Faculty Procedures for Recurring Online Courses

Ongoing:

✓ **Review and Revise Learning Materials and Activities, Keeping Objectives Alignment in Mind**

16 – 12 weeks prior:

✓ **Meet with Instructional Designer**
Faculty should meet with their Instructional Designer well in advance of a term's opening to communicate specific support requests and anticipated revision plans. Revisions might include, but are not limited to, course design changes; lecture revisions; activity/assessment revisions; and other content and resource development and planned integration.

This meeting is also an opportunity to review CoursePlus with the teaching team, including updates since the last term the faculty taught online. **It's important that someone on the teaching team is comfortable navigating and editing the entire course site** including editing Quizzes, setting up the Gradebook and Drop Boxes, and modifying the Content (Schedule Builder). There is one item on the Schedule Builder that only the Instructional Designer can edit: the dates for course pages holding lectures in production. There are Toolkit workshops, the CoursePlus Guide on CTL's Help site, and other resources to help faculty and TAs with CoursePlus. In addition, the CTL blog routinely details updates to the CoursePlus platform.

✓ **Schedule Lecture Recordings & Revise Lectures**
New and revised lectures should be prepared well in advance. At this time you need to coordinate with your Instructional Designer to schedule your studio recordings.

✓ **Update Course Syllabus**
It is good to update the course syllabus, which is publicly visible at all times, as early as possible. Students will be looking at this section of your course site when registration opens, approximately three months prior to the first day of instruction. NOTE THAT UNTIL THE DAY THE TERM OPENS, a banner is displayed on the syllabus and schedule pages saying that information may change prior to the start of class; thus faculty can continue to edit the page through that time.

Changes to content in the syllabus sections automatically synchronized with the Course System need to be approved before they can be published. Review the Syllabus Guidance to learn about what makes a quality syllabus, or see the Syllabus Checklist for requirements and recommendations.

14 – 8 weeks prior:

✓ **Complete All CTL Studio Lecture Audio Recordings**
All CTL Studio Recordings go through a rigorous process so that we can ensure a final product of the highest quality. This means we need to make sure enough time is built in to record the lectures in our studio, edit the audio, allow any accompanying lecture materials (e.g., PowerPoint files) to be edited, create the final media files (audio, video, transcripts, and PDFs), and review all for quality control. For this reason, we ask that all lectures – new and revised – be recorded NO LESS THAN approximately eight weeks* before the opening date of the course. Learn more: Recording Options.

* Recording deadlines are communicated regularly by CTL, but they usually fall on the last day of the month that is approximately eight weeks prior to a term's opening. Exact dates can be found on our "Recording Timelines" Toolkit page.

8 – 4 weeks prior:

✓ **Schedule and Record CTL Production for Any Video Lectures, Interviews, Site Tours, etc.**
Video recordings can certainly be recorded earlier, but they must be scheduled and completed by the video recording deadline which is approximately four weeks before a term's opening. Talk to your Instructional Designer as soon as possible to start the process.

✓ **Finalize Remaining Lecture and Other Learning Resource Materials**
The most common type of content delivery as a method of instruction is the lecture. But the traditional recorded lecture isn't always the most appropriate online pedagogical practice. During this time – a month or two prior to a term's opening – faculty should have finalized the selection and preparation of any alternate content and methods for conveying information for students to transform into knowledge. Review the CTL Toolkit's page on content types for inspiration. Whether you are creating and uploading your own media or linking to external resources, now is the time to finish these preparations.

✓ **Schedule LiveTalks**
LiveTalks should be scheduled directly on the Schedule Builder page at least one month prior to the beginning of a term. Now is also the time for faculty to contact their academic department if they don't have a licensed, Business (Enterprise) Zoom account provisioned through Johns Hopkins. Review the document, Instructions for Faculty Self-run LiveTalks, for more pointers and the full set of instructions.

✓ **Revise Existing and/or Develop New Learning Activities**
Carefully planned learning activities – beyond lectures – allow students to build comprehension as they actively engage with the course. As you revise and develop the activities, make sure they are selected and built to align with your learning objectives.

In addition, activities designed within the UDL framework allow students to build their own strategies towards their personal success. As you reflect on your course activities, review the feedback provided

through previous course evaluations and consider incorporating more active learning techniques which are shown to positively impact comprehension, application, synthesis, and other learning outcomes.

✓ **Review Course Schedule**
Check all open (release) dates for lectures, assignments, quizzes, etc. The read-only version of the schedule is a public page, displaying as part of the course syllabus. NOTE THAT UNTIL THE DAY THE TERM OPENS, a banner is displayed on this page saying its information may change prior to the start of class. Faculty can continue to edit the schedule throughout their course preparation, though it is advised to only change it minimally and only when necessary.

✓ **Check Online Library for Broken Links, Outdated Sources, and Open/Close Dates**
Check Online Library content and release dates, including web links (URLs). Also check that items are linked to the correct lecture or activity pages. *Double check that dated material* (such as assessments, answer keys, and LiveTalk slides) are deleted or hidden from students' view.

✓ **Check Course Pages for Broken Links and Outdated Information**
Often there is linked text on the lecture and other pages that needs to be verified. This may be caught by CTL's quality confirmation (QC) check, but it is ultimately up to the faculty to communicate the correct information. Additionally, make sure any errata or other statements – especially if there is updated information – is appropriate for the current course offering.

✓ **Submit E-Reserves**
Activate and review e-reserves (if used). Get started by reviewing the deadlines and instructions on the Welch Library's "Submit an eReserve" page.

4 – 2 weeks prior:

✓ **Review and Revise Assignments**
Create or edit quizzes, assignments, and Drop Boxes and verify settings and due dates.

✓ **Reset Wikis, Discussion Threads, Groups**
Check the open and close dates for all Survey, Peer Assessment, Quiz Generator, Discussion Forums and other student activity tools.

✓ **Finalize Course Schedule Builder and Syllabus**
Make certain that there is only one version of your syllabus by using only the CoursePlus syllabus tool. The open and due dates for Schedule Builder items linked to some of the CoursePlus tools (Peer Assessment, Quizzes, Drop Boxes) will be synchronized when you update access in the tools themselves.

✓ **Sign Up for LiveTalk Training and CoursePlus Refresher**
First-time TAs should sign up for LiveTalk training. The training is also open to faculty and TAs who would like a review. (The direct link to sign-up is available near term's start.)

✓ **Update Faculty Page**
Update the faculty page to include a recent photo and short bio for faculty and, optionally, guest faculty and TAs.

2 weeks prior:

✓ **Review Gradebook Setup**
The overall grade in the CoursePlus Gradebook can be based on percentages or points. Quizzes, Drop Box, and Discussion Forum assignments can be linked to the gradebook as well as stand-alone gradebook items. Even if items are added to the gradebook as the course progresses, the gradebook categories can be set up in advance to match expectations set forth in the Syllabus.

1 week prior:

✓ **Send Welcome Letter**
A welcome message can be written and scheduled to send later via the CoursePlus Class Email tool and, optionally, posted as an announcement. You can also write a welcome message on Discussion Forum. While students cannot access the course site until the term's opening, as long as they are on the roster they will receive emails you send from using the Class Email tool.