



UNIVERSITY OF THE ARCTIC

INSTRUCTOR MANUAL FOR FACILITATING ONLINE LEARNING

UArctic Office of Undergraduate Studies

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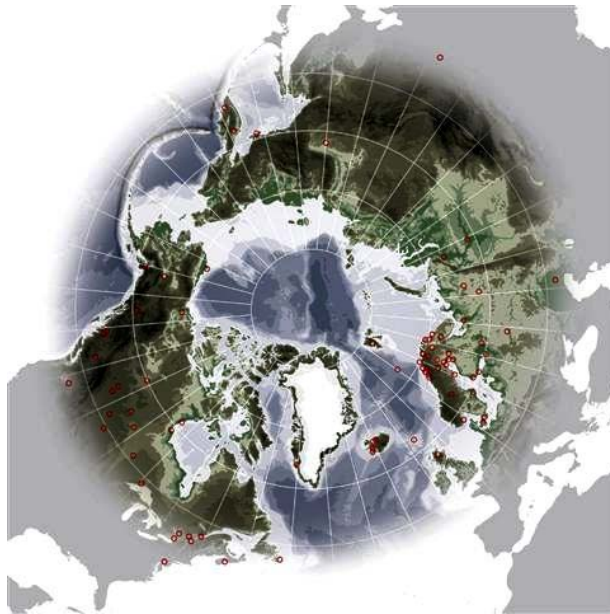
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Section 1: An Introduction to the University of the Arctic and Circumpolar Studies

I. University of the Arctic

The University of the Arctic is a cooperative network of universities, colleges, and other organizations committed to higher education and research in the North. UArctic members share resources, facilities, and expertise to build post-secondary education programs that are relevant and accessible to northern students. The overall goal of UArctic is to create a strong,



sustainable circumpolar region by empowering northerners and northern communities through education and shared knowledge.

UArctic promotes education that is circumpolar, interdisciplinary, and diverse in nature, and draws on combined strengths to address the unique challenges of the region. The University of the Arctic recognizes the integral role of indigenous peoples in northern education, and seeks to engage their perspectives in all of its activities.

There are 116 UArctic members from the eight Arctic countries comprising the Arctic Council: the Russian Federation, the United States, Canada, Denmark /Greenland, Iceland, Norway, Sweden and Finland.

All UArctic activities should reflect its core values:

Circumpolarity

- across all eight Arctic countries and among all arctic peoples and cultures
- a shared Arctic regional community
- a collective voice for the North in a globalizing world

Interdisciplinarity

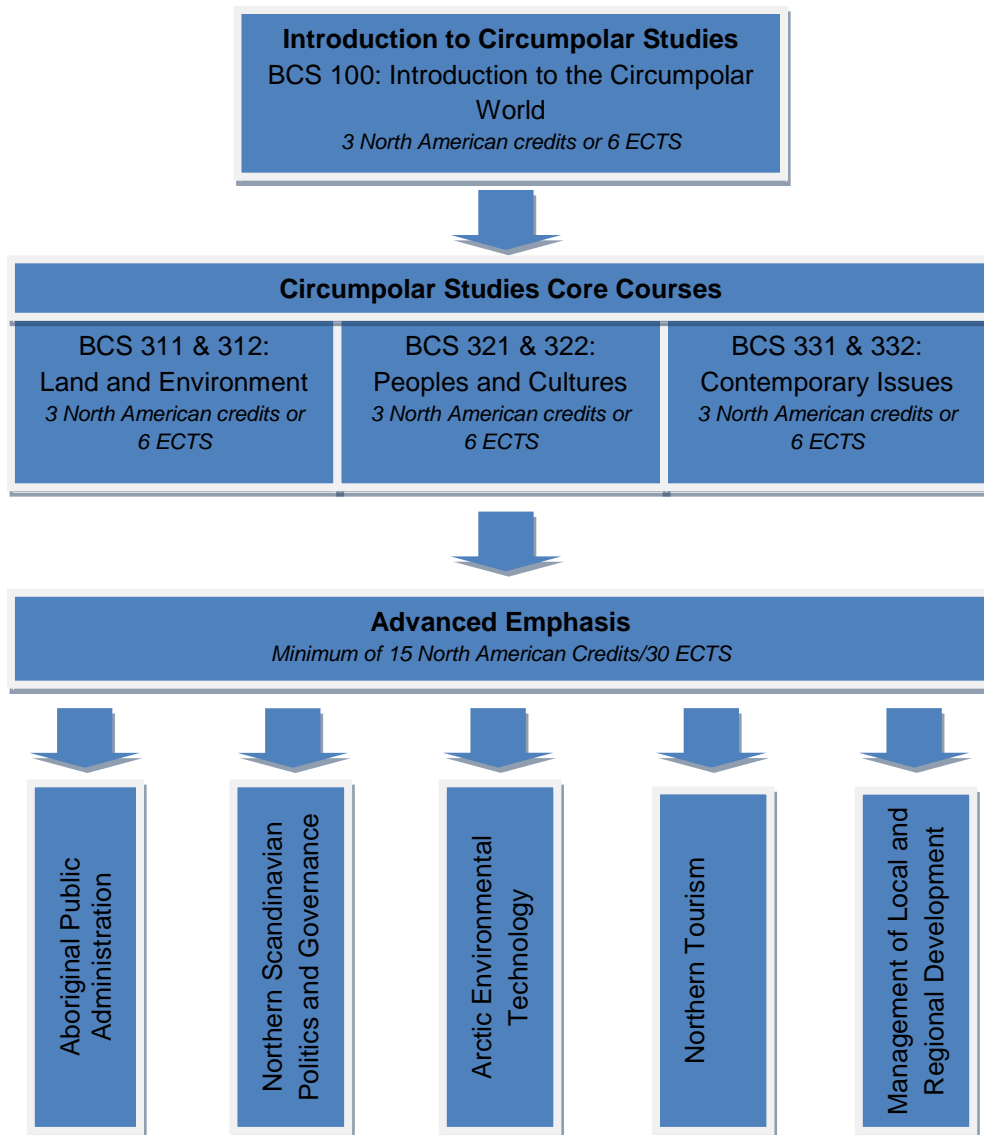
- adopting an issue-based approach, rather than dividing the disciplines
- addressing complex issues, stemming from globalization and sustainability
- developing capacity in the north, to enable northerners to address northern issues

Diversity

- guided by the principle of *With Shared Voices*
- promoting cultural diversity, including language
- valuing multiple learning and knowledge traditions, including traditional knowledge

II. Circumpolar Studies

Circumpolar Studies is an interdisciplinary undergraduate program specifically developed to meet the needs of Northern communities around the Circumpolar Arctic. The Circumpolar Studies program consists of two components: Core Courses and Advanced Emphases. The Circumpolar Studies Core consists of an introductory course and six courses in three interdisciplinary fields of study that provides students with a broad knowledge and understanding of the lands, peoples, and critical issues of the circumpolar world. Advanced Emphases are programs of study, roughly equivalent to a semester of schooling (30 ECTS credits or 15 North American credits) that focus on an area, issue, or problem of particular relevance to the North and for its people. Examples of Advanced Emphases include Aboriginal Public Administration, Northern Tourism, and Arctic Engineering.



The Circumpolar Studies Program now offers the possibility of earning a Bachelor's degree at a number of UArctic member institutions. The member institutions have combined the

Circumpolar Studies (Core courses and Advanced Emphasis) with a selection of their own courses and created degree options.

III. Circumpolar Studies Delivery

There are two different delivery methods of Circumpolar Studies. A member institution can choose either to offer the courses locally to their own students, or they can choose to participate in the international online offering. If a member institution chooses to participate in the international online offering, the institution will offer an online course open to all students registered at other UArctic member institutions. The international online offerings are organized by the UArctic Office of Undergraduate Studies, and the international server is hosted by Athabasca University. The student registrations and credit transfers are handled by the International Academic Office.

The instructor cost is covered by the offering UArctic Member Institution (host institution). If the host institution does not have faculty qualified to teach the courses, the Office of Undergraduate Studies can assist in contracting instructors. According to the Circumpolar Studies Collaboration Agreement, the host institution is responsible for ensuring the instructor

- has a good command of the English language
- maintains regular email contact with the Office of Undergraduate Studies, the IAO, and the Circumpolar Studies Site Coordinators
- normally maintains a daily presence on their course website Monday-Friday
- maintains regular contact with students
- offers extra encouragement to inactive students and motivates them to resume work in the course
- includes information about UArctic in the course syllabus and online
- informs the Office of Undergraduate Studies about final exam arrangements by the date identified in the Instructor Timetable posted on UArctic's website
- submits final grades to their institution, their students, and the IAO within 7 calendar days after the end of the semester
- follows the responsibilities outlined in this Instructor Manual

Section 2: Transitioning from the Face-to-Face Classroom to the Virtual Classroom

I. The Changing Role of the Instructor

The role of the instructor in a virtual classroom is just as important as in the face-to-face classroom. However, the role is very different, and instructors need to be able to shift their thinking and develop some new skills in order to be successful online facilitators.

THE CHANGING ROLE OF THE INSTRUCTOR	
Face-to-Face Classroom	Virtual Classroom
<ul style="list-style-type: none">• Sage on the stage	<ul style="list-style-type: none">• Guide on the side
<ul style="list-style-type: none">• Prepare as go	<ul style="list-style-type: none">• Prepare more in advance
<ul style="list-style-type: none">• Control the learning	<ul style="list-style-type: none">• Guide the learning
<ul style="list-style-type: none">• Lead the class	<ul style="list-style-type: none">• Tutor or support the learning

In the face-to-face classroom the instructor is seen as the sage on the stage or the lead performer sharing his/her wisdom. In the virtual classroom, the instructor becomes more of a guide on the side to assist students and is one more resource for students instead of being the star performer.

In the face-to-face classroom the instructor can prepare for lectures throughout the semester. In the virtual classroom the course is designed and content determined before the course begins. Therefore, much more upfront preparation is required for an online course.

The instructor controls the learning in the face-to-face classroom because he/she decides when and how much content to share. In the virtual classroom, the instructor's role is to guide the student through the course by providing assistance as needed. Instead of leading the class as one group, the instructor's role is to tutor or support the learning according to each individual's learning needs.

II. The Changing Role of the Student

The student as well as the instructor has a changing role when shifting from the face-to-face classroom to the virtual classroom. The instructor needs to let the students know what is expected of them and the benefits of online learning.

In the face-to-face classroom the instructor controls the pace of learning and all students are treated as one group; everyone is expected to learn at the same rate, regardless of knowledge or experience. In the virtual classroom, there are still common expectations of the group to learn the same basic content and to follow a schedule for the course. However, the instructor can give individual students specific help as needed.

THE CHANGING ROLE OF THE STUDENT	
Face-to-Face Classroom	Virtual Classroom
<ul style="list-style-type: none"> • Group learn 	<ul style="list-style-type: none"> • More individual learner
<ul style="list-style-type: none"> • Attend class at set times 	<ul style="list-style-type: none"> • More flexible and convenient times
<ul style="list-style-type: none"> • Probably more passive role 	<ul style="list-style-type: none"> • Take responsibility for own learning
<ul style="list-style-type: none"> • See instructor in office hours; do assignments 	<ul style="list-style-type: none"> • More resources available and instant feedback

In the virtual classroom students have the convenience of learning at their convenience, such as after work or after their children are in bed. Adults have many demands on their time (work, family, community, etc.) and online learning provides them the flexibility of working around their various commitments.

Everyone knows that in a face-to-face classroom there are different types of students. Some are outgoing and very participative; others are passive and quiet or silent, not contributing to the classroom discussions. In a virtual classroom, every student gets equal opportunity to participate. As the instructor can easily track each student's participation, the formerly passive students can be encouraged to be actively involved in the course. This is a distinct advantage of online learning as students must be engaged in the course in order to learn. Also, the students can become more responsible for their own learning as they need to take the initiative to learn. This skill helps build an interest in lifelong learning.

In the face-to-face classroom, students have access to the instructor usually only during set office hours and spend most of their time outside of class doing assignments on their own. In the virtual classroom the students can expect a response from the instructor within a set number of hours. Students also have a variety of resources to use, in addition to the instructor, such as discussion forums, chats, additional readings, etc. so that they can connect with other students. Another major advantage of online learning is that students can get instant feedback on exercises and quizzes instead of waiting for the information to be shared with the group in a face-to-face class. This feedback gives instantaneous reinforcement of learning.

III. Curriculum Differences – Print versus Online

In a face-to-face classroom, print modules are often provided to accompany the lectures. Modules usually are primarily text, highlighting the most important content. In a virtual classroom, the amount of text needs to be chunked or presented in small amounts at a time. Many short exercises with answers need to be distributed throughout the text. The exercises enable the students to frequently and easily assess their learning. Also important in an online course are relevant pictures, graphics, tables, charts, etc. to appeal to the visual learner. Audio and video will add further appeal for learners.

IV. Advantages of Online Learning

One of the main advantages of online learning is the flexibility provided to students to learn without limitations of time or location. Students can determine the pace and place to learn anytime and anywhere.

Another advantage of online learning is that it can be more engaging and interactive than the face-to-face classroom. Every online student has the opportunity to interact with the instructor and other students and may feel more comfortable online than in the face-to-face classroom. Online students can take time to compose their questions and thoughts, rather than being put on the spot face to face.

A third advantage of online learning is that it provides students with the opportunity to learn in accordance with their preferred learning styles. Usually an online learning environment provides a greater variety of learning resources from which students can choose.

A fourth advantage of online learning is that students learn to take more responsibility for their own learning. Therefore, they will tend to become more self-directed and gain the skills necessary for lifelong learning.

For additional advantages of online learning, go to <http://www.worldwidelearn.com/education-articles/benefits-of-online-learning.htm>. The article “Why Do Students Like Online Learning?” gives 15 reasons that students are participating in virtual classrooms. Also see other resources listed in section VI.

V. Creating a Sense of Community Online

When instructors and students never meet face-to-face and are connected only through an online course, how do we create a sense of community like the one that exists in a traditional classroom? Because we are social beings, students need to feel a sense of belonging with the instructor and the other students. They need to be able to relate to others and have an opportunity to share their knowledge and experiences. If students are left on their own, they will feel isolated and start dropping out. The instructor needs to reach out to the students with continual communication, right from before the class starts until it is completed. Students should be encouraged to support each other and feel part of the learning community. Requiring active, collaborative participation from all students will help engage them to feel part of the online community. The role of the instructor is to use strategies to help students connect with each other and to form community.

Vygotsky’s (1978) social development theory states that social interactions are vital to cognitive development and that all higher-order functions originate in the relationships among individuals. Students need to interact with the course content, the instructor, and each other. The instructor’s role is to promote communication, cooperation, and collaboration.

Another excellent resource for building community is the Seven Principles of Good Practice in Undergraduate Education (Chickering & Gamson, 1987). The basis of each of the following seven principles is interaction:

1. Encourages Contact Between Students and Faculty
2. Develops Reciprocity and Cooperation Among Students

3. Encourages Active Learning
4. Gives Prompt Feedback
5. Emphasizes Time on Task
6. Communicates High Expectations
7. Respects Diverse Talents and Ways of Learning

Specific Strategies for Building Online Community:

1. The first posting should be a non-graded/non-credited assignment, such as a social note or a biography. This is a non-threatening way to create interest and to start building online community.
2. The instructor will model constructive discussions by using open ended questions and participating actively in the discussion. This will help keep the discussion on topic and motivate the students.
3. The instructor will be required to check emails every two days and post quality feedback at least once a week. This will keep students actively engaged in the course.
4. The instructor must contact students who are not actively participating, find out why and address their concerns. Students need to feel that the instructor cares about their well being and that they are part of the community.

For more excellent strategies for building online community, read the article “Building Community in an Online Learning Environment: Communication, Cooperation and Collaboration” by Misanchuk and Anderson <http://frank.mtsu.edu/~itconf/proceed01/19.html>

VI. Additional Resources About Online Learning

Books

Bates, A.W. & Poole, G. (2003) Effective Teaching with Technology in Higher Education. San Francisco: Jossey-Bass.

Palloff, R. M., & Pratt, K. (1999). Building Learning Communities in Cyberspace. San Francisco: Jossey-Bass.

The Theory and Practice of Online Learning, Second Edition. Athabasca University, Alberta, Canada, edited by Dr. Terry Anderson. Download the ebook <http://www.aupress.ca/index.php/books/120146>

Vygotsky, L.S. (1978). Mind in Society. Cambridge, MA: Harvard University Press. (social development theory)

Articles

Advantages of Online Learning http://www.cincinnatiastate.edu/CurrentStudent/Academics/AcademicDivisions/About_DL.htm

Why Do Students Like Online Learning? <http://www.worldwidelearn.com/education-articles/benefits-of-online-learning.htm>

Building Community in an Online Learning Environment: Communication, Cooperation and Collaboration, M. Misanchuk and T. Anderson <http://frank.mtsu.edu/~itconf/proceed01/19.html>

Investing in Online Learning: Potential Benefits and Limitations Silvia Bartolic-Zlomislic and A.W. (Tony) Bates The University of British Columbia
<http://bates.cstudies.ubc.ca/investing.html>

Seven Principles for Good Practice in Undergraduate Education (Chickering & Gamson, 1987)
<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/7princip.htm>

Section 3: Introduction to Moodle

I. Introduction to Moodle

UArctic International Online Courses are delivered through Moodle. The acronym MOODLE stands for Modular Object-Oriented Dynamic Learning Environment. The design of Moodle is based on socio-constructivist pedagogy, which means it provides a set of tools that support an inquiry and discovery-based approach to online learning.

II. Technical Requirements

In order to participate in the Circumpolar Studies program and access to Moodle, the instructor must own or have ready access to the following minimum computer hardware and software:

- Microsoft Windows Operating System (XP Pro Recommended)
- Pentium 500mhz or higher / 512MB memory (1 GB Recommended) / 1 GB free disk space (4 GB Recommended)
- High Speed Internet Connection (ADSL, Cable)
- Internet Service at 56k band (or greater)
- Monitor - 24bit color (1024x768 SVGA)
- Version 5 Browser - Internet Explorer 6.0 Recommended
- Word Processing - The required word processing system - Microsoft Word Office 2003 or Higher. Microsoft Office Suite is recommended because of its ability to convert documents from a variety of platforms and the addition of both Word and Powerpoint.
- Adobe Acrobat Reader – The program can be downloaded from www.adobe.com

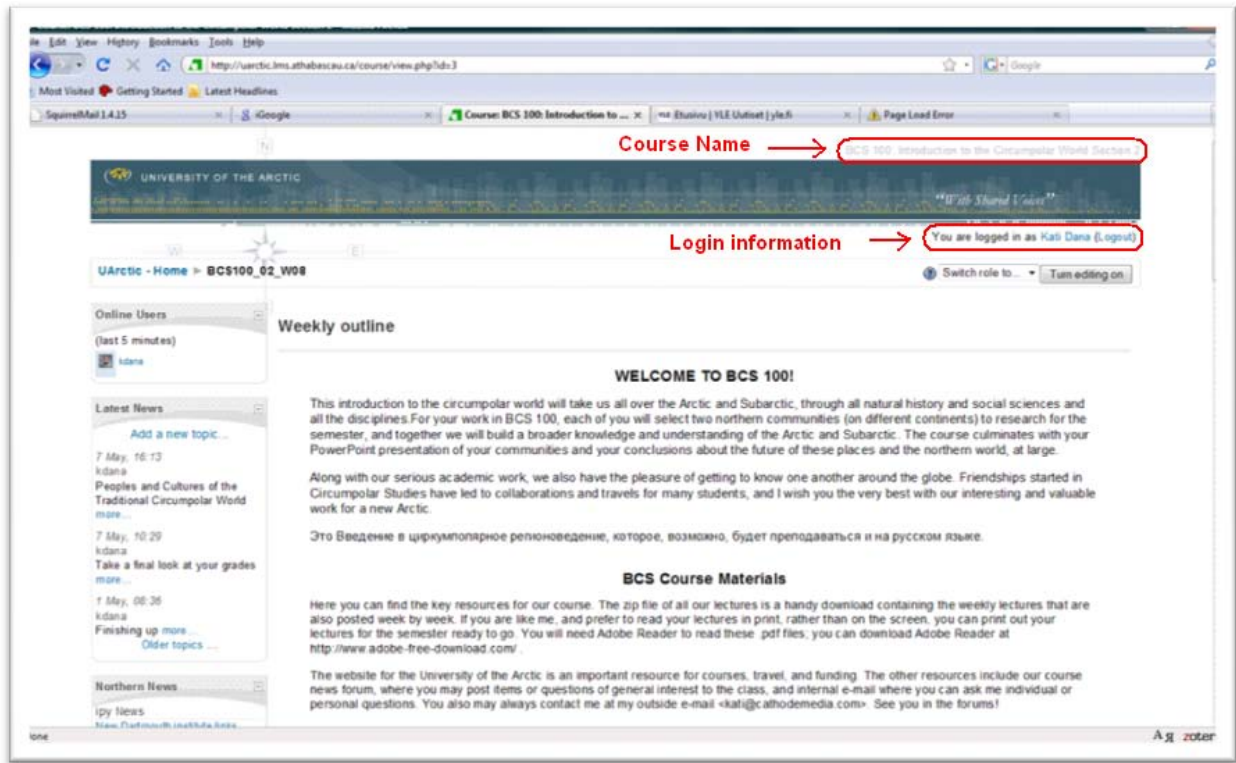
If you are having technical difficulties with Moodle, you can contact Athabasca University; the contact information will be provided at the start of your class.

III. Url and Login to Moodle

The courses are hosted on the Athabasca University server and can be accessed on <http://uarctic.lms.athabascau.ca/> . The instructors are provided with login information by the Office of Undergraduate Studies two weeks before the start date of the class, although earlier access to the course can be granted if requested.

After completing the login successfully, the first page to appear is the course **Homepage**. On the top of the page on the right hand corner is the **Course Name**. In Figure 1 the course name is *BCS 100: Introduction to Circumpolar World Section 2*. Below the UArctic Banner, the homepage provides log in information. In Figure 1 Kati Dana is logged in.

Figure 1: Course Homepage



IV. Basic Navigation Tools

To navigate Moodle is straightforward, and there are many features that help you navigate the site. It is important that you are familiar with the basic navigations of a website such as scrolling up and down, clicking links and using the back/forward buttons on the browser. Moodle also provides other important navigation tools as follows:

Bread Crumbs

Just below the UArctic Banner, on the left hand side, you should see a line with various links such as



These “bread crumb” links allow you to navigate backwards from where you are. The last word in the list tells you the current page, in this example, News Forums. If you clicked on [Forums](#), you would see a list of all the Forums. If you clicked on [BCS100_02_W08](#), you would return to the course Homepage. If you click on the [UArctic – Home](#), you would return to the page with all of the UArctic course listings.

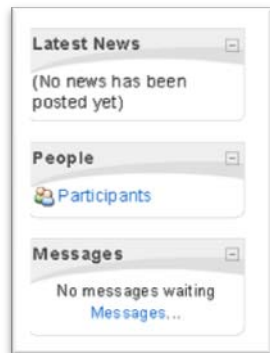
Blocks in the Left Column

You will see a variety of blocks in the left column. Try clicking on the links within the blocks to see where they take you. Remember, you can always use the course name link on the bread crumbs to return to the home page.

Clicking on the [-] or [+] symbols will allow you to hide or expand the content on the blocks.

When you click on the [-], in the corner of a block, that element will contract to save space on the screen. In Example 1 below, all of the [+] signs in all the blocks were clicked. All the blocks are now expanded. In Example 2 all the [-] signs in the block were clicked and all the boxes are contracted.

Example 1: Blocks that are expanded



Example 2: Blocks that are contracted



New Windows

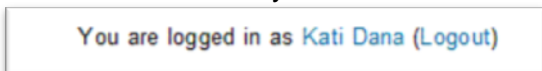
Sometimes when you click on a link, a new window will open. You may feel that you have lost the old window when, in fact, it is hidden behind the new window. You can either minimize the window or close it completely to see the window behind it. In the top righthand corner of your browser window, you will see controls similar to these:



To minimize your window, click on the left option (_). To close the window, click on the right option (X). If there is a hidden window, it should now be visible. The middle icon opens up a window to the full size of the screen.

Logging Out

There are two easy ways to log out of the course site. Near the top of the screen and at the bottom of the screen you will see this:



In either case, clicking on ([Logout](#)) will log you out of Moodle.

V. **Additional Moodle Training**

If you would like to obtain more information about Moodle, there are free demos available at <http://demo.moodle.org> This site provides sample courses that you can navigate your way through.

There is also excellent information available for students on <http://www.athabascau.ca/moodletrain/> The instructor can use the information that is available for students to gain a better understanding of Moodle and also to learn what material is available for students.

Section 4: UArctic Course Information

I. Course Outline / Syllabus

The Instructor is responsible for providing a Course Outline/Syllabus for the students to introduce the Course and ensure the student recognizes their responsibilities and duties in the course. The UArctic Office of Undergraduate Studies provides a Course Outline with the course material, but some sections are outdated and will need to be updated with specific instructor information and timelines. The instructor has to ensure that the following information is included in the Course Outline:

- Course title
- Instructor name and contact information (If possible, you should provide “office hours” when you will be online either through Moodle chat or email).
- Course description
- Course outcomes/objectives
- Course format
- Course text and materials (The modules are required reading, but you will have to suggest additional readings)
- Assessment/evaluation (*student requirements*)
- Assignments details (please include information about documentation and citation)
- Plagiarism and academic honesty (It is very important to include the consequences of plagiarism according to your home institution policies)

II. Instructor profile

One of the very first things to do in preparing your course is to post your instructor profile. You will find this by going to the list of participants, and clicking on your name, which will bring you to the dialogue box below. In [Edit Profile](#) you can add your information. Please also add a picture to your profile.

Kati Dana (kdana)

[Profile](#) [Edit profile](#) [Forum posts](#) [Blog](#) [Activity reports](#)



I have been interested in the circumpolar North my whole life. Growing up in rural Vermont, I felt like I was at the very northernmost part of the United States, but when I went to Finland as a high school student, I realized that my home was just on the southern fringes. My special interests is the literature of indigenous peoples in the Far North, and my favorite authors are Sami poet Nils-Aslak Valkeapaa, Chukchi author Yuri Rytkheu, and Gwichin author Velma Wallis.

Location: Northfield, Vermont
Email address: kati@cathodemedia.com
Last access: Monday, 24 November 2008, 10:53 AM (1 sec)
Roles: Teacher

[Change password](#) [Unenrol me from BCS100_02_W08](#) [Messages](#)

UArctic Office of Undergraduate Studies also likes to introduce the UArctic Faculty on their UArctic website (www.uarctic.org) and will ask the instructors to provide a short biography and picture for a news article.

III. Course Resources

A UArctic course is divided into course modules. A course module is written to be either one or two weeks of study. All the required readings are included in the module. Nonetheless, the instructor is recommended to add additional readings and resources to the course. These resources must be accessible online and for free.

IV. Course Menu (Week-by-Week Schedule)

The UArctic courses have been designed and developed to be delivered on a week-by-week basis. A topic is intended to last one or two weeks. The total length of the course is 12 weeks, including 11 weeks of teaching and one week to schedule the final examination. Be aware of this when you are planning course assignments, discussions and evaluations.

V. Student Enrolment

The UArctic courses are open to all students registered at member institutions. The students follow these steps to register and enrol in the course:

1. The student downloads the UArctic Registration Form from the UArctic website (www.uarctic.org)
2. The student fills in and signs the UArctic Registration Form
3. The student submits the form to the UArctic Site Coordinator at their home institution (*All UArctic Member Institutions have a Site Coordinator that is the UArctic contact for registration and credit transfers. The Site Coordinator provides the student with permission for UArctic courses*)
4. The Site Coordinator submits the form to the UArctic International Academic Office
5. The International Academic Office emails the students and provides them with an enrollment key to the course on the start date of the semester.

The UArctic International Academic Office (IAO) administers all registration and credit transfer issues, and will assist the instructor with questions or concern regarding the registration or credit transfer process. The IAO can be contacted via email at iao@uarctic.org

Section 5: UArctic Course Content within Moodle

I. UArctic Course Introduction

The UArctic courses have been developed through a collaborative international curriculum process. International curriculum teams have been writing and reviewing the curriculum development and revisions. Authors are selected throughout the Circumpolar world to write single modules or cooperate with another author to write a module. A single course can have more than 12 authors from around the circumpolar globe that represent a variety of academic expertise and several different indigenous groups. The end result is a truly interdisciplinary and Circumpolar course.

II. Module Introduction

The courses are divided into modules. The online modules are what replace the lectures in a face-to-face classroom. The modules are developed to fit into a week-by-week teaching schedule in which one module will last one or two weeks. It should take the average student with a good understanding of English approximately 10 hours to complete the readings and activities for each module. One module is approximately 12 to 15 pages long. Reading assignments should be restricted to 25-35 pages altogether.

III. Objectives

Learning objectives/outcomes describe what students should know and be able to do at the end of the module. After completing the module, students should be able to respond to the objectives in paragraph or point form on student evaluations. The instructor must always follow the objectives when planning the course. The course objectives are on the Course Introduction/Outline document available to the instructors.

IV. Instructions

Each week of teaching should include one module, additional readings, discussions, exercises and a self-test. It is also helpful to include additional resources for the students, and a glossary of words for the week's readings and activities.

V. Required Readings

The instructor will need to select required readings for each module topic. The module might come with suggested readings, but not all of these will be available for the students. It is important instructors select readings that are available to all the students in the course. The best choice is to find readings that are available online for free. There are many good online resources available such as the Arctic Human Development Report, AMAP, and CAFF.

VI. Discussions

There will be a forum discussion for each week. The instructor posts the questions related to the module topic to be discussed. The students should be encouraged to participate in the discussions after completing the module and the readings. The students should be posting discussion items each week, and also be encouraged to comment on other postings. A good way to encourage the students to post is to give students a participation grade for their postings.

VII. Student Activities

Student activities are the things students do as they work through the course modules to demonstrate to themselves and to the instructor that they are achieving the learning objectives set out for them. Unfortunately, the current UArctic courses do not have integrated student activities. The revised courses to be completed in 2009-2010 will have integrated student activities. For the courses that do not include student activities, the instructor will have to play a more active role in developing student exercises, such as assignments, group projects or individual projects.

VIII. Self-Test

At the end of each module there is a self-test that the student can use to test their knowledge and understanding of the topic. The student answers are NOT graded or recorded, and the students can answer the questions as many times they like.

IX. Additional Resources

The instructor is encouraged to provide additional resources for the modules that can benefit students who want to read more about topics for assignments or personal interest.

X. Glossary

At the end of each module there is a glossary of words used in the module. The glossary highlights the main terms that will be new to the students.

Athabasca University has developed a glossary of terms for the BCS 100 course, and this will be automatically loaded into the BCS 100 course.

Section 6: Communication Tools within Moodle

I. Discussion Forums

The discussion forum is an online asynchronous bulletin board where you and your students, will post your conversations on different topics. Asynchronous means that students can each participate at different times; they do NOT need to be online at the same time as this would be very challenging for students in many different international time zones. The link(s) to the course discussion forum(s) will be easy to recognize. In the centre column of your Moodle course interface you will see something like this:



In Moodle, there are two different types of forums: [General Forums](#) and [Learning Forums](#). The General Forums are forums created by the instructor in which the Instructor can choose to post Course Updates and Announcements, "Ask the Instructor" or Links, Resources and News forums. The Learning Forums are discussions on the course content. For the UArctic courses, a learning forum is included in each module (one per week). The instructor is required to mark the student for their participation in the learning forums.

Forum activities can contribute significantly to successful communication and community building in an online environment. To encourage discussion, the forum will work only if

- a. students feel there is a need/reason to participate and they will gain something from the experience. Incentives for learning, gathering support, etc. should be explored and encouraged early in the course to clearly convey the purpose of the forum to others.
- b. a sense of community and purpose can be fostered among participants. The instructor must create a sense of community online to replace the normal interaction that would take place in a face-to-face classroom.

To add a forum:

1. Click "Turn Editing On", and go to the topic or week section in which you want to create the forum.
2. From the dropdown menu labeled "Add an activity", select "Forum". This will take you to the forum settings page titled "Adding a new forum" page.
3. Select a name that is short that will display on the course homepage.
4. Chose the type of forum

To change the settings of an existing forum, use the "Update this forum" button to see the forum settings page

II. Calendar


The Instructor can add events to the Course Calendar to keep students on track with the course. Events added to the calendar can be aimed at individual users, your defined groups, or your courses. The Instructor is encouraged to add closing dates to assignments, forums, quizzes, etc. for the students. After adding events to the calendar, the calendar will appear as block within the course homepage.



You can view previous or future months on the Calendar by clicking the left/right arrows next to the current month's name. The current date is outlined by a yellow box. You can hide or show various categories of events by clicking on the color key below the calendar. This can make the calendar easier to read (especially if there are many events on the calendar). For example, if you wanted to hide Group event dates (events assigned to learner Groups you create), click "Group events" on the bottom of the Calendar. This would hide all group events, and the color code would disappear from the link on the calendar. To show the events again, click the Group Events link again.

III. Emails and Messaging

Instructors can send and receive messages in Moodle to the students, other instructors and administrators. Messages are sent via a pop-up Message window. This can be found via

- Participants link in a course's People block (Send message button on each user's page),
- Online Users block has a message icon  next to each user's name

UArctic recommends instructors add a Messaging block to encourage students to use the internal Moodle messaging for emails. UArctic strongly discourages instructors from providing students with their personal or professional email. By using Moodle email, all of the student communication will be located within the course and is easily archived for course records in the UArctic course website.

To send a message to an individual:

1. In the Messages window click on the Search tab to search for the person, if appropriate checking the box "Only in my courses", then click on their name. (Alternatively, if the person is listed in the Online Users block, simply click on the "Add/send message" envelope opposite their name.)
2. Type the message in the pop-up box then click on the "Send message" button.

To send a message to several course participants:

1. Click on the Participants link in the People block on the course page.
2. Select participants from the list or use the "Select all" button at the bottom of the list.
3. Choose "Add/send message" from the "With selected users..." drop-down menu.

4. Type the message then click the "Preview" button.
5. Assuming you are satisfied with the message, click the "Send" button.

When you receive a message it will pop-up in a Message window. Also, the Messages block will display the name of the person sending the message with a link to read the message. If you have set the email option (see Message Settings below), then you will get a copy of the message in your email after the time you have specified if you are not logged in.

Message settings may be changed via the Settings tab in the Messages window. Here you can decide on having a popup Message window whenever you get a new message, blocking messages from people who are not on your Contacts list, having an audio signal for a new message, using an HTML editor, or getting email messages when you are offline. These choices are personal preferences.

IV. General Chat

The Chat function allows participants to have a synchronous (real-time) discussion via the web. Students participate online at the same time. This is a useful way to gain an understanding of each other and the topic being discussed. Using a chat room is quite different from the asynchronous forums.

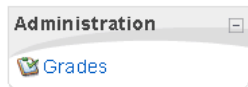
In the UArctic Courses, the Chat is very seldom used as it is a difficult communication tool for students from different international time zones.

Section 7: Evaluation - Student Assessment Tools

I. Grading

The instructor must follow the grade scale of the hosting institution. For example, if the instructor is teaching for the University of Saskatchewan, the instructor must follow the grading procedures for the University of Saskatchewan. Nonetheless, UArctic has some requirements and recommendations for how to assess/evaluate the student activities.

II. Gradebook



The Gradebook is available in the Administration Block on the course homepage. The gradebook feature has not been actively used by UArctic in the current Moodle version. UArctic will expect all instructors to use the assessment tool as of Fall 2009. If you are interested in using the current gradebook, please review the Moodle website for more information: http://docs.moodle.org/en/Grades_pre-1.9

III. Forum Discussions

Forum posts can be rated using a scale (pre existing number or word scales). By default, only instructors can rate forum posts. This is a useful tool for giving students participation grades. Any ratings given in the forum are recorded in the grade book.

Box 1: Separate and Connected Ways of Knowing

The theory of separate and connected knowing may help you to look at human interactions in a new way. It describes two different ways that we can evaluate and learn about the things we see and hear. Although each of us may use these two methods in different amounts at different times, it may be useful to imagine two people as examples, one who is a mostly separate knower (Jim) and the other a mostly connected knower (Mary).

Jim likes to remain as 'objective' as possible without including his feelings and emotions. When in a discussion with other people who may have different ideas, he likes to defend his own ideas, using logic to find holes in his opponent's ideas. He is critical of new ideas unless they are proven facts from reputable sources such as textbooks, respected teachers or his own direct experience. Jim is a very separate knower.

Mary is more sensitive to other people. She is skilled at empathy and tends to listen and ask questions until she feels she can connect and "understand things from their point of view". She learns by trying to share the experiences that led to the knowledge she finds in other people. When talking to others, she avoids confrontation and will often try to help the other person if she can see a way to do so, using logical suggestions. Mary is a very connected knower.

Did you notice in these examples that the separate knower is male and the connected knower is female? Some studies have shown that statistically this tends to be the case, however individual people can be anywhere in the spectrum between these two extremes. For a collaborative and effective group of learners it may be best if everyone were able to use BOTH ways of knowing.

(<http://uarctic.lms.athabascau.ca/course/scales.php?id=19&list=true>)

IV. Assignments

The instructor can choose the type of assignments in the course. The regular assignment includes one larger research/essay paper, or several smaller research/essays. The instructor is responsible for providing the student with the necessary tools to write the paper, including clear instructions, how to reference, and how to structure the paper (argumentative, compare and contrast or descriptive).

The instructor should also inform the students about what criteria will be evaluated. In the BCS 100 course, the majority of students do not have experience in writing research/essay papers. The following criteria should be included in the grading of the assignment:

- Thesis and content
- Organization and structure of the paper
- Paragraphs
- Style
- Reference
- Grammar and spelling

The assignment information can be posted on Moodle. There is also a function where the students can submit their assignments via Moodle. Please ensure that students submit their assignments via Moodle as it is important for UArctic to keep the record of the course activities. If there are any questions about student grades, all of the material evaluated must be stored in Moodle.

It is important that instructors give students timely feedback regarding their assignments. Note the positive points as well as ways to improve. Remember that some students are inexperienced in writing and also have English as a second language. Do all that you can to support their learning and to maintain quality standards for the courses.

V. Exams

The students will have one final exam that will test their knowledge and understanding of the course objectives and material. UArctic gives the instructor a week to post the final exam, and the instructor can decide which days to post the final exam during that week. The exam should be posted at a time the instructor knows that she/he will be available to regularly answer questions or emails.

With Moodle, there are two options available for posting a final exam:

1. The exam can be posted for a certain time period and close after the time period is over.
2. The exam can be posted for a certain time period and have a time limit for completion (When students log into the exam, they have only three hours to complete the exam).

The exam format is chosen by the instructor. Keep in mind that there is no way to regulate open or closed books final exams as we do not use exam invigilators. It is therefore recommended that you develop an exam format that lets students formulate their own answers in their own words, such as an essay question. Please remind students that plagiarizing is not allowed and students will be penalized for plagiarizing.

The instructor has one week from the last day of exams to complete the grading for the course. The instructor must use the grade scheme of their home institution. The instructor must submit the grades three times as follows: to the students, to the home institution and to the IAO (see section 11).

Section 8: Techniques for Managing Students

I. Using the Course Outline/Syllabus

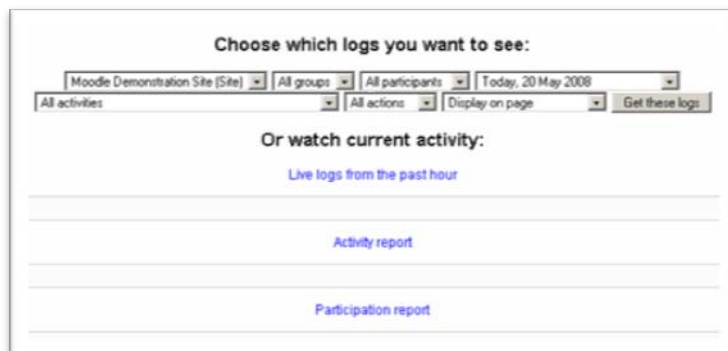
To ensure student participate in an online course, it is very important to give clear instructions in the Course Outline/Syllabus. Be detailed about the expectations of students in the course, and set requirements for participation.

II. Reviewing Participation Levels

The Instructors must be reviewing the student activity on a weekly basis to ensure students are staying active. To review the student activity within Moodle is easy and straightforward.

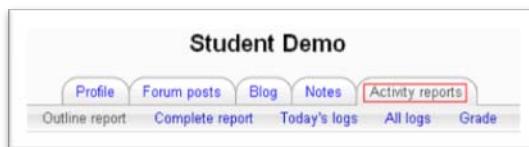
To access a full participation report:

1. Click on the Report link in the Administration block on the course home page.
2. If desired, use one or more of the pull down menus as a filter to narrow your report
3. On the new screen, select "Activity report". It will be approximately in the middle of the screen.



To access individual reports:

1. Click on the participant's link in the People block on the course home page.
2. Select an individual from the participant list by clicking on their name.
3. Select "Activity Reports" (see below)



From here you can select an outline report (which looks similar to an activity report on all students), full report, grade report, or select today's logs or all logs. The reports are sorted by topic. A detailed report on a person will show each item, organized by topic, with what that person has done involving that item. For example, a forum will be listed with how many posts to that forum a person has made.

Please note that in the UArctic courses, all participants in the course can review other participant's activity as well. For example, a student can review the activity of another student or their instructor.

III. Encouraging Inactive Students

In the UArctic courses, we recommend students check in to the course every two to three days. It is the responsibility of the instructor to ensure a student stays active in the course. If students are inactive, the instructor must encourage the students to participate in the course.

IV. Stimulating Inactive Forum Discussions

While one of the great advantages of online learning is the flexibility it affords participants, this does not mean that days or weeks should pass without student activity in the course. This is most important at the beginning of the course when students are new and in need of welcome messages/encouragement. It is important that the instructor get the students used to being active in the Forums each week. One discussion that creates a lot of activity is an Introduction forum in the first week of the course. Require all students to introduce themselves to each other, and ask at least two questions of their classmates.

After the first week, try to assist the students to get the discussions going, but be careful not to dominate the discussions. Smaller and shorter forum postings work better than long and multifaceted forum postings.

V. Obtaining Assistance from the Site Coordinators

An instructor can obtain assistance from the Site Coordinator when a student has been inactive. The Site Coordinator is responsible for maintaining contact with their students throughout the semester about their progress, assisting them with technical problems, and encouraging them to seek appropriate help from their instructor, the Office of Undergraduate Studies, or the IAO. The Site Coordinators do not have access to the online course so it is important that instructors inform them of poor student performance so the Site Coordinator is able to assist.

VI. Managing Student Withdrawals

If a student has been inactive for more than one week, the Instructor is to contact the student via email and inform the student that if s/he is not active within the next week that s/he will be removed from the course. Please copy the Site Coordinator for the student's home institution on the emails the (for more information about Site Coordinators please see Section 10 paragraph IV).

When the student has been inactive for two weeks, please send the name to the International Academic Office to have the student withdrawn from the course. The IAO will withdraw the student and notify their home institution about the withdrawal.

VII. Setting Realistic Expectations

Instructors must set realistic expectations of their students. The UArctic students are very diverse and represent a wide selection of cultures. In participating in the UArctic courses, several of our students have to overcome the following challenges:

- The majority of the UArctic students do not have English as their first language.
- In North America, the majority of the students are mature and have work and family commitments.
- In Russia, the majority of students are taking UArctic courses in addition to a full degree program.
- Many students have a lack of access to the Internet and a computer.

Section 9: Copyright and Credits / Plagiarism and Consequences

I. Importance of Intellectual Honesty

Honesty and integrity are expected of every student in class participation, examinations, assignments, and other academic work. The instructor must encourage students to perform their own work. The instructor can also provide guidelines and instructions on how to avoid plagiarism and ensure intellectual honesty. It is also important that the instructor inform the student of the consequences of plagiarism.

The instructor must be aware of the academic policies of the home institutions, and how the home institution will penalize the student for plagiarism. Please outline your policy in the course outline/syllabus.

II. Format Guidelines

UArctic has no standard format guideline as we recognize that different research areas recommend different format guidelines. In the social sciences, APA and Chicago are more common formats, while most natural sciences use CSE.

The instructor should select the format that the instructor is the most familiar with. It is very important to inform the student about the format that will be used in the course. Provide the student with instructions and examples on how to use the format selected for the course. There are many good online sources for formats.

III. When to Cite Sources

Students should cite a resource when they use someone else's words or ideas or data. Plagiarism is the use of someone else's words or ideas or data without proper documentation or acknowledgement. Quotations must be clearly marked, and sources of information, ideas, or opinions of others must be clearly indicated in all written work. This applies to paraphrased ideas as well as to direct quotations. A student must acknowledge and fairly recognize any contributions made to their personal research and scholarly work by others, including other students.

Section 10: Resources for Facilitators – UArctic Operational Support

I. Technical Support

Athabasca University provides technical support for the Moodle course. If you have questions or concerns regarding the technical aspects of the course, please Athabasca University and Rodger Graham at rodgerg@athabascau.ca

II. Administrative/Registration Support

The **Office of Undergraduate Studies** organizes and maintains the International Course Delivery. The Office of Undergraduate Studies also supervises the course and will contact the instructor regarding any concerns. The instructor is encouraged to contact the Office of Undergraduate Studies with any questions or concerns regarding the course delivery and maintenance. The Office of Undergraduate Studies contact information is:

Office of Undergraduate Studies
234 Kirk Hall, 117 Science Place
Saskatoon, SK S7N 5C8
Canada
TEL +1 306 966 1605
FAX +1 306 966 1220
bcs@uarctic.org

The **International Academic Office** (IAO) manages the registration and transfer credits for the Circumpolar Studies courses. The IAO also provides students access to the course, and can assist with the removal of inactive students from the course.

International Academic Office
P.O. Box 509
La Ronge, SK S0J 1L0
Canada
Phone: + 1 306 425 4694
Fax: + 1 306 425 2696
Email: jao@uarctic.org

III. Course Content Support

Office of Undergraduate Studies is responsible for revising and maintaining the course curriculum. In this role, the Office of Undergraduate Studies has established an extensive network of academics and instructors. The Office of Undergraduate Studies will assist the instructor to find course content support for the course instruction.

IV. Site Coordinators

All UArctic Member Institutions have a Site Coordinator that is the UArctic contact for Circumpolar Studies registration and credit transfers. The Site Coordinator acts as the main liaison among students, instructors, the Office of Undergraduate Studies and the International Academic Office. The Site Coordinator is the person that students should contact first if they are experiencing any problems or have any questions, as well as the person that the instructors or the IAO could contact first hand if there is a problem with student's registration or performance. The instructors are provided with a list of site coordinators at the beginning of the course.

V. Instructional support

Amanda Graham from Yukon College provides instructional support. Amanda has been teaching the BCS 100 for several years and can assist with questions regarding instruction of a UArctic Course through Moodle. Amanda can be reached by email at agraham@yukoncollege.yk.ca

The Moodle website also provides a Teacher Discussion Forum (available at the UArctic Courses website). Instructors can post questions and have other instructors, the technical support or UArctic staff will answer the questions.

VI. Resource List of Experienced Online Facilitators

The Office of Undergraduate Studies has been fortunate to have several of their instructors teach for consecutive years. The following instructors are excellent resources for new instructors:

Karla Hardcastle, BCS 100
Email: karla.hardcastle@hotmail.com

LeeAnn Fishback, BCS 311 & 312
Email: fishback@voyageur.ca

Kati Osgood Dana, BCS 100, 321 and 322
Email: kati@cathodedia.com

Gary Wilson, BCS 332
Email: wilsong@unbc.ca

Section 11: After the Course Is Complete

I. Providing Course Closure for Students / Wrapping Up the Course

It is important to provide students with closure of the course. UArctic recommends sending out an email to each student individually after completing the grading. Inform the student about their grade, thank them for their participation in the course and encourage them to take other UArctic courses.

II. ZEF Online Student Survey

At the end of the course, students will be contacted by the IAO to complete an online survey operated by ZEF. This survey is anonymous and will ask questions only regarding the content. Student feedback is important to UArctic as it assists the Office of Undergraduate Studies with its revision of the course curriculum.

III. Submitting Grades

The instructor must submit the final grades in three ways: to students, to the home institution and to the IAO.

- A. **Students** - It is important to inform the students about their final grades at the end of the course. It can be a lengthy process to transfer the credits from one institution to another. Please let your students know their final grade so they do not have to be anxiously waiting for their grades.
- B. **Home Institution** - It is imperative that you enter grades into the home institution's grade reporting system as soon as possible. Your institution will send transcripts to the IAO which will forward them to each student's home institution so that they can receive credit for the courses.
- C. **IAO** - Inform the IAO of the final grades.

IV. Providing Course Feedback to UArctic

The Office of Undergraduate Studies values and appreciates all feedback on the course content and course delivery. The Office of Undergraduate Studies goes through a regular maintenance and revisions process aimed at improving the courses. Please send your feedback directly to the Office of Undergraduate Studies.

V. Archiving the Course

All of the UArctic courses will be archived by Athabasca University after completion. Archiving provides UArctic with a record of the course in case there are student appeals or questions about the academic integrity or quality of the course. Therefore, it is very important that instructors communicate to students only through the course website itself, and not “outside” the course, so that all information will be archived for future reference.

VI. Marketing

UArctic encourages instructors to advertise the upcoming UArctic course offerings. If the student has completed all of the seven core courses, the Office of Undergraduate Studies can assist with student advising and support.

Section 12: Frequently Asked Questions (FAQs)

1. What are the class sizes of the UArctic courses?

The regular class size for the UArctic courses is 25 students. The Office of Undergraduate Studies will ask the instructor for permission to add more students to the course if needed.

2. What should the instructor do if he/she is unable to teach for a few days?

Please ensure the students and the Office of Undergraduate Studies are informed if you are sick. If you will be away for longer than one week, please work with the Office of Undergraduate Studies to develop and communicate a plan for assisting the students.

3. Who originally developed the Core Courses?

The Office of Undergraduate Studies established an international Core Course Team that developed the courses by using academics from throughout the Circumpolar world. The authors of the modules were 80% Northern and 20% Aboriginal.

4. Is UArctic a degree-granting institution?

UArctic is not a degree-granting institution; it is a network of over 100 institutions who are involved in higher education and research in the Circumpolar North. Our member institutions may incorporate UArctic courses and programs into their degree programs, but each institution sets their own degree requirements.

Section 13: Practise in a Moodle Course

Instructors have access to websites that allows them to practise in a Moodle course:

- a. http://docs.moodle.org/en/Getting_started_for_teachers (NOTE how to edit and upload a resource to the course)
- b. <http://uarctic.lms.athabascau.ca/course/view.php?id=9>

Be sure to use the features in both instructor view and student view.

Section 14: Post-Test: Am I ready to facilitate a UArctic course via Moodle?

To be developed

Section 15: Set Up / Build Your Moodle Course

Now that you have studied about Moodle, UArctic, and online facilitating, you are ready to set up and build your Moodle course.

I. Moodle Login

Instructors are given login information to Moodle two weeks before the start date of the course. This will give the instructor time to set up the course in Moodle, and also time to play with the Moodle tools and features.

II. Course Outline / Syllabus

The course outline must be completed before the course start dates. The Office of Undergraduate Studies will start sending reminders to the instructors a month before the course start date to complete the course outline. The course outline must be uploaded to the homepage by the start of the class. Once the course outline is available to students, you cannot make any changes to it for the duration of the class. In extreme circumstances, contact the UArctic Office of Undergraduate Studies for direction.

III. Student Class List

Instructors will receive a student class list on the last day of registrations. The list includes all the students in your course. Please ensure the list matches the participation list in Moodle. Throughout the course, the instructor must update the list to include student withdrawals. This list will also be submitted at the end of the course with grades.

IV. Instructor Profile

One of the very first things to do in preparing your course is to post your instructor profile. You will find this by going to the list of participants, and clicking on your name, which will bring you to the dialogue box. In [Edit Profile](#) you can add your information. An interesting antidote is explaining why you are interested in the Circumpolar North and what your relationship is with the North. Please also add a picture to your profile.

V. Calendar

The instructor will need to update all the important dates from the course outline into the Course Calendar, such as assignment deadlines and final exam dates. Also, feel free to add other dates such as national holidays from the Circumpolar countries or international dates. For how to add dates to the calendar, see page 21.

VI. Welcome Message to Students

Instructors must post a welcome message for the students when they enter the course homepage. Include some early expectations of their participation and what work they can expect. Keep the welcome message short and use a friendly tone.

Box 2: Example of a Welcome Message to Students

Hi BCS 100 Students!

I am really excited to be teaching BCS 100 this semester. We have a mixture of students joining us from Canadian, German, and Russian universities (and I think representing more countries than this!) joining us and I am looking forward to learning about each one of you. (I'll leave it to all of you to introduce yourselves and get to know each other in the Module 1 Discussion forum).

This class is set up in such a way that we will be working with one module each week of the course.

At the beginning of each week, we will begin a new module - this means that I will post a discussion question in that Module's Discussion forum for the class to consider, you will read your module readings for that week, you will post your answer to the module question and ask other students about their answers. You are expected to answer the question and then ask at least 2 other students questions about their posts. This discussion is your only weekly assignment in this class. It should not take up much of your time, but it is required.

We will continue this schedule week to week, so it is extremely important that you keep up with your module readings so that you do not fall behind in the class. You should be checking the site everyday so that you can continue your discussions with the other students and to check on anything new that might have come up on the site. You should be spending about 8-10 hours per week on the course to keep up with the class and participate fully. Please try to achieve this goal.

I look forward to getting to know each one of you this semester!

Karla

VII. Course Email

Instructors must add the Messaging block to the homepage as a quick link to encourage students to use the internal Moodle messaging for emails. UArctic strongly discourages instructors from providing students with their personal or professional email. By using Moodle email, all of the student communication will be located within the course and is easily archived for course records in the UArctic course website. For more information about how to use the course email, see page 21.

During the first week of the course, the instructor must send a group email to all class participants through the Moodle course email. The instructor must check to ensure all students

have proper course access and to address any academic questions. It is very important to identify early if students are having problems or concerns with the course.

VIII. Additional Resources

Instructors are encouraged to post additional resources to the course. Additional resources such as graphics, maps and figures might help the visual learners, while news articles might add more relevance to a topic. The additional resources can be added to the weekly Moodle section or in a news forum. The additional resources relevant to the topics should be added at the beginning of the course, while the news articles can be posted throughout the course.

IX. Assignments

Instructors must post information about the assignments at the beginning of the course. Post a separate document for each assignment, and include assignment help documents, such as citation guides, guides for essay writing, and essay samples.

X. Exams

Approximately 1 month after the start date of the course, the instructor must notify the Office of Undergraduate Studies of the exam date and exam format. After the Office of Undergraduate Studies approves the date and format, the instructor must post the information for the students. Students need to know what to expect on the exam and the exam format. This information must be posted at least 1 month in advance of the exam date.

The exam must not be posted until the exam date.