Online Course Development Support
UofT.me/onlinelearning

Blog Posts and
OUCI Funding Information
onlinelearning.utoronto.ca

Round Tables and List Serv
ONLINELEARNING-L@listserv.utoronto.ca
A Few Introductions
I taught Stripe how to whistle.
I don't hear him whistling.
I said I taught him. I didn't say he learned it.
ONLINE INSTRUCTION

Achieving a Balance...
establish personal and purposeful relationships through interaction and collaboration

exploration, construction and confirmation of understanding

program design, facilitation and direct instruction

Community of Inquiry Model
Adapted from Garrison and Vaughan (2008)
### TEACHING PRESENCE:
We have new roles. How do they impact design?

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amplifying</td>
<td>Drawing attention to important ideas/concepts</td>
</tr>
<tr>
<td>Curating</td>
<td>Arranging readings and resources to scaffold concepts</td>
</tr>
<tr>
<td>Wayfinding</td>
<td>Assisting learners to rely on sense-making through (social) networks</td>
</tr>
<tr>
<td>Aggregating</td>
<td>Displaying patterns in discussions and content; learning process</td>
</tr>
<tr>
<td>Filtering</td>
<td>Assisting learners in thinking critically about information</td>
</tr>
<tr>
<td>Modeling</td>
<td>Displaying important information and interaction patterns</td>
</tr>
<tr>
<td>Staying Present</td>
<td>Maintaining continual instructor presence during the course, particularly during natural activity lulls</td>
</tr>
</tbody>
</table>

Adapted from UBC Online Learning Wiki
SOCIAL PRESENCE:

New ways of connecting. How do they impact design?

Beyond discussion forums:

- Blogs and wikis
- Group projects or case studies
- Peer instruction
- PeerScholar
- Webinars
- Webinar breakout groups
- Online office hour chat
# COGNITIVE PRESENCE: Active Learning Examples

## Builds Foundational Knowledge
Reviewing primary sources, video, texts, scholarly works

## Debates
Presenting viewpoint, collaborative planning, challenging discussions and responding to ideas of others

## Experiments
Manipulating the environment to test personal hypotheses e.g. data collection and analysis, lab work simulations, problems

## Explores
Personal exploration by learner: lit reviews, web searches, information handling, media critique

## Practices
Application of theory and its assessment: self quiz, practice exercises, service learning, etc.

## Creates
Creating something new, producing work: essays, media/video production, projects, tutorials, synthesis, wiki doc, etc.

## Imitates
Observation & imitation: modeling / simulation, moderating, role plays,

## Reflects
Preparing journals, portfolios, short papers, projects

## Becomes self-aware
Personal connection, recognizing confidence, challenges, interests, values.

See Resource Sheet
STRATEGY SHOWCASE – Top 10
ACTIVITY:
During the Showcase tour, note possible online activities you might use on post it notes.

Consider:
- Accessing information and building knowledge
- Experiencing through active learning
- Reflecting on learning
You can't teach people everything they need to know. The best you can do is position them where they can find what they need to know when they need to know it.

Seymour Papert
(MIT professor and artificial intelligence pioneer)
DESIGNING ONLINE COURSE: GUIDING LEARNING

- Setting the Stage
- Shaping the Module
- Chunking
- Scaffolding
SETTING THE STAGE
Assessing prior knowledge, experiences and background

Before the Course Begins

• Pre-course survey
• Concept Inventory
• Self-Assessment Probes
COMMUNITY BUILDING ONLINE
Focus on “Connecting”

• Instructor video welcome/announcement
• Orientation Activities (tours, quizzes, practice using tools)
• Student Introduction posts
• Personal connection: Describe experience related to specified course topic
• Create a profile/blog page “About Me”
• Mapquest
SHAPING THE MODULE
The Basics

1. Introduction
2. Content Chunk
3. Learning Activity
4. Bridge
Introduction

- Learning outcomes
- Relevance
- Activate prior learning
- Inspire and motivate
Content Chunks

- Information the students receive or experience to facilitate learning – the material should directly support the learning goal
- Includes process, skills, social dimensions
- May be direct lecture instruction... but there are many other possibilities
- Research shows breaking down concepts into smaller units of learning is most effective

Switching gears

Many examples of information sharing...

…review web content, video lecturette, simulation, media elements, group activities, discussion, case study, etc.

5 – 9 minutes optimal length
→ then prompt an activity
3. **Learning Activity**

- **Check for understanding** *(poll, self-quiz, muddiest point forum, student generated test questions)*

- **Guided and independent practice** *(assignments, group work, application in context)*

- **Set up for assessment** *(formative and/or summative)*
4. **Bridge to Next Section**

- Transition from one chunk of content to the next
  - Summary statement of key learning
  - Transition statement to prepare for shift
  - Refocus and prepare for next chunk

... or closure of module/unit/week
SCAFFOLDING

Example Blueprints
Example 1: General Module Blueprint

Week 1 Intro

Concept 1
Content & Activities

Bridge

Concept 2
Content & Activities

Bridge

Concept 3
Content & Activities

Assignments and Assessments

Closure
Example 2 - Synchronous Webinar Blueprint

Week 1 Intro
Intro & Pre-work

Webinar
Webinar Intro
Concept 1
Concept 2
Webinar Closure

Assignments
Formative or summative

Week 2 Intro
Intro & Pre-work

Webinar
Webinar Intro
Concept 1
Concept 2
Webinar Closure
Example 3 – Project Based Scaffolding

Module Phase 1:
Instructor Lead
PREPARATION

Module Phase 2:
Facilitated Investigation
GROUP WORK

Module Phase 3:
Self-Organized Learner ASSIGNMENT

Increased Complexity

Increased Learner Independence
Choosing one of these blueprints – or a combination – create a concept map of your high level course format.

Note any particular activities or strategies you are thinking of using on the map.
MOTIVATION and RETENTION

• Student Barriers to Online Learning:
  – Social Interaction
  – Administrative issues
  – Time and support
  – Learner motivation
  – Time
  – Access
  – Technical problems

(Muilenburg & Berge, 2005)
ARCS Model

- Positive effects in web-based learning
- Subsequent studies show drop rate less (Attributed to this approach)
ARCS Model

Attention
- Hook?
- Inquiry?
- Variability?

Relevance
- Present need?
- Future use?
- Experience?

Confidence
- Learning requirements?
- Successes?
- Attribution?

Satisfaction
- Intrinsic?
- Recognition?
- Instructor feedback?
ACTIVITY:
Think – Pair – Share

1. What are your concerns regarding motivation and retention?

2. What strategies could you use to address that concern?
ACTIVITY: SHARE an “Aha!” Moment

- Share a highlight from the morning
- What new strategy or tool is most exciting?
“If you use objective assessments, assume your students will use their books and discuss the concepts with friends and write your questions accordingly. In fact, encourage students to use all relevant resources to complete a test, as this best reflects what occurs in real life... Why not encourage this problem-solving strategy in your students by posing complex questions that aim at higher-level thinking skills?”

(Carneson, Delpierre, & Masters)
ASSESSMENT REVISITED:
About Academic Integrity – How can I be sure?

1. Course assignment and assessment design/variety
2. Culture of the Course – messaging/orientation
3. Online assessment configuration/process
4. Combine with on-site proctored final

See Resource Sheets
ASSESSMENT REVISITED:
Strategies, Challenges and Opportunities

- Authentic experiences, assessment develop online students’ marketable skills
- Assessing whether online learners can DO: procedural assessments
- MCQ tests – invest in well-designed questions – intersection of factors, application, “non-Google-able”

Tip: Allow the students the opportunity to practice with the technology prior to a formal assessment to reduce anxiety and tech hiccups.
ACTIVITY:
DEVELOPING YOUR ONLINE COURSE FRAMEWORK
# Course Framework

## Course Assessment Scheme

### Course Outcomes:

<table>
<thead>
<tr>
<th>Course Plan</th>
<th>Learning Outcomes</th>
<th>Assessment Activities (Formative &amp; Summative)</th>
<th>Input (content, including knowledge &amp; skills)</th>
<th>Learning Activities</th>
<th>Helpful Resources (online, other media, print, people)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Schedule</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Week/Module 1</td>
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<td>Week/Module 2</td>
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<tr>
<td>Week/Module 3</td>
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</tbody>
</table>

Adapted from Fink 2003. p. 264.

See Resource Sheet
SYLLABUS DESIGN

PAR: 27 LENGTH: 628 YARDS
How Does this Course Work?

For online courses, we have developed standardized language in syllabus template format.

- Create a clear, meaningful and useful syllabus that serves as a “course map” for students...
- Support learning as an “advanced organizer” for the course
- Include specialized components particular to online contexts

See Resource Sheets!
LEARNING GUIDE FOR EACH WEEK

- Separates enduring content from the logistics of the course
- Ease of updates for you as the instructor
- Helps learners by providing an overview and a clear pathway of progression
What do I need to do...??

Week 5 Learning Outcomes and Activities

Learning Outcomes:

1. Learn and practise how to write a descriptive essay,
2. Review adjectives that describe personal traits
3. Build you skills in describing people
4. Build your skills in describing places
5. Describe a person, a place
6. Compare persons and places
7. Organize and produce an outline for Comparative and contrast essay

Tasks for the Week:

- Narrative Essay Due on Feb. 04 before the Webinar at 5:00 pm (submit through 'Written Assignments' page)
- Attend the Weekly Webinar Feb. 04 at 5:00 pm
- Weekly Quiz due on Feb. 09 by midnight
- Begin Descriptive Essay (Draft and Self Assessment due Monday Feb. 10 at 10 am)
- Work through Grammar exercises
BARRIER-BUSTING Q&A
Online Course Design Guidelines

The following guidelines provide a roadmap for instructors during the course design process or as a “self-evaluation” tool to assist instructors in revision of an existing online course using the rubric and suggested examples. This research-informed framework highlights key components essential to a high-quality learning experience for students.

Items marked with ** are recommended in all fully online courses at the University of Toronto.

The full Course Design Checklist in PDF format is available for download or may be browsed by guideline topic area:

1. Learner Support and Resources
2. Course Overview and Introduction
3. Instructional Design
4. Assessment and Evaluation of Student Learning
5. Online Organization and Design
DESIGN PLANNING
and “Pre-flight Check”

• Team-based process
• Consult on early design process
• Iterative and integrative
• Aiming to ensure a great launch
ACCESSIBILITY CONSIDERATIONS

• Consider strategies for Universal Design to include all learners

• AODA target is basic web accessibility (WCAG 2.0 Level A)

• [Accessible Course Design in Blackboard for Instructors](#) on the CTSI Site
More Workshops/Round Tables:

- Accessibility
- Media Production
- Assessment Design

→ Certificate program

FOLLOW UP TO THE CDI