Morthland College

Educational Programs Manual Online Education Manual & Moodle Handbook

Morthland College

2017-2018

Board Approved August 7, 2017

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I. ONLINE EDUCATION POLICY STATEMENTS

STATEMENT OF PURPOSE

The Morthland College Online Program was established in accordance with our commitment to provide quality education that embraces Christ, Wisdom, Tradition and Heritage to a diversity of learners. This program seeks to provide both individual courses to interested persons and, in time, entire programs of study to those who are better served through distance and online learning. Morthland College is committed to the continuing development of online and distance education courses and programs.

This document provides the framework for the Online Education Program committed to the core values of Morthland College and the standards of the Transnational Association of Christian Colleges and Schools and the Higher Learning Commission.

STATEMENT OF ONLINE EDUCATION

Online Education is very different from the traditional classroom educational experience. In a traditional classroom, learning is primarily faculty led through lecture. The instructor is in the classroom and immediately available for questions or further instruction. Furthermore, classmates are immediately available for study assistance. In Online Education, much of the learning is student led. The materials are provided, but without active participation by the student, learning will not occur. Morthland College recognizes these vast differences and encourages students to understand these differences. We believe that education is not merely the explanation of facts by a faculty member, but it is the process of understanding by the student. In an effort to educate prospective students on the nature and requirements of online education, we have developed a Moodle Orientation Manual. We encourage prospective students to take this course and contact the Admissions Office with any questions or concerns relating to Online Education.

STUDENTS

Persons who wish to enroll in an online course must first be admitted to Morthland College. As members of the student body, online students are given the same access as all other students to laboratories, facilities and equipment.[1]

STUDENT VERIFICATION

Upon registration, students will be given login credentials for Moodle, the online learning platform. These login credentials will serve as verification of the student throughout the course and should not be shared with anyone under any circumstances. If appropriate, courses may also require the use of proctoring. If required, details will be provided in the online course syllabus.[2]

MOODLE

Morthland College uses Moodle as its online platform. Moodle, recognized as one of the leading Learning Management Systems, provides flexibility both for our traditional courses with online components and our online programs. Moodle has demonstrated both stability and flexibility. In our effort to create and maintain stability with both our traditional and online courses, we will continue our reliance on Moodle as our Learning Management System of choice.

SEMESTERS AND TERMS

Online courses follow the Morthland College academic calendar. Eight-week courses will be offered in the first half or second half of the semester. Sixteen-week courses will align with the traditional semester. The Dean of Academic Affairs and the Provost must approve any variations or modifications to the schedule or length of courses.

MOODLE MANUAL

A Moodle Orientation Manual will be available for all students and faculty. This manual will cover the major components of Moodle and describe the process for submitting papers, taking quizzes/tests, participating in forums and other relevant components of the online experience. This manual will be designed and maintained by the Dean of Academic Affairs.

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[1] TRACS 12.19
[2] TRACS 12.11a,b,c

STATEMENT OF OWNERSHIP

Both traditional curricula and online curricula are the sole property of the Trustees of Morthland College. Use of the curricula without permission from the President and Trustees of Morthland College is strictly forbidden and is commensurate with copyright infringement.

ACADEMIC HONESTY POLICY

The goal of Morthland College is not merely to produce students with degrees, but to produce students who are knowledgeable thinkers, capable of influencing their world for Christ. There are no shortcuts in acquiring knowledge and therefore, Morthland College will not tolerate any attempts by students or faculty to bypass genuine knowledge by any means, including but not limited to academic dishonesty (cheating) or plagiarism.

STUDENT PRIVACY POLICY

Morthland College is committed to protecting the privacy of its students. Academic records, course grades, and disciplinary action will be kept confidential and released only to the student at the student's request, as required by law. Students are encouraged to protect their own privacy by not sharing passwords for email, Moodle, or any other electronic source of information.[3]

STATEMENT OF ACCREDITATION

Morthland College is a member of the Transnational Association of Christian Colleges and Schools (TRACS) [15935 Forest Road, Forest, VA 24551; Telephone: 434.525.9539; e-mail: info@tracs.org] having been awarded Candidate status as a Category II institution by TRACS' Accreditation Commission on April 9, 2013; this status is effective for a period of 5 years. TRACS is recognized by the United States Department of Education (USDE), the Council for Higher Education Accreditation (CHEA) and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

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[3] TRACS 12.12

II. ADMINISTRATION AND FACULTY OF ONLINE EDUCATION

DIRECTOR OF ONLINE EDUCATION

The Dean of Academic Affairs will serve as the administrator of the Online Education Program[4]. The Dean will:

1. Ensure Online Education commitment to the standards of Morthland College, the Illinois Articulation Initiative, and all applicable accreditation agencies;[5]
2. Ensure all programs and courses have state and national approvals as appropriate;[6]
3. In conjunction with the Office of Academic Affairs, develop and promote long range planning for Online Courses and Programs[7]
4. In conjunction with the Office of Academic Affairs, oversee the online course curriculum, including both course syllabi and programs of study, and ensure commitment to quality of faculty, courses, programs and electronic platform[8]
5. Establish and ensure training of all faculty and staff in relation to Online technology[9]
6. Routinely evaluate faculty and courses to ensure effectiveness;[10]
7. Ensure sufficient number of qualified faculty to support online courses and programs;[11]
8. Oversee the development and maintenance of Moodle, the Online Platform.
9. Establish, maintain and enforce copyright procedures in accordance with applicable laws;
10. Maintain and make available to faculty, staff and students, lists of academic advisors, counselors, technical staff and other personnel as needed.

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[4] TRACS 12.9
[5] TRACS 12.1, 12.5
[6] TRACS 12.1
[7] TRACS 12.8
[8] TRACS 12.8
[9] TRACS 12.7
[10] TRACS 12.7, 12.10
[11] TRACS 12.6

11. In conjunction with Information Technology, maintain username and password setup for all students, and notify students in the event of security breaches or changes of usernames or passwords.[12]

OFFICE OF ACADEMIC AFFAIRS

The Office of Academic Affairs will:[13]

1. Develop and promote long range planning for Online Courses and Programs,
2. Oversee the online course curriculum, including both course syllabi and programs of study, and ensure commitment to quality of faculty, courses, programs and electronic platform.

ONLINE FACULTY

The faculty will:

1. Demonstrate the same level of academic excellence required in all aspects of the Morthland College experience[14]
2. Participate in the development of online courses as requested by the Dean of Academic Affairs.[15]
3. Receive appropriate training and continually seek to improve him/herself in online technology and teaching[16]
4. Maintain extensive understanding of Moodle, the Internet, email, and Microsoft Office.[17]

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[12] TRACS 12.11
[13] TRACS 12.9
[14] TRACS 12.8
[15] TRACS 12.8
[16] TRACS 12.7
[17] TRACS 12.7

III. ONLINE COURSE STANDARDS AND PROCEDURES

DEVELOPMENT

Curriculum – The online course syllabus has been designed specifically to meet the requirements of the approved Master Course Outline (MCO). This MCO has received the approval of the Curriculum Committee and has therefore shown compliance with the requirements of the Illinois Articulation Initiative, the Morthland College General Education Core and the Morthland College Mission and Vision Rubric. (TRACS 12.16)

Development – The Course Champion, the Curriculum Committee, the Department Chair, and the Dean of Academic Affairs have all participated in development of the Online Course.

COURSE COMPONENTS

Syllabus Quiz – In the first week of class, a quiz over the syllabus must be given to demonstrate understanding of and adherence to the course syllabus.

PreTest and PostTest Assessment – The course must include a Pretest to demonstrate incoming students' knowledge of the material prior to the course. The course must also include a Post Test that demonstrates successful learning of the Student Learning Outcomes in the Course Syllabus. These tests may be identical or different as long as the Student Learning Outcomes are clear within the test.

Weekly Assessment – Each course must have no less than one method of assessment per week, not including Discussion Boards. This assessment may come in the form of a quiz, test, or assignment. The purpose of assessment is to determine whether the student is learning the material.

Discussion Boards – All courses must have a minimum of eight (8) discussion board threads. The first discussion thread must require students to introduce themselves to each other. All other threads must address topics specifically related to the course. In addition, students must respond to at least two other classmates' threads. Furthermore, the instructor must make his/her presence known on the Discussion Board by responding to students as appropriate. The purpose of this Discussion

Board is to ensure student~to~student interaction and faculty~to~student interaction.

Student Learning Outcomes and Learning Materials – Each week, the student learning outcomes for the week must be identified. Also, learning materials (including PowerPoint presentations, video lectures, notes, etc.) must be made available as appropriate.

POLICIES INCLUDED IN SYLLABUS

Disclosure ~ The course syllabus describes all necessary tools for completing the course, including required software, and specifically highlights requirements that cannot be completed online.

Instructor Availability ~ Instructors must be available by email and phone. Except in emergency situations, student questions via email must have a reply by no more than 24 hours. The purpose of this is to ensure communication between students and the instructor and to provide assistance with course or technology questions [18]

Completion Requirement ~ All work (assignments, quizzes, tests, projects, etc) must be completed by the end of the course in order for the student to pass. Any student who does not complete an assignment cannot pass the course regardless of their grade. This ensures that the coursework is being completed. [19]

Academic Honesty Policy ~ The course syllabus articulates the Morthland College Academic Honesty Policy.

Student Privacy Statement ~ The course syllabus articulates the Morthland College Student Privacy Statement. [20]

Withdraws and Refunds – Sixteen week courses will follow the standard procedure for refunds. Eight week courses will follow the refund policy except times will be cut in half (i.e. one week in the online course for every two weeks in the traditional course).

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[18] TRACS 12.8, 12.14
[19] TRACS 12.18
[20] TRACS 12.12

EVALUATION POLICIES

Student Assessment and Evaluation ~ Instructors should make every effort to return assignments within one week of the due date. The purpose of this is to allow students time to learn from their mistakes before the next assessment.

Faculty and Course Evaluation ~ Faculty and course evaluations and any appropriate action resulting from such evaluations will be administered each semester through the Office of the Dean of Academic Affairs.[21]

Course Revisions – Courses shall be revised no less than once every two years. This should happen in the year opposite the program review for the department. [22]

IV. ONLINE COURSE APPROVAL PROCESS[23]

Request by Administration, Faculty, or Curriculum Committee ~ A faculty member, administration member or the Curriculum Committee can request an online course. Requests shall be made to the Dean of Academic Affairs.

Course Champion Commissioned ~ The Dean shall, under the advisement of the Department Chair, commission a Course Champion to design the online course according to Course Design Procedures and based upon the approved Master Course Outline. Upon completion of the Online Course, the Course Champion shall submit it to the Dean of Academic Affairs.

Review Process – The Department Chair and/or Dean of Academic Affairs will review course content to verify compliance.

Online Course Approval – Once the Department Chair and/or Dean has confirmed the quality of the course, he/she will complete the Online Education Course Checklist.

Transfer to Moodle ~ Once final approval has been secured, the Dean of Academic Affairs will transfer the course to Moodle. Then, under the advisement of the

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[21] TRACS 12.4
[22] TRACS 12.4, 12.10, 12.15
[23] TRACS 12.2, 12.3, 12.4, 12.5, 12.8

Registrar, the course may be listed, and instructor may be secured and trained, and students may be recruited.

V. ONLINE EDUCATION COURSE DESIGN PROCEDURES[24]

In a traditional classroom, the instructor prepares for each class session and the process can be as fluid as the instructor would prefer; much of the content and methods used are at the instructor's discretion. In an online classroom, the Course Champion designs the course. This includes all lecture notes, videos, and materials. In essence, all lecture and teaching preparation happens when the Course is designed, not when it is implemented. Instructors of Online courses are responsible to answer questions, participate in the learning experience (through discussion boards, etc), and provide evaluation of student work (grading). When preparing an online course, the course champion must consider and develop all aspects of the course. Below is a Design Procedure to assist the course champion produce a quality Online Course.

Use Approved Course Syllabus as Foundation – Most online courses are an extension of the traditional courses offered at Morthland College. Therefore online course syllabi should follow traditional course syllabi. Student Learning Outcomes and Major Course Topics should not be changed unless the Online Course Champion feels it necessary. In this event, he/she should discuss any changes with the Department Chair. The Curriculum Committee and the Dean of Academic Affairs may also be consulted if deemed appropriate. If a proposed online course does not have an existing traditional counterpart, a syllabus will need to be designed according to traditional course requirements under the direction of the Dean of Academic Affairs. [25]

Determine Length of Course – Each course can be designed to be either 8 or 16 weeks. Traditionally, math classes are sixteen weeks while most other courses are eight. The course champion has the responsibility to determine appropriate length.

Create a Weekly Schedule for each week, include:

1. Learning Outcomes for the Week ("Upon successful completion of this week, you will be able to:")
2. Learning Materials: Documents, videos of lecture, other videos, links, etc.

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[24] TRACS 12.2, 12.3, 12.16

[25] TRACS 12. 2, 12.16

3. Assignments: All assignments including textbook reading, quizzes, tests, discussion boards, etc. All assignments should guide toward weekly learning outcomes.

4. Create Weekly Discussion Board Questions – All courses must have a minimum of eight (8) discussion board threads. The first discussion thread must require students to introduce themselves to each other. All other threads must address topics specifically related to the course. In addition, students must respond to at least two other classmates' threads.

5. Create Weekly Assessment Opportunities – Each course must have no less than one method of assessment per week although more is strongly encouraged. These assessments may come in the form of a quiz, test, and/or assignments. The purpose of assessment is to determine whether the student is learning the material.

6. Create Assignment Instructions – Give detailed instructions for each assignment or project, including format and when it is due. A sample paper or other forms of example would be beneficial to the students.

7. Create Quizzes, Tests and Exams – Create each quiz, test and exam, complete with all questions. Include an answer key if you want the computer to grade materials. Course Champions are encouraged to use cheating deterrents including the use of timed assessments.

8. Create Course Assignment Calendar – Using a table, create an assignment calendar that articulates the Weekly Overview (subjects to be covered) and the Learning Activities (assignments due).

9. Create Grades List – List all assignments, in order of due date, with total points for each assignment.

10. Submit the Following Materials to the Dean of Academic Affairs
    •   Updated Course Syllabus
    •   Course Assignment Calendar
    •   Discussion Board Threads and Instructions
    •   Assignment Instructions
    •   Quizzes, Tests and Exams
    •   Grades List

NOTE: Template and examples are available from the Dean of Academic Affairs.

Online Education Course Checklist

Course Name: _____

Course Champion: _____

Initials	Components
	Curriculum – Syllabus based on approved MCO
	Development – All required persons have participated in course development

	Course Components
	
	   o Syllabus Quiz
	   o Pre and Post Test
	   o Weekly Assessments
	   o Eight (8) Discussion Boards
	   o Student Learning Outcomes
	   o Learning Materials

	Syllabus Documents
	
	   o Disclosure
	   o Instructor Availability
	   o Completion Requirement
	   o Academic Honesty Policy
	   o Student Privacy Statement
	   o Withdraws and Refunds

Approvals:

Department Chair: _____

        Date: ____/ ____/20__

Dean of Academic Affairs: _____

        Date: ____/ ____/20__

Moodle Handbook
Morthland College

From the Dean of Academic Affairs

Faculty of Morthland College,

We live in historic times. God has brought about the formation of a Christian liberal arts college in West Frankfort with a strong academic and classical foundation. As faculty, we also have the opportunity to use the internet as a resource as we impart Christ, wisdom, heritage and tradition.

Moodle was chosen as our Course Management System for a variety of reasons. Moodle provides many options that can enhance the classroom experience or make quality distance learning a reality. As with any tool, it can be extremely beneficial to those who know how to use it or a nightmare to those who do not understand it. Your students will quickly understand this technology; therefore, it is imperative that you as the teacher understand it as well.

This booklet was created to guide you in your learning experience with Moodle and provide a resource. However, I *encourage* you to ask for any training and help you need at any point. One of my most important responsibilities is ensuring that you, the faculty, have the resources and knowledge you need to manage Moodle for each of your courses. Please do not hesitate to contact me with any questions you may have.

Melissa A. Pickens
mpickens@morthland.edu
Morthland College

Accessing Moodle

Access Moodle at Morthland College by going to the college website, www.morthland.edu and clicking on "Moodle Login" on the upper right corner of the website.
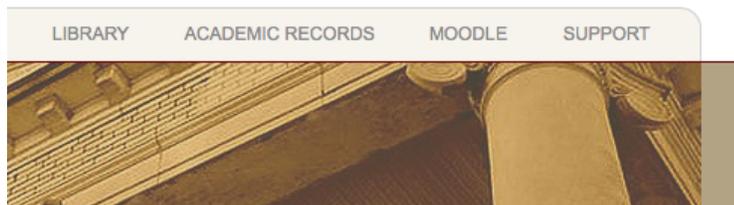
Logging into Moodle

In the center of the screen, you will be given the option to enter a "Username" and "Password." Correctly enter your username and password; remember that usernames and passwords are case sensitive.

Choosing Your Course

Once you have successfully logged into Moodle, you must choose which course you want to access. Only courses in which you are enrolled as either a teacher or student will be available. If one or more of your courses are not available, contact the Dean of Academic Affairs.

The Course Homepage

We will walk our way around the course home page to give you an overview on what is available.

Administration: On the left hand side, you will find "Administration."
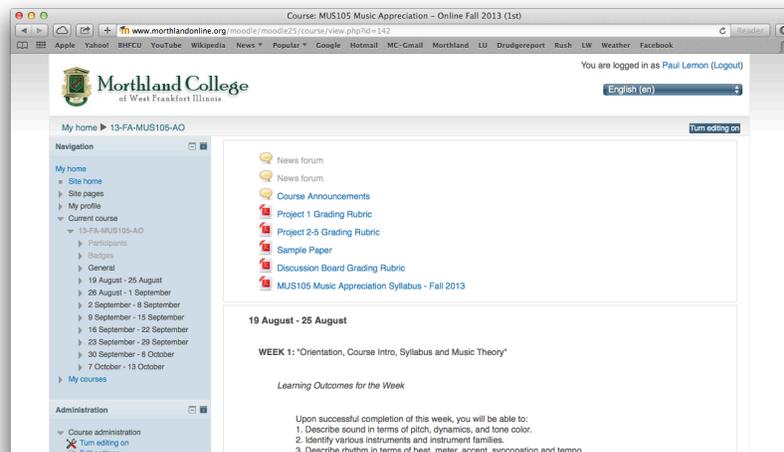
Settings: Under Administration, click on "Settings." Moodle will take you to the Edit Course Settings page. Course information is available on this page. Please do not change any of the information, with ONE exception.

In the first section titled "General," the fifth option is "Format." Format affects the layout of the center section. "Weekly Format" creates boxes based on

each week of the course. "Topic Format" creates boxes based on topics you choose for your course. Feel free to experiment with this and choose what best fits your personality or course layout.

Once you have chosen your format, click the "Save Changes" button at the bottom of the page. If you have entered information that you do not want to save, please click "Cancel."

Grades: Please make note that grades are accessed under administration. Grades will be discussed later.

Activities: In the center, you will see all of the activities in your course. This includes assignments, quizzes and tests, forums, etc. Clicking each link takes you to a page with all of the "assignments" or "forums." If you have not entered any activities, none will appear in this section.

Logout: On the right hand side (see the purple oval), you will see your name and the word "Logout." After you have completed your session, please click "Logout" to properly shut down your access to Moodle.

Course Name: On the left hand side, you will see the course number, in this case, MUS000. At any point, you can click on this link "MUS000" and it will return you to this home page.

Switch Roles/Turn Edit On: In the upper right hand corner, you will see the option to "Switch Roles" and to "Turn Edit On"

Switch role to: Click on the drop down menu "Switch role to." With this, you have the option to view Moodle through the eyes of a student. I encourage you to consider the student when designing your course.

Turn Edit On: To change information on your course, you must "edit" your course. Click "Turn Edit On" to modify your course.
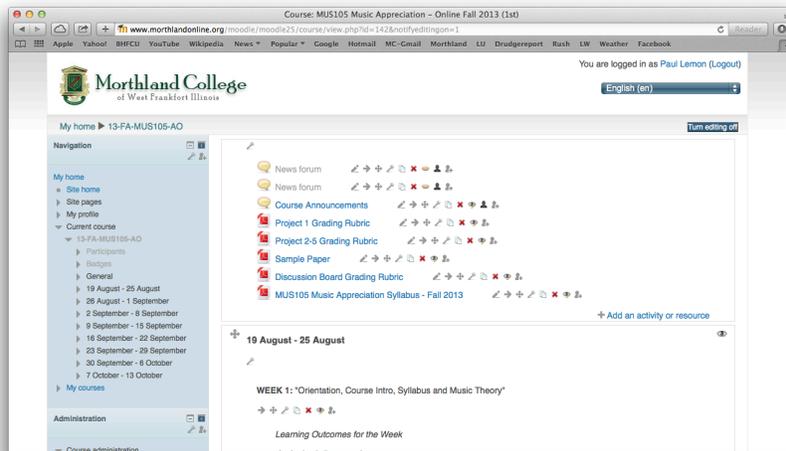
The Editing Process: The Components of a Week or Topic

Click "Turn Editing On" You will notice that many more options have been added.

In the center section, you will see something that looks like this (only without the assignments):

Click on "Add a Resource or Activity." A menu provides a number of things that can be added. You can add a label, or add a link to another website. You can also add assignments, forums, quizzes, etc. Look at the next page for examples of some of these resources.

Example of an Editable Week

As the teacher, you must design the course with any components you want and then design Moodle to reflect your course design.

The Editing Process: Moving Items

After each component, a number of options appear in the edit mode.

When these options appear in the center section, each move happens within the center section. "Move to the right" is simply a one half inch to the right. Moving up or down is within the context of that block.

When these options appear on the right or left hand side of the screen, "move to the right" moves that category to the far right column and "move to the left" moves that category to the left column. Moving up and down obviously places column items in different orders.

Forums/Discussion Boards

A forum is a location where a discussion can be held. Although officially called forums,

Morthland College will refer to these as Discussion Boards.

At the course home page, with the editing turned on, choose "add an activity" and click "forum." Once the next page loads, you will have several categories to fill.

Forum Name: Put a title for the Forum or Discussion. "Discussion Board 1" could be a title.

Forum Type: You have several options: "Standard Forum for general use" allows multiple discussions to be started in the same area. "A single simple discussion" allows one discussion and forces students to reply to that one discussion.

Forum Introduction: This will be present at the top of the forum. I would recommend you use it for instructions for the forum.

Maximum Attachment Size: I would recommend you choose "uploads are not allowed" unless you have a very specific reason for students to upload files.

Aggregate Type (under Grades): I encourage you to choose "no ratings." Otherwise you will allow students to grade each other.

Once you have completed the forum information, click "Save and display." This will show you the student view of the forum. Click the Course Home Link at the top to return to Home.

Quizzes or Tests

At the course home page, with the editing turned on, choose "add an activity" and click "Quiz." Once the next page loads, you will have several categories to fill.

Name: This is the name of the quiz. The name will be used to identify it as opposed to other quizzes/tests. The name will not appear on the quiz itself.

Introduction: This category is for general test information. Include a sentence or two that describes overall information about the quiz. For example, "You will have 15 minutes to complete this closed book quiz."

Timing: You can choose to make the quiz available from a particular time to another particular time. You can set a time limit in minutes.

Display: You can choose how many questions are given per page. With your permission, Moodle will automatically shuffle the order of questions and the

order of choices (multiple choice, matching, etc) to discourage cheating.

Attempts: Moodle gives you the option to allow students to take a test multiple times. Other options are also available if you choose to allow multiple attempts.

Grades: If you allow multiple attempts, you can have Moodle average the scores from the several attempts, or choose particular criteria for grading. More about grading will be added when the quiz questions are created.

Review Options: These options allow students to know how they are doing at particular times. I encourage you to uncheck all "Immediately after the attempt" and "Later while the quiz is still open." If the quiz is timed, students will become distracted with knowing how they are doing with each question.

Security: At this time, please leave this category "none."

Common module settings: leave as is

Overall feedback: You can use this as your grading scale; choose a percentage and then create comments for the various percentages. Keep in mind, this is for the final grade on the quiz/test.

Once you have completed this page, click "save and display."

Creating the Quiz/Test

On the left side, the questions in the quiz are listed. In the example above, the quiz has no questions. On the right side, you have the question bank. This is where questions are created and stored. Notice that the first and only question in the bank is "What is the name of the professor?" This was from a previous fake quiz that was created!

Choose "Create new question" (see the red circle above). You may now choose what kind of question you want to ask.

Multiple choice question: Click on "Multiple choice question." The "question name" is used only to identify the question; it is not seen in the quiz. "Question Text" is the actual question. Keep the format as "Moodle Auto Format." Choose whether there is one or two correct answers.

In each choice, give an answer. Under "Grade" choose how much each answer should be worth.

For example. Choice 1: The answer given is "Bob." It is the correct answer. I will give a grade of 100% if this choice is chosen.

However, suppose that I want to have "Bob" be only partially correct. I would choose to give the student 50% value if they chose this answer.

Suppose the answer "Bob" is wrong. I would give the student a 0% for choosing this answer.
Negative percentages will not typically be used, although I have known teachers to grade with such negative percentages. Then, it is theoretically possible to receive a -100% on a test, which does not make sense in my mind!

You may also list feedback for each answer. Feedback may be "This is the correct answer" or "This is incorrect."

Click save changes to save the question into the question bank.

Short Answer: In short answer, much is the same as with a multiple choice question. However, in short answer, the student must actually type the correct answer into a box. When designing the question, you may list all possible answers that the student can give that you would give partial or complete credit for. For example.

Question 1: "This is the text of the question?" For one possible answer, I will type "Bob" and assign 100% to it since it is the correct answer. I may also put "bob" and assign 80% for missing the capitalization. I may put "Robert" and give 50% credit because I know that the student was in the right ballpark, but simply missed the question. You may choose to have one correct answer and require the students to type exactly what you have written.

Uploading a File

Suppose you want to give students access to a file, such as a PDF or a Word document. While on your course home page, determine where you want the file placed. For this example, we will choose a week. Click "Turn editing on" and then under that week, click on "Add a resource." Finally, choose "Link to a file or website."

Under name, choose a name that would explain what the file is, for example "Course Syllabus" or "Week 3 Notes."

Under Link to a file or website, click "choose or upload a file."

When the new window loads, click "upload a file," then "Choose file."

At this time, you will be given the opportunity to choose which file on your computer to upload. Once you have chosen the file and the name of your file appears beside the button "Choose file," click "upload this file."

Your file should now appear in the table provided. On the right hand side of the table, you will see the option to "Choose" the file. Click on it and that file will be added into the adding a new resource page.

At the bottom of that page, click "Save and Return to course." Your file should now be loaded as a clickable link on the course home page.
A note about files. There are three acceptable file types: Word documents, Powerpoint Documents, and PDFs. PDFs can be read by any machine and formatting is always identical. If you upload with PDFs you will have far fewer problems with students ability to pull down the information.

Grading

Moodle has the ability to keep track of grades and in the case of online quizzes and tests, actually grade the assignments.

When at the Course Homepage, click on "Grades" under Administration.

At the top left corner of the page, it will give you the opportunity to "Choose an action…" Click "Full View."
When you build a test or quiz, it will automatically import whatever grading you have designed into the test/quiz. However, to create other items that are not online, click "Add grade item." A new dialogue box is brought up.

Give the item that is to be graded a name. In this example, my Grade name is "PreTest." This particular Pretest will be worth 100 points. Once the information has been entered, please click "Save Changes" at the bottom of the page.

You will now notice that "Pretest" is a category. When students are enrolled in your course, you will be able to give specific grades and Moodle will keep track of the grades.