S.O.S.
How to rescue sinking online courses

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ORAL ROBERTS UNIVERSITY

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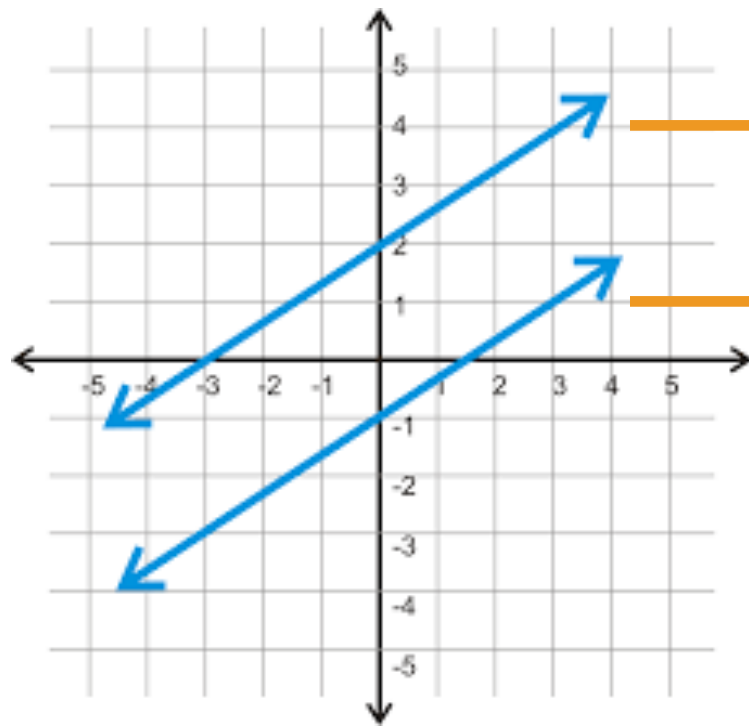**Oral Roberts University**

Objectives . . .

By the end of this workshop, you should be able to –

- Know the value of the Faculty Guide

- Identify QM Standards embedded in the Faculty Guide

- Rescue 'sinking' courses using the Faculty Guide

Our story . . .

The problem . . .

Students failing

Lack of growth

Sinking courses

High dropout rates

Low retention

S.O.S.
The need for a rescue operation

Faculty Guide to the rescue . . .

Faculty Guide to the rescue . . .
. . . Aligning with QM Standards

START HERE

Hello {FirstName} and welcome to {OrgUnitName}!

To get started, click on the following links to read the Course Syllabus and other course information. Next, click on "Week 1" on the left-hand navigation bar and engage the content. Note that each week, starting with Week 1, is divided into three sections:

- OVERVIEW: Lists the learning objectives of the week/unit
- STUDY: List of learning materials to study
- ASSESS: Lists assignments due by end of the week/unit

Due dates: Unless otherwise noted, all assignments/assessments are due by Day 7 (Sunday) at 11:59PM CT (US Central). The one exception is that your first Forum post is due by Day 3 (Wednesday) at 11:59PM CT (US Central). Days are designated with Monday being Day 1 and Sunday being Day 7 throughout the weeks in the semester.

Don't forget to post to the Introductions forum in the Discussions' Community Area of the course. Click the Resources tab at the top of the page to access ORU Online help and support links.

LPSY 301 Course Syllabus

LPSY 301 Course Calendar

Meet Your Professor

Aligning with QM Standards

SRS 1.1. Instructions make clear how to get started and where to find various components.

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Aligning with QM Standards

COMP 101 AD5 Composition I (Fall 2018, George)

Content News Assessments ⌄ Communication ⌄ Resources Brightspace Help

START HERE ⌄   🖨 Print

Hello Janet and welcome to COMP 101 AD5 Composition I (Fall 2018, George)!

To get started, click on the following links to read the **Course Syllabus** and other course information. Next, click on "Unit 1" on the left-hand navigation bar and engage the content. Note that each unit, starting with Unit 1, is divided into three sections:

- **OVERVIEW:** Lists the learning objectives of the week/unit
- **STUDY:** List of learning materials to study
- **ASSESS:** Lists assignments due by end of the week/unit

Due dates: Unless otherwise noted, all assignments/assessments are due by Day 7 (Sunday) at 11:59PM CT (CST). The one exception is that your first Forum post is due by Day 3 (Wednesday) at 11:59PM CT (CST). Days are designated with Monday being Day 1 and Sunday being Day 7 throughout the weeks in the semester.

PLEASE NOTE: If you are taking this course as a 14 week Advantage course, the course is also structured in 7 Units. In the 14-week ADV courses, each Unit lasts 2 weeks, or 14 days. The Projects and Quizzes are due on Day 14, at the end of each Unit, while the Forums are due at the end of Day 7 or halfway through each unit.

Don't forget to post to the **Introductions** forum in the Discussions' Community Area of the course. Click the **Resources** tab at the top of the page to access ORU Online help and support links.

⬇ Download   📇 Send to Binder

100 % 3 of 3 topics complete

COMP 101 Syllabus ⌄   ✓
📄 PDF document

COMP 101 Calendar ⌄   ✓
📄 PDF document

Meet Your Professor ⌄   ✓
🌐 Web Page

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Unit 4: Comparison/Contrast Begins October 8   1
Unit 5: Cause & Effect   1
Unit 6: Persuasion   1
Unit 7: Perfecting Your Writing   3

SRS 1.1. Instructions make clear how to get started and where to find various components.

Unit 2: OVERVIEW

How often have we heard someone say, "Give me an example of that"? We use examples both to explain unfamiliar ideas and to support our statements. This week you will read examples of how globalization and modern technology can help us gain new perspectives on life but also lead to misuse if we are not careful. You will also work on writing an exemplification paragraph, where you use specific, detailed examples to support your ideas.

After successfully completing this unit's assignments, you should be able to:

2.1 Defend your opinion on a social issue (Forum 2a)
2.2 Explain how different perspectives can reshape ideas (Forum 2b)
2.3 Write an exemplification paragraph (Project 2)

SRS 2.3. Learning objectives are stated clearly, are written from the learner's perspective, and are prominently located in the course.

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Aligning with QM Standards

After successfully completing this unit's assignments, you should be able to . . .
2.2. Explain how different perspectives can reshape ideas (Forum 2b)

Forum 2b: The traveling onion ⌄
Discussion Topic

Topic: In "The Traveling Onion," the author Naomi Shihab Nye presents the history of the onion in the epigraph taken from the Better Living Cookbook. The cosmopolitan onion, originating in India, became "an object of worship" in Egypt. From Egypt, the onion traveled to Greece, Italy, and then all over Europe. In the poem, Nye uses the process of preparing the onion to inform the reader of how an onion makes its way into the stew. At the same time, Nye is helping the reader to gain a fresh appreciation of something so familiar it is taken for granted.

Nye shows an ordinary onion in a new perspective. What causes people to gain a new perspective? Tell about a time you received or achieved a new perspective. Support your answer with specific examples and details.

SRS 3.1. The assessments measure the achievement of the stated learning objectives.

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Aligning with QM Standards

	Program Outcomes (PO)	Course Objectives (CO)	Weekly Objectives (WO)	Assessment
WEEK 1	PO2. (g) An ability to analyze the local and global impact of computing on individuals, organizations, and society (BL4) PO15. (o) An ability to solve real world problems informed by a Christian worldview (BL3)	CO1. Know the impact of HCI on society, the economy and culture. (BL2, PO2) CO2. Analyze the fundamental principles of interface design. (BL4, PO15)	1.1 Explain how practical guidelines and good practices improve user interfaces (BL2, CO1). 1.2 Analyze and compare design alternatives (BL4, CO2)	Forum 1 Design Challenges (BL2, WO 1.1) Project 1 Web Site Critique (BL4, WO 1.2)

SRS 3.4. The assessments used are sequenced, varied, and suited to the level of the learners.

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For example . . .

Legacy Project

140 Legacy courses → **127 Faculty Guides** → **123 D2L Courses**

GOAL: Template 140 courses

RESOURCES:

4 Student Workers, 2 Designers, 1 Technologist

TIMEFRAME: 9 weeks

PROCESS: Content organized into Faculty Guides

QUALITY CONTROL: Designers reviewed 127 Faculty Guides

D2L Course Shells: Created for each legacy course

MASTER TEMPLATES: 123 Ready-to-copy Master Templates

Faculty Guide ---

One step at a time . . .

Step by step . . .

- Step 1: Syllabus
- Step 2: Weekly Themes
- Step 3: Course Content_Week 1
- Step 4: Align Grid & Calendar_Week 1

Tips & Tricks

- **Faculty Guide**

- **QM Standards**

- **Detailed instructions**

- **Feedback loop**

Tips & Tricks

Cloud storage (OneDrive)

Tips & Tricks

**Loom
(Easy tutorials)**
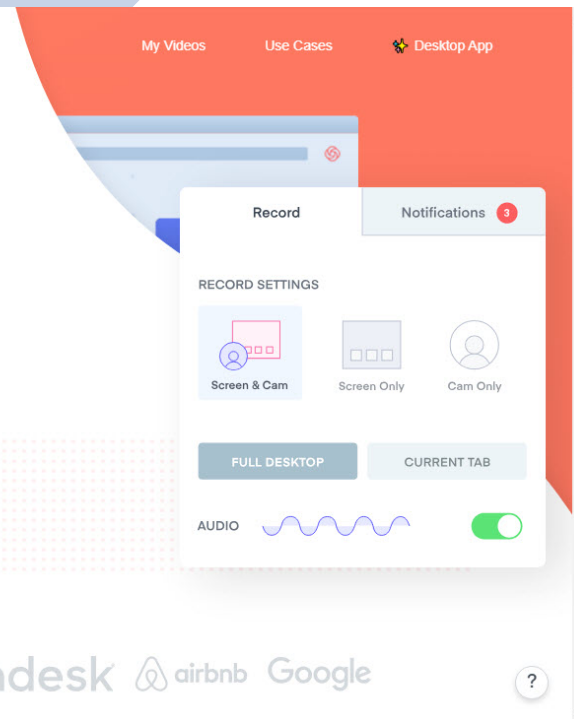
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THANK YOU!