QOLT Evaluation Instrument
10 Sections and 58 Objectives

Visit qolt.sfsu.edu for more details.
Big Decision One
How will you introduce students to your course?

Before the class starts

As the class begins

Introducing Yourself
As the semester begins

Getting Started

This block contains all the information you need to jump-start your semester, plus tools and reference items you will use throughout the course.

First Things First: Start Here

1. Watch the brief Welcome to THA200 Video
2. Click on the Syllabus link in the left-hand column and read over it.
3. Read and accept the Learning Contract.
4. Watch the 5-minute video about how to succeed in the class and Nail that A.
5. Take Survey One - What do you know already?
6. Introduce yourself in the forum below.
7. Check for latest news in the top block of the left-hand column.
8. Scroll to the bottom of the page and look over the resources in Block 18. These will remain available all semester.
Required reading.
Complete by end of week, of August 25. Thanks.
Please email Instructor (Prof. Heiman, bheiman@sfsu.edu) with questions.
This version was also emailed to you.

IBUS130 syllabus introduction Video

How to Reference/Cite IBUS 130 (download a PDF) PDF document

News forum

Labels for introduction text on course page:
• Contact information
• Required readings
• Embed videos
News and Announcements forum to send to all students

Course Stream Introduction Video
Introduction

Asian American Studies 585

Asian American Religiosities: Immigration, Race, Ethnicity and Identity

(Book Tool: Pages containing syllabus, course outline and more.)
How can I best Introduce my course?

• Who are my students & what will they need to know about my class?
• What should my students know about me?
  • Contact info + preferred communication mode
  • Responsiveness to questions (daily, weekly...)
  • Teaching style/role in course
• What else do I want them to know about me?
  • Background, interests, etc?
• What should students know about being in my course?
  • Technology considerations for online learning
  • Academic integrity
  • Campus and other resources (e.g. DPRC)
Big Decision Two
What outcomes are you seeking, and how will you know students have met them?

Assessment

Students perceive class structure in units of assessment

Well planned assessments will serve more than one purpose

When do you want to do the work?
Assessment design for Academic Integrity

Foster Intrinsic Motivation

Focus on Learning over Performance

Lower Stakes Assessment

Instill Self-Efficacy

(Academic Integrity)

(James M. Lange, 2013)
Engaging Theater

This unit's objectives:

- You will be able to define "theatre," so that you know exactly what we are studying.
- You will be able to break down that definition in pieces so that you can apply it to the rest of your coursework.
- You will be able to apply the definition in your papers and extra credit reports, all of which ask you to use it.
Lesson tools for self-paced study and feedback

17. Final Exam

- Blackboard Collaborate Tutorial

**STUDY TIPS AND MATERIALS**
- Study Tips for Final Exam
- Study Tips for Final Exam
- Common phrases - Powers of Attorney and Wills
- Sample Witness Statements
- Sample Powers of Attorney
- Exam Instructions

**FINAL EXAM FEEDBACK**
- Click here to hear your final exam audio
- Sight Translation Final feedback - English to Spanish (Affidavit of a Witness-assault)
- Sight Translation Final Feedback - Spanish to English (Carta poder)
- Click here to hear your final exam audio
- Sight Translation Final feedback - English to Spanish (Affidavit of a Witness-Hate Crime)
- Sight Translation Final Feedback - Spanish to English (Testamento)

**HOW ARE MY GRADES CALCULATED?**
- How is my final exam grade calculated?
- How is the course grade calculated?
Choice Tool: Allow students to choose form of assessment

Assignments and Quizzes for assessment

Due

1. Readings for this week can be used as a Reading and Lecture Analysis Journal entry. See instructions in Box 2.

2. Research Paper, Creative Project or Group Project Proposals

3. Quiz #2
Course Tools

Assignments
Forums
ePortfolios
iLearn Video
Course Stream
Grade Book
Quiz
Lessons
Turnitin & Rubrics
Webconference
How can I best assess learning?

• What learning outcomes am I assessing?
• What is my grading policy?
  • How will I convey the policy?
• How do my assessments relate to the content and learning activities in the course?
• What assessment activities will show how students have met the SLOs?
• How will students receive feedback?
  • Formative/summative from instructor
  • Peer feedback
  • Self assessment
Big Decision Three
How much interaction do you want, and can you facilitate?

Engagement and interaction are tightly related

Class size and level matter

Peer-to-peer can alleviate student-teacher workload
Forum: Introduce yourself, theatrically

Introduce yourself in this forum, by telling us:

1. Your earliest memory of attending the theater
2. Your favorite theater-going experience
3. What you have plans for, or are hoping to see - theatrically - in the near future
4. Tell us about your learning goals for this class. Why did you take it and what do you hope to get out of it?

You might want to look at your profile, and make sure it is up to date. Add a photo to your profile. It makes your postings seem more personal when your classmates can see you!
Important Course Resources

Below are three resources we will use as a class to communicate with each other.

News & Announcements

In this forum, your instructor will post important information and reminders about the class. These posts will also be sent to your email you have on file with San Francisco State. Only teachers can post to this forum.

Questions Forum

This forum is a place for all students to post questions they have about the course including due dates, needs for clarification on assignments or class discussions. Students are welcome to read and answer each other’s questions. Your instructor will answer questions on Saturday and Tuesday evenings.

Join our Online Class Meetings

This is where to join our online class meetings on Fridays from 6-8PM. Open the activity and click the "Start Meeting" button.

Questions or Social Forum for exchange of questions and answers

Web Conference for synchronous meetings - includes break-out groups.
Lesson tools for engaging interaction with course materials.

Glossaries for vocabulary or displaying student projects.

Directions
In the concept area, put your Last name, First Name

in the definition field write a brief description of who you are (you may refer to your pitch from this class) and give the URL link to your ePortfolio or Linked In page.
How will I engage interactivity?

- How is community learning part of my teaching style?
  - Degree of learner autonomy
- How do I want students to interact with each other?
  - Introductions at beginning of course
  - Peer to peer engagement in learning activities
- How do I want to design student-instructor interactions?
- How do I want students to interact with the course?
  - Organized routines/layout
  - Relevant activities that connect with concepts and skills
  - Synchronous or asynchronous?
Big Decision Four
How will you move content online?

Moving YOURSELF online

Online implies more than documents to today’s students

Especially material you convey verbally can take a very different form when moved online.
Online video links to supplement course content

URL links to websites or online instructional materials.
Label materials sections

Book Tool for topics

PDFs, Folders of files, docs, etc.
• How do I typically deliver content?
  • Lectures
  • Readings
  • Other sources?

• What will I need to create for an online course?
  • Videos
  • Transcripts
  • Handouts

• What materials already exist that I can use in my course
  • Open Educational Resources OER

• How will I convey requirements for materials to students?
The single most overlooked element of online conversion

How will students synthesize their overall experience and progress?

Plan now. Nobody has time at the end of a semester.
Wrap-up

Thank you for your attention to this course!

If this course has piqued your interest in the International Business major, please contact Dr. Yim-Yu Wong, Chair, IBUS Dept., yywong@sfsu.edu, SCI 363 (office hrs listed on door), or Dr. Bruce Heiman, bheiman@sfsu.edu, SCI 315 (office hrs at DTC this semester, Mondays, 6th Floor DTC 0930-13:30, office tba. We can provide information on the major, and career opportunities for International Business Graduates.

Thank you again for taking this course. We hope that you have found it stimulating and engaging. We welcome your comments and reflections. Please send feedback to bheiman@sfsu.edu and/or use the course evaluation to give us your thoughts.

Request for feedback and invitation to join the major
Week 16 December 8 - 12
Due: Critical Reflection Journal (due Sunday, December 14 @ 11:55 pm)

Eportfolio information

ePortfolio overview and resources
Course Tools

Forums
Assignments
ePortfolios
iLearn Video
Course Stream
Grades
Quiz
Webconference
• What should students be able to notice that they’ve learned in my course?
• What opportunities can I give students in my course to reflect on their learning?
  • What activities have I used in my face to face?
  • What will offer insight into their accomplishments?
• Can students review their previous assessments?
• How can students connect what they gained in my course with their overall learning goals?
Affecting all Decisions
Accessibility
Course Tools
Can everyone access my course equitably?

• How will I convey campus resources and policies for accessibility?
• What course technologies do I plan to use?
  • AT and SF State Supported
  • Third party – Is it accessible?
• How can assignments and resources reach to a wide range of learning styles and abilities?
• What resources do I need to ensure I create accessible content?
Contact Us
Teaching and Learning with Technology

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