CITL Faculty Handbook

Faculty Guide for CITL Online Course Development/CITL Faculty Guide for Online Course Development

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# Welcome

We are very pleased to welcome you to this first edition of the CITL 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.

# Goals of the CITL Faculty Handbook

This handbook is designed to guide faculty who are going to 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.[[1]](#footnote-1)

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 University of Illinois faculty teaching online.
* Expedite the course design process by providing a roadmap for faculty

# 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).

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.

# Course Design Team

You will meet many people who are will support you through course development. Some of their roles are listed below.

## 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 will 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 observation and feedback.

## Instructional Design Assistant (IDA)

The instructional design assistant works closely with the instructional designers on the course development and build. Once the course design pattern is established, the ID will pass the build work to the IDA. The IDA responsibilities include building course sites in learning management systems (LMSs) and serving as technical consultant when leveraging various instructional tools during the course build process.

## 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 in areas of videography, media editing, script writing, graphic design, illustration, image collection research, metadata application/curation, and more!

## Graphics Lead

{{Awaiting role description from IMR Graphics}}

## Online Strategic Coordinator (OSC)

The Online Strategy Coordination (OSC) team works with you to navigate and engage CITL services. You may reach them through emailing [CITL-OSC@mx.uillinois.edu](file:///C:\Users\jmock\Documents\Custom%20Office%20Templates\CITL-OSC@mx.uillinois.edu). They provide assistance with service requests from start to finish--through being part of the initial consultation, 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 academic units or external partnerships, OSC assists with contracts, MOUs and coordination between partners. [Note: MOUs stands for Memorandum of Understandings. It’s what the official agreements between departments are called when there is revenue sharing agreement between University entities. “Contracts” are with external entities.]

## 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 staff document any elements of the course that do not meet CITL standards and communicate those findings with the ID.

QC includes reviewing lectures, testing links, copyediting text, and reviewing content for clarity and organization. The ID team then takes the feedback provided and fixes as much as possible. Only items that need the faculty’s attention will be passed on to him/her.

## Copyright Specialist

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, 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.

## 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 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.

## Faculty responsible for course design

The faculty’s responsibilities are outlined in the list below:

* 4-6 months of time commitment for the development process (in addition to the course offering)
* minimum time commitment of at least 5 hours per week (often more)
* regular weekly course development meetings with ID and additional development staff when needed
* development of course objectives and expectations through weekly lesson plans
* development of weekly course content, including assessment, lecture content, and other supporting instructional activities
* development of weekly learning objectives
* post-delivery: involvement in making necessary course revisions and improvements based on faculty’s observation and student feedback

## Faculty responsible for course teaching (we talked about this earlier that it would be not wise to tell faculty what their teaching respoinsibilies are)

The faculty’s responsibilities for course teaching are outlined in the list below:

* Welcome students for attending the course

# Course Development Approval Process

Note that not all programs can be supported; that ultimately the colleges will decide which programs 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 (Online Strategy Coordination) team may serve as a resource or provide some assistance to faculties and departments in navigating administrative processes.

# 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 4 to 6 months and involves the following 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

## 6.1 Initial Meeting

Once the department and CITL have approved the course for development, the focus shifts more directly to the course design process.

### Agenda

* ID introduces team members
* ID shares the Course Structure Planning Guide [Appendix A] with faculty prior to the initial meeting
* ID provides big picture of the design/development process and expectations
* Faculty shares with ID on
  + Previous teaching experience with the course, along with any relevant materials
  + Experience with using the LMS that the course will be using
  + The vision (board goals) for the course
  + Course level objectives
* 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 weekly 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)

## 6.2 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, topic outline, and preliminary assessment plan

Assess media needs and fill out Media Planning Guide [Appendix] (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)
* Look together at relevant examples from other online courses
* Decide basic development timeline (Appendix B: Sample Course Development Timeline)
* Review copyright and accessibility

## Action Items

* [Faculty] Finalize the Course Structure Planning Guide
* [Faculty and Graphic Lead] Finalize the program and course-specific graphical specifications and arrive at Course Style Manual
* [Faculty, IMP and ID] Finalize the Media Planning Guide (v1)
* [Faculty and ID] Finalize a draft 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)

## 6.3 Initial Module Development Meetings

After the first few initial meetings, we begin to focus more squarely on the initial module development that will serve as the basis for subsequent modules in the course. 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.
* Anticipate other specific instructional needs that may require in-house programming support

### 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.)
* [IDA] Initial copyright clearance form [[[[[Appendix #]]]]] item clearance for media (if needed)
* [ID] 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 setup E-Reserves

## 6.4 Pilot Module 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 through the Initial Module Feedback form [[[[[Appendix #]]]]]) 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), the ID meets with the faculty, IMP, and IDA review the piloting documents and discuss any needed revisions. 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.

### 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.

## 6.5 Weekly Development Meetings

After the initial module has been designed and 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 are following the pattern established after the pilot. In media-heavy courses, the faculty will likely have additional recording/meeting schedule with the Producer in addition to above items spearheaded by ID. This phase of the design process takes up most of the development time in most cases. The faculty can expect to devote approximately 5 to 15 hours per week for weekly development.

### 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 the initial copyright clearance form for media 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

## 6.6 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.

## 6.7 Course Closeout Meeting

The course closeout meeting provides the opportunity for both the content expert 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 are approved based on campus- or department-level priorities. 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 offering (faculty feedback)
* Discuss desires and strategies for potential changes to the course

### 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.

# Managing the Course on Your Own

After the design and initial delivery of the online course, the faculty who teaches the course will assume responsibility for managing and delivering the course through subsequent iterations. Further instructions on preparing your course will be provided in the course site. This typically will include:

* Requesting a copy of the course
* Update the course schedule for the new term
* Make any additional updates outlined in Instructor Resources embedded in the course

Instructor Resources typically include:

* Course welcome message
* Forum discussion setup and grading
* Group management
* Basic editing instructions for major content types
* Tool-specific instructions
* Due date management/rollover instructions

## 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.

* Learn@Illinois Moodle Service (LAS and Education):
  + Contact atlas-tlt@illinois.edu or visit their website: http://publish.illinois.edu/atlas-tlt/
* Compass 2g
  + CITL now offers training in Compass 2g through scheduled sessions. View the training calendar: <http://go.illinois.edu/citlcalendar>; or request a 1-on-1 consultation: <http://go.illinois.edu/citlconsultrequest>.
* Coursera:
  + Contact the 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://www.go.illinois.edu/CollaborateTutorials
  + CITL Collaborate training resources: http://citl.illinois.edu/online-learning/student-support/other-course-tools/collaborate-web-conferencing
  + Request a 1-on-1 training session: https://illinois.edu/fb/sec/1653799
* Zoom (rumor from iMBA--need to carefully evaluate the accessibility of this application before we commit to using it)

## Teaching/Pedagogy Resources

* CITL Online teaching pedagogy
  + 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>

# 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 Development Agreement.

# Disclaimer

CITL reserves the right to amend, change, or cancel the CITL Faculty Handbook at its discretion. CITL Faculty Handbook is not a contract.

Appendices

Appendix A: Course Structure Planning Guide

Appendix B: Development Timeline Template

Appendix X: Copyright-Free Materials

1. CITL reserves the right to amend, change, or cancel the CITL Faculty Handbook at its discretion. CITL Faculty Handbook is not a contract. [↑](#footnote-ref-1)