

## Customer Service with a Smile; A Student Worker's Guide to Good Customer Service

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The construction of this course has been a learning experience throughout the entire certificate course. I have learned ways to construct my course that will make my student's learning experience better. I am confident that my course meets the best practices in course design, interaction and collaboration, assessment, and learner support. Each of these categories contributed to the students learning in a different way and therefore, it was very important for me to provide best practices in each of these four categories.

Part of the course design included the goals and objectives which were used to inform students what would be learned throughout the course and in each of three lessons created. Each of the course goals are listed specifically for the course. I have included the course goals and objectives in the syllabus so the student will be able to review what they will be expected to learn in the beginning of the course. Each of the goals are obtainable during the course and they all contain a verb. I also have included goals for each of the three lessons and students will have this information as soon as they enter each lesson. Each of the course goals are designed for the lesson and contains goals that are obtainable for the lesson.

Content presentation is another section of the course design. The learning material in my three lessons is well thought out and each lesson flows smoothly to allow the students to complete each lesson without confusion. I have included instructions for materials that need additional explanations and if the student is directed out of the Blackboard system, I have provided instructions on returning to the unit. Each of the lessons is set up in a way that will

allow students to review the material and immediately following complete the related quiz or learning activity. I have also provided pictures based on the learning material that will capture the student's attention. The pictures also makes the presentation more inviting to students as they learn the material.

Learner engagement is the final section in the course design. Each of the learning activities in my lessons support the goals stated in each of the lessons. I have provided instructions on how to work the content resources when needed and how to navigate back to the course lesson when directed to a video or website for continued reading. Remedial material such as videos are used in parts of the lessons, as well as advanced level material, such as reading from websites are also used to enhance the learning experience. I believe the learner engagement used in this course helps my course exceed best practices in course design.

Interaction and collaboration is an important part of an exemplary course design which includes communication strategies, development of a learning community, and interaction logistics. I am using asynchronous communication through the discussion board posts. Synchronous communication is also used in the form of virtual office hours. If a student needs to meet with me they can do so by scheduling an appointment with me to meet virtually.

The development of learning community is applied through the discussion board posts. Each student is required to respond to two other students regarding their posts. This gets the students active with one another. I also have the students completing the icebreaker "Two Truths and a Lie." Each of the students will post their original post which will include two truths about themselves and one lie. The student will not post which one is the lie so their classmates will have an opportunity to guess which statement is the lie. This icebreaker is a way to get the students acquainted with one another by giving them a fun activity to interact with each other.

Students are also encouraged to post questions to the course question discussion board if they have questions regarding any of the learning material. I will answer questions in this thread, but students are encouraged to post the answer if they have the information. This encourages all students in the learning community to participate in the learning.

Students are provided clear logistics of how they should be interacting in the course. I have provided instructions for the discussion posts and the response posts for students to refer to for clarity of the assignment. There are rubrics for both the discussions and journals in which the students are able to review before posting their assignments. I also plan to interact with students in the discussion board and provide feedback while grading assignments. All of these details are important parts of the interaction and collaboration for students to experience in an online course.

Assessments are another part of the online design that needs to be clear for students. The expectations for all assessments are clearly stated in my course design. The assessments used in this course match the goals and objectives for the course. I have also provided rubrics for assessments and clear instructions of the requirements. An example of the journal rubric is below.

**Name: Journal Rubric**

**Description: Used to grade the weekly journals submitted by students.**

	<b>Excellent</b>	<b>Acceptable</b>	<b>Needs Improvement</b>	<b>Unacceptable</b>
<b>Content</b>	Points Range: 8 (26.67%) - 10 (33.33%) The journal incorporates the content of the	Points Range: 5 (16.67%) - 7 (23.33%) Journal incorporates part of the lesson and	Points Range: 3 (10%) - 4 (13.33%) Journal reflects very little	Points Range: 0 (0%) - 2 (6.67%) Students journal did not reflect and understanding of the lesson or

	<b>Excellent</b>	<b>Acceptable</b>	<b>Needs Improvement</b>	<b>Unacceptable</b>
<b>Effort</b>	<p>lessons and the student demonstrates a knowledge and understanding of the content</p> <p>Points Range: 8 (26.67%) - 10 (33.33%)</p> <p>Exceeds the requirements for the journal by clearly stating what they are trying to say and putting effort into the quality of work turned in.</p>	<p>demonstrates some understanding of the content.</p> <p>Points Range: 5 (16.67%) - 7 (23.33%)</p> <p>Meets the requirements of the journal by stating what they are trying to say.</p>	<p>understanding of the lesson.</p> <p>Points Range: 3 (10%) - 4 (13.33%)</p> <p>Partly meets the requirements of the essay by answering the topic addressed. Does not state clearly their point and/or idea.</p>	<p>student did not complete journal.</p> <p>Points Range: 0 (0%) - 2 (6.67%)</p> <p>Student did not meet the requirements by not answering the topic or student did not complete journal.</p>
<b>Details</b>	<p>Points Range: 8 (26.67%) - 10 (33.33%)</p> <p>Student had no grammatical and/or spelling errors.</p>	<p>Points Range: 5 (16.67%) - 7 (23.33%)</p> <p>Student had less than 3 grammatical and/or spelling errors.</p>	<p>Points Range: 3 (10%) - 4 (13.33%)</p> <p>Student had 5 or less grammatical and/or spelling errors.</p>	<p>Points Range: 0 (0%) - 2 (6.67%)</p> <p>Student had 10 or more grammatical and/or spelling errors or the student did not complete journal.</p>

The assessments are designed using best practices because they measure the performance of the learning goals and objectives addressed. The assessments are explained well for anyone to comprehend and higher order thinking is required to complete the assessments. I have included assessments throughout the course to measure the amount of learning from each student and I am using multiple types of assessments, including discussion boards, journals, mid-term exam, and a final paper assignment.

Self-assessments are also important to the student in order for them to be able to evaluate their own learning. I believe students are given the opportunity to evaluate their learning through their journal entries. Their journals reflect what they have learned throughout each lesson. They will be able to gauge their level of learning by what they are able to post in their journal. Moving forward in the course design I will try to include more self-assessments into my design of the additional lessons.

Learner support is the final section of the course design and includes the orientation to the course and LMS, instructor role and information, disabilities accommodations and feedback. The orientation to the course is very clear and provides all the information needed for students to be successful in the course. I provide a link to the Blackboard tutorials that students are required to complete. Upon completion, they must submit their certificate to the course assignments page.

As the instructor, I have a clearly defined role in the course. Students are able to review this information in the course syllabus and also in the orientation. Students are informed as to how to contact me and/or schedule an appointment to meet with me virtually through Blackboard Collaborate. I will also be providing feedback throughout the discussion board postings and the journals.

I have incorporated in my syllabus a disabilities statement that details how a student should seek assistance if they have a disability. I have also included Closed Caption videos which are very helpful for the hearing impaired. I plan to offer extra test taking time or other accommodations to students who need this assistance. Students must seek assistance from disability services before these accommodation will be made on their behalf.

Feedback is important to each online learning environment. I have included surveys in lessons two and three of my design because I want to give the students an opportunity to let me know what they think is working well in the course and what improvements can be made to the course. I plan to offer these surveys throughout the lesson and at the end of the course. For example, if a student says they don't think enough information is provided to complete the journal assignments, I will make sure I offer more online reading assignments and/or videos that will give the student the information needed. Another student may say that they need more time completing the mid-term exam. This information would be very useful for figuring out the amount of time needed for the next time the course is taught.

Overall, I believe I was able to use best practices in the design of my course "Customer Service with a Smile; A Student Worker's Guide to Good Customer Service." I have included all the necessary sections needed to provide an exemplary course. This includes the course design, interaction and collaboration, assessments, and learner support. I look forward to complete this course for use in colleges and/or universities in the near future.