RUONLINE

RUOnline is Roosevelt University's fully online learning program. Join students around the globe in an engaging, interactive, and enriching learning experience.

Welcome

Welcome to online learning! This spring 2013 semester we have over 1,615 students enrolled in 129 online sections and we are looking forward to a successful semester for all. Whether this is your first experience with online learning or you're a seasoned veteran, we want you to know we are glad you are here.

Starting and continuing the semester on a high note is of the utmost importance. With that in mind, we have a few suggestions to help you. Active participation is a must! Use the discussion boards as they are beneficial to collaborative learning.   Review the section on "Study Tips" as these have been recommended by some of our outstanding, highly successful, online teachers. These tips, when incorporated into your online learning, will help contribute to a successful semester.

Our online team is committed to your success. If you have any questions or concerns, please don't hesitate to contact us. We are only an email away.

Lastly, we would like to let you know that our department offices have been relocated. We are now housed in the Tower of the Auditorium building, on the 18th floor, of the Chicago campus. In Schaumburg we can be found in room 327. Stop by and say hello if you are near our areas.

The RUOnline Team

Establishing Online Instructor
Performance Best Practices and Expectations

Regardless of the size of course enrollments, the key to a successful teaching and learning experience for both the learner and instructor is communication. Clearly defining and communicating the expectations will address the uncertainty of what role and responsibility is required of each participant. The efficiency and effectiveness of this communication will evolve with experience. Chances are it will not be perfect the first, second or maybe even the third offering.

Refining the course management is a continual "work in progress" that requires a commitment on the part of the instructor to carefully monitor, adjust and improve the communication of expectations to the learners.

With proper design, management tracking and adjustments, the management of the learning activities of the online classroom can lead to a rewarding learning experience for all course participants. Watching and learning from others, using student feedback, analyzing evaluation data and frequently asked questions can provide insights into where

Instructor Spotlight: Gina Diponio

1) Tell us about yourself and your experience in teaching online?

I'd be happy to. I have been teaching writing and humanities at Roosevelt University and elsewhere around Chicago for the last decade. I began teaching and developing online courses about eight years ago for several universities. Also, I'm a creative writer and journalist who knows from experience that good writing can, without a doubt, be taught, and I feel very lucky to get to do that as a career.

2) What do you like about teaching online?

I have enjoyed figuring out how to use the online classroom as an educational tool, it's so wonderful to be in conversations that go on throughout a week, instead of having them end in an hour or two, and I appreciate how internet classes allow many students the opportunity to attend school around their busy lives. There's more, but that's a start.

3) What advice would you give to an online instructor?

I suggest continually looking for ways to both take advantage of the unique opportunities of teaching online and to make up for the potential deficits. There are some things that we can do in an online classroom that we can't do onsite. We can give students much more one-on-one attention online. We can respond in more depth to student ideas and help to direct students both more thoughtfully and over
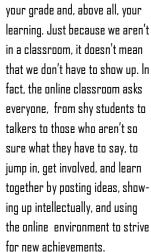
Photo courtesy of Lacie Garnes

days, instead of in just a few minutes in a classroom. In these ways, being asynchronous is so useful! Also, we can perhaps more easily bring in additional sources including videos, news articles, etc. (and so can students!) that might enhance any lesson. As for deficits, there is the danger of the online environment feeling impersonal. I suggest encouraging students to post a picture of themselves, including assignments that help the entire class get to know each other, and being in phone and email contact when needed.

4) What advice would you give to an online student?

I would say a few things here: Take advantage of the unique opportunities of learning online and make up for the lack of physical classroom presence by being even more of an intellectual presence. When you are in an online class, you have more time to formulate your responses and to keep discussions going. You can ask questions of

your instructor and fellow students to further class learning. You have more opportunities to connect to your class and to engage in the lessons. Take advantage of that! Know that an online class is no less of a time commitment than an onsite class, and, in fact, since attendance is often determined by participation, taking part in discussion boards and activities becomes even more important to

your grade and, above all, your learning. Just because we aren't in a classroom, it doesn't mean that we don't have to show up. In fact, the online classroom asks everyone, from shy students to talkers to those who aren't so sure what they have to say, to jump in, get involved, and learn together by posting ideas, showing up intellectually, and using the online environment to strive for new achievements.

5) What do you find the most challenging about teaching online?

I am a people person so there is a danger with teaching/learning online that you don't really get to know or interact with your class. I work hard to get around that by keeping conversations going, striving for an inviting and encouraging tone, and building phone conferences at least once a semester (and sometimes more), which are meant to enhance the learning experience as well as develop a real-time connection in our virtual classroom. Maintaining the lines of communication makes a huge difference!

and how to improve the learning experience. Some are of the belief that the tools and capabilities of the online classroom can lead to a richer and more equitable learning experience than the face-to –face classroom because we can provide communications to all participants. Certainly the opportunity exists to structure a learning experi-

ence rich in interaction, student-managed and focused on addressing the needs of the students in attaining the course.

Article written by: Lawrence C. Ragan, PhD. Director of Instructional Design and Development for Penn State's World Campus

Image by www.whatsupworld.us

More About Blackboard

Did you know that the **Digital Dropbox** has been replaced by the **Assignment** tool in the current release used by Roosevelt (Blackboard Learn, release 9.1)? The **Assignment** tool has many improvements over the Digital Dropbox, which include: 1) the ability to download all student submissions in a single file, 2) associate the assignment with a Grade Center Column, 3) manage multiple files at once and 4) allow the instructor to determine the number of attempts a student can make when submitting their assignment. View instructions on using the **Assignment** tool below.

Instructors Create an Assignment Link

1. Ensure Edit Mode is **On**

2. Click on the content area where you would like to add the **Assignment** such as Weekly Lessons, Assignments, etc.

3. On the Action Bar, Point to **Create Assessment** to access the drop down-list.

4. Select **Assignment**

5. On the **Create Assignment** page, type a **Name** for the Assignment (i.e. Assignment 1) and type instructions for the Assignment.

6. (Optional) attach a file using **Browse My Computer**. Please note: Assignment Files cannot be attached from Course Files.

7. Type **Points Possible** and (Optional) associate a rubric by pointing to **Add Rubric**.

8. Select the check box to **Make the Assignment Available**. Select the option for **Number of Attempts**. Multiple attempts allow students to submit work for an assignment more than once and receive comments and a grade for each submission. Use the **Display After** and **Display Until** date and time fields to limit the Availability to the Assignment. Select the **Display After and Display Until** check boxes in order to enable the date and time selections.

9. (Optional), select a **Due Date**.

10. In the **Recipients** section, select the **All Students Individually** option.

11. Click **Submit**

Students Submit Your Homework Assignment

1. Click on the content area where you would like to submit your assignment (i.e. Assignments, Submit Works, Etc.) Your instructor will inform you where to find this link.

2. Click on the name of the assignment

3. Type in any comments (optional) and click the **Browse My Computer** button to navigate to your computer/flashdrive to retrieve your file.

4. Click on the name of the files to select and click **Open.** (Helpful Hint: It is always a good idea to include your first initial and last name at the end of the original file name).

5. Click **Submit**

To learn more about the Blackboard upgrade, visit the RUOnline Homepage

http://www.roosevelt.edu/ruonline

Tutorials and videos are also available for both faculty and students.

Blackboard Login

Your user name is your 9-digit Roosevelt ID number

Your default password is your 9-digit ID number
You can change your password after you log in
If you have used Blackboard in previous semesters, and have changed your password, that password will be active

Enter login information here and click **Login**.
Username: 960000000

Password: ●●●●●●●●
Forgot Your Password?

Login

Discover new ways of learning

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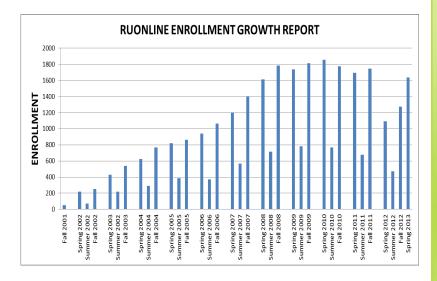(312)341.2610- AUD 1853-T
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RUONLINE HISTORY

RUONLINE ENROLLMENT GROWTH REPORT

RUOnline started in the Fall 2001 with a total of 53 students and 7 online courses.

As of Spring 2013, we have over 1,600 unduplicated students,

116 online courses, and 129 online sections

Online Study Tips

* Read the Syllabus and the Announcement page. Your instructor has spent a lot of time on this syllabus to give you detailed information on the expectations and format of the course. Do yourself a favor and become familiar with it so that there are no surprises at the end of the semester!

* Keep an eye on the announcement page as it provides IMPORTANT information you need to know. Be sure to check it out each week.

* Set a specific time each day to log into your course site and post to forums/discussion boards. Think of these as your "class" time and be sure to devote an appropriate amount of time to them.

* When writing more than a quick post, consider composing your response in your word processor first, then copying and pasting it into the discussion boards.

Following these tips will help keep you on a path to success this semester!