Course Development Guide
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Introduction

About this Guide
This document describes the development process of new courses at University of the People. It provides methodologies, tools, templates and guidelines to support the course developer during the development process.

This guide is a dynamic document, updated on a regular basis.

About the University of the People
Our Mission
University of the People (UoPeople) is a non-profit organization devoted to providing universal access to quality, online post-secondary education to qualified students.

The vision of University of the People is grounded in the belief that universal access to education is a key ingredient in the promotion of world peace and global economic development.

University of the People offers a unique learning experience that combines peer-based and collaborative learning, with information technologies and internet. Within the online study communities, students will share resources, exchange ideas, discuss weekly topics, submit assignments, and take exams. The curriculum itself will be supported by respected scholars. A community of educators, comprised of active and retired professors, master level students and other professionals, will participate and oversee the assessment process. They will also develop ongoing procedures for curriculum evaluation and development.

Our students
University of the People comprises instructors and students from all over the world, truly making our University one of global proportions. We are proud to announce that not only is our student body growing and expanding to all corners of the globe, but our student satisfaction rate is also rapidly increasing.

We currently have accepted more than 1,000 students from over 115 countries. Approximately 56% of our students are enrolled in the Business Administration program,
and 44% are studying in the computer Science program. Our students range from ages 18 to 72, with an average age of 32.

**Guiding Principles of Course Development**

University of the people utilizes the following guiding principles and tools for course development:

**The ADDIE Model**

The ADDIE model is a standard systematic instructional design model that provides an organized process for developing instructional materials. ADDIE is an acronym that stands for the five phases of the instructional design process: Analysis, Design, Development, Implementation and Evaluation. Each step ends with outcomes that feed into the next step in the sequence.

ADDIE serves as basis for many instructional design models (for example the Dick and Carey model) and has been modified to serve as the basis for the course development process at UoPeople.

Following is a short description of the ADDIE phases:

<table>
<thead>
<tr>
<th>Phase</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis</td>
<td>The instructional problem is clarified; the course outcomes, student’s needs, prior knowledge, and any other relevant characteristics are established. The learning environment is also considered, as well as delivery options, constraints and the timeline for the course development process.</td>
</tr>
<tr>
<td>Design</td>
<td>Learning Outcomes are further detailed, assessment and Instructional strategies are selected; High level topic breakdown is performed.</td>
</tr>
<tr>
<td>Development</td>
<td>Actual content and learning materials and assessments are created. Materials are produced according to decisions made in previous phases.</td>
</tr>
<tr>
<td>Implementation</td>
<td>The course is put into full production in the LMS (Moodle), a procedure for training the learner and instructor on how to use the course is developed.</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Includes formative and summative evaluation. Formative evaluation is present in essentially each stage of the ADDIE process. In the summative evaluation, the effectiveness of the training materials is evaluated. Tests designed for criterion-</td>
</tr>
</tbody>
</table>
related referenced items and providing opportunities for feedback from the users. Revisions are made as necessary.

Bloom's Taxonomy

Bloom's taxonomy provides a clear formula for thinking about instructional design and assessment. Bloom's main premise is that learning at the higher cognitive level is dependent on having attained prerequisite knowledge at the lower knowledge and skill levels.

The table below shows the six levels of cognitive domain that Bloom identified. Levels have a hierarchy in the sense that one must master the lowest level (knowledge) before he can move up the scale. Knowledge, comprehension, and application are regarded as lower-order whereas thinking skills. Analysis, synthesis, and evaluation are higher-order, problem solving, thinking skills.

<table>
<thead>
<tr>
<th>level</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Recalling or remembering without necessarily understanding, using, or changing it.</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Grasping the meaning of without necessarily relating it to anything else.</td>
</tr>
<tr>
<td>Application</td>
<td>Using a general concept to solve problems in a particular situation; using learned material in new and concrete situations.</td>
</tr>
<tr>
<td>Analysis</td>
<td>Breaking something down into its parts; may focus on identification of parts or analysis of relationships between parts, or recognition of organizational principles seeing patterns, recognizing hidden meanings.</td>
</tr>
<tr>
<td>Synthesis</td>
<td>Creating something new by putting parts of different ideas together to make a whole.</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Judging the value of material or methods as they might be applied in a particular situation; judging with the use of definite criteria.</td>
</tr>
</tbody>
</table>

Bloom's taxonomy provides a useful structure in which to create learning outcomes, categorize assessment criteria and more, as detailed in the following chapters.
Overview of the Phases of Course Development

Using ADDIE model as a guide and additional Instructional Design models and methods, UoPeople uses a five-phase process for course development. ADDIE stands for: Analysis, Design, Development, Implementation and Evaluation.

Keep in mind that though presented as a linear list, the instructional design process is iterative and self-correcting in nature; there will always be movement between and among phases.

The following table lists the tasks and phases of course development at UoPeople.

<table>
<thead>
<tr>
<th>Course Development Roadmap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Following is a list of the major tasks and milestones in the development process of new courses.</td>
</tr>
</tbody>
</table>

**Task**

**Phase 1 - Analyze**

**OER**

- Map OER
- Locate Assessments for referencing
- Locate similar Courses and/or Syllabuses for referencing
- Analyze and Approve OER

**LO (Learning Outcomes)**

- Create LOs if not already created
- Analyze LO structure

**Timeline**

- Create a course plan
- Approve course plan

**Moodle**

- View at least one UoPeople course on Moodle
## Phase 2 - Design

### Course Outline
create/refine course outline with scope of content
Oversee structure (such as length of units etc.)

### Syllabus
Create initial version or add further details (content outline, unit objectives)
Analyze Syllabus structure

### Assessment Strategy
Determine assessment strategy

## Phase 3 - Develop

### Units
Write course and unit 1-8 introduction and activities
Review Unit 1-8

### Assessment
Create final assessment structure, aligned with Los
Detail grading criteria in the Grading Matrix
Decide on grading formula (weights)
Approve Assessment

### Supporting Materials
Create bibliography of supplemental materials
Create Instructors’ Guide
Finalize Syllabus structure and administrative data
Review and approve Course/Content

## Phase 4 - Implement

Build Course in Moodle
QA course in Moodle
Review and approve

## Phase 5 - Evaluate and Revise

Collect student end of course survey
Collect faculty end of course survey
Assess student achievement of course outcomes
Course evaluation report each term
Ongoing revisions

### Course Iterations
Revise content
Revise structure
Phase One: Analyzing and Planning

In the analysis phase the foundations of the course are reviewed and resources are located and secured.

<table>
<thead>
<tr>
<th>Analysis Phase Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Outcomes</strong></td>
</tr>
<tr>
<td><strong>High-level Course Outline</strong></td>
</tr>
</tbody>
</table>

The Analysis phase is the first phase of the Course Development process and as such, it feeds off the Curriculum Development process and its products.

The analysis phase at UoPeople includes:

- Analysis of resources (content analysis, allocation of human resources needed for the development and any additional resources needed),
- Analysis of Course Outcomes and Syllabi (created during the Curriculum Development process)
- Analysis of the medium of delivery (Moodle).

In this phase the foundation of the course is established, assuring that all needed resources, requirements and guidelines are prepared, ready and fully aligned.
Please take some time to view and experience some UoPeople courses at first hand – you can choose from the list of Sample Courses

Analysis of Available Content (OER)
Open educational resources (OER) are digitized materials offered freely and openly for educators, students and self-learners, to use and reuse for teaching, learning and research.

Upon the approval of the Course Outcomes and Scope, the course developer, with the assistance of the librarian begins an OER mapping process.

The objectives of the mapping process are threefold:

1. To identify high quality materials that may serve as the official “textbook” or core content of the course.

2. To identify materials that may serve as supplementary materials for enhancement, example variety and for further reading in the course.

3. To identify references and supporting materials for the course developer, including- Syllabi available from other universities that serve as benchmark for the course, examples of assessments from similar courses etc.

In order to allow all our students (often residing in remote areas with very limited network connectivity) easy access and download of content, UoPeople uses Text Based OER as the core course material.

*Some multimedia may be used as additional, non-required material and only as long as there is a text based version to the contents well.

List of OER resources

Analysis of Course Learning Outcomes
One of the first steps of course development is the creation of Course Learning Outcomes (or review of existing outcomes, if they have already been created as part of the
Course Development Guide

curriculum). Course Outcomes serve as anchor for understanding the course in the context of the whole program and the way it is depicted in the Program Outcomes. Outcomes should also be considered in the context of the University’s mission goals.

Learning Outcomes are brief, clear, concise and measurable description of what learners will be able to demonstrate at the end of the course.

Learning Outcomes define what skills students will be able to demonstrate after they complete their learning task and constitute the basis for developing the course assessment.

Outcomes serve as a focus point for the course development team, for course instructor as well as for students; they determine the scope of the content and, to some extent, dictate the structure of the course. Outcomes can also indicate to students what lies ahead in terms of learning and how their performance will be assessed.

While creating or reviewing the Course Outcomes, Course developers should ask themselves whether or not the Outcome clearly point to an assessment method and how it is associated with the whole program.

Outcomes are phrased using observable verbs (sometimes called active verbs) which can easily be translated into measurable criteria. Some examples are verbs such as “compare” or “define” versus verbs like “understand” or “internalize” which are harder to observe or to set criteria for measurement. If phrased correctly, Outcomes should immediately point to assessment means.

Use the Verb matrix (based on Bloom’s taxonomy) for a suggestion of appropriate verbs corresponding with cognitive levels. Note that the list is not exhaustive, but rather a starting point for creating Outcomes.

Creating Course Learning Outcomes
Timeline Analysis

During the analysis phase, course developers create an initial estimation of the time frame needed for developing the course, based on their availability. The roadmap tab on the course development workbook includes a detailed list of the tasks needed for the development process; the developer assigns estimated completion dates to the tasks listed in the course roadmap in order to create a clear timeline for course development. The timeline is then approved by the Academic unit.

Course Roadmap
See Course Development Workbook (tab 2)

Analysis of the Delivery Medium (Moodle)

UoPeople uses Moodle, an open source Course Management System, as its platform of course delivery.

Though not always directly in charge of uploading the materials to the platform, course developers are encouraged to familiarize themselves with the Moodle platform and specifically with the way it is used at UoPeople.

A good way to get acquainted with Moodle is to review some of UoPeople courses. See a list of Sample Courses for review when you log on to Moodle

Sample Courses (on Moodle)
Phase Two: Designing the Course

In the Design phase, previously created strategies and outcomes are formulated into a detailed course plan.

<table>
<thead>
<tr>
<th>Design Phase Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Outline</strong></td>
</tr>
<tr>
<td><strong>Course Syllabus</strong></td>
</tr>
<tr>
<td><strong>Assessment Strategy</strong></td>
</tr>
</tbody>
</table>

The Course Outline

The course outline is the list of course topics and units arranged in accordance with the Course Outcomes.

Courses at UoPeople generally contain 8 units with 1-3 Outcomes corresponding to each unit. Creating the course outline essentially entails organizing the course outcomes and corresponding topics and content into a logical, hierarchical way of presentation. The course outline defines the scope and content of the course, and serves as a framework for latter stages of content creation.
The Course Syllabus

The Syllabus provides an overview of the entire course and serves as a course map, guiding both students and instructors.

The Syllabus contains all the components defined in the design phase as well as additional components (defined in following stages) such as course schedule, assignment due dates and description, grading policy, instructors contact details and more.

The Syllabus is essentially the full plan for meeting the Outcomes of the course.

A major goal of the Syllabus is to communicate learning outcome expectations to the students. The Syllabus serves as a “contract”, a written agreement between instructor and students. Within the Syllabus, student expectations should be clearly defined along with the well-written directions relating to the course activities. It should be as detailed and specific as possible, as it can eliminate confusion and minimize miscommunication (for students and instructors alike).

The Syllabus Template contains guidelines for creating the Syllabus.

As with other outcomes of this phase, the Syllabus will most likely be further refined in the following phases of the course development process.

The Assessment Strategy

Methods of assessment vary depending on the Learning Outcomes to be measured. While the course outcomes dictate what the main variable for measurement is, the assessment technique
should determine how it would be manifested, as well as the criteria for its successful manifestation.

Assessment directly relates to the Learning Outcomes. It determines how each outcome is measured.

If possible, it is recommended to develop the assessment at an early stage of the course development process. Once established; the content and learning activities are built around the assessment to support students in succeeding to reach the course outcomes.

Assessment Methods and Tools used at UoPeople

University of the People has formalized a standard assessment and grading policy utilizing a set of tools as follows:

- **Discussion Forums** - Discussion Forums are an excellent means for engaging students in collaborative learning. UoPeople has incorporated Forums as a major learning and assessment tool, throughout the course. Most units of the course contain an issue/question for the Discussion forum. Students are required to post their responses in the forum, in addition, students are in charge of assessing their peers participation in the forum (Peer Assessment); they must provide constructive commentary on at least three of their peers’ postings and rate their work.

  * Note that Discussion Forums is not to be confused with the Course Forum, or Classroom Forums which serve as a communication, rather than an assessment tools.

- **Written Assignment** - Most units contain a written assignment task. Written assignments, like discussion forum tasks, are peer assessed. Students are automatically assigned 3 peer assignments and have to grade them as objectively as possible. A grading matrix (or “specimen assessment form”) is created by the developer for each assignment in order to give students clear criteria for the objective assessment of their peers. For some guidelines on creating the grading matrix, please see the Peer Assessment Guidelines.

- **Learning Journals** - the Learning Journal is intended to be used as a tool for self-reflection during the learning process. Most course units contain a task of “reflective” nature that is submitted on the Learning Journal. The journal may be used by students
to document their activities, record problems they may have encountered and to draft answers for Discussion Forums and Assignments. Journal tasks are assessed by the course instructor.

- **Self Quizzes** - Self Quizzes consist of multiple choice questions that are machine graded. Quizzes allow students to assess themselves, receive effective feedback and map areas that need improvement and further study. The results of the self-quiz do not count towards the final grade.

- **Graded quiz** – Each course at UoPeople contains two graded quizzes. The course grade is a part of the final grade. For some guidelines on creating multiple choice questions, please see the [Creating Multiple Choice Guidelines](#).

- **The Final Exam** - the final exam takes place following the completion of all the course units (under Unit 9). It is a comprehensive exam and is used to assess the level of learning at the end of the course. The format of the final exam consists of multiple choice questions. It has default duration of 60 minutes and graded electronically.

**The Grading Model**

The final grade of the course at UoPeople is calculated by a Weighted Average of the grades of the different assignment given during the course and of the final exam. While course developers are encouraged to be creative and flexible depending upon the nature of the material in the course and the needs of the subject matter, the general weight of the various types of assessment in the course are:

- 70% Examinations (two quizzes at 20% each, final exam at 30%)**
- 20% Written assignments and discussion participation**
- 10% Learning Journal

**Subject to their approval, the Course Approval Committee may allow up to 10% increase in weight for written assignments and discussion participation as a substitution for up to 10% of the weight of Examinations.**
The Peer Assessment of the course assignment is performed using a Grading Rubric. The Rubric contains a set of criteria used to determine scoring for an assignment; it also specifies the different levels of achievement for each dimension of the Learning Outcome.

The Grading Rubric contains a prescriptive set of criteria for assessment and the expected level of mastery for each parameter.

Rubrics are an essential tool for grading, especially for subjective means of assessment such as forum discussions or open writing assignments. Rubrics help to ensure a consistent and reliable grading process that can be compared over time, between sections and amongst diverse courses.

Creating Multiple Choice Guidelines
Peer Assessment Guidelines
Sample Grading Rubric
UoPeople grading model
Phase Three: Developing Course Content

In the development phase the detailed planning and creation of course materials takes place.

### Development Phase Outcomes

<table>
<thead>
<tr>
<th>Course Content</th>
<th>Detailed learning activities that best match the Learning Outcomes, including assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Syllabus</td>
<td>Full course blueprint</td>
</tr>
<tr>
<td>Instructor Guide</td>
<td>Directions and guidelines for course instructors</td>
</tr>
<tr>
<td>Bibliography</td>
<td>A list of the texts used in the course including supplementary materials</td>
</tr>
<tr>
<td>General Outcome</td>
<td><strong>Full course content, ready for review</strong></td>
</tr>
</tbody>
</table>

During the development stage, the detailed course content and activities are created, based on the assets blueprinted in previous stages.

The two major factors to consider when developing the course units are the course and program learning outcomes and the student hour estimation.

**Course and program learning outcomes**

Each unit is designed with the course outcomes in mind. The “outcomes dashboard” in the course development workbook serves as a tool for mapping the course activities and assessment outcomes against their corresponding outcomes.
Content, learning activities, teaching methods, materials, and media - are all formulated to facilitate the successful achievement of the outcomes (as quantified by the assessment)

Student Hour Breakdown

A key parameter to consider when developing the course activities is the amount of hours students are expected to put into the course and its tasks. A typical 5 unit course consists of 150 total hours. While course developers are encouraged to be creative and flexible depending upon the nature of the material in the course and the needs of the subject matter, the general breakdown of those 150 hours is:

A) Independent Learning Activities
   - 80 Hours of student reading, research and independent study
   - 20 Hours of studying for quizzes and examinations

B) Collaborative Learning Activities
   - 20 Hours of answering discussion questions, projects and/or assignments
   - 20 Hours of peer assessment and taking quizzes and examinations
   - 10 Hours in constructing the Learning Journal

This model has been developed uniquely to accomplish our mission, although prior faculty experience in teaching and developing similar courses with similar course outcomes at other universities provides further justification. Student work and consequent outcomes achieved are the primary justification for the course credit hours attached to each individual course. Subject to their approval, the Course Approval Committee may allow variances of up to 10% for content hours.

Moodle ready unit template

Course units typically adhere to a standard format to keep the materials clear, familiar and well structured. The unit template for Moodle upload specifies the structure and format of the course units. Developers are encouraged to use the unit template while developing the unit content and learning activities.
Course Development Guide

Course development workbook
Unit Template Moodle uploads
Analyze > Design > Develop > **Implement** > Evaluate and Revise

## Phase Four: Implementing

In the Implementation phase, the course is created in Moodle then reviewed and approved for delivery.

### Implementation Phase Outcomes

<table>
<thead>
<tr>
<th>Completed Course</th>
<th>The course is ready in the Learning Management System (LMS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sign Off</td>
<td>The course is approved</td>
</tr>
</tbody>
</table>

Implementation essentially refers to the transformation of the course content, created in previous phases, into a live, working course on the LMS system (Moodle).

### Approval Sign-Off

The actual creation of the course in Moodle may either be performed by the course developer or the by the UoPeople Moodle team. Either way, the course developer is responsible for reviewing the online version of the course and for approving that the course is ready and has been built according to his plan.

After the course is ready in the system, the developer should test all aspects of the course and approve it.

Parameters to check include:

- Content accuracy
- Content display
- Internal and external links
- Functionality of individual course component
Course Review Committee

All new courses introduced into the university, must be approved by the Course Review Committee prior to their deployment.

The committee reviews the course as well as the following supporting documents:

- The mapping of outcomes ("Outcome dashboard" tab in the developers workbook)
- The suggested grading matrix or weighting of the various assessment devices in the course ("Grading matrix" tab in the developers workbook)
- The course Syllabus
- The number of hours of student work that is involved, sorted by tasks ("Est. hours Students" tab in the developers workbook)
- A syllabus of a similar course from a similar university (used by developers for benchmarking the course)

The final approval and release for course launch is granted by the Academic unit.
Phase five: Evaluating and Revising

Evaluation refers to an ongoing process of improvement and updates, performed during and after course development, in order to keep the courses current for future offerings.

<table>
<thead>
<tr>
<th>Evaluation Phase Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revised Course</strong></td>
</tr>
</tbody>
</table>

It is beyond the scope of this guide to detail the versatile evaluation processes at UoPeople, a detailed description of evaluation processes may be found in the “Outcome Assessment Plan”. More than a specific phase, evaluation is an ongoing process, performed during course development and also before, after and during each offering.

Courses are periodically evaluated and revised based on student and instructor feedback gathered at the conclusion of each term, as well as changes or updates to reading materials. Every function in the organization (including students) is essentially involved, in some way, in the evaluation of courses (be it explicitly or implicitly). Changes are made once approval to revise is granted by the review committee.

**Course revisions**

Courses are revised and updated as needed based on changes in the subject matter as well as the feedback, comments and conclusions received on the formative and summative evaluations.

Regardless of revisions, the course instructor is responsible for updating the course before each offering with following:

- Course announcements
- Course documents such as the syllabus
Course Development Guide

- Week by week components, tasks and assessments
- Final exam
### Appendixes – Templates and Tools

Following is a list of links to supporting tools for UoPeople course developer:

<table>
<thead>
<tr>
<th>#</th>
<th>Tool</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Course development workbook</td>
<td>The Workbook serves as a course blueprint and a validation tool for the course development team. It contains the following templates: - Roadmap - Course development phases, List of tasks and current status - Course Outline - Overview of course activities and assessment by weekly Units - LO Dashboard - Overview of course activities and assessment by Course and Program Learning Outcomes - Syllabus - Course Syllabus - Grading Matrix - Grading conventions and course grading formula - Est. hrs. Students - An estimation of the amount of time students should spend on the course</td>
</tr>
<tr>
<td>8.1</td>
<td>Creating Course Learning Outcomes</td>
<td>Guidelines for creating Course Learning Outcomes</td>
</tr>
<tr>
<td>8.2</td>
<td>Unit Template Moodle uploads</td>
<td>A template of UoPeople course unit structure in Moodle</td>
</tr>
<tr>
<td>8.3</td>
<td>Syllabus Template</td>
<td>A template of UoPeople Syllabus</td>
</tr>
<tr>
<td>8.4</td>
<td>Peer Assessment Guidelines</td>
<td>Guidelines for building detailed peer assessment instructions</td>
</tr>
<tr>
<td>8.5</td>
<td>Creating Multiple choice Guidelines</td>
<td>Guidelines for creating assessment and multiple choice items</td>
</tr>
<tr>
<td>8.6</td>
<td>Sample Grading Rubric</td>
<td>An example of a grading rubric (also named “Specimen Assessment Form”) format</td>
</tr>
<tr>
<td>8.7</td>
<td>UoPeople grading model</td>
<td>A description of the student hour breakdown model and the UoPeople Grading model</td>
</tr>
</tbody>
</table>
8.8 List of OER resources
A comprehensive list of online OER inventories

8.1 Creating Course Learning Outcomes/Objectives

Learning Outcomes are clear, concise and measurable description of the behaviors that students will be able to perform at the conclusion of the Course, and the conditions and criteria which determine the acceptable level of performance.

Outcomes are based on and should be in line with, the more General Program Learning Goals/Outcomes (found on the UoPeople University Catalog)

Each course should have around 3-5 Learning Outcomes.

Composing Outcomes*

1. Determine the goal of the learning activity.
2. Determine what learners must demonstrate to achieve that goal.
3. Write Outcomes based on the skills, task, or knowledge. Verbs to use when developing Outcomes can fall into one of these four categories
   - Recall: Name, define, recognize, list, identify, describe, etc.
   - Analysis: Compare, separate, design, differentiate, classify, etc.
   - Synthesis: Propose, compose, solve, organize, relate, predict, etc.
   - Application: Apply, employ, illustrate, interpret, etc.
4. Avoid the use of verbs that represent actions or concepts that are difficult to measure, such as appreciate, be familiar with, believe, comprehend, enjoy, know, learn, master, and understand.
5. Avoid the use of vague qualifiers, such as very, completely, fully, totally, and quickly.
6. Try to sequence the content of each Outcome in a logical order, for example, from simple to complex, from known to unknown, chronologically, etc.

*(Based on Assessing for Learning: Building a sustainable commitment across the institution by Maki 2004)
Blooms taxonomy can be used to suggest appropriate verbs to use to state learning Outcomes for each cognitive level. Naturally, the list is not exhaustive, rather a starting point.

<table>
<thead>
<tr>
<th>level</th>
<th>Related Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>define, describe, identify, label, list, match, memorize, point to, recall, select, state</td>
</tr>
<tr>
<td>Comprehension</td>
<td>alter, account for, annotate, calculate, change, convert, group, explain, generalize, give examples, infer, interpret, paraphrase, predict, review, summarize, translate</td>
</tr>
<tr>
<td>Application</td>
<td>apply, adopt, collect, construct, demonstrate, discover, illustrate, interview, make use of, manipulate, relate, show, solve, use</td>
</tr>
<tr>
<td>Analysis</td>
<td>analyze, compare, contrast, diagram, differentiate, dissect, distinguish, identify, illustrate, infer, outline, point out, select, separate, sort, subdivide</td>
</tr>
<tr>
<td>Synthesis</td>
<td>blend, build, change, combine, compile, compose, conceive, create, design, formulate, generate, hypothesize, plan, predict, produce, reorder, revise, tell, write</td>
</tr>
<tr>
<td>Evaluation</td>
<td>accept, appraise, assess, arbitrate, award, choose, conclude, criticize, defend, evaluate, grade, judge, prioritize, recommend, referee, reject, select, support</td>
</tr>
</tbody>
</table>
8.2 Unit Template Moodle uploads

XXX: course name and code

Unit 1: Unit title
Learning guide
Chapter x: Overview
Topics
- List of topics
- List of topics
- List of topics

Learning Objectives (preferably no more than 3-4)
- By the end of this unit you will be able to...
- XXXX
- XXXX

Tasks (some common tasks follow)
- Read the Learning Guide and Reading Assignments
- Take the Self-Quiz
- Participate in the Discussion Forum
- Complete and Submit Unit Assignment
- Make entries to the Learning Journal

Chapter x: Introduction
...

Chapter x: Reading Assignment
...

Chapter x: Discussion Forum Question
...

Chapter x: Assignment
...

Chapter x: Learning Journal Tasks
...

Chapter x: Checklist (relevant tasks only)
- Read the Learning Guide and Reading Assignments
- Take the Self-Quiz
- Participate in the Discussion Forum
- Complete and Submit Unit Assignment
- Make entries to the Learning Journal
Self-Quiz
Multiple choices
Xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx?
   a.xxxxxxxxxxxxxxxx
   b.xxxxxxxxxxxxx (The right answer)
   c.xxxxxxxxxxxxxxxx
   d.xxxxxxxxxxxxxxxx

True/False question
Xxxxxxxxxxxxxxxxxxxxxxxxxxxx?
True  False

Specimen Assessment Form
Element 1: xxxxxxxxxxxxxxxxxxxxxx (Element Description)
Weight:
Type of Scale:
Grade: (If applicable)
# 8.3 Syllabus Template

<table>
<thead>
<tr>
<th>Course Number - Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus</td>
</tr>
<tr>
<td>Credits: 5</td>
</tr>
<tr>
<td>Prerequisites: xxx</td>
</tr>
</tbody>
</table>

## Course Description

xxx

## Required Textbook and Materials:

## Software Requirements/Installation

No special requirements.

## Learning Objectives and Outcomes:

Please list 3-5 Outcomes
By the end of this course students will be able to:
1-
2-
...

## Course Schedule and Topics

This course will cover the following topics in eight learning sessions, one unit per week. The final exam will take place during week nine of the term (UoPeople time).

**Week 1: Unit 1 - Unit Name**

Week 2: Unit 2 - Unit Name
Week 3: Unit 3 - Unit Name
Week 4: Unit 4 - Unit Name
Course Development Guide

Week 5: Unit 5 - Unit Name
Week 6: Unit 6 - Unit Name
Week 7: Unit 7 - Unit Name
Week 8: Unit 8 - Unit Name
Week 9: Unit 9 – Review and Final Exam

Study Guide

How this course is being conducted and suggested best practices for students to follow

Unit 1: Unit Name
Tasks:
• Read the Learning Guide and Reading Assignments
• Take the Self-Quiz
• Participate in the Discussion Forum (Post, Comment and Rate)
• Make entries to the Learning Journal

Unit 2:
Unit 3:
Unit 4:
Unit 5:
Unit 6:
Unit 7:
Unit 8:
Unit 9: Final Examination

• Prepare for and submit the final examination.
• The final exam will take place during the 48 hour period of the Monday and Tuesday of week 9 (UoPeople time).

Course Requirements

Assignments
There is an Assignment to be completed for each of the study units in this course except for Unit 8. You will be required to upload your assignments by the indicated deadline and in addition, to assess three of your classmates’ assignments according to the instructions provided. Failure to submit assignments may result in failure of the course. The lowest graded assignment will be dropped from the calculation of the final grade. You are also expected to provide details in the feedback section of the assignment assessment forms as to why you awarded the grade that you did to your peer. This is extremely important to
achieving a successful learning experience.

**Discussion Forum**
Each unit will have a discussion question that will be posted in the Discussion Forum at the beginning of the week by the instructor. In each unit, you are required to post a substantive response to the question. A substantive response is one that fully answers the question that has been posed by the instructor.

In addition, you must extend the conversation by responding to at least three of your peers’ postings.

Discussion Forums are only active for the relevant learning week and it is not possible to contribute to a discussion forum once the learning week has come to an end. Failure to participate in the Discussion Forums may result in failure of the course. The two lowest grades will be dropped from the calculation of the final grade.

**Course Forum**
The Course Forum is the place to raise issues and questions relating to the course. It is monitored by the instructors. It is a good place to meet fellow students taking the same course. While it is not required to participate in this forum, it is highly recommended.

**Classroom Forum**
The Classroom Forum is a small forum available only to students in the same classroom or group. The Classroom Forum is only activated when there are many groups of students taking the course at the same time. Participation in this forum is an excellent way to get to know your classmates and is also a platform for raising issues and questions relating to the course. While it is not required to participate in this forum, it is highly recommended.

**Learning Journal**
The Learning Journal is a tool for self-reflection on the learning process. In addition to completing directed tasks, you should use the Learning Journal to document your activities, record problems you may have encountered and to draft answers for Discussion Forums and Assignments. The Learning Journal should be updated regularly (on a weekly basis), as the learning journals will be assessed by your instructor as part of your Final Grade.

**Quizzes**
For each unit of work, there is a self-quiz consisting of multiple question types. You will have multiple attempts to take the quiz and improve your results. The results of the self-quiz do not count towards your Final Grade. It is recommended that you complete the self-quiz to ensure that you have adequately understood the course materials.

**Final Examination**
The Final Examination takes place following the completion of eight units of work. The format of the Final Exam is similar to that of the self-quiz and consists of multiple choice questions. It is a maximum of one hour in duration and is graded electronically. Specific instructions regarding how to prepare for and take the examination will be published in Unit 9.

Policies

Grading

The University has established the following grading scale. All faculty members are expected to comply with this scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Scale</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>93-97</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>73-77</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>68-69</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>63-67</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
<td>0.67</td>
</tr>
<tr>
<td>F</td>
<td>Under 60</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Grades will be based on a standard 100-point scale with the following values and ranges:

Grading Components and Weights

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Journal</td>
<td>10%</td>
</tr>
<tr>
<td>2 Quizzes</td>
<td>40%</td>
</tr>
<tr>
<td>Discussion Forums</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
</tbody>
</table>
Grade Appeal
Final Grades may be appealed when you believe that the grade you have been assigned for a course is unjust or unfair. For more information on the Grade Appeal procedure, please refer to the University Catalog.

Participation
Non-participation is characterized by lack of assignment submission and/or inadequate contribution in discussion forum postings.

- Assignments must be submitted on or before the deadline. A course timeline is provided in the course schedule. The instructor will specify the deadline for each assignment.
- Occasionally there may be a legitimate reason for submitting an assignment late. Most of the time late assignments will not be accepted, and there will be no make-up assignments. Students should review the Late Assignment Policy appearing in the Student Handbook.

Any student showing non-participation for 2 weeks (consecutive or non-consecutive) is likely to automatically fail the course.

All students are obligated to inform their instructor in advance of any known absences which may result in their non-participation.

Academic Honesty and Integrity
When submitting your work, it is essential to reference all source material. Failure to properly acknowledge your sources is known as ‘plagiarism’. This is effectively passing off an individual’s words or ideas as your own. University of the People adheres to a strict policy of academic honesty. Failure to comply with these guidelines may result in sanctions by the university, including dismissal from the university or course failure. Please review the Student Handbook for more information on this topic.

Code of Conduct
University of the People expects that students conduct themselves in a respectful, collaborative and honest manner at all times. Harassment, threatening behavior, or deliberate embarrassment of others will not be permitted.

Any conduct that interferes with the quality of the educational experience is not allowed and
Course Development Guide

may result in disciplinary action, such as course failure, probation, suspension, or dismissal. Please see the Student Handbook for more information.
8.4 Peer Assessment Guidelines

Elements:
1. Objective and specific assessment items related to the assignment—60%
2. Objective and specific assessment items related to the format—20%
3. Subjective and quality assessment items—20%

Element 1: Assignment Requirements—60%
The first element of the assessment form should include specific questions about the assignment. As much as possible they should be formed into objective “yes or no” questions that are easy for the students to evaluate.
Examples:
1. Did the student write about one of the four air pollution problems listed in chapter 7.5 of the eBook?
2. Did the student define in their own words a definition of the course term ___________?
3. Did the student identify an effective process for creating offerings and bringing them to market?
4. Did the student reference/use at least one item from the course eBook to support their points/argument/debate?

Element 2: Format Requirements—20%
The second element of the assessment form should include specific questions about the format of the paper. As much as possible they should be formed into objective “yes or no” questions that are easy for the students to evaluate.
Examples:
1. Were all quotes and outside information referenced, and that reference can be found in the final source list?
2. Was the paper at least XX words?
3. Was the paper 12 point font, Times New Roman typeface, 1 inch margins, and at least 5 pages long including the final source list and title page?
4. Is there a conclusion?
5. Is there an introduction?
6. Did the student include a source list?
7. Check the web links and see if your peer described the activity of each organization in their own words (rather than just cut and paste text from the websites).

Element 3: Quality Requirements—20%
The third item is more subjective as it relates to the quality of content and is harder for students to assess however this area is vital for to the assignment. Please note that this area will not be weighted as much as the first element.
Examples:
Course Development Guide

1. Is the paper professionally written, with few grammar, syntax or spelling errors, and use of college level diction?
2. Is the paper well organized, easy to read, with clear sentences and paragraph transitions?
3. Did the student fully cover the topic required?
4. Did the student utilize the course content to support their discussion?
5. Are the course topics, content, and vocabulary appropriately used in the paper?
6. Was the logic of the argument/discussion appropriate to the requirements of the assignment?

Example from an Environmental Science Course:

Assignment directions:
Choose one governmental or non-governmental agency that works with conservation of biodiversity. Write a two-page report about this agency. The paper should be 12-point font, Times New Roman, and include a title page, main paper (at least 1,500 words), and final source list. The paper should use at least two vocabulary words and/or concepts (place these in bold) from chapter 5 in it. The paper should conform to APA format and referencing style. The conclusion of the paper should include the student’s thoughts about what this agency could do in his or her home country.

Example Assessment Form for this assignment: 10 points total.
There are 10 items. Each is graded on the standard 1-10 point scale. This will equal 100 points at the end, which can be divided by 10 for the final grade.

- Element 1 includes 6 items worth 60% of the total points.
- Element 2 includes 2 items worth 20% of the total points.
- Element 3 includes 2 items, worth 20% of the total points.

<table>
<thead>
<tr>
<th>Element 1: Assignment Requirements</th>
<th>1. Did this assignment describe one governmental and one non-governmental organization or agency that helps conserve terrestrial biodiversity and its history?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Was at least one project of the agency reviewed?</td>
</tr>
<tr>
<td></td>
<td>3. Did the student use at least two vocabulary words (in bold) from Chapter 5?</td>
</tr>
<tr>
<td></td>
<td>4. Does the conclusion include a discussion relating this agency back to their own local environmental needs?</td>
</tr>
<tr>
<td></td>
<td>5. Is a title page and final source list present?</td>
</tr>
<tr>
<td></td>
<td>6. Is the paper 12-point font, and Times New Roman typeface with 1-inch margins, and at least 1500 words?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element 2: Format Requirements</th>
<th>7. Does the paper include an introduction and conclusion?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8. Check the source page and see if your peer...</td>
</tr>
</tbody>
</table>
described the activity of each organization in their own words (rather than just cut and pasted text from the websites).

<table>
<thead>
<tr>
<th>Element 3: Quality Requirements</th>
<th>9. Are the course topics, content, and vocabulary appropriately used in the paper to support a good review of the agency?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10. Did the student utilize the course content to support their discussion?</td>
</tr>
</tbody>
</table>
8.5 Creating Multiple Choice Guidelines

Creating Course Assessment and Multiple Choice Questions*

A short Introduction to Multiple-Choice Items
Multiple-choice items are widely used due to their versatility in assessing a range of learning outcomes; well-constructed multiple-choice questions can target factual knowledge, comprehension, analysis, synthesis, or evaluation. In addition, the objective nature of multiple-choice items ensures reliable, efficient scoring. While there are many benefits to utilizing multiple-choice items, there are also limitations. Specifically, multiple-choice items are not effective for measuring the ability to organize or express ideas, formulate arguments, or demonstrate novel thought. With these concerns in mind, instructors must examine their specific educational goals when selecting the most appropriate assessment.

Multiple-choice items consist of two parts: a stem and various response options. The stem provides introductory information and may take the form of either a direct question or an incomplete statement. The response options follow the stem and contain one correct answer and several incorrect response options; these incorrect options are called distracters.

General Tips for Writing Multiple-Choice Items:

- All multiple-choice items should match relevant instructional outcomes. With this in mind, ensure that items target significant facts or concepts, not trivial questions or overly specific details.
- Use clear, precise and simple language in both the stem and response options so that the wording of items does not influence students' ability to demonstrate what they know.
- In general, it is preferable to avoid opinion items. If you are interested in assessing students' understanding of a specific opinion, specify the source of the opinion.
- Each item should have only one correct response. When developing items, direct students to select either the "correct" answer or the "best" answer. "Correct" answer directions work best for measuring factual knowledge, while "best" answer directions are well suited for items dealing with interpretation, understanding, or inference.
- Place response options in a logical order (chronological, numerical, etc.) if there is one. This format assists in reading and reviewing various options during the selection process.
- To reduce the bias of test-wiseness, use each response option as the correct answer an equivalent number of times. In addition, be sure to randomize the order of correct responses.
- Ensure items are not interdependent; the information in one item should not supply the answer to another.
Prevent bias in the assessment by avoiding items that contain irrelevant cues or require skills and knowledge unrelated to the learning outcomes.

Include three to five response options in each multiple-choice item. If there are less than three response options, consider utilizing an alternate item type; if there are more than five response options, eliminate unnecessary choices.

To facilitate reading and efficiency of testing, present response options in a vertical list following the stem.

**Guidelines for Writing Stems:**

- Items may be written as either direct questions or incomplete statements. When possible, a direct question is preferable as it is generally easier to read.
- Each stem should represent a complete thought and be written as a coherent sentence. To ensure accuracy of the assessment, each stem should target a singular, independent point or objective.
- Include the bulk of the content and information in the stem rather than the response options. This format makes reading and responding to the item more efficient.
- To reduce redundancy, the stem should include any words that would be repeated in each response option.
- Be sure that each stem contains sufficient information to correctly answer the question. Use one or two introductory sentences in the stem when this information enhances the clarity and specificity of the item.
- When utilizing an incomplete statement, place blanks at the end rather than the beginning or middle of the stem.
- Avoid using direct textbook quotations, stereotyped language, or overly scientific terminology. Writing in this style may give subtle hints to the correct answer, thus undermining the accuracy of the assessment.
- Try to restrict the use of negatives in the stem as this wording can produce bias in responding and complicate students’ reasoning. When negatives are necessary, highlight them (bold, underline, capital letters) to draw students’ attention to the shift in focus.

**Guidelines for Writing Response Options:**

- Utilize direct and clear terminology in all response options. When response options contain unnecessary, irrelevant, or scientific verbiage, the assessment may place unintended emphasis on reading comprehension.
- Ensure that distracters are plausible and equally attractive to students who do not know the correct response. In order to improve the quality of distracters, instructors should:
  - Write distracters using terminology related to the correct answer.
  - Identify a class of information specific to the correct answer, then write distracters based on members of that class of information.
Course Development Guide

- Utilize statements that are true but unrelated to the stem as distracter response options.
- When possible, avoid "all of the above" or "none of the above" response options as students may correctly answer the question (by either identifying or eliminating just one of the response options) based on limited understanding of the content information. In addition, if the stem instructs students to select the "best" answer, do not include "none of the above" or "all of the above" as response options as these statements are not congruent with the demands of the stem.

*The guidelines are extracts from Park University, guidelines for faculty http://www.park.edu/cetl2/quicktips/multiple.html
### Specimen Assessment Form

#### Element 1:
Does the student clearly state the new benefits to the client that have resulted from the fact that MegaCorp has begun to offer insurance as well as a fleet of cars? If the benefits to the client are clearly stated, award the student good grade and if they are unclear, give a poor grade.

After you have graded the element in the box labeled Grade below, copy one benefit the writer has mentioned in the box below labeled Feedback.

<table>
<thead>
<tr>
<th>Grade:</th>
<th>Excellent</th>
<th>Very Poor</th>
</tr>
</thead>
</table>

#### Element 2:
Has the student clearly stated that he/she will be available to the client to supply further information or help? If your answer to this question is “yes”, give the writer a good grade. If your answer to this question is “no”, give the writer a poor grade.

After you have graded this element, copy to the Feedback box the words used by the student to inform the reader that he/she will be available to give further information.

<table>
<thead>
<tr>
<th>Grade:</th>
<th>Excellent</th>
<th>Very Poor</th>
</tr>
</thead>
</table>

#### Element 3:
Is the wording of the note to the client clear and concise? If you think the wording is clear and concise give the writer a good grade. If not give the writer a poorer grade.

<table>
<thead>
<tr>
<th>Grade:</th>
<th>Excellent</th>
<th>Very Poor</th>
</tr>
</thead>
</table>

Feedback: Your Feedback goes Here
<table>
<thead>
<tr>
<th>Element 4:</th>
<th>The assignment was to write a note to an important client. In your judgment is the note sufficiently respectful without being too formal? If you can answer “yes” to this question give the writer a good grade, however if you do not agree, give the student a poorer grade. In the Feedback box below, copy out one of the sentences in the student’s note that you feel expresses respect and appreciation of the client.</th>
<th>Grade:</th>
<th>Weight: 1.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback:</td>
<td>Your Feedback goes Here</td>
<td>Excellent</td>
<td>Very Poor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element 5:</th>
<th>Is the note the proper length (approximately 300 words)? If your answer to this question is “yes” give a good grade, but if you disagree, award the student a poor grade.</th>
<th>Grade:</th>
<th>Weight: 1.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback:</td>
<td>Your Feedback goes Here</td>
<td>Good</td>
<td>Poor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element 6:</th>
<th>Overall assessment of the note In giving an overall assessment consider the following questions: Does the writer state the benefits to the client from the expanded service of Megacorp? Does the writer address the client in a friendly but respectful way? Is the language clear and easily understandable? Is the length of the note as requested in the assignment? If the answers to all these questions are positive, give a good grade. If some of the answers are negative, give a poorer grade.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
After you have graded the note, write in the Feedback box any additions to the student’s text which you feel might have improved the note.

<table>
<thead>
<tr>
<th>Grade:</th>
<th>Excellent</th>
<th></th>
<th></th>
<th></th>
<th>Very Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback:</td>
<td>Your Feedback goes Here</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General comment:</td>
<td>Your Feedback goes Here</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
8.7 UoPeople Grading Model

Academic Unit Justification
Revised 5-03-2011

Each University of the People course is designed to maximize the flexibility of distance learning and the power of learning that comes from the sharing that occurs in an online classroom populated by individuals from diverse cultures and unique backgrounds. There are approximately 30 hours per credit unit, so that a typical 5 unit class consists of 150 total hours. While course developers are encouraged to be creative and flexible depending upon the nature of the material in the course and the needs of the subject matter, the general breakdown of those 150 hours* are:

A) Independent Learning Activities

- 80 Hours of student reading, research and independent study
- 20 Hours of studying for quizzes and examinations

B) Collaborative Learning Activities

- 20 Hours of answering discussion questions, projects and/or assignments
- 20 Hours of peer assessment and taking quizzes and examinations
- 10 Hours in constructing the Learning Journal

This model has been developed uniquely to accomplish our mission, although prior faculty experience in teaching and developing similar courses with similar course outcomes at other universities provides further justification. As part of the development process in every course, syllabi available from other universities are regularly consulted. Before a course can be approved at the university, Academic Affairs, in consultation with Course Approval Committee, the Provost and university Deans, must approve the course outcomes both as to their ability to “map” to the program learning outcomes as well as their similarity to courses offered at other accredited institutions.

Student work and consequent outcomes achieved are the primary justification for the course credit hours attached to each individual course.

*Subject to their approval, the Course Approval Committee may allow variances of up to 10% for content hours.
Revised Assessment Model

While course developers are again encouraged to be creative and flexible depending upon the nature of the material in the course and the needs of the subject matter, the general weight of the various types of assessment in the course are:

- 70% Examinations (two quizzes at 20% each, final exam at 30%)
- 20% Written assignments and discussion participation
- 10% Learning Journal

**Subject to their approval, the Course Approval Committee may allow up to 10% increase in weight for written assignments and discussion participation as a substitution for up to 10% of the weight of Examinations.**
8.8 List of OER resources

An Open Courseware Toolset: Directories, Search Engines, Web Tools. Open Textbooks

For general information on open educational resources see http://en.wikipedia.org/wiki/Open_educational_resources

Directories
The following directories have done the work for you, discovering various open courseware projects from around the world. You can find books, video lectures, teaching tools and more, all labeled with the open courseware tag.

1. 70+ Apps, Search Engines and Resources for Free Learning: You can find many open courseware projects through this directory, which lists search engines and directories, collections and more. From collegedegree.com - Posted July 2008. Some links - not found.
2. 100 Free Open Courseware Classes About Open Source Everything: This list provides links to courses on Linux, Open Source philosophy, legal issues and more. Business Schools Directory... Posted November 2008
3. 100+ Open Courseware Resources for Teachers: From educational approaches and theories to Open Courseware resource material, teachers can enjoy the offerings listed in this directory. From AdvantageEDU. Links appear to be from 2008- January 2009
4. 101 Killer Open Courseware Projects from Around the World: Ivy League and Beyond: This list of open courseware projects worldwide offered by colleges and universities. Course materials run the gamut from lesson plans to podcasts to video lectures. Another delicious blog form.
5. 236 Open Courseware Collections, Podcasts, and Videos: Online Education Database provides an extensive list of open courseware collections in this directory. From the OEdb - Online Education Database. This list published June 2007.
6. The Academic Blog Portal: This is the main portal page for the academic blogs wiki, a kind of “Invisible College” that is supposed to help make the college more visible. This categorized list provides many links to academic blogs that expound on topics from the arts to social sciences and more. Not courses, not learning objects. Provides links to scholars views.
7. American Memory: This link takes you to the directory filled with eighteen collections within the Library of Congress. This free and open resource contains a great repository of primary and secondary source materials on American history and creativity.
8. **The Bard’s Song**: The Bard’s Song serves as a directory of information on cinema and filmmaking, literature, various forms of music, performance arts such as theater and dance, and visual arts, including photography and drawing. Provides links to sites in the humanities - but not necessarily courses or learning objects. Some links are out of date.

9. **British Academy Portal**: This is the British Academy’s directory of online resources in the humanities and social sciences. It is designed as an entry point to available resources for those working in higher education and research. Examples - History of Art and Music; Antiquities; Art and Archaeology - Southeast Asia... some of these are general sites, some are courses, etc. http://www.britac.ac.uk/portal.cfm

10. **Free Online Open Courseware Directory in Arts & Humanities**: Find selected links for open courseware in the arts and humanities here, including design, English, game arts, theology and writing. from EDUMoJo: Gateway to a better education. Examples:

    - **Twentieth Century Art** [MIT] - trends and developments in the art world during the last sixty years

    - **Art of Color** [MIT] - basics of understanding and utilizing color in art

    - **History of Western Art and Civilization** [Fashion Institute of Technology, SUNY] - overview of art history in the West as it relates to the developing political, religious, economic and social sectors of civilizations

    - **Art History and Its Publications in the Electronic Age** [Rice University] - help students understand how texts, designs and prints are viewed, reproduced and organized in the electronic age

    - **Introduction to the History of Western Art: Prehistoric through the Late Middle Ages** [Rice University] - lectures in Egyptian Art, the Ancient Near East, Greek vase painting, Roman architecture, Roman sculpture and more

11. **Free Open Courseware Directory**: This list, categorized by subjects such as arts and humanities and health and medical, is offered by College@Home. Categories are useful.

12. **iBerry**: Based upon the Universal Declaration of Human Rights that states, “Everyone has the right to education,” iBerry offers their Academic Porthole and Open Courseware Directory categorized by main sites, subject and OER (Open Educational Resources). click around to find some interesting lists of OER sites etc. Links to sites such as FreeComputerBooks.com. zaidLearn on delicious (OCW Bundles) ; Goal: An Open Global Education Network (OGEN). Interesting site!
13. **MIT Open Courseware:** Massachusetts Institute of Technology is a world leader in offering open courseware. Their offerings are so extensive that they’ve offered this directory to help viewers find the information they need.

14. **Open Courseware Consortium (OCW):** The hub for international open courseware members, this site will help you find course materials from across the globe. Includes an "advanced course search" at [http://www.ocwconsortium.org/courses/search](http://www.ocwconsortium.org/courses/search) that allows for searching by language, source, keywords.

15. **OpenLearn Learning Space Directory:** OpenLearn from the Open University's LearningSpace. Categorized by topic, this directory provides a guideline for open courseware provided by the ever-expanding Open University.

16. **Open Video Project:** The Open Video Project is managed at the Interaction Design Laboratory, at the School of Information and Library Science, University of North Carolina at Chapel Hill. This directory is building into one of the largest directories of educational videos online. Videos are listed as collections, by "genre", duration, etc. Lists around 20 collections, so this is not comprehensive.

17. **OpenCourseWare School Rankings:** This is a list of twenty-five colleges and universities ranked by the Open Courseware. But, it’s much more: you can click on the links and each link provides more links to the actual courseware or projects. Example: Computer Programming OpenCourseWare University Rankings - i.e. a list of some free computer programming courses for self-directed learners. [http://degreedirectory.org/articles/Computer_Programming_OpenCourseWare_University_Rankings.html](http://degreedirectory.org/articles/Computer_Programming_OpenCourseWare_University_Rankings.html)

18. **OpenCourseware Swik:** A delicious site. Keep an eye on this page as it’s constantly updated with material that is tagged with the “opencourseware.” You can find many new open courseware resources through this page. (Scroll down!) Open Source SOA - FuseSource; MIT; Ed Tech News; OWC Consortium; Connexions, etc. UMass Boston OpenCourseWare; OpenLearn (Open University). No overall search tool - just a list.

19. **Public Literature** A small collection of classic works of literature along with current author contributions.

20. **Self Made Scholar** I("Learn Free.") This is a list of Open Courseware projects produced by universities and colleges: MIT, Fulbright Economics, Tufts, Johns Hopkins, Utah State University, Stanford on iTunes, Princeton University Channel, Online UW (University of Washington), ACUni Computer Science OpenCourseWare (no longer current), Carnegie Mellon, Sofia Project. No overall search engine.

21. **Stingy Scholar’s University Podcasts, Webcasts and OCWs:** This is a cool way to find open courseware — through a map. Just find a source in the list at left, and the map will zoom in on the resource. The resource itself will have links that will take
you directly to corresponding Web sites. Includes links to MIT, Berkeley, Purdue, Vanderbilt, etc.

22. **Top 100 Open Courseware Projects**: This large list contains information about open courseware projects, labeled by categories from agriculture to social sciences. Online Education Database OEDb (Also lists online colleges, online degrees, online programs, etc.)

23. **World Lecture Hall**: This is your entry point to free online course materials from around the world. Find a course, browse by area, conduct advanced searches and more. checked

### Search Engines and Archives

Search engines provide a means to find open courseware easily. Archives, like search engines, provide easy access to materials you may need. Both types of search tools are listed below.

23. **Archive Grid**: Thousands of libraries, museums, and archives contributed nearly a million collection descriptions to ArchiveGrid. Researchers using ArchiveGrid can learn about the many items in each of these collections, contact archives to arrange a visit to examine materials, and order copies. Much of this materials are NOT online full text.

24. **Archives Made Easy**: Find archives and search materials from all over the globe. Start in Australia and end up in Vietnam if you choose, with stops in Ireland, Mongolia and Singapore along the way. Please note that only archives that have been reviewed will appear on this site.

25. **Directory of Open Access Journals**: This service covers free, full text, quality controlled scientific and scholarly journals. As of February 2011 there were 6186 journals in the directory with 2637 journals are searchable at article level with 511285 articles available.

26. **Fathom Archive**: This archive, provided by Columbia University, offers access to the complete range of free content developed for Fathom by its member institutions. Columbia encourages you to browse this archive of online learning resources, including lectures, articles, interviews, exhibits and free seminars. A check during February 2011 show that this site is no longer being maintained.

27. **Google Scholar**: Search for scholarly material. Not all items are freely accessible online full text. Check with a nearby library to see if the items that are not online are available.

28. **INFOmine**: Search through categories such as business and economics, government information, maps and GIS and more with this search engine. This site provided by the University of California at Irvine is rapidly gaining pace as an excellent scholarly
Internet resource for collections. Some resources are available to UC-Irvine students only.

29. **Internet Archive**: The Internet Archive, a 501(c)(3) non-profit, continuously adds to their digital library. You’ll discover Internet sites and other cultural artifacts in digital form. Like a paper library, they provide free access to researchers, historians, scholars, and the general public.

30. **Internet TV Search Engine**: Looking for documentaries? Want to find online lectures? Try this search engine, a product of WebTVGuide.

31. **Intute**: Intute is a free online service providing access to the very best web resources for education and research. All material is evaluated and selected by a network of subject specialists to create the Intute database. Funding to maintain this excellent collection of resources has been secured for the 2010/2011 academic year.

32. **Irish Resources in the Humanities**: Although this site began as a directory, it is growing into an archival search machine. Internet sites are chosen for their information, categorized and listed. But, now you also can use an advanced search feature to discover information.

33. Librarian’s Internet Index: Categorized by topic, this search engine will help you to find hand-picked sites appropriate for scholarly research. Each topic is defined by subcategories to help you refine your searches. The LII has merged to become part of Internet Public Library 2 at [http://www.ipl.org/](http://www.ipl.org/)

34. **Open Courseware Finder**: This search engine belongs to the Open Courseware Consortium, and it provides an easy way to discover the Open Courseware materials you need.

35. **Repositories of Primary Sources**: Use this listing of over 5000 websites describing holdings of manuscripts, archives, rare books, historical photographs, and other primary sources for the research scholar.

36. **UK Data Archive**: This search engine is an internationally-renowned repository of datasets from UK government, public organisations, and companies. It serves as a “curator” of the largest collection of digital data in the social sciences and humanities in the UK.

37. **Voice of the Shuttle**: Started in 1994 as a suite of static Web pages, VoS has now been rebuilt as a database that dynamically serves Web pages on topics in the humanities. Users can also browse through categories and subcategories detailed in outline format.

38. **World Public Library**: This site provides a full text search of 750,000+ HTML eBooks. Stay tuned, as each year the World Public Library nearly doubles its entire digital holdings. Much of the material is available for free. The World Public Library provides an individual membership rate for $8.95 for a year. There is also an Institutional membership for libraries, schools, etc.
Web Tools

Open courseware leads to eLearning, which in turn leads to the need for tools that are open source or free to use. The follow list, which by no means taps the depth of online offerings, provides a broad range of Web tools that can help teachers, parents and students of any age. Find teaching hubs, free books and more below.

39. **BBC Learning**: Although this tool is based upon a corporate environment, it is open, useful and available worldwide. Resources include more than 7,000 video clips for adult learners, schools, parents, and teachers.

40. **Curriki**: Curriki is a community of educators, learners and committed education experts who are working together to create quality materials that will benefit teachers and students around the world. Help support the development and free distribution of world-class educational materials to anyone who needs them. Find full courses, units, lesson plans, exercises, games, etc.

41. **Docebo**: Docebo is an Open Source e-Learning platform (LMS and LCMS) used in corporate and higher education markets. The Platform supports 18 languages and can support different didactic models as well.

42. **e-Learning Centre**: Based in the UK, the e-Learning Centre is a free information resource for learning and development professionals and academics and staff developers. Include book reviews, links to blogs, knowledge nuggets, market reports, slideshares, etc.

43. **e-Learning Guru**: eLearners will have a ball with this site, as it approaches every aspect of eLearning from an open source aspect. Learn news about free Web conferencing services, video phones for virtual test proctoring and more expert analysis, emerging trends and free information and elearning events.

44. **Edubuntu**: Edubuntu’s objective is to create an integrated and usable experience for educational users by enhancing Ubuntu with educational applications, tools, content, and themes.

45. **eLearnSpace**: This site belongs to George Siemens, Founder and President of Complexive Systems Inc., a learning lab focused on assisting organizations develop integrated learning structures to meet the needs of global strategy execution. It is a great tool for anyone who wants to learn about eLearning. The site includes links to articles, blogs, and lists upcoming presentations.

46. **Khan Academy**: The Khan Academy contains more than two thousand videos and exercises on topics ranging from arithmetic to physics, finance, and history.

47. **Merlot**: Find peer reviewed online teaching and learning materials. Share advice and expertise about education with expert colleagues and be recognized for your contributions to quality education.
48. **Moodle**: Moodle is a Course Management System (CMS), also known as a Learning Management System (LMS) or a Virtual Learning Environment (VLE). It is a Free web application that educators can use to create effective online learning sites.

49. **OER Commons**: OER content is made free to use or share, and in some cases, to change and share again, made possible through licensing, so that both teachers and learners can share what they know. Browse and search OER Commons to find curriculum materials, open textbooks, etc. by subject and grade level - and tag, rate, and review it for others.

50. **Open Book Project**: The Open Book Project is aimed at the educational community and seeks to encourage and coordinate collaboration among students and teachers for the development of high quality, freely distributable textbooks and educational materials on a wide range of topics. Material is largely devoted to technology as of 2011.

51. **Open Source Education Foundation**: The Open Source Education Foundation’s purpose to enhance k-12 education through the use of technologies and concepts derived from The Open Source and Free Software movement. They gained a 501(c)(3) not-for-profit status in 2002. This site does not appear to have been updated for some time.

52. **Open Source Living**: a community-driven dynamic archive of Open Source software spanning all major platforms. The archive is the backbone of this site, but you can join a community filled with OSS enthusiasts and use the publication outlet as well.

53. **Open-Site**: This is a free, trusted online encyclopedia that is edited by volunteer editors. The project is growing, with categories that range from the arts to sports.

54. **Osalt**: Open source education thrives on open source software. Use this tool to find open source alternatives to your favorite commercial products. Browse through software categories and compare pros and cons of both commercial products as well as open source software.

55. **Project Gutenberg**: Over 33,000 free books in this online library, and a grand total of over 100,000 titles available through Project Gutenberg’s partners, affiliates, and resources. Books can be read on your desktop or laptop computer and other portable devices including iPhones and Android phones. Project Gutenberg

56. **SchoolForge**: SchoolForge’s mission is to unify independent organizations that advocate, use, and develop open resources for education.

57. **Sofia** (Sharing of Free Intellectual Assets). An open content initiative launched by the Foothill-De Anza Community College District. A few courses are already available for downloading.

58. **SparkNotes**: Study notes on literature. While this site is no substitute for reading a book, users gain insight to their readings through these supplements.

59. **The National Center for Open Source and Education**: NCOSE exists to champion the use of Free and Open Source Software in K-12 schools, to empower teachers to be
heroes to their students through the use of Open Technologies and to be the vital bridge between the United States and international Open Source and Education efforts.

60. WikiBooks: WikiBooks is a Wikimedia community for creating a free library of educational textbooks that anyone can edit. WikiBooks began on July 10, 2003; since then, WikiBooks has grown to include over 35,000 pages in a multitude of textbooks created by volunteers.

61. Wikiversity: This is another Wikimedia project devoted to learning resources, learning projects and research for use in all levels, types and styles of education from preschool to university.

Online Textbooks
While books in other collections can be used as textbooks, I have attempted to track down web sites devoted specifically to open textbooks.

1. The Assayer. Look for math, science and computer books. Some links do not work.
2. BookBoon.com Textbooks written for BookBoon.com that are supported by some in-text ads
4. CK-12 FlexBooks. Customizable, standards-aligned, free digital textbooks for K-12. FlexBooks are available for mobile devices such as iPad and the Kindle. Math and science high school books have been reviewed and approved by the California Learning Resources Network.
5. College Open Textbooks A professional network of educators and set of open textbooks. Some textbooks have already been reviewed for quality and accuracy.
6. Community College Consortium for Open Educational Resources. Open Textbooks. Lists over 500 open textbooks. Some of these materials are free to view online, but not open to reuse and customization. (Site lists other resources as well as information about the CCCOER itself. http://oerconsortium.org/)
7. Connexions Provides reusable modules which can be compiled into textbooks. Platform for authoring textbooks. Online access to current materials is free. PDFs can be downloaded for free. Print-on-demand is also available for a fee. Material is endorsed or checked for quality by colleges, professional associations, etc.
9. Flat World Knowledge: Remix and reuse these textbooks. These textbooks are free online with reasonable fees for offline access. FWK textbooks are peer-reviewed and include teaching supplements.
11. **Global Text Project**  This project provides free electronic textbooks in open document format. Individual chapters can be used and modified. Subjects covered range from Anthropology to Business to Information Systems to Statistics (Funded by the Jacobs Foundation)

12. **Open Text Book**.  A registry of textbooks that anyone can access, reuse, and redistribute. This site includes news related to open textbooks. Some textbooks are public domain books.

13. **Orange Grove Texts Plus**  The Orange Grove and Orange Grove Texts Plus provides access to high quality textbooks.  Materials are reviewed by University Press of Florida and are available for online use, download, and with fee-based print-on-demand. Materials can be customized.

14. **Open Textbooks**.  A selected list from the Student PIRGs

15. **Textbook Revolution**.  A student-run site with a search engine for free books and textbooks.  Some material listed as "all rights reserved" license and some links do not work.

16. **textbooksfree.org**  A colorful list of sources for open textbooks

17. **WikiBooks**: Open-content textbooks collection that anyone can edit. Over two thousand books are available. Some materials are geared to children and a general audience rather than an academic audience.

18. **Wikipedia: Open Textbook** Along with definitions, links to items about open textbooks

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This list is based on Best College Rankings web page (http://bestcollegerrankings.org/2009/the-ultimate-open-courseware-toolset-60-directories-search-engines-and-web-tools/)  I checked links, lightly edited the annotations, and removed a couple of sites (while leaving in some older sites that still seem useful) and made some additions.  I could not find a way to contact Best College Rankings to ask about re-using this list.  - Ilene Frank, April 2011
References and Further Reading


