS

- [ID/IMP] Incorporate agreed upon, faculty-requested minor updates in light of the discussion.
- [Faculty] If major revisions are desired, contact your department head.

8 Managing the Course on Your Own

After the design and initial delivery of the online course, the faculty who teaches the course (unless otherwise specified by the department) will assume responsibility for managing and delivering the online course content through subsequent iterations. Further instructions and documentation on how to prepare your course site to be offered again will be provided within the course site, itself. This typically will include:

- Requesting a copy of the course
- Updating the course schedule for the new term
- Making any additional updates as outlined in the Instructor Resources embedded in the course

Instructor Resources typically cover:

- Course welcome message

- Discussion forum setup and grading
- Group management
- Basic editing instructions for major content types
- Tool-specific instructions
- Due date management and automated date rollover instructions

8.1 Course Content Update

Faculty who teach the course may determine to update the course content as needed and implement the changes in the course with technical support and training provided below, barring any policy by the department suggesting that the course content cannot be altered. Should you need further support from your instructional design team after the course development is complete, contact citl-osc@illinois.edu who can put you in contact with the appropriate person within your college or program to request additional CITL support.

Additionally, the following resources may be of help to you:

- Learn@Illinois Moodle Service (LAS and Education):
  - For LAS courses, contact: atlas-tlt@illinois.edu or visit: http://publish.illinois.edu/atlas-tlt/
  - For Education courses, email: learnsupport@education.illinois.edu or call 217-244-7005
- Compass 2g
  - CITL now offers training in Compass 2g through scheduled sessions. View the training calendar: http://go.illinois.edu/citlcalendar; or request a one-on-one consultation: http://go.illinois.edu/citlconsultrequest.
- Coursera:
  - Contact your ID to discuss and implement changes
  - Visit the Partner Help Center at: https://partner.coursera.help/
- LON-CAPA
  - Contact the LON-CAPA Support Coordinator: astenger@uiuc.edu or 244-7241
- Collaborate
  - Collaborate video tutorials: http://go.illinois.edu/CollaborateTutorials
  - CITL Collaborate training resources: http://citl.illinois.edu/online-learning/student-support/other-course-tools/collaborate-web-conferencing
  - Request a one-on-one training session: https://illinois.edu/fb/sec/1653799
- Zoom
  - Zoom video tutorials: https://www.youtube.com/playlist?list=PLKpRxBfeD1kEM_I1lId3N_Xl77fKDzSXe
  - Zoom live training: https://zoom.us/livetraining

8.2 Teaching/Pedagogy Resources

CITL also provides the following online teaching pedagogy resources

- CITL Teaching Resources: http://citl.illinois.edu/teaching-resources
- TA Orientation: http://citl.illinois.edu/professional-development/ta-orientation

- Online Course-in-a-Box: http://citl.illinois.edu/online-course-in-a-box

9 Intellectual Property

University of Illinois faculty and instructors hold the copyright to all traditional academic copyrightable work they create for online courses, such as scholarly publications and course materials. "Traditional academic copyrightable work" and the rules governing intellectual property rights and agreements between the University and its faculty are defined in Article III of the Board of Trustees General Rules (http://www.bot.uillinois.edu/general-rules#art3).

An exception to this policy is when the University provides more than customary resources for the creation of a copyrightable work. The primary course developer still holds the copyright to the work, but the University also retains a license to use the work in its internally-administered programs. The extent of the University's licensing rights is determined by the circumstances of development and the use of University resources.

Full details, particularly for course content used in MOOCs, may be found in the Online Course Instructor Agreement, available upon request (please contact citl-osc@illinois.edu or your assigned instructional designer).

10 Disclaimers

- CITL reserves the right to amend, change, or cancel the CITL Online Faculty Handbook at its discretion.
- The CITL Online Faculty Handbook is not a contract.
- This information is accurate as of the latest date listed in the Version History section.
- This document is for informational purposes only and does not constitute legal advice.

11 Version History

19 August 2016   Initial Version