

NSU
College of Optometry
MSCVR Program
Faculty Resource Packet

Thank you for joining the faculty of NSU College of Optometry's Master's in Clinical Vision Research (M.S.C.V.R.) Program. Whether you are a course creator, a course teacher, or both, by joining this faculty you have chosen to take part in an exciting new sort of educational effort. We do not seek to train optometrists to practice optometry in this program. Instead, we develop members of the health care industry to perform and critically analyze clinical research.

Members of health care professions enroll in this program to:

- continue their career while earning a degree.
- earn an accredited degree within as short a time as two years.
- increase their career opportunities and earn a higher income.
- study in the comfort of your home or office.
- work with knowledgeable academicians and distinguished practicing professionals who are experts in their fields.
- receive personal guidance from teaching and advising faculty who work directly with the student. The specialization course track (year 2 of the program) is designed to fit the specific interests and expertise of each student.
- interact with a wide variety of other professionals interested in the same training and who bring their own unique life-experiences to the learning environment.
- receive immediate impact of newly acquired knowledge and skills that improves their ability to perform and interpret clinical vision research.
- use multimedia learning resources including the Internet, World Wide Web (WWW), and CD-ROMs.
- enjoy an opportunity to collaborate with colleagues worldwide.

The decision to offer Internet-based distance education is entirely consistent with, and is actually an extension of, the College of Optometry's commitment to use cutting-edge technology to advance education. This packet of resources is intended to provide you with ideas and information to help you create and/or teach your course. We provide course creation and teaching training, and this book is intended to supplement – not supplant – that training. It is intended to serve as your reference book of information, telephone numbers, and websites.

Additionally, live support is available through many avenues. Since the College of Optometry is so “wired,” its staff members are well-versed in computer training and assistance. They can help you with a vast array of questions about computerized resources or College of Optometry resources.

NSU itself, in addition to the College, uses WebCT in providing distance education to thousands of students each year, and its instructional technology staff will provide a great deal of support to you on WebCT matters.

Thank you once again for your participation in this exciting and unique educational endeavor.

Josephine Shallo-Hoffmann, PhD
Professor & Chair
Graduate Studies Program

Basic Faculty Information

At the time you signed your College of Optometry course contract (adjunct or full-time) and submitted it to Dana Matthews, you triggered a flurry of activity, specifically the process for the issuance of certain login names and passwords. You also ensured that you would be entered into the NSU computer database so you would be able to access your course on WebCT.

As an NSU faculty member, you will need to acquire a Unix account and password. No one can do that for you, and you cannot do it until you have completed all contract documents and the appropriate university offices have entered you into the banner database.

To create your Unix account, you must access the university's page, at http://www.nova.edu/sbin/employee_accounts and follow the directions provided there.

At the drop-down box, your affiliation is with the College of Optometry. If you experience difficulty obtaining your Unix password through this page; please contact Barbara Karpel, barker@nsu.nova.edu or 954-262-1780.

From time to time, you also may receive additional login names and passwords to assure access to certain computerized resources from the Library & Technology Center staff. If you misplace any of these additional logins or passwords; you may contact Barbara Karpel, barker@nsu.nova.edu or 954-262-1780 for assistance.

Additionally, once you are entered into the University's computer database, you will receive through the U.S. mail a Webstar PIN number. This is issued to you so you can enter students' final grades directly into the University's Banner database system at the end of each course session you teach. (At that time, you will need an ID and your PIN number; your ID number begins with N).

It is important to keep close track of your Webstar PIN number. The University, rather than the College of Optometry, issues Webstar PIN numbers, so College of Optometry staff cannot help you if you misplace your Webstar PIN number. Instead, if you misplace it, you will have to email the University at pinhelp@nova.edu or call the University at 954-262-4850 or 1-800-541-6682 between 8:30 a.m. and 5 p.m. on weekdays. The University will not give you your PIN number over the telephone or through email but will send it to you again through U.S. mail. It takes up to two weeks to obtain a replacement PIN number. Please do not misplace it.

Finally, there is the matter of obtaining an NSU encoded University card, (<http://www.nova.edu/cwis/bsv/nsucard/index.html>). If you are an adjunct faculty member, you do not absolutely need to obtain an NSU Card. If you live nearby, however, or if you can make time to do so during a trip to NSU to prepare materials and work with the I-Zone, it is a very wise idea to visit the NSU Card Office (contact information at the website just provided), have your picture taken, and obtain an NSU card. Benefits include

the ability to access, without obtaining further passwords, all electronic resources for all NSU schools, including a wealth of medical resources available electronically through NSU's Health Professions Division website.

WebCT Matters

GENERAL INFORMATION -HOW DO I?

NSU's I-Zone is an excellent resource for course creators throughout their creation process and it can also assist course teachers with course management questions. See <http://www.nova.edu/cwis/oit/izone/index.html> for great information and links, including many web-based faculty resources for faculty such as yourself using WebCT.

When creating or revising your course on WebCT, you might want to take advantage of the I-Zone's Instructor Requests webpage at <http://www.nova.edu/cwis/oit/izone/requests/index.html> or at <http://www.nova.edu/techtrain> or email: TTS@nsu.nova.edu or call: (954)262-4797. NB: When a final file name in a URL is "index.html" or "index.htm", it can be left out. At these pages, you can submit requests regarding your course materials using an automated submission system. You can then track requests submitted through the pages, by accessing the link on that same page titled "Faculty Request Tracking System."

Otherwise, you should contact Deborah Seepersaud, seepersa@nsu.nova.edu, 954-262-4961 with questions about design, development, and refinement of courses or with questions about course management when teaching. Deborah can put you in contact with the right person at the I-ZONE, just contact Deborah and let her know what you need.

The I-Zone has a WebCT course development area ("play-around" area). This is where you may have a rough-draft course created simply to play with ideas and concepts as you develop your course. But this is not a "live" environment that students can enter. Once the I-Zone loads your materials into your course and it is ready for students to access (and you to teach), you need to go to: <http://www.nova.edu/webct/> to access your course. You need your WebCt ID (email address, i.e., Unix login) and password.

In each course you may find it useful to ask the I-Zone to register a fake student named Generic Student (login "student" and password "student") for you. If you have a fake student account as well as your faculty account, you can access your course as that student, see the student view, take the quizzes, etc. Doing so may help you see what the students are talking about if they call with questions about what they are seeing on their screens.

DO NOT give Gerri's contact information to students. When students encounter WebCT difficulties, they should contact the WebCT help desk at help@nova.edu or 1-800-541-6682.

There also is a great deal of WebCT information available at

http://www.nova.edu/cwis/oit/izone/webct_resources.html.

WebCT also has made available a practice course for faculty members. To access it, log into WebCT at <http://webct.nova.edu> and look for the option at the bottom to “add a course.” Then add the “WebCT Practice Course.” You might find it useful.

Logging onto Webct

1. Once connected to internet (select Browser e.g. Internet Explorer, Netscape or Mozilla), type **http://www.nova.edu**
2. From Nova's homepage, click on the WebCT icon in the upper right hand corner (**<http://www.nova.edu/webct/>**)
3. Once at the WebCT entry page, you must log in using your NSU login and password. Your email login can be found in your NSU email address.

Example:

janedoe@nova.edu janedoe

stevebel@nsu.nova.edu stevebel

Adding my syllabus

1. You may send your word document via email as an attachment to the following address: **izonewebct@nova.edu**
2. Your email must include the following for a speedy resolution:
 - a. Course CRN
 - b. Course identity -name, semester being taught
 - c. Instructor username
 - d. Name, phone number (s) and NSU email address -include this information in body of message especially if you are sending email from a non-NSU account

Adding a PowerPoint presentation or other content files

1. You may wish to send multiple files to be uploaded to your course. This can be done by following these steps:
2. From **NSU homepage**, click on **Resources for Faculty and Staff**
3. Under **Technology**, click on **Izone**
4. From Izone homepage, click on **Instructor Requests**
5. Now click on **Faculty Request Tracking System**
(**<http://www.nova.edu/cwis/oitlzone/requests/index.html>**)
6. You must then log in to this secure area using your NSU login and password
7. Once you have successfully logged in as a faculty member, you will then fill in all the necessary information (CRN, course name etc)
8. Remember, you must first **browse** to locate the files, then **attach** the files
9. Good Luck!

Adding quizzes and assignments to my course

1. Prepare quizzes in simple Word format. If it's a multiple choice quiz, then use the following format: Write question, then include an asterisk at the beginning of the correct answer -see example below

Question

1. First option
2. Second Option
3. Third Option
- *4. Correct Answer

2. You must include the following information with your request for uploading questions to a quiz or setting assignments:

- a. Quizzes -the point value
- b. Beginning and ending date
- c. Duration of quiz
- d. Release grade

A Side note on WebCT

Professors have had success attaching documents to emails or discussion board postings in WebCT, and in opening documents that students have attached to emails or discussion board

postings within WebCT. Many people have experienced difficulty with this, though, so you may wish to, when possible, play it safe by, instead, using the “copy” and “paste” functions of your word processing programs to incorporate text directly into emails or discussion board postings.

At least some of the time, the difficulty users have had in opening or downloading attachments within WebCT has been related to their browsers. If you are using Internet Explorer, you will need to ensure that you have upgraded as appropriate for your browser to handle the attachments.

Computerized Resources Help

If you have questions about the College of Optometry’s computer-related resources, the MSCVR webpage, or other Web-based College of Optometry MSCVR information, you can contact Dr Michael Fendick, at fendick@nsu.nova.edu or 954 262-1456.

Course Creation

I personally have found it useful – and you may too – to create a separate folder in my computer for each module, and within that file to have a separate document for the text that is linked to each icon within the software program. Thus, for Module One of my course, I have created a “module one” folder in Word and then, within that folder,

have created Word documents titled “overview,” “reading assignment,” “lecture materials,” “discussion board program,” and “quiz.” For some modules, I have another document, for a link titled “reference material,” too. For each of the other modules in my course, I have a folder containing documents titled in the same way.

When creating your course, you will want to build in as much interactivity as possible.

When creating quizzes, if you are using one of the automatically-graded quiz formats (multiple-choice, true/false, etc.), please remember that you must provide answers along with your questions so that the instructional technologists can incorporate your answers into the course as they build it. This is the only way the system can grade the students’ quizzes as they submit them, and can appropriately provide feedback to students on the spot. When doing that, also, please remember that it is crucial that you provide the I-Zone with exact dates and times for the opening and closing of each quiz in each module. The I-Zone will not read your syllabus to figure out when each quiz must be opened and closed, and it will not accept an instruction such as “Open the quizzes every Sunday and close them every Saturday.” Rather, you must, week-by-week, provide exact date and time information for the opening and closing of each quiz to the students.

Consistent with the master’s-level nature of this program, courses are not intended to include full-scale final examinations upon which students’ entire grades rest. Rather, you likely will want to grade students, at least in part, on assignments they submit throughout the course. You may wish to incorporate a final examination as part of your evaluation of the students, but please remember as you do so that all examinations must take place within the twelve weeks allotted for the course in the program calendar. There is no separate examination period for any course. Moreover, ideally, the final examination should not be of the sort you might give to an optometry student, necessitating administration under secure conditions.

Except in unusual circumstances, the program will not use any of the security-oriented examination software tools such as ExamSoft in administering exams. Rather, the key is to incorporate security into your course and evaluation design. If you are creating writing assignments for the students as part of your course creation, for example, you should assign several short assignments spread over the entire course. That way, you can become familiar with each student’s style and more likely will be able to spot something written by someone else if submitted. Requiring students to create portfolios to serve as the basis for your grading is a good option. (See Appendix 3 for a sample description of a portfolio required of students in one course.) Another option, also illustrated in Appendix 3, is to connect the writing assignments to situations your students experience at their workplaces. By doing this, you can minimize the chances that the student will find a paper on the Internet, or find another person to write the paper, addressing the question you ask.

*Note: These are only suggestions.
Please feel free to share other ideas.*

In creating course materials, you may find it helpful to read up on distance education, teaching and learning theory in this environment, or other educational matters. You may, for example, find it useful or interesting to log into a Best Practices in Online Learning website that has been created by NSU's School of Computer and Information Sciences. It is located at <http://spinner.scis.nova.edu/BestPractice/>.

For some tips and general discussion, you may want to see chapters 8-12 of *Teaching Online* by William A. Draves. It is available in the Law Center's library and Alvin Sherman Library, Research, and Information Technology Center, <http://www.nova.edu/library/main/>.

Other sources of general information are chapters 6, 8, 9, and 11 of *Teaching and Learning at a Distance* by Michael Simonson et al. Mike Simonson is at NSU's Fischler School of Education and Human Services.

If you'd like to take a few moments and surf around to gather information, you should go to Mike Simonson's website, <http://www.nova.edu/~simsmich/> and then click on to the box next to "Distance Ed Resources" at the top of the page. There are all kinds of good things there you can click into and play with. You might also like to explore the World Lecture Hall that you can access off a list on the following page: <http://www.nova.edu/~burmeister/wkshop1.html>.

In that World Lecture Hall, you will find links to many courses taught online, including a bunch under the category of "medicine." Poking around in those courses will help you get a feel for the type of course design required in the online environment, and the alternative ways of utilizing that sort of course design.

See also www.dlrn.org/educ/index.html and www.dlrn.org/educ/course/index.html.

Reading Assignments

You have total freedom to choose reading material for your course. Reading assignments may come from a traditional text the students will have to purchase, from a text you create (either from excerpts of various currently published texts or from your own material) that the students will have to purchase, from a set of Internet links you include in the course materials, from documents that are parts of your materials, from a CD of materials you create, or from any other source you choose.

One of the beauties of being a professor is that, of course, you can order complimentary copies of many titles from many publishers, if you are considering them for use in your course. The publisher may ask for permission to verify with the school that you really are a professor with us, but we would of course provide such verification. Check for publishers' 800 numbers or websites to inquire about complimentary copies.

Shortly Before Your Course Begins

During your final week or two before your course begins, you will want to nail down

some final details. Specifically, at a minimum:

(a) If you haven't done so yet, access your course on WebCT to make sure all the pieces are there, to proofread everything and to ensure that links work. It can take a series of emails back and forth with the I-Zone to make sure all those final details are nailed down, and you'll need to allow time for a few rounds of proofreading.

(b) Get into Webstar using your login (ID number NXXX...) and the PIN provided and print out a class list for your course. This is a good time to learn whether your login and password work in Webstar because learning of a problem now will make it possible for NSU to fix the problem before you have to enter grades in Webstar later.

(c) Compare the students on your class list with the students listed in your course on WebCT. Every session, we have had some students who have not actually been loaded into their courses even though the Banner system, through Webstar, indicates accurately that they have registered and paid for the course. Contact Jeanne DeCaro (djeanne@nsu.nova.edu), 954 262-1658 or Gerri in the I-Zone, santg@nova.edu, so that one or both of them can make sure the students who are missing are uploaded into your course. Please copy Jeanne DeCaro, djeanne@nsu.nova.edu, on communications with Gerri about such issues, if you aren't contacting Jeanne directly. Jeanne needs to know, because she will field the calls of complaints from the students who cannot access their courses.

Course Teaching/Student Interaction

Setting a Tone

Students entering the MSCVR program come from a variety of backgrounds, with only one common denominator: their participation in some manner in the health care industry and their interest to conduct and/or analyze clinical research.

During the first module or week, one professor may concentrate on working with students so that they learn the rules by which they must live with respect to their work in that course (when to post, how to post, where to post, the level of detail he/she expects, the sort of references he expects to supporting materials, etc.). Another professor may devote the first module's or week's worth of videotape on his CD to demonstrating to students (modeling for them) the sort of thinking he would like them to do in his course.

You may wish to do something similar, although doing so certainly is not a requirement. An important requirement, however, is that you set expectations explicitly in creating and conducting your course. For example, you generally must access your course once during every 24-hour period to appropriately teach your course. If, however, there is one day a week you will not be online, you should state that upfront in your syllabus. That way, students will know not to expect you on to check-in on that day, and they will not panic and feel abandoned when you do not check-in. Similarly, if you assure them during the first module or week that you will be watching and will be checking in to field questions,

but that you generally won't contribute postings to any discussion board (absent a question) until about mid-week, then the students will not panic when they do not "see" you during the beginning of each week. You need to follow through and actually be checking in case there are questions, but you can indeed set expectations by making such matters explicit at the beginning of your course.

You may also want to make some chat protocol matters explicit. See this example, http://www.nova.edu/webct/getting_start.html#.

Interacting on Discussion Boards

Interactivity is the key to a valuable online course experience for both professors and students. You may want to review Appendices 1 and 2 for some ideas on creating and encouraging interactivity in your course. You might find useful the eight tips offered in an article published in *The Higher Education Journal* and available at <http://www.cvm.tamu.edu/wklemm/Eight%20Ways/8waystoengage.htm>. Those tips are provided by the I-Zone: http://www.nova.edu/cwis/oit/izone/iz_resources/strategies.html.

Please remember that the easiest, most efficient way to reach all your students with the same information is to use the discussion boards created for each module of your course and the main discussion board. (The main discussion board can be used for general communication, whereas the discussion boards within each module/week should usually be limited to communication about matters covered in that module/week.) You want to use the discussion boards for communicating to the entire class; it is imperative to remember that with each email you reach only one person, the recipient, not the entire class, whom you can reach through a discussion board posting.

If multiple students are asking you a particular question via email, for example, or if a question asked through email might be one that many students in the class have, you might want to recap the question and your response in a discussion board posting so that all students can see and benefit from it.

During the first week of class, it will be best if you share with your students what your professional experience is and what your job entails. If you, as an adjunct professor, talk about your "day job," it helps give the students a sense of your breadth of knowledge and some appreciation of your expertise. It also helps them realize and understand that you, like they, are balancing other, often full-time, professional obligations along with your work on the course. They appreciate that.

During the first two or three weeks of the course, depending on your teaching style, you may want to set a tone by being present and visible but not leaping into discussions all the time. Visibility on the instructor's part early in the course helps students feel secure that you are continually present, even if less visible, throughout the course. That in turn, coupled with the students' understanding that you have a busy "real job," means that the students seem to be more understanding if you aren't quite so prompt in responding as the course goes on.

You may find it useful to regularly use the “main” discussion board in your course in addition to the module discussion boards. The “main” discussion board is useful for posting information you want the whole class to see that doesn’t concern any particular subject matter or any particular module. For example, if you wanted to remind students of a chat time, you might want to post that on the “main” discussion board. If you wanted to post an announcement about an interesting newspaper article you read that does not concern the subject matter of the module you are currently teaching, you might want to post that on the “main” discussion board. The same applies if you wanted to set forth some rules for an end-of-course paper assignment.

Students, of course, sometimes forget that they are supposed to be looking not just at this week’s discussion board but also at the “main” one – not to mention occasionally checking former discussion boards to see whether things have been posted after the end of that module. Please remind them!

Managing It All

Managing online teaching is a matter of both psychological and physical importance. ***Psychologically***, you will want to find a way to create the space in your busy life to allow you to pop into your course every day in a way that works for you. Some people find that it works best for them to establish a time during which they will access their courses each day. Others find that they can’t be so rigid, but access whenever the opportunity presents or mood strikes them. Either style works, as long as you are checking in regularly, usually once a day. (Sometimes on these daily check-ins, there will be nothing you need to do in the course; you will simply check in and check out. Sometimes, however, you will spend an hour or two in the course responding to discussion board postings, examining student submissions and answering emails.)

If you would like to choose to permit some questions on discussion boards to remain unanswered for some period of time, you may want to explain to the students early on in the course – perhaps in your welcome message on your first discussion board – your pedagogical reasons for the choices you are making as a professor. Moreover, when a student posts a question, even if you don’t intend to answer the question, you really need to respond to it. If you don’t intend to answer, you can say that, and explain why. But if you don’t respond at all, the student online has no idea whether his or her question ever reached you. (He/she can’t see you, so can’t see that you heard the question, and you aren’t giving off any signals non-verbally about your ignoring him/her.) So he/she is just lost out there, feeling as if nothing he/she says is being seen or heard. That’s the death knell -- really loses students. Students online generally tend to fall off track more easily and require more feedback than their in-person counterparts, so the professor’s task is to work harder on transparency of thought process and actions than he or she might do in an in-person classroom.

Physically, when teaching, management of the clutter of email and discussion board

postings is among the most important, and seemingly overwhelming, of your tasks. I find it useful to remember when reading discussion board postings that I can “select all,” then mark “compile,” and then hit “go” to read all text in any one thread. There are a great many WebCT course management tools within WebCT about which you can ask the faculty help desk.

Information in the faculty WebCT tutorial is also quite useful with regard to many of the course management tools. For example, you may want to **close down discussion threads**, or lock students out of discussion threads that have been completed.

It preserves the status quo, but stops additional postings until you unlock it again. Or, in **managing email**, you can create folders for storage of e-mails that you no longer need to access and even move email messages from folder to folder.

Student Counseling

Students occasionally may approach you for course counseling. This would be wonderful because it would demonstrate that your students think highly of you. Unfortunately, however, it could also lead to problems. Please remember as you talk with students that you may not be aware of whether particular students have completed the appropriate prerequisites for certain courses. (In some instances, courses have prerequisites with which you may not be familiar, and neither you nor the student may have accurate, up-to-date information about whether the student has completed those prerequisites.) Dr Shallo-Hoffmann (shoffman@nsu.nova.edu or 954-262-4226) is the person to whom the students should speak with regard to course advising to ensure that they have completed appropriate prerequisites.

Student Tracking

Sometimes students will try to explain away their failures to complete assignments. That should be no big surprise, since that behavior is certainly not limited to this program and certainly is not limited to online students. WebCT gives the professor some opportunities to track students that aren't available in the in-person classroom. By clicking into Manage Course and then into Track Students, the professor can see when the student entered the course, how many hits he or she has had on what course pages, how many times she entered the course, how often, etc. Such a look at what the student has actually been doing (or not doing) can be very helpful in determining whether that student has really been doing the reading or has been ignoring the course and trying to get by on excuses.

Quizzes

Quizzes will be “set” to open (become available to students) on particular days at particular times and to close (become unavailable to students) on particular days at particular times. You must communicate to the I-Zone what those days and times should be for each quiz in your course. (See earlier information under “WebCT Matters” regarding the need to be specific in this regard. Once the quizzes have opened, the

students (presumably) have completed them, and the quizzes have closed again, you likely will want to make it possible for your students to review their feedback. That means that, once all this has occurred, for each quiz, you need to tell the I-Zone once again to make that quiz available to students (to “open it up” to the students). Alternatively, you can make it available yourself if you understand the technology sufficiently to do so. Please remember that the students can only review the feedback on their quizzes while the quizzes are open to them.

Individual Research Project Advising

If you have been hired to advise a student in completing his or her Individual Research Project, the thesis for their MSCVR experience, please remember that you will be working individually with your advisee(s) in whatever way suits both student and professor. You may communicate through the course site on WebCT, but you need not do so as long as you have set up a system whereby you and your student will work toward completion of his or her research project in accordance with the guidelines provided.

Remember all research projects involving human subjects must go through the NSU Institutional Review Board before the project can begin. Contact Dr Shallo-Hoffmann for information (shoffman@nsu.nova.edu, or 954 262-4226).

Grading

A significant difference between this program and professional program and other master’s level programs is the level at which students must perform to remain students in good standing in the program. Students in the program must maintain a grade point average of B or better.

You must submit your grades into the Banner system, through Webstar, within a week after your course has ended. As noted earlier, you will need your Webstar login (your ID number, NXXX...) and PIN number to complete this process. Please remember that the College of Optometry staff cannot help you if you misplace your PIN number, and the replacement process can take up to two weeks. (See earlier section about “Basic Faculty Information.”)

When you get into Webstar, you will input your grades at the link called ‘Final Grades’. You also may need to know a CRN number and/or the course number for your course. If you have questions about these, please contact Jeanne at djeanne@nsu.nova.edu or 954-262-1658.

At the same time you input your grades into Webstar, please send them by hard copy or email to Jeanne De Caro, Student’s Services Coordinator, NSU College of Optometry, 3200 South University Drive, Fort Lauderdale FL, 33328. Jeanne can be contacted at djeanne@nsu.nova.edu or 954-262-1658.

Unfortunately, in undergraduate and graduate programs alike, plagiarism is becoming more and more of an issue. *See generally* www.plagiarism.org and www.plagiarized.com. If you are grading at least in part based on papers submitted by students and you suspect plagiarism, you can check out some websites that might assist in determining whether the suspicious paper is indeed plagiarized. One such website is www.turnitin.com. Others include: www.howoriginal.com and www.plagiserve.com. Lisa

Faculty Evaluation

All faculty teachers at the College of Optometry, both full-time and adjunct, are evaluated in their teaching on a regular basis. Members of the Graduate Faculty of the College of Optometry are charged each year with evaluating the online teaching of adjunct faculty in the MSCVR program. That means that, at least once during each course taught by each adjunct professor, a member of that committee will surf into that professor's course to review the adjunct professor's performance. I will notify each adjunct professor of the identity of the committee member assigned to do so at the beginning of each course.

Committee members will be evaluating adjunct faculty online teaching on the basis of the following:

- (1) Knowledge of subject matter of course.
- (2) Ability to discuss that knowledge with students on threaded discussion board and in emails.
- (3) Promptness and politeness in responding to students engaging in student-to-professor interaction (i.e., students who are posting questions to the professor on threaded discussion boards or sending emails to the professor).
- (4) Degree to which professor encourages student-to-student interaction.
- (5) Specificity of feedback professor provides to students.
- (6) Respectful provision of feedback and other communications with students (not belittling or humiliating; constructive suggestions or directions provided when there is a need for correction of a student; etc.)
- (7) Clarity in explanations to students about what is expected of them.
- (8) Control of dominant voices in discussions when appropriate and necessary.
- (9) If applicable, ability of the professor to respond to the needs of the students by adjusting when encountering challenges in (a) teaching non-optometric or dental students and (b) teaching in the online environment.

Full-time faculty teaching online will be evaluated on the basis of the same factors, although possibly by different graduate faculty committee members.

APPENDICES

Appendix 1

Ways to Provide Interactivity

Some suggestions for ways to provide interactivity in the online course follow.

(1) The instructor could ask students to read or view the hypothetical problem for a module and could designate certain students to propose solutions to the hypothetical problem on the class' threaded discussion board. Additionally, the instructor could require the other students in the course to respond to the proposed solutions posted by their classmates.

(2) The instructor could break students into small working groups and post multiple problems in a module. Each group would get its own problem on which to work, and each group would be assigned to meet sometime that week in a designated chat room to discuss the problem and to arrive at a solution. (Logs of the discussions in those chat rooms are archived.) The group would have to designate one of its members to post on the class's threaded discussion board a copy of the group's problem and an explanation of its solution to that problem. Members of each group would have to respond to questions posted by other students about the proposed solution.

(3) The instructor could require completion of a group project to serve as part of the final evaluation instrument in the course.

(4) The instructor could break students into pairs and require them to exchange answers to problems, read and edit each others' answers, and discuss them with each other before posting revised answers to the discussion board.

These are only ideas. Please feel free to be creative and to share your creative ideas with other MSCVR faculty members.

Appendix 2

Information taken from: Villanova University School of Law / Office of Academic Computing

Teaching With Technology - No. 1

TIPS ON PLANNING AND MODERATING VIRTUAL CLASSROOMS

Effective student use of a virtual classroom doesn't happen by chance. It takes instructor involvement to create an online learning community.

Strategies to Try:

1. You should post a welcome message to the classroom to introduce yourself and to congratulate students for accessing it for the first time.
2. Encourage students to answer each other's questions. This approach promotes problem solving and collaboration.
3. Post an initial message on a specific topic and moderate responses from students.
4. Invite an outside expert to post an initial message and moderate a week-long discussion.
5. Have student groups debate each other over a particular topic.
6. Encourage student project teams to use specially created online forums to brainstorm before clarifying ideas in face-to-face meetings. Post documents for them that the rest of the class can't see. This is especially useful in role-playing simulations. (We can create smaller private classrooms for student discussion groups, or we can teach you to do it. Just ask us.)
7. Try assigning an online discussion which bans the use of non-questions.
8. Assign students to serve as moderators for online discussions on a rotating basis, responsible for initiating discussion and making sure it remains focused.
9. Keep virtual office hours. Let the students know when you will be online. Don't make the mistake of trying to answer each posting when sent. Virtual classrooms are not intended to offer students 24 hour a day access to the professor. If you don't set limits, students will expect you to answer postings past midnight.
10. Be sure your students are clear about your expectations as to the importance of participating in the classrooms. Will you ask them to log in and post on a certain schedule? Do you expect them only to ask questions? Are you asking them to post answers? Do you want them to look for assignments and course announcements via this method? Are you interested primarily in their participation, or in the content of their answers?
11. If you are requiring student participation in planned online discussions, consider assigning groups of students to each discussion. That way, you ensure balanced participation in online discussions throughout the semester.
12. You need to respond to student messages as well as posting questions. Your participation and encouragement sends the message that online discussion is an important part of the class.
13. Post exercises to the virtual classroom and ask students to send their responses electronically to you, not to the classroom. This teaches the difference between email and

a listserv, and encourages the students to begin thinking about confidentiality and negligent transmission of client information via email.

14. Encourage the students to create and to post potential exam questions. Promise them that at least one exam question so posted, even if revised by you, will be on the midterm or final exam (but you're not going to tell them which one).

15. Encourage students to post links to news stories which may relate to class discussion.

16. Keep permanent copies of your syllabus and all handouts as attachments to postings.

17. Create a "safe harbor" conference and allow the students to post anonymously.

18. Have groups post answers to exercises and critique other groups' answers.

19. Post an exam question from a prior year and discuss it.

20. Create a "resources," "research strategies" or "citation questions" conference within your class, if appropriate for the topic. Use these conference to post handouts, answer questions or post extra exercises for students who want more help.

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