**Comparison of Level 1: Orientation to Online Learning and Level 2: Orientation for an Online Course \***

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| **Level 1: Orientation to Online Learning** | **Level 2: Orientation for an Online Course** |
| The institution is responsible for designing the Level 1-Orientation to Online Learning. It consists of generic information to prepare learners for the institution’s online courses and programs online. The Level 1 Orientation also supports instructor’s efforts in helping learners to succeed in their courses. Below are initial questions that learners might have about online education and ideas for the location and delivery of a Level 1-Orientation to Online Learning and its content and interactive activities.* **Where do I complete the Orientation to Online Learning?**
	+ Level 1 Orientation location could be in a prominent and easily accessible web page on the institution’s website.
	+ Since QM recommends active learning in the Orientation, a good location is within the institution’s LMS that can accommodate hands-on practice activities.
	+ Level 1 Orientation could be either synchronous or asynchronous, f2f and/or online.
	+ The Level 1 Orientation could become a required part of the institution’s larger Student Orientation.
* **How do I Get into the Level 1-Orientation to Online Learning?**
	+ Institution markets and informs learners of the benefits of the orientation, whether it is required for new online learners, and how to access it.
	+ Institution creates the Orientation to Online Learning as a course in the institution’s Schedule of Classes, so that learners can enroll in the course.
	+ Design the course in the LMS system that mirrors how other institution online courses are designed and accessed. Consider design elements that meet the QM Rubric.
	+ Learners enroll in the Level 1 Orientation course as they enroll in other courses.
* **What am I expected to learn in the Level 1 orientation?**
	+ Create a Start Here Module with the following information:
		- ORLN Overview and Course Objectives
		- What is a Course Syllabus and accessing it
		- How online courses are delivered and location of them.
		- What to expect in your first online class
		- Basic technology requirements of internet connection, computer, mobile devices, hardware, software, apps.
		- Other technology requirements that may be required in some courses such as publisher’s websites.
		- Basic technical skills required for online courses and LMS.
		- Accessing Technical Support
		- Getting an answer to a question
		- Institutional Policies related to online courses such as
			* the grade of "Incomplete"
			* withdrawal without penalty
			* confidentiality in the classroom
			* student conduct and grievances
		- Accessing academic (library, tutoring, etc.) and student (disability, bookstore, housing, etc.) resources
		- Getting Started in the LMS
* **How do I navigate the LMS and use the tools?**
	+ Virtual tour of the LMS
	+ LMS Tools and how to used them
	+ Minimum technical skills may include:
		- Accessing and using each LMS tool
		- Using email with attachments
		- Copying and pasting
		- Downloading and installing software
		- Using spreadsheet programs
		- Using presentation and graphic programs
	+ LMS Student Quick Guide Resources
	+ Update your Profile, Course and Notification Settings activity
	+ LMS Navigation Quiz
	+ Practice using the assignment tool
* **What are the characteristics and behaviors of successful online learners?**
	+ Online learning readiness self-assessment
	+ Learner Interaction Requirements in Online Courses
		- how often to log into course
		- how much time expected to spend in course
		- specific timeframes for posting to discussions
		- expectations for “attendance and participation” in the course and how an instructor might evaluate it
	+ Characteristics of Successful Online Learners
		- Self-motivation; internal locus of control
		- Setting appropriate expectations
		- Learning styles
		- Study Skills
		- Participating in online discussion forums
		- Managing and planning your time; Time management
		- Tips on keeping an open mind
		- Work independently
	+ Practice using the Assignment Tool; Write submit a personal plan for your online course.
	+ Quiz: characteristics of a Successful Online Learner
* **What communication skills are needed to be successful in an online course?**
	+ Minimum writing and typing skills
	+ Appropriate written communication skills for online assignments, emails and discussions such as
		- Expectations for “speaking style” requirements such as Standard English vs. popular abbreviations used online.
		- Spelling and grammar expectations
		- Awareness of and sensitivity to cultural differences
	+ Netiquette Guidelines and Plagiarism Policy
	+ Proficient in downloading and uploading files on a computer
	+ Creating and Sending an Email/Message in the LMS activity
	+ Practice using the Discussion Tool activity
* **Wrapping Up: Completion of the ORLN Course**
	+ End of ORLN Survey activity
	+ I’ve finished the Orientation! Now what? Will my instructor be informed of my completion?
	+ Create and Print Your Certificate
 | There are several ways for an instructor to design his or her online course orientation (Level 2), but it should provide information that answers the following questions and meets the 18 QM HE standards and 17 QM K-12 Secondary Ed standards. Below are questions that learners ask about online course and ideas for content, interactive activities, and placement in the course to answer these questions.* **How do I get into the course?**
	+ Before class begins, send a **Welcome email** with the link to the institution’s portal and instructions for accessing the LMS within the portal. This email may also contain other information such as a link to the syllabus, instructional materials and your introduction.
	+ Once in the institution’s portal, provide information on how to navigate to the learner’s courses found in the LMS system.
	+ Provide Tech Support contact information on the institution’s portal and LMS system.
* **What do I do once I get there? Meets QM HE 1.1; QM K-12 Sec 1.1.**
	+ Course homepage (landing page) should provide a button (link) to the **Welcome: Start Here Module** and/or a short direction on where to begin.
	+ Post a **Course is Open-How to Begin announcement** (News item) with instructions on what to do first. (This announcement can also be sent to learners to tell them the course is open and what they need to do to start the course.)
* **Who is my instructor? Meets QM HE 1.8 and 8.3; QM K-12 Sec 1.6 and 8.3**
	+ In the **Welcome email** before the course begins, introduce yourself.
	+ In the **Course is Open-How to Begin announcement**, briefly introduce you.
	+ In your **Start Here Module**, create a “Meet your Instructor” page that may also include an Introduction video. State the following information:
		- name
		- title
		- field of expertise
		- email address
		- phone number
		- times when you are typically online or may be reached by phone
		- your role as the instructor
		- how to address you
		- additional comments can include your teaching philosophy, past online teaching experiences, and personal information such as hobbies, family, ravel experiences, etc.
	+ Post your introduction the Introductions discussion forum so that learners can see who you are while they tell you about themselves. Your post helps to set the stage for developing a learning community.
* **Who else is taking this course? Meets QM HE 1.9; QM K-12 Sec 5.2.**
	+ Create an Introduction discussion forum that allows learners to introduce themselves to each other and helps students feel less isolated. They get to know that there are more people “like them” that are in the course.
	+ Use a creative icebreaker activity such as found in:
		- [21st Century Icebreakers: 13 Ways to Get to Know Your Students with Technology](https://teachbytes.com/2012/08/05/21st-century-icebreakers-10-ways-to-get-to-know-your-students-with-technology/)
		- [Icebreakers! Engage your learners with simple activities that foster openness and creativity.](http://www.scoop.it/t/icebreakers)
* **What is the purpose of this course? Meets QM HE 1.2; QM K-12 1.2.**
	+ In the **Start Here Module** include:
		- Course Introduction and description
		- Pre-requisites and Course Objectives/Competencies (What you will learn in this Course)
		- Course Syllabus (link)
	+ May include where the course sits in a curricular context.
* **How is this course structured? Meets QM HE 1.2, 3.2 and 3.3; QM K-12 Sec 1.2, 3.2 and 3.5.**

Include the following in the **Start Here Module**:* + Course Syllabus
	+ Course structure to include:
		- Course outline, course map or course-at-a-glance
		- Course Calendar
		- Course Schedule and pacing of assignments such as can learners work ahead, or must they wait until the next module opens? Also, highlighting when the first assignment is due to help ensure learners get started right away (assignments before Census Date).
		- Delivery modalities; asynchronous or synchronous; external website, use of videos
		- Modes of communication with instructor and classmates
		- Types of learning activities
	+ Clear statement on how learning is assessed, use of rubrics, course grades are calculated, and relationship between points, percentages, weights and letter grades.
	+ Clear statement on instructor’s policy on late submissions
* **What do I need to be successful in this course? Meets QM HE 1.5, 1.6 and 1.7; QM K-12 Sec 1.3, 1.7 and 6.3.**
	+ Prerequisite knowledge for the course usually found in the Syllabus.
	+ Link to minimum technology requirements; hardware, software, subscriptions, plug-ins, etc. (Same information as used in Level 1 Orientation or from the institution’s technology webpage.)
	+ Link to minimum technical skills (same information as used Level 1 Orientation.)
		- Description of any additional skills needed for synced portals or other websites.
* **What are the "rules" in this course? Meets QM HE 1.3, 1.4, 5.3 and 5.4; QM K-12 Sec 1.4, 1.5, 5.3 and 5.4.**
	+ Etiquette/Netiquette expectations for tone and civility used in communicating with the instructor and other learners. Also included in the Level 1 Orientation.
		- Expectations for “speaking style” requirements such as Standard English vs. popular abbreviations used online.
		- Spelling and grammar expectations
		- Awareness of and sensitivity to cultural differences
	+ Institutional policies (usually stated in the Syllabus and also included in the Level 1 Orientation) such as
		- student conduct
		- the grade of "Incomplete"
		- withdrawal without penalty
		- confidentiality in the classroom
		- student grievances
	+ Specific Course policies such as
		- late submission of assignments (including time zones when giving deadlines)
		- electronic communication (for instance, some instructors ask learners to use a specific subject line format and to sign their emails with their full name to help the instructor manage the large amount of email communications typically associated with teaching online courses)
		- where to submit assignments, via an assignment drop box in the learning management system vs. email attachment
		- how the file should be named; by appending the learner's last name to the name given to the file by the instructor
		- file format in which a file should be submitted; .rtf, .doc, .docx, .pdf, etc.
		- citation style (APA, MLA, etc.) that should be used
	+ Learner Interaction Requirements (also included in Level 1 Orientation) such as
		- how often to log into course
		- how much time expected to spend in course
		- specific timeframes for posting to discussions
		- expectations for “attendance and participation” in the course and how it will be evaluated
	+ Instructor Response Time; communicate your plan for classroom response time and feedback on assignments. Also communicate when you will participate in discussion assignments
* **How can I get help if I need it? Meets QM HE 7.1, 7.2, 7.3 and 7.4; QM K-12 Sec 7.1, 7.2 and 7.3.**
	+ Create a new Module tilted **Learner Support: Accessibility, Academic Support, Student Services and Technology**. Then create pages in the module with links to the following (also included in Level 1 Orientation)
		- Technical Support for LMS and any synced portal
		- Accessibility Support Services
		- Technologies, Accessibility Statements and Privacy Policies
		- Academic & Student Support Services
* **How will I know I'm ready to begin?[[1]](#endnote-1)**
	+ Create interactive activities in the **Start Here Module** as graded or ungraded checkpoints to indicate that learners understand how to proceed with the course. Activities could include:
		- Syllabus quiz
		- Scavenger hunt where learners navigate throughout the course to find information
		- Orientation Quiz on information found within the Start Here Module.
		- Learners post an Introduction and reply to others in the course.
		- Learners post a question in the Q&A discussion forum such as the “Muddiest Point Forum”. Encourage them to answer each other’s questions.
	+ Design the **Start Here module** using the selective release LMS feature so that learners must progress through the activities in the module in sequential order. This will indicate to you and them that they are ready to begin the Lesson content assignments.
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\* Presented at the QM 2017 Connect Conference, Sept 25, 2017. Document developed by San Antonio College.

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1. [↑](#endnote-ref-1)