

Project EMIT Episode 39

Welcome back to project EMIT.

In this episode, we're gonna conclude our discussion about quality matters.

General standard 1. We're picking up with standard 1.4, which says, the self introduction by the instructor is appropriate and available online. There are a few ways to do this. You can include a simple text page in your course. Where you do, introduce yourself, provide maybe some background.

Work experience, some instructors include their teaching philosophy; others include things about their hobbies, ah, just so that students can have an idea who they are actually gonna be working with during their course. You can also include images; some instructors include an audio narration that can be in the form of an mp3 file, for example. And some instructors include a multimedia presentation, which would include audio and some graphic information.

Once you've introduced yourself to the students as the instructor, standard 1.5 says students are asked to introduce themselves to the class. A lot of times this is done with an ice breaker discussion form. This is usually done in the first week of the course where the students are just learning how to use the learning management system, learning how the course is going to be run so one assignment that could be graded or maybe it's not graded gets students to post to a discussion forum where they introduce themselves to the class.

This lets the students learn a little bit about their classmates as well as.

The instructor learns a little about the students and the dynamics that might start to form within the course. The icebreaker discussion form can include such questions as, why are you taking the course, what are your favorite hobbies.

Are you attending Brookdale full time? Are you a visiting student? Basically any questions that'll kind of get the students to introduce themselves and

allow them to get to know each other. You might also want to consider.

Including some course specific questions in this icebreaker discussion forum. For example, if you're teaching an online math course, you might want to ask students about, you know, what's there, uh, favorite type of math that they take; geometry, trigonometry, calculus, or you may want to go the other way and ask, well, what's their biggest fear about taking a math course. That'll help provide a little bit more information to use as the instructor, as well as you might see that there's some students that are agreeing with each other about their common experiences.

Entry 1.6 says minimum student preparation and if applicable prerequisite knowledge in the discipline are clearly stated.

What this standard is really asking you to do is to make sure that the students that are taking this course are gonna be prepared to succeed in the course. Now a lot of this is basically probably defined in the course syllabus. What are their prerequisites?

But this standard also suggests that you include reference materials that they can access through your course that will allow them basically to gather information to help them succeed in the course. So again, if we're talking about a math course, you may want to include links to math websites that brush students up on some of the math skills that they're expected to know when they begin this course. The last specific standard in general standard 1 is 1.7, which says; minimum technical skills expected of the student are clearly stated.

What this means is, if you're going to be using say, attachments as a means for students to hand in their homework so in other words they will provide a word document and then attach it to a drop box, you make the students aware in the beginning that they need to know those skills, that they are able to save files, that they're able to upload documents, another example is they are comfortable using email.

You'll find that you will get a wide variety of students with different levels of technical comfort when you're taking, when they're taking your online course. So, while some students are going to be very savvy and have no problems with discussion forums, uh, watching multimedia's, dealing with

media plug-ins like Flash Player, other students will have a more difficult time.

One of the things that is recommended here is to state what specific technical skills they should have to succeed in your course. So, can they use email? Can they do a Google search for information?

So, if you can include some specifics about that in the course introduction, then it kind of sets the expectations for students moving forward. And they don't get into the course and then find out later that they really aren't comfortable with watching multi-media content, for example, because they don't know how to download a certain plug-in for that content.

One thing we have on the distance education site, which you can access and direct your students to by going to brookdalecc.edu, and then clicking on the online courses link, we have a link that says interest, interested in online course. That includes from frequently asked questions, it's an interactive element that allows them use, find answers to specific questions about testing, about textbooks, and things that deal with online courses.

Also included there, is a link to a self-evaluation, which the student can take, which it will check their learning style, check their technical savvy, and also an important thing with online courses, is check their time management skills. So, by taking the survey the students will get feedback based on all their answers on those 3 key areas.

So feel free to direct your students there if you think a student is having a specific problem with the technology.

When there's a quality manager review there's certain standards that are essential. That means you have to meet those. And then there's other standards that you kind of use to gain points towards a total score. In general standard 1, there's 2 standards that are essential, and that's standard 1.1.

Which its instructions make it clear how to get started. And find the various course components in standard one point two. Which says a statement introduces the student to the purpose of the course and its components. So those two you definitely have to meet. Standards one point three through one point seven, it's good to meet those because they help increase your

overall score for the quality measurement. And they're all pretty important aspects that you want to include in your online course.

That's it for General Standard One. I hope you uh, learned a little bit from that and in the next episode we'll start with General Standard Two. Thanks a lot.