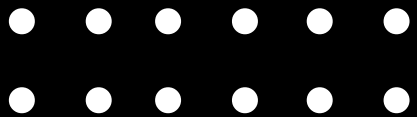


**STUDENT SUCCESS  
STARTS BEFORE  
THE FIRST DAY OF  
CLASS!**

**THE BENEFIT OF  
IMPLEMENTING A COURSE  
ORIENTATION**



**KATHY ACHEN**

# **OBJECTIVES**

- **Explain why a course orientation is beneficial to the online learner**
- **Construct an orientation that aligns to standards in QM**
- **Develop ideas on how to develop a Course Orientation and adapt it to other courses.**

**"College is easy"**



**Syllabus Week**

# **Syllabus week vs when class really starts**



# Orientation?

**LMS?**

**Sure!**

**Institution?**

**Of course!**

**Course?**

**Hmmm..**



# What does the literature say?

- Aragon, S. & Johnson, E. (2008). Factors influencing completion and noncompletion of community college online courses. *American Journal of Distance Education*, 22 (3). 146-158.

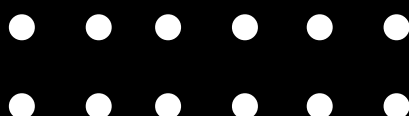
*Top reasons for noncompletion of courses include course design and communication, technology, and institutional issues.*

- Bozarth, J., Chapmann, D. D., & LaMonica, L. (2004). Preparing for distance learning: Designing an online student orientation course. *Educational Technology & Society*, 7 (1), 87-106.

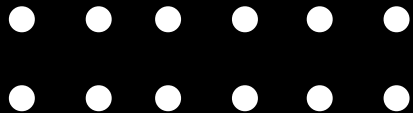
*While instructors feel an orientation should go heavy on technological skills, students were more concerned with information on time management, personal commitment, and the need for realistic expectations.*

- Harrell, I.(2008). Increasing the success of online students. *The Journal of the Virginia Community Colleges*, 13 (1), 36-44.

*Orientations that appropriately prepare students for online work is the most favored way to increase online retention. Students should be given experiences that mimic the online course.*



- Lynch, M.M. (2001). Effective student preparation for online learning. Retrieved from <http://www.technologysource.org/article/100/>.  
*Research to stimulate the need for orientation: Faculty spent excessive time troubleshooting problems students had with technology. Student dropout rates were as high as 35-50% compared to 14% for traditional classes. Students felt socially isolated.*
- Scagnoli, N. (2001) Student Orientations for Online Programs, Journal of Research on Technology in Education, 34:1, 19-27.  
*Orientations that begin prior to the beginning of the course are a benchmark essential for quality online education. It puts students on common ground before the semester starts.*
- Taylor, J. M., Dunn, M., & Winn, S. K. (2015). Innovative orientation leads to improved success in online courses. Online Learning, 19(4), n4.  
*Video orientation with interactive elements can improve desired outcomes by adapting the student to the online environment. Just-in-time tutorials can assist students when they are stuck on how to work within the course.*





**Learners know what they want  
to know when a course begins**



**But they don't know what to know  
that you already know that they  
should know.....**

**You know?**



# Institution

- Academic Programs
- Differences among degrees
- Academic Advising Overview
- Types of Courses
- Paying for Classes
- Campus Policies
- Campus Resources
- Clubs/Organizations
- Campus Tour
- Set up User Account
- Student ID Cards
- Parking Permit
- Register for Classes

# LMS

- Logging In
- Student Support and Tech
- Navigating the LMS
- Modules
- Send/Receive Email
- LMS Personal Settings
- Check Grades
- Post a discussion
- Submit assignments
- Taking a Quiz
- Uploading video/pictures
- Collaborations
- Online success strategies

# Course

- Instructor Welcome Letter/Video
- Course Map
- Course Navigational Video
- Course Materials
- Software Tutorial Video
- Course Syllabus
- Course Expectations (Rules)
- Course Communications (Netiquette)
- Course Technology (Expectations, skills, and support)
- Ice Breakers (Pinterest, Comic Strip, Voki, Padlet, WordCloud)
- Online Student Skills Self-Eval (assignment file upload)
- Other Activities that mimic course activities for the semester

# **Pick a class - But not just any class**

## **STUDENTS**

- First online class
- First college class
- High interaction course

## **CONTENT**

- Lower-level or higher-level course
- Multiple learning activities
- Course Tools

## **MATERIALS**

- Multiple sources
- Technology requirements

## BOT 105 - Business English 1



### Class Information:

Class Duration: August 16 - October 9

Class Location: Fully Online

Class Time: Anytime




### Class Description:

Training and application of the fundamentals of basic grammar, capitalization, and sentence structure (syntax).

*Let's Get Started!*



### Steps to Getting Started Now

1. Read the [Syllabus](#)  
2. Buy Your [Required Materials](#)
3. Sign up for [Canvas Training](#)  (optional)
4. Complete the [Course Orientation](#)

# Quality Matters

## Standard 1

1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9

## Standard 2

2.4

## Standard 3

3.2

## Standard 4

4.3, 4.6

## Standard 5

5.3, 5.4

## Standard 6

6.5

## Standard 7

7.1, 7.2, 7.3, 7.4

## Standard 8

8.2

Course Orientation Overview	1.1
January 17 - 22	
Welcome	
Welcome to Business English II	1.2, 1.6, 1.8
Course Map.docx	2.4
Course Navigation Video Tutorial	
MindTap Registration Video Tutorial	
Mindtap Registration	4.3, 4.6
Syllabus	
Course Syllabus	3.2
<a href="#">DACC Syllabus Information - Resources and Support</a>	1.4, 7.2, 7.3, 7.4
Expectations	
Communication Expectations	1.3, 5.3, 5.4
Technology	
Basic Technology Skills & Technical Assistance	1.5, 1.7, 6.5, 7.1, 8.2
Orientation Activities	
Are You Ready to be an Online Learner? Apr 16   0 pts	
Introduction Time! 0 pts	1.9
Orientation Quiz Apr 16   1.6 pts	
You've Got Mail! Apr 16   0 pts	
Clear as Mud	

# And the Surveys say.....



## Course #1

- 24 students surveyed
- 100 level course
- 1st and 2nd semester students
- Typically the first online course for many
- Multiple technology requirements
- High interaction with content and instructor

±

Survey Question	True	False
The course introduction video helped me understand how to navigate through the Canvas course.	24	0
Working through the Course Orientation answered many questions I would have had.	24	0
I liked having the instructor contact me before the course began.	24	0
Overall, the Course Orientation that I did at the beginning of the semester was helpful in preparing me for the course.	24	0

□

# Course #1 Continued

<i>Positive Comments</i>
Everything in the Course Orientation was very helpful. Thank you
I enjoy taking your online classes
I consider that the orientation course is a good thing for me, it shows me the information necessary to know how to navigate on canvas, also help me to resolve the doubts that I have.
my teacher really help me because she gives me the opportunity to learn and she always help and the homework is really easy because she explain and send videos or explain carefully how the homework be doing !!!
I love this class and the teacher she is so nice.
The orientation course was very helpful for me. The practice assignments and <u>video to register in mind tap</u> were helpful to me. Thanks to these practices and <u>videos</u> , I had a successful registration on Mind tap. What I like most about the orientation course is the communication with the teacher before the class started
All the information that I received regarding about the Course Orientation, it was very useful to me.
I think the Course Orientation was very helpful!
I like the <u>video's</u> because they refresh my mind what to do things.
I find that you have been very helpful and <u>i appreciate it!</u> Thank you I've got to get my time <u>management situated and I'm working on that.</u>
I think the course orientation was very helpful to me in teaching me how to navigate around in canvas and how to send an email, post discussions, submit assignments etc.
It is good for every course to have Orientation.
It was a great idea having an orientation, <u>specially</u> for new students.
I appreciate you taking your time
I really appreciate the feedback
The course orientation helped me understand the mini course better. I think it is something that will help future students in this course.

<i>Negative Comments</i>
None

# And the Surveys say.....

## Course #2

- 21 students surveyed
- 200 level course
- 3rd and 4th semester students
- High interaction with content, instructor, and peers
- Minimal technology requirements

Survey Question	True	False
The course introduction video helped me understand how to navigate through the Canvas course.	20	1
Working through the Course Orientation answered many questions I would have had.	20	1
I liked having the instructor contact me before the course began.	21	0
Overall, the Course Orientation that I did at the beginning of the semester was helpful in preparing me for the course.	19	2

# Course #2 Continued

<i>Positive Comments</i>
The course orientation was helpful. Just getting introduced and knowing what to expect of the class.
Great Idea and very helpful!
It was very helpful. Especially if you are a first timer as a student.
I enjoyed the orientation. It was really helpful and very informative.
It is an excellent orientation. It is very helpful to understand how an online class works, even if you have already taken online classes before.
I liked the course orientation because it helped me get an idea of how submitting assignments will work through Canvas.
It was very helpful in preparing for this course.
Although I have been a student with DACC since 2010, It was very cool that this is the only class I have <u>take</u> that has offered an orientation prior to taking the actual class. Thank you.
I think the course orientation was very helpful, and I can't think of anything else that could have been added.
It was just really nice to hear from the professor and start receiving communication before the class began.
Course orientation was very informative.

<i>Negative Comments</i>
absolutely too, too much "busy" work, too much repetitive work, too much writing
For the most part, for me at least, I did not need the course orientation. I already know all about how to work canvas, so these activities were just a waste of time. The only parts I did appreciate were what is expected of us during the course and the course policies such as late work, submissions, and how to contact the instructor.
Honestly the Course Orientation to help navigate through the Canvas was <u>to</u> much. This is a 200 level course we should all know how to navigate through canvas by now.





- 1 Create a Template Orientation**
- 2 Pick a class**
- 3 Adapt to that class**

**Kathryn Achen**  
**kachen@dacc.nmsu.edu**

