Free D2L Basic F2F Course Setup Assistance

Free Summer Help with D2L for Fall 2015 Face-to-Face Courses

This summer, the CTL provides faculty members with free DesireLearn (D2L) basic course setup assistance to take away some of the extra work it takes to set up your D2L course shells—uploading and organizing D2L files and setting up D2L tools to supplement your course to support face-to-face courses for the Fall 2015 semester.

The first 50 faculty members to sign up will receive D2L set-up assistance for one of their scheduled face-to-face course sections. You create it, and we’ll set it up in Desire2Learn. We’ll teach you the D2L basics, as well. This fulfills the “D2L General Training” course requirements.

The Details

You: commit to two 1-hour meetings during a 2-week period. review your syllabus with the CTL and determine D2L tools to use. develop materials (e.g., lecture notes, study guides, tests, video demos). review and approve the D2L course structure and content.

The CTL: commits to four hours of setup time for your course. puts your materials into D2L for you, according to your plan.

What CTL can do: D2L Grades tool setup for entire course. D2L Dropbox tool setup for assignment submission and grading. Convert paper & MS Word tests into D2L Quizzes format. Create asynchronous D2L Discussion forums and topics. Organize D2L Content to match how you teach the course.

What comes next: This counts as a pre-requisite for the CTL’s Online Teaching or Hybrid Teaching professional-development courses.

Flex schedule: Pick two weeks between May 18 and August 7, 2015.

Sign-Up Is Open until April 25, 2015

Find out more: CTL web site: homepages.neiu.edu/~ctl/, and select CTL Workshops.

Yes, sign me up! Here’s the request form: http://tinyurl.com/oyh5axt. Selected participants will be notified by May 1, 2015.
A Climate of Academic Integrity on Campus

Do you want to encourage your students to be ethical when they take tests and create assignments for your courses? Do you want to make it harder for students to cheat and easier for them to do the right thing? Follow these three best practices (and see samples at http://goo.gl/JcvXns):

1. Trust: The least intrusive method of ensuring academic integrity is trust. The professor trusts that the student will act honestly in creating content or taking assessments. There are three levels of trust, on a continuum from least to most interactive:
   - **Honor codes** are statements of expected behavior, and are typically housed in a non-course-specific location, such as the institution’s general website.
   - More interactive are **sanction statements**, which outline the behaviors expected and penalties for transgression. They are most often placed at the point of need, such as in the directions for a test.
   - The most interactive trust method is a **signed honor code**. The act of signing one’s name to agree to the tenets of the honor code provides psychological weight.

The best practices for trust-based methods include
   - placing the honor/sanction statement in both a generally-accessible location and at the “point of temptation” within the learning environment;
   - crafting honor/sanction statements that are clear, easy to understand, and brief; and
   - matching the level of trust to the relative importance of the assignment (e.g., ask for signatures only for mid-term and final exams).

In order best to implement trust methods, publicize them to learners early and often, via multiple channels such as in-course announcements, e-mail messages, and in the directions for assignments.

2. Verify: Verifications methods actively check learners’ work against some measurable criterion, such as a collection of existing work or an identity database.
   - **Subscription databases** (we use TurnItIn) compare learner submissions against large databases of previously submitted content, Internet sources, and library-database sources.
   - **“Google fishing:”** copy a suspect passage from student work and paste it into a search engine to check for an exact match.
   - **Restriction** prevents learners from using outside resources when taking an assessment.
     NEIU has the LockDown browser from Respondus that prevent learners from opening other programs, creating new Internet windows, or copying text from the screen.

For all verification methods, the best practice is to tell learners ahead of time that the methods will be employed. Be consistent in using the verification method; avoid being a “hammer” early and then not checking learner submissions afterward.

3. Observe: The most intrusive academic-integrity method is observation. Being able to see the learner as he or she completes the assignment or assessment is the best guarantee of academic integrity.
   - face-to-face assessments are still best, but cannot be required for online courses.
   - live monitoring of students at their computers: NEIU uses Respondus’ Monitor tool.
   - proctored tests (e.g., “distributed proctoring” at libraries and cooperating educational institutions) allow for controlled test conditions for on- and off-campus learners.

To implement observation methods, prior notification is key. Use observation only for “high stakes” tests and assessments—it’s overkill to require observation for weekly quizzes, but okay for a final.