

### 3. RECOMMENDATIONS FOR DESIGN AND DELIVERY OF COURSES

The Ad-Hoc Instructional Task Force and the Distance Education and Learning Committee strongly recommend these practices of all DE/hybrid course instructors:

1. faculty publish the course syllabi in a Canvas course shell available to students by the first day of the course.
2. faculty provide grades in Canvas (not end of term grades) throughout the semester.
3. faculty complete Starfish reports and that faculty communicate regularly with students about their progress in the course.

All these measures will ensure students have one location for grades and syllabi during this potentially very tumultuous time. Additionally, the use of Starfish to provide KUDOS and to alert other offices quickly if students are having performance or attendance issues is very beneficial in normal times and essential in a pandemic.

#### Literature Review

#### Recommendations for Design/Delivery of Online Courses

1. Informed course design using frameworks like *Quality Matters* (Sublett, 2019; Wasik, et al, 2019)
2. Standardized course structures. It is important to learners that course structures (announcements, syllabus, requirements, grading policies, etc.) be standardized across courses (Ausburn, 2004) or that clear course structure guidelines be provided (Chaney, et al, 2009; Mandernach, et al, 2005; Shelton, 2011). “Standardizing the (course) components will facilitate course navigation, promote efficient content reusability, and improve the potential for student success.” (Lee, Dickerson, & Winslow, 2012).
3. Having materials available to students within LMS prior to first day of class (Bailey & Card, 2009; Mandernach, et al, 2005).
4. Clearly stated expectations and guidelines (Dykman & Davis, 2008; Fish & Wickersham, 2009; Zsohar & Smith, 2008) within university’s course website (Bailey & card, 2009)
5. Timely feedback (Bailey & Card, 2009; Darrington, 2008; Wasik, et al, 2019; Zsohar & Smith, 2008), use of early formative assessments (Miller, 2015), and use of early intervention strategies (Kuh, Kenzie, Schuh, & Whitt, 2005) are important for student success.
6. Creating space for student social interaction and for relationship building is another key to a successful course (Angelino, Williams, & Natvig, 2007; Barber, Taylor, & Buchanon, 2014)

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NOTE: This article is particularly helpful when looking at what course structures might be put in place to maximize effectiveness of online instruction -  
[https://pdfs.semanticscholar.org/9659/6829c2d6b0c7a24d90cc5cd6f5bb1ca9029b.pdf?\\_ga=2.114959620.268954315.1593479753-1893787739.1593479753](https://pdfs.semanticscholar.org/9659/6829c2d6b0c7a24d90cc5cd6f5bb1ca9029b.pdf?_ga=2.114959620.268954315.1593479753-1893787739.1593479753)