

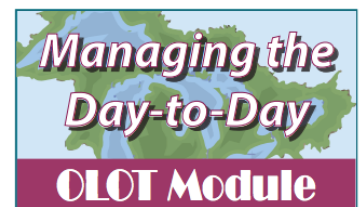
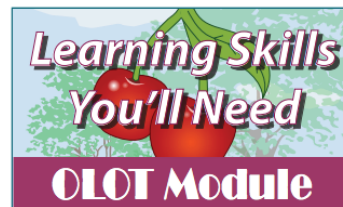
# Online Learning Orientation Tool™

— a free resource of MVU • [olot.mivu.org](http://olot.mivu.org) —

## How to Use the Online Learning Orientation Tool (OLOT)

This is the Getting Started Guide for Michigan Virtual University's® Online Learning Orientation Tool, or OLOT – a free, self-paced, web-based resource for students. OLOT is intended to help students understand what online learning entails and introduces the skills and knowledge that are key to success.

### OLOT has four modules:



### Included in this packet are three documents to help students get the most out of their OLOT experience:

1. The MVU Online Learner Readiness Rubric helps students and the adults supporting their online learning understand where students may need additional resources or assistance.

2. OLOT Content At-A-Glance shows the units and Lessons contained in each module.

3. The OLOT/Readiness Rubric Crosswalk provides the relationship between OLOT and the rubric so students can be directed to modules and/or specific units within the modules based on the results of the student's strengths and weaknesses as identified by the rubric.

Even though OLOT may be used by students independently, often it is more effective if students have someone they are accountable to for the results and someone – their mentor, parent, or guardian for example – directing and supporting their efforts.



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**We welcome feedback! Please feel free to offer any suggestions for improvement or share your experiences using OLOT by emailing us at [olot@mivu.org](mailto:olot@mivu.org).**

## Module 1: Knowing What to Expect

### UNIT 1: ONLINE VS. TRADITIONAL

- Lesson 1.1: Kind of Work
- Lesson 1.2: Amount of Time
- Lesson 1.3: Effort Required
- Lesson 1.4: Amount of Reading
- Lesson 1.5: Trade-Offs

### UNIT 2: LEARNING OPTIONS

- Lesson 2.1: Stand-Alone Courses
- Lesson 2.2: Facilitated Courses

### UNIT 3: COSTS AND REQUIREMENTS

- Lesson 3.1: Course Costs

- Lesson 3.2: Set-up Costs
- Lesson 3.3: Assessing Hardware/Software
- Lesson 3.4: Alternative Access

### UNIT 4: ONLINE TESTS

- Lesson 4.1: Time-Outs
- Lesson 4.2: Proctored Exams
- Lesson 4.3: Read Directions!

### UNIT 5: DEALING WITH FRUSTRATIONS

- Lesson 5.1: Online Course Frustrations
- Lesson 5.2: Assessing Course Quality
- Lesson 5.3: Dealing with Frustration

## Module 2: Technical Skills You'll Need

### UNIT 1: THE RIGHT HARDWARE AND SOFTWARE

- Lesson 1.1: Knowing Your Computer
- Lesson 1.2: Primary Applications
- Lesson 1.3: What are Plug-ins?
- Lesson 1.4: Downloading Plug-ins

### UNIT 2: USING A BROWSER

- Lesson 2.1: Basic Browse Navigation
- Lesson 2.2: Managing Windows
- Lesson 2.3: Text Sizing
- Lesson 2.4: Bookmarking Sites
- Lesson 2.5: Cookies and Java Script

### UNIT 3: USING A SEARCH ENGINE

- Lesson 3.1: Keyword Searches
- Lesson 3.2: Advanced Searches

### UNIT 4: UPLOADING AND DOWNLOADING FILES

- Lesson 4.1: File Management
- Lesson 4.2: Downloading Files

- Lesson 4.3: Uploading Files
- Lesson 4.4: File types
- Lesson 4.5: Virus Protection

### UNIT 5: WORKING WITH EMAIL

- Lesson 5.1: Checking and Reading Mail
- Lesson 5.2: Sending Messages
- Lesson 5.3: Attaching Documents
- Lesson 5.4: Basic Email Management

### UNIT 6: DISCUSSION BOARDS

- Lesson 6.1: Threaded vs. Non-Threaded
- Lesson 6.2: How to Read Discussion Boards
- Lesson 6.3: How to Post to Discussion Boards
- Lesson 6.4: How to Reply on a Discussion Board

### UNIT 7: CHATTING AND INSTANT MESSAGING

- Lesson 7.1: Managing the Chat Room
- Lesson 7.2: Message Formatting
- Lesson 7.3: Instant Messaging

## Module 3: Learning Skills You'll Need

### UNIT 1: LEARNING STYLES

- Lesson 1.1: Learning Styles

### Unit 2: INTEREST AND MOTIVATION

- Lesson 2.1: Interest and Motivation

### UNIT 3: STUDY SKILLS

- Lesson 3.1: Time Management
- Lesson 3.2: Organization Techniques

## Module 4: Learning Skills You'll Need

### UNIT 1: BASIC COURSE ELEMENTS

- Lesson 1.1: Announcements
- Lesson 1.2: Syllabus
- Lesson 1.3: Assignments
- Lesson 1.4: Navigation Elements
- Lesson 1.5: Communication Tools
- Lesson 1.6: Utilities

### UNIT 2: ETIQUETTE ONLINE

- Lesson 2.1: To Quote or Not to Quote
- Lesson 2.2: Adding Emphasis
- Lesson 2.3: Being Respectful to

### UNIT 3: MANAGING COMMUNICATIONS

- Lesson 3.1: Meaningful Contributions
- Lesson 3.2: Sorting Through the Weeds

### UNIT 4: PROBLEM RESOLUTION

- Lesson 4.1: Who to Contact
- Lesson 4.2: Describing Problems Effectively

## Online Learner Readiness Rubric

Name: \_\_\_\_\_

Student Readiness	Technology Skills	Work & Study Habits	Learning Style	Technology / Connectivity	Time Management	Interest/ Motivation	Reading/Writing Skills	Support Services
<i>Less Ready</i>	Student has little, if any, experience using a computer or the Internet, and has minimal desire to develop more skills in this area.	Student often needs reminders to complete routine assignments, often turns homework in late and is not able to spend 5-10 hours per week on each online course.	Student is not a self-directed learner and often requires real-time feedback from teachers regarding basic directions and follow-up support.	Student does not have consistent access to a computer and a reliable connection to the Internet at home or at school.	Student does not manage his or her time effectively in doing research, basic studies and preparing for tests or quizzes.	Student has little or no interest in the content area of the online course offering and has a negative or unrealistic attitude toward online learning.	Student is reading below grade level and has experienced difficulty with routine writing assignments.	In general, parents and school personnel do not actively support online learning and are unable or unwilling to provide support assistance.
↓	Student has limited experience using a computer and the Internet, and has expressed a strong interest in developing more skills in this area.	Student sometimes needs reminders and assistance in completing routine assignments and has pledged to spend 5-10 hours per week on each online course enrollment.	Student beginning to demonstrate a behavior of self-directed learning and sometimes requires real-time feedback from teachers regarding basic directions and follow up support.	Student has limited access to a computer with low-speed Internet service at school or at home.	Student is beginning to demonstrate effective time management skills in doing research, basic studies and preparing for tests or quizzes.	Student has an interest in the content area of the online course offering, but has expressed concerns about enrolling in an online course or has an unrealistic attitude toward online learning.	Student is reading at grade level and has demonstrated limited proficiency with writing assignments.	Student support system is limited, parents and school personnel are somewhat supportive of enrollment in online courses.
↓	Student has strong computer skills and more than adequate experience using a word processor, email application and web browser.	Student rarely needs reminders or assistance in completing routine assignments and has demonstrated good independent study habits.	In general, the student is self-directed and does not require real-time feedback from teachers regarding basic directions and follow-up support.	Student has consistent access to a computer with moderate-speed Internet service at home or at school.	Student has demonstrated effective time management skills in doing research, basic studies and preparing for tests or quizzes.	Student has an interest in the content area of the online course offering, and has a positive and realistic attitude toward online learning.	Student is reading at or above grade level and has demonstrated success with a variety of writing assignments.	Student has open access to school-based mentoring/ counseling service and parental support.
<i>More Ready</i>	Student has excellent computer skills and significant experience using a word processor, email application and web browser, and is comfortable downloading information from the Internet and using other technology tools and applications.	Student does not need reminders or assistance in completing routine assignments, usually finishes homework ahead of time and has successfully completed an independent study experience or taken an online course.	Student is a self-directed learner and demonstrates a high level of comfort and skill in learning new material without requiring real-time feedback from teachers regarding basic directions and follow-up support, and deals well with ambiguity.	Student has daily access to a computer with high-speed Internet service at home and at a convenient location in the school building before, during and after regular school hours.	Student has demonstrated outstanding time management skills while participating in a variety of clubs, student organizations, sports and work activities.	Student has a strong interest in the content area of the online course offering, is highly motivated to enroll in an online course and has a positive and realistic attitude toward online learning.	Student is reading above grade level, has strong reading comprehension skills and has demonstrated success with complex writing assignments.	Student has regularly scheduled access to school-based mentoring/ counseling services, parental support is strong and district has adopted policies and identified best practices to support students as online learners.

**Note: This rubric was not designed to be used as a tool to determine eligibility for enrollment in online courses, but instead to be used as a resource to help identify specific areas where students may need additional support to better ensure success**

## Online Learner Orientation Tool/Readiness Rubric Crosswalk

If you use the Online Learner Readiness Rubric developed by MVU®, you can use this table to see what units in OLOT correspond with which areas described in the rubric. The units within the modules that correspond with the area within the rubric are listed where the columns converge. If you are not familiar with the rubric, it is page 2 of this packet and available in the 21f Tool Kit as an interactive version here or as a PDF.

		<b>OLOT Modules</b>			
		<b>Knowing What to Expect</b>	<b>Technical Skills You'll Need</b>	<b>Learning Skills You'll Need</b>	<b>Managing the Day-to-Day</b>
<b>Rubric Areas</b>	<b>Technology Skills</b>	UNIT 1: Online vs. Traditional UNIT 4: Online Tests	All Units	NA	UNIT 1: Basic Course Elements UNIT 2: Etiquette Online UNIT 3: Managing Communications
	<b>Work &amp; Study Habits</b>	UNIT 1: Online vs. Traditional UNIT 5: Dealing with Frustrations	UNIT 5: Working with Email UNIT 6: Discussion Boards	All Units	UNIT 1: Basic Course Elements
	<b>Learning Style</b>	UNIT 2: Learning Options UNIT 4: Online Tests	UNIT 5: Working with Email UNIT 6: Discussion Boards	All Units	UNIT 1: Basic Course Elements UNIT 3: Managing Communications UNIT 4: Problem Resolution
	<b>Technology Connectivity</b>	UNIT 3: Costs & Requirements	UNIT 1: The Right Hardware & Software	NA	NA
	<b>Time Management</b>	UNIT 1: Online vs. Traditional	NA	UNIT 3: Study Skills	NA
	<b>Interest &amp; Motivation</b>	UNIT 5: Dealing with Frustration	UNIT 5: Working with Email UNIT 6: Discussion Boards	All units	UNIT 1: Basic Course Elements