

ONLINE TEACHING GUIDELINES

European Union Studies Program

A Collaborative Program of the Ludwig-
Maximilians-University Munich
and
The University System of Georgia

Table of Contents

I.	Pedagogical Approach	2
II.	Institutional Issues	3
	A. Ludwig-Maximilians-University Munich	3
	B. University System of Georgia	4
III.	Guidelines for Online Teaching	5
	A. Initial Steps	5
	B. Two Months Out	5
	C. One Month Out	6
	D. Course Start	8
	E. Course Instruction	9
IV.	Technical Problems	10
V.	Course Evaluation	10
VI.	Appendices	11
	Appendix A: USG Course Registration and Compensation	11
	Appendix B: Sample Letter to Students	12
	Appendix C: Collaborative Course Schedule 2010-2012	14
	Appendix D: Course Evaluation	16

I. Pedagogical Approach

The European Union Studies certificate is a collaborative program between the institutions in the University System of Georgia and the Ludwig Maximilians University Munich/ Geschwister-Scholl-Institute of Political Science. A catalog of eight online courses has been developed to facilitate joint instruction across the Atlantic. Due to the multi-institutional character of the program, a uniform format for the online courses is important in order to ensure that students receive a consistent learning experience. Standardization harmonizes what could otherwise disintegrate into a fragmented knowledge base at the various institutions of the program. For that reason, online course instructors should endeavor to implement the program's format in the teaching and design of their course.

The format for the online courses is based upon the following principles:

- ❖ **Comparative focus.** Where appropriate to the material, courses should be comparative in nature, examining similar issues and policies in the US and EU separately as well as in the transatlantic context.
- ❖ **Modular structure.** Courses should consist of a series of one- and two-week modules. Modules are self-contained course segments dealing with particular topics that include their own learning objectives, reading assignments, case studies, means of assessment, etc.
- ❖ **Multi-media approach.** A multi-media approach to teaching and learning—visuals (maps, graphics, videos), simulations, audio supplements (music, interviews)—should be utilized to make courses as stimulating as possible.
- ❖ **Collaborative teaching.** Since the academic terms at Georgia institutions and the Ludwig-Maximilians-University Munich do not align perfectly, instructors should use the periods of overlap to engage in collaborative teaching. During the overlap period, the same modules should be covered on both sides of the

Atlantic. Collaborative teaching may also consist of joint presentations, shared lectures and common assignments, with the goal of promoting interaction between students in Germany and Georgia.

Each principle of the program's format is introduced to accomplish a specific pedagogical objective. A comparative focus enhances the transatlantic character of the program and fosters cultural sensitivity. Students gain a broader understanding of the similarities and differences between two areas of the world and the problems faced in unison. The modular structure allows individual modules to be separated from the online course and “plugged in” to other courses, infusing them with an EU component. The multi-media approach adds an experience beyond what could be achieved in a typical classroom and furnishes a means of maintaining student interest.

In addition to these basic principles, a number of “design elements” should be included in a course: a printable syllabus, case studies, Internet links, a multilingual bibliography, appropriate and clearly stated means of assessment, student/instructor interactivity, and encouragement of student teamwork. Finally, a successful course should accomplish three goals in terms of student learning outcomes: the attainment of substantive knowledge about the EU and U.S., technology utilization skills, and research and communication skills.

II. Institutional Issues

A. Ludwig-Maximilians-University Munich

The Geschwister-Scholl-Institute of Political Science has established a decentralized administrative process. Each instructor is responsible for announcing the webcourse in the “kommentiertes Vorlesungsverzeichnis”. It is recommended that the following issues are addressed in the announcement:

- ❖ date/hour of the introductory session at the CIP-Pool (reservation of the CIP-Pool is in the duty of instructors);
- ❖ registration procedure: registration sheets will be laid out at the central office two weeks before the end of the previous semester, i.e. July/February (and forwarded to the instructor when completed).

Equivalent EUSC courses will also be announced by the central office in the “kommentiertes Vorlesungsverzeichnis” that is posted on the institute’s blackboard.

B. University System of Georgia

The University System of Georgia has established a payment process for online course instructors who are participating in the European Union Studies certificate. Specifically, Presidents at 13 institutions have signed a Memorandum of Understanding that provides a compensation mechanism. *It is the responsibility of the online instructor to initiate the compensation process at his/her institution.* At a minimum, the instructor's Business Office should be alerted as soon as possible and informed of its role in obtaining funds from the University System institutions with students enrolled in an online course. The precise steps for student registration and faculty compensation are outlined in Appendix A.

III. Guidelines for Online Teaching

It is extremely important for Georgia and Munich faculty to establish early and frequent communication in preparing to teach a collaborative online course. For Munich faculty, Manuela Glaab (Manuela.Glaab@gsi.uni-muenchen.de) will provide the names and contact information of their Georgia collaborators while Heather Mbaye (hmbaye@westga.edu) will do the same for

the Georgia faculty. In preparing to teach collaboratively, the steps outlined below are recommended to ensure a successful partnership.

A. Initial Steps (three months in advance)

1. At least **three months** prior to a course is scheduled to begin, faculty should contact Heather Mbaye (hmbaye@westga.edu) to obtain login information for themselves and to have a specific section of the course established. If desired, request access to an online tutorial that will explain how to manage a course using the Vista software platform.
2. The online courses can be found at: <http://www.eustudiesprogram.org/login.htm>. Click on "EU Class Login at Georgia On My Line" and enter the user name and password that were provided to you. Click on the course title to gain entrance into the section. Faculty should review the material and become familiar with the technology.
3. For questions regarding general teaching issues, please contact Heather Mbaye (hmbaye@westga.edu).

B. Two Months Out

1. At least two months prior to the course, the Georgia and Munich faculty should agree on what changes are to be made to update the material.
2. For contractual reasons, it is the responsibility of the Georgia faculty member to make the changes. Each institution in the University System is required to have Vista support available to assist with technical matters. Again, Heather Mbaye (hmbaye@westga.edu) is available for such matters. Content and technical aspects are to be collaboratively revised.

3. The changes should be completed **two weeks** prior to the start of actual teaching. Any redesign in the format should be done by mutual agreement of the instructors, subject to the condition that changes do **not** undermine the program's basic principles.
4. Please keep in mind that the academic semesters of Munich and Georgia do not perfectly align. The Fall Semester for Georgia begins in mid-August while the corresponding start is mid-October for Munich. The Summer Semester in Georgia commences in early June in Georgia and mid-April in Munich. Collaborators should begin the Fall courses by the third week of October and end in mid-December, and the Summer courses by the first week in June and end in mid-July. In the past, the Fall Semester has typically operated from mid- October to mid-December and the Summer Semester from mid-May to mid-July.
5. Please note that certain financial aid programs require that Georgia students must have final grades entered at the conclusion of a semester to remain eligible for further aid in the next semester. Thus do **not** extend a course to the point where an “incomplete” must be entered for students. Georgia instructors need to be aware of final grade deadlines for their students (one way to find out is to ask your students about the last day of final exams at their home institution).

C. One Month Out

1. The administration of a course is a vital issue upon which instructors should reach mutual agreement. Prior to the start of a course, each instructor should have a clear understanding on how work will be divided and who is responsible for each element of the instruction.
2. At a minimum, the following issues should be resolved:

- ❖ Who is responsible for **communicating** with the Georgia and Munich students? Be aware that students communicate on two levels: bulletin board discussions and e-mails. Is the Georgia instructor responsible for answering questions from Georgia students on the discussion board and vice versa or will faculty divide the task by assigning specific weeks for addressing all responses?
- ❖ On e-mails, please make students aware to whom questions should be forwarded. As with the discussion board, instructors can either handle their own students or divide the responsibility by week.
- ❖ Both instructors should be visible on discussion boards and on live classrooms – asking questions, answering queries, etc.
- ❖ How will the course begin? It is useful to send students a message a month in advance informing them of how the course will operate. The names of students and their e-mail addresses will be provided by the Munich faculty member and Heather Mbaye (for Georgia students). A sample message is provided in Appendix B.
- ❖ Instructors should agree on the literature to assign. Be certain that assigned reading will be available to students.
- ❖ Instructors should agree on how students will be assessed. Will exams and papers be jointly graded or will students be divided by country? It is also important to decide **when** exams and papers will be returned. Problems have arisen in the past when an instructor returns assignments earlier than the other.
- ❖ It is useful to personalize the course with pictures of students and faculty as well as self introductions. Instructors should agree if such steps will be taken at the launch of a course.

- ❖ Instructors should decide how frequently each will check into the course. **An absent colleague causes strain on the other.** Online classes are flexible, but require **daily attention** – even on weekends and during University holidays. If an instructor will be absent for a period (such as attending a conference), the dates of the absence should be provided far in advance to both students and the teaching partner.
3. Since a program objective is to have students work collaboratively on a transatlantic basis, consider whether team assignments can be developed that compel Munich and Georgia students to engage in a common project. From past experience, however, students complain when the contribution of each participant cannot be evaluated separately. Consequently, try to avoid assigning a common grade for an entire team whenever possible.

D. Course Start

1. Heather Mbye will populate the course with students and create their individual login access. This step will be done automatically for Georgia students. LMU instructors should forward the names and e-mail addresses of Munich students *at least* one week before the course begins.
2. The instructors should not attempt to add students into the online course themselves.
3. Keep in mind that students, especially in Georgia, will continue to enroll and drop for the course during the “drop-add” process.
4. Please watch student participation and contact any student who does not log into the course. It is useful to build course attendance--typically through bulletin board participation--into the course syllabus. Students who are not active for a specified period, such as two consecutive weeks, should be subject to withdrawal by instructor

- initiative. Notify Heather Mbaye if a student is to be withdrawn so that his/her course privileges are terminated.
5. When starting a course, a lag of about four or five days should be allowed to enable students to resolve any technical problems. In the past, login complications have sometimes occurred. An adjustment period is warranted to facilitate a comfort zone for students. Munich instructors should meet with their students for a face-to-face introductory session at the CIP pool (make sure that your reservation is valid!) about one week in advance of the webcourse.
 6. Initial assignments should be kept modest during the first week to accommodate student transition into the online format. Self-introductions are a good way to initiate student participation.

E. Course Instruction

1. During the course, instructors should remain in regular communication. If problems develop, contact Manuela Glaab (Manuela.Glaab@gsi.uni-muenchen.de) and Heather Mbaye (hmbaye@westga.edu) immediately.
2. Adjustments in a course are sometimes necessary as it evolves during the semester. Problems, including technical difficulties, sometimes interrupt the course calendar. Please notify students as soon as possible about changes in the calendar or assessment procedures.
3. A useful strategy for making effective use of the online format is to schedule a live "chat" with a practitioner, such as a representative from the European Commission or a well known scholar.
4. For Georgia instructors, send final grades to Heather Mbaye who will forward them to the appropriate institutions. **Please do not delay since University System institutions do not operate on a uniform schedule.**

5. For Munich instructors, forward final grades to the central office, not to the students directly. Students will decide on their own which grades will count for EUSC and/or Magister/Diplom and have it registered in their personal student file.

IV. Technical Problems

Information on the login page and help pages is available on the EUSP webpage at <http://www.eustudiesprogram.org/login.htm> . Once you sign in to the course website, there are “help” tools which should help you with technical issues. As stated above, for login issues, please contact Heather Mbaye.

V. Course Evaluation

All online courses must be evaluated. The survey instrument is online; each course will have a unique survey address. A link should be inserted on the front page of the course during the last week or so of regular classes. Please encourage students to complete the evaluation.

Appendix A USG Course Registration and Compensation

The European Union Studies Certificate offers a catalog of courses in an online format. Students at 16 institutions in the University System of Georgia (see list below) are able to enroll for these courses—and pay tuition—at their home institutions. The course instructor is paid from the tuition generated by the course enrollment.

The process for enrolling and transferring funds operates in the following manner:

1. The EU Studies campus representative establishes an equivalent course for the online offering. The equivalent can be in the form of a “Special Topics,” “Independent Study,” or other appropriate option. The campus representative, or designated faculty member, is listed as the instructor-of-record.
2. The campus representative notifies Heather Mbaye (hmbaye@westga.edu) and provides the student’s name, e-mail address, and student identification number.
3. The online instructor will contact students via e-mail prior to the course and supply them with the following information: syllabus, login access, and course texts.
4. Online instructors will be paid a *maximum* of 9% of their salary for teaching a course and *up to* an additional \$1,000 for updating the course material. If funds are not sufficient to reach this amount, the course either can be cancelled or the instructor can consent to a corresponding reduction in compensation.
5. After mid-term, Heather Mbaye will send a message to campus representatives verifying current enrollments to account for student withdrawals. The updated roster will be forwarded to instructors for invoicing.
6. The Program’s Home Institution Business Office will send an invoice to the various Business Offices listing students enrolled in the course. The invoice will request payment equal to the rates assessed on the tuition and billing document.
7. Instructors will be paid via monetary transfer to their home institution or direct payment from UWG.
8. The home institution of a student retains the Full-Time Equivalency (FTE) hours.
9. At the conclusion of the course, the online instructor reports student grades to Heather Mbaye and she will convey them to the campus representative who officially enters the grade.

Appendix B

Sample Letter

Dear EU Students:

Welcome to the online course entitled _____. You will have the opportunity to participate in discussions and share your ideas as a group once added to the course. The course begins _____ and ends _____, excluding the final exam. Each student has been assigned a log-on and password to be used specifically for this course (please see below). Do NOT use any other logins or passwords that have been created for you at your institution. You can access the course and the basic reading material on the web at: <https://eu.view.usg.edu>.

Once you can enter the website, please feel free to explore. You will notice three icons: *Syllabus*, *Course Content*, *Course Resources*. Please go to the syllabus where you will find a detailed description of the course and its requirements. The *Course Content* link contains the material traditionally provided in the classroom by the instructor. These are the “lectures” from which you will be tested. The content is divided into eight modules that are similar to chapters in a book. Click on a module and you’ll find the lectures on the left. At the top, you’ll see “Discussions” link. To participate in class discussions, click on this link. Please also note the “Calendar” link (on which important deadlines will be posted), an “E-Mail” link (from which you can communicate with the instructor), and—under “More Tools”—you’ll find the “Assessment” link (where quizzes and exams will be taken).

During the first week, please introduce yourself to the class and explain why you are taking the course. There is no required text book in the course because the modules contain the reading material.

An online course does NOT meet at any specific time or in a face-to-face context. Everything is conducted on the Internet, even exams. The benefit is that students will become proficient in the new e-learning environment. It’s important to learn how to operate in the online format because it is the way the work environment is moving! If you experience technical problems, please use the help line at: <http://help.view.usg.edu>.

Thanks again for your interest in this topic and let me know if I can help you with anything as you begin your work in the course. You can e-mail _____ or call at _____ if you need to talk with me.

Sincerely,

Name

To access the online class, please go to <http://www.eustudiesprogram.org/login.htm>. Please log into your course following these directions:

1. Click on the "Log In" icon.
2. When asked Username: Firstname_Lastname_INSTITUTION*. See below for your institution's three or four letter code to enter. Please note that these are case sensitive. For example, if your name is Mary Smith and you are enrolled at Georgia State, then you would log in as Mary_Smith_GSU.
3. When asked Password: EU1234. Please capitalize the letters "EU." It is strongly advised that you change your password immediately.
4. You then need to click on the course title: Introduction to the Union.
5. E-mail me if you have questions.

* Institution Codes

<u>Institution</u>	<u>Institution Code</u>
Armstrong Atlantic State University	AASU
Augusta State University	ASU
Clayton College & State University	CCSU
Gainesville State College	GC
Georgia Institute of Technology	GIT
Georgia Perimeter College	GPC
Georgia State University	GSU
Kennesaw State University	KSU
North Georgia College & State University	NGCSU
South Georgia College	SGC
University of West Georgia	UWG
Valdosta State University	VSU

Appendix C
EU Online Collaborative Course Schedule
2010 - 2012

<i>Course</i>	<i>Instructor</i>	<i>Co-Taught Munich</i>	<i>Discipline</i>	<i>E-Mail</i>
Summer 2010				
European Environmental Policy	Heather Mbaye	Yes	Sciences	hmbaye@westga.edu
Fall 2010				
European Monetary System	Heather Mbaye	Yes	Business	hmbaye@westga.edu
US-EU relations	Greg Dixon	Yes	Social Sciences	gdixon@westga.edu
Summer 2011				
Doing Business in EU	Donna Cunningham	Yes	Business	dcunning@valdosta.edu
Fall 2011				
EU Science and Technology Policy	Heather Mbaye	Yes	Science	hmbaye@westga.edu
EU Law and Legal Systems	Donna Cunningham	Yes	Social Sciences	dcunning@valdosta.edu
Summer 2012				
EU Communication and Media	Frank Barnas	Yes	Humanities	fbarnas@valdosta.edu
Fall 2012				
EU-US Relations	Heather Mbaye	Yes	Social Science Core	hmbaye@westga.edu
Federalism and Multilevel Governance	Chris Bourdouvalis	Yes	Business	cbourdou@aug.edu

Non-Collaborative Course Schedule

Spring 2010			
EU Law and Legal Systems	Heather Mbaye	Social Science Core	hmbaye@westga.edu
Introduction to the European Union	Richard Reiman	Core Course	rreiman@sga.edu
Health and Welfare	Daniel Baracskay	Humanities Capstone	dbaracskay@valdosta.edu
Summer 2010			
Introduction to the European Union	Chris Bourdouvalis	Core Course	cbourdou@aug.edu
Fall 2010			
Introduction to the European Union	Chris Bourdouvalis	Core Course	cbourdou@aug.edu
Spring 2011			
Introduction to the European Union	Richard Reiman	Core Course	rreiman@sga.edu
History of Integration	Heather Mbaye	Humanities Capstone	hmbaye@westga.edu
Democracy and the EU	J. Sal Peralta	Social Sciences Capstone	jperalta@westga.edu
Summer 2011			
Introduction to the European Union	Chris Bourdouvalis	Core Course	cbourdou@aug.edu
Fall 2011			
Introduction to the European Union	Chris Bourdouvalis	Core Course	cbourdou@aug.edu
Spring 2012			
Introduction to the European Union	Richard Reiman	Core Course	rreiman@sga.edu
Social Policy in Europe	Heather Mbaye	Social Science Capstone	hmbaye@westga.edu
Foreign Policy in the EU	Greg Dixon	Social Science	gdixon@westga.edu
Summer 2012			
Introduction to the European Union	Chris Bourdouvalis	Core Course	cbourdou@aug.edu
Fall 2012			
Introduction to the European Union	Richard Reiman	Core Course	rreiman@sga.edu

Appendix D
Online Course Evaluation

Course Evaluation

1. Social Policy in the EU/Public Policy Course Evaluation

1. Please rate the instructor on the following scale:

- 1 - Strongly Disagree
- 2 - Disagree
- 3 - Neutral
- 4 - Agree
- 5 - Strongly Agree

	1 - Strongly Disagree	2 - Disagree	3 - Neutral	4 - Agree	5 - Strongly Agree
The instructor was attentive to students' academic needs.	jñ	jñ	jñ	jñ	jñ
Demands concerning performance were clear.	jñ	jñ	jñ	jñ	jñ
The instructor responded in a timely manner to questions and concerns transmitted through the mail tool and/or discussion boards.	jñ	jñ	jñ	jñ	jñ

2. Please rate the course on the following scale:

	1 - Strongly Disagree	2 - Disagree	3 - Neutral	4 - Agree	5 - Strongly Agree
The course was a positive learning experience.	jñ	jñ	jñ	jñ	jñ
The content of the course met my expectations.	jñ	jñ	jñ	jñ	jñ
Learning without physical class attendance was easy for me.	jñ	jñ	jñ	jñ	jñ
The method of grade assessment was fair.	jñ	jñ	jñ	jñ	jñ
The amount of work for the class was high.	jñ	jñ	jñ	jñ	jñ

3. Please rate the technical questions about the course on the following scale:

	1 - Strongly Disagree	2 - Disagree	3 - Neutral	4 - Agree	5 - Strongly Agree
The Vista course was easy to navigate.	jñ	jñ	jñ	jñ	jñ
The technology operated efficiently.	jñ	jñ	jñ	jñ	jñ
The bulletin board was an effective way to discuss with the other students.	jñ	jñ	jñ	jñ	jñ
Class discussions contributed to my overall understanding of the material.	jñ	jñ	jñ	jñ	jñ

4. General Questions:

	1 - Strongly Disagree	2 - Disagree	3 - Neutral	4 - Agree	5 - Strongly Agree
The virtual contact/exchange with foreign students met my expectations.	jñ	jñ	jñ	jñ	jñ
I would participate in a future webcourse.	jñ	jñ	jñ	jñ	jñ

Course Evaluation

5. The course was a positive experience, because...

6. I would improve the course by...

7. Other comments:

8. What grade do you expect to receive in this course?

A

B

C

D

F