

Innovative Educators

Supporting Academic & Professional Growth in Higher Ed

Improving Online Course Design To Enhance The End-User Experience

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Improving Online
Course Design To
Enhance The
End-User Experience

Video #1



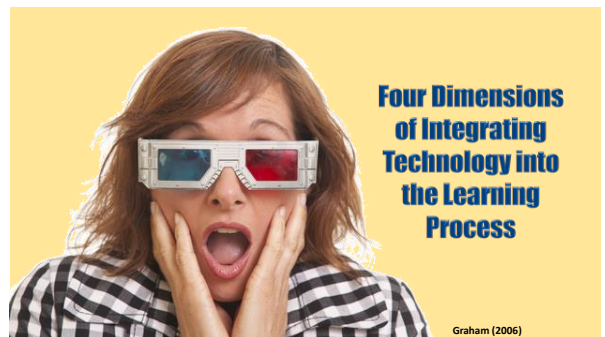
Quality in Online
Course Design:
More Than Lipstick
on a Pig:

Innovative Educators Webinar
October 19, 2018

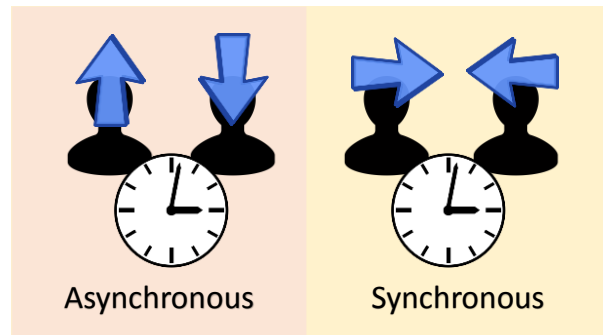
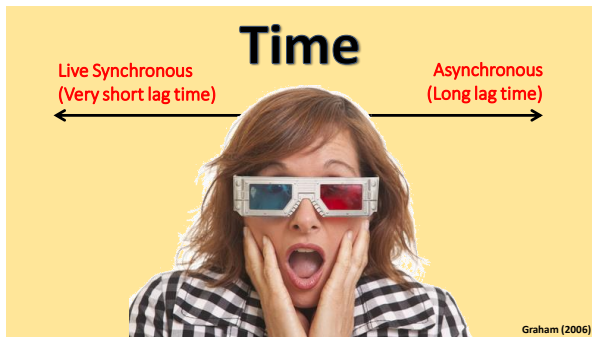


Digital resource
covering all of the
topics and
strategies in this
session along with
these PowerPoints

**Four Dimensions
of Integrating
Technology into
the Learning
Process**

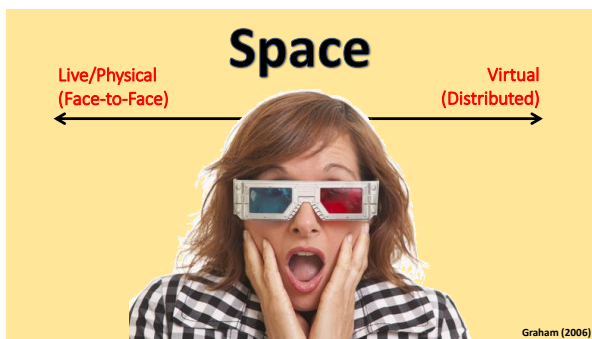


Graham (2006)

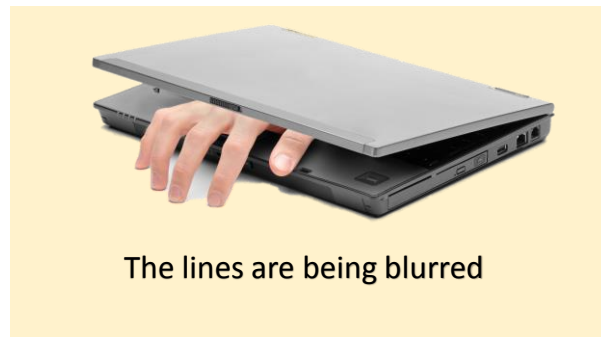


**New digital assets
are emerging on a
daily basis.**

The Future of Learning Video



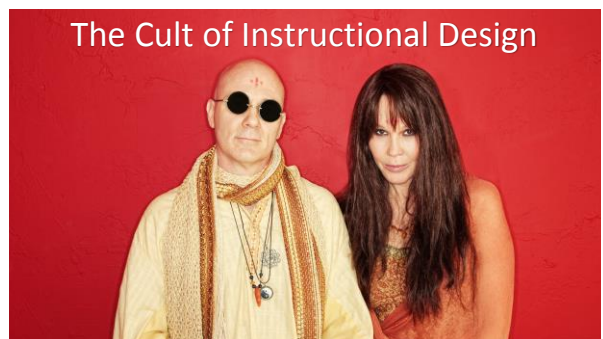
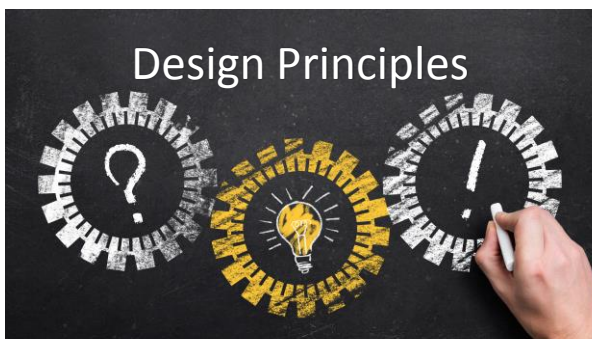
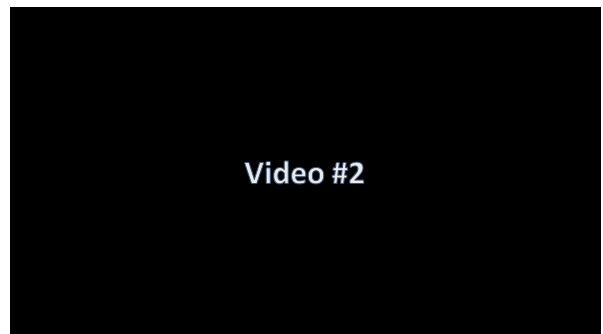
**The space
between people is
rapidly closing as
digital technology
makes the world
smaller.**



Discussion Question

Which of these variables do you find to be the greatest challenge in online course design?

- Time
- Fidelity
- Space
- Humanness



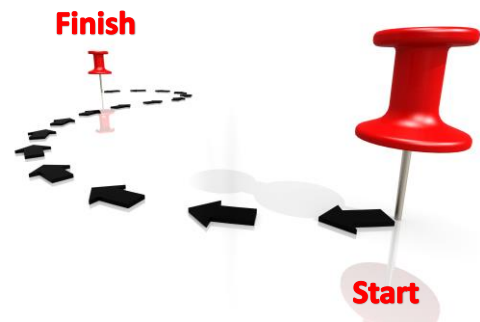
Traditional Design



Backward Design



Understanding by Design (Wiggins and McTighe, 2005)

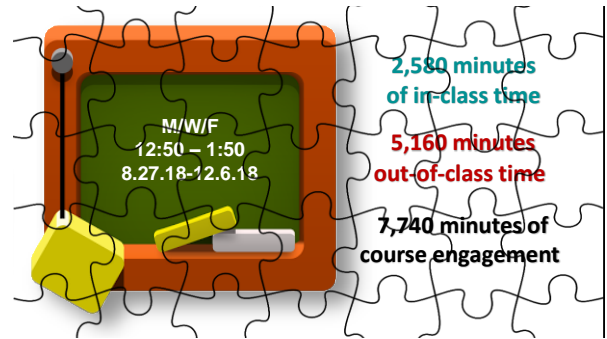


Video #3



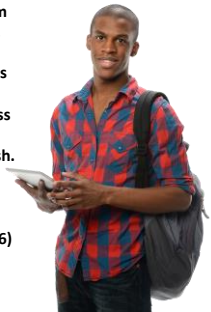
$$\left(\underset{\substack{\text{hour} \\ \text{in class}}}{1} + \underset{\substack{\text{hours} \\ \text{out of class}}}{2} \right) \times \underset{\substack{\text{weeks} \\ \text{(1 semester)}}}{15} = \underset{\substack{\text{credit} \\ \text{hour}}}{1}$$

“...one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately 15 weeks for one semester or trimester hour of credit...” (34 CFR 668.8)



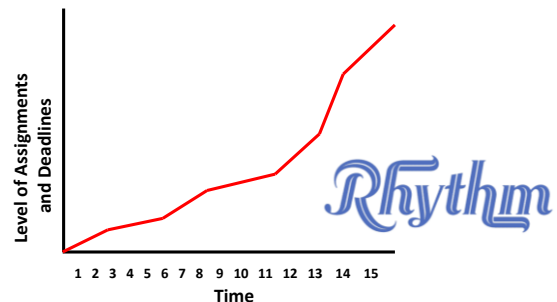
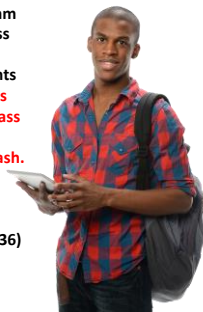
“All classroom experiences are shaped by a rhythm inherent in the progression of a semester. As class begins, the possibilities are vast. Energies and expectations are high, and professors and students are anxious about the new beginning Students start the class hopeful that it will be their best class yet. Inevitably, as the semester progresses, assignments, tests, and outside commitments clash. As the initial high energies are taxed, a vague feeling of discontent surfaces in the classroom environment.”

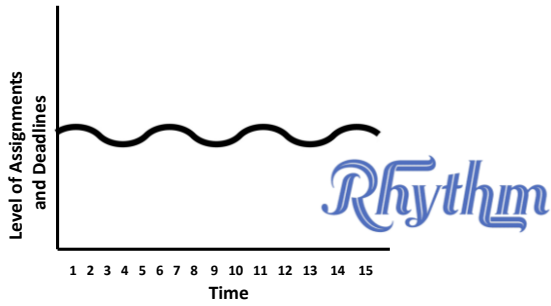
(Duffy and Jones, 1995, p.36)



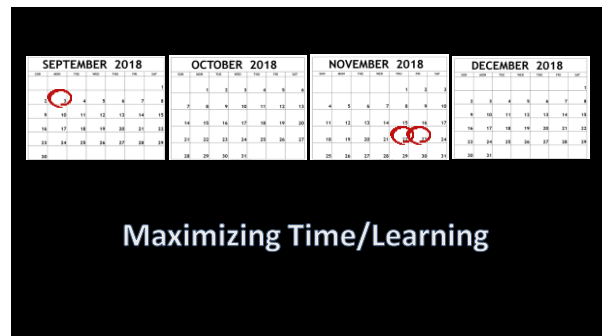
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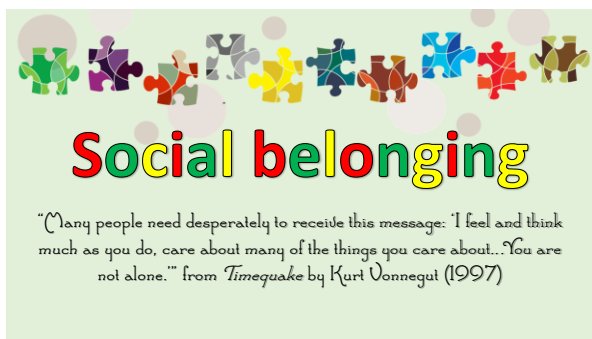
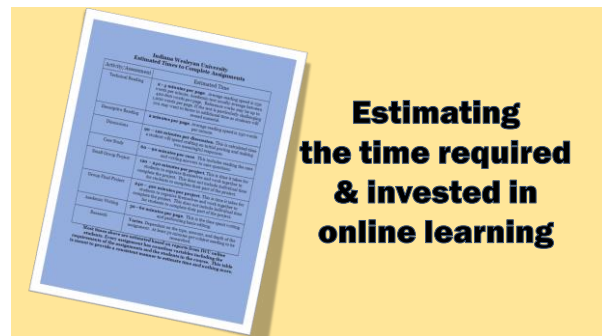
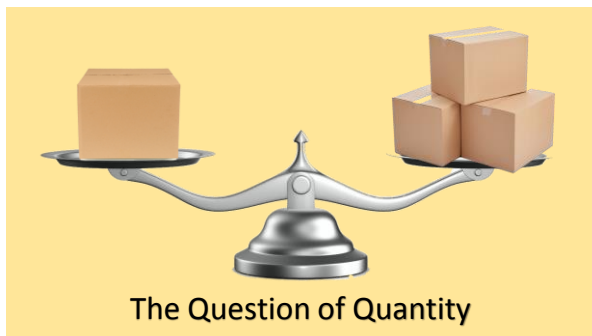
(Duffy and Jones, 1995, p.36)





The word 'HOW?' is written in large, white, hand-drawn letters on a black chalkboard. A horizontal line is drawn underneath the word.





Faculty Intro Video



The Discussion Prompt
is the Key!

TED Talk- Clint Smith

The Discussion Prompt
is the Key!

SIZZLE



Leveraging

Web Tools

In the LMS:

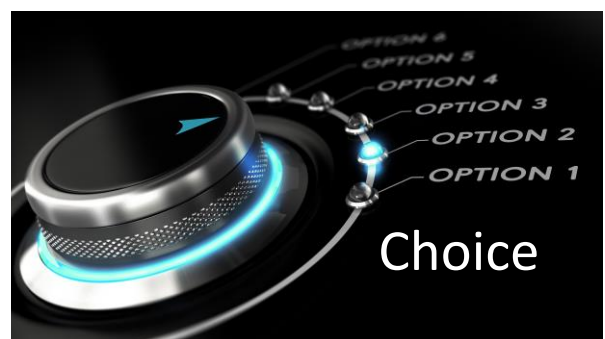
- Discussions
- Embedded Videos
- Quizzes
- Journals
- Portfolios
- Embedded Third Party Tools
- Video Creation Tools

Leveraging

Web Tools

External Tools:

- Website creation
- Mind Maps
- Portfolio creation
- Quizzes and surveys
- Academic databases

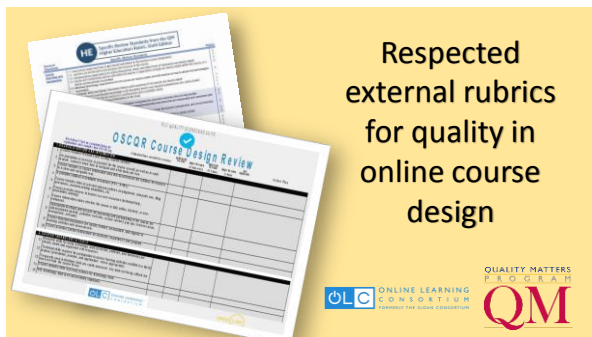




Must do: Can choose:

- Attend class
- Midterm Exam
- Final Exam
- Online Discussions
- Make a video
- Shadow a professional in the field
- Volunteer
- Write a research paper

Video #4

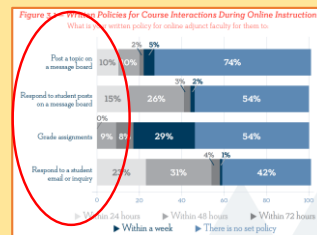




Video #5

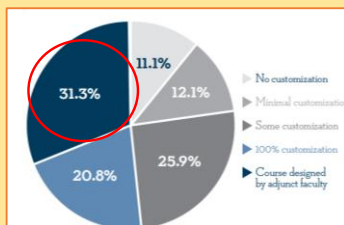


Written Policies for Online Instruction



Magda, A. J., Poulin, R., & Clinefelter, D. L. (2015). Recruiting, orienting, & supporting online adjunct faculty: A survey of practices . Louisville, KY: The Learning House, Inc.

Responsibilities for Course Design



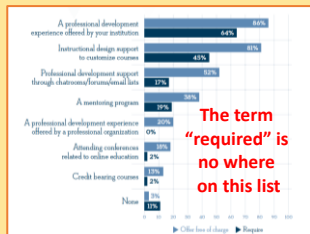
Magda, A. J., Poulin, R., & Clinefelter, D. L. (2015). Recruiting, orienting, & supporting online adjunct faculty: A survey of practices . Louisville, KY: The Learning House, Inc.

Required Activities Prior to Teaching Online

Answer	Percent
Orientation to the institution's academic and student policies for online students	62%
Orientation to the institution's support services technology support, tutoring, etc.) for online students	61%
Self-paced training on the institution's technologies (LMS, Web resources) used in online courses	47%
Instructor-led class on the institution's technologies (LMS, Web resources) used in online courses	31%
Self-paced training on effective online teaching methods	26%
Instructor-led training on effective online teaching methods	19%
Other	11%
None	9%

Magda, A. J., Poulin, R., & Clinefelter, D. L. (2015). Recruiting, orienting, & supporting online adjunct faculty: A survey of practices . Louisville, KY: The Learning House, Inc.

Professional Development for Online Faculty



Magda, A. J., Poulin, R., & Clinefelter, D. L. (2015). Recruiting, orienting, & supporting online adjunct faculty: A survey of practices. Louisville, KY: The Learning House, Inc.



"Blessed is he who expects nothing, for he shall never be disappointed."

— Alexander Pope
Poet (1688-1744)

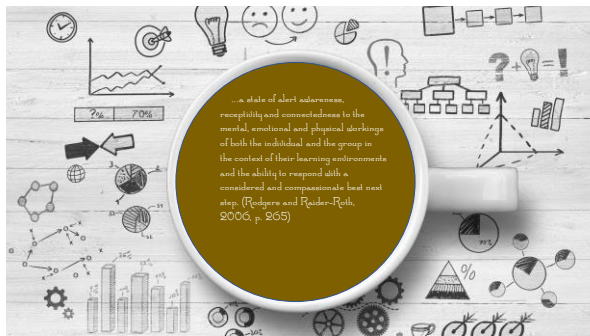
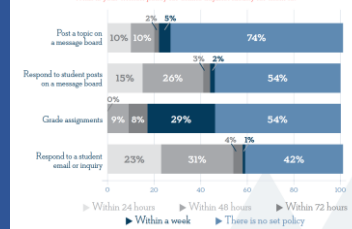
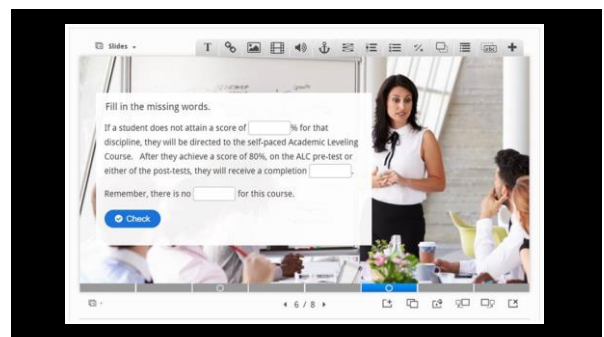
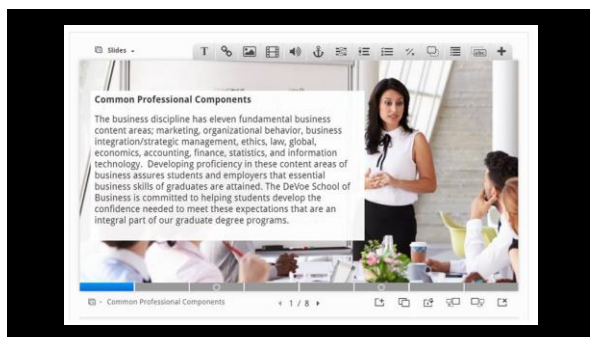
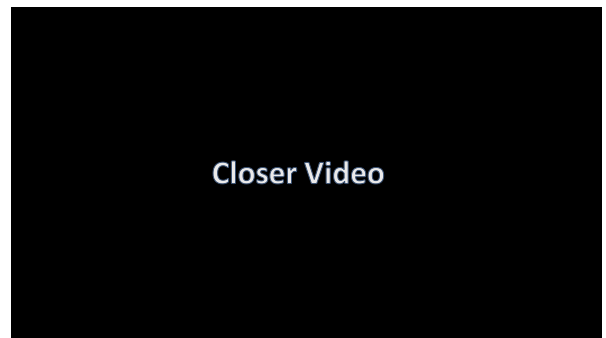
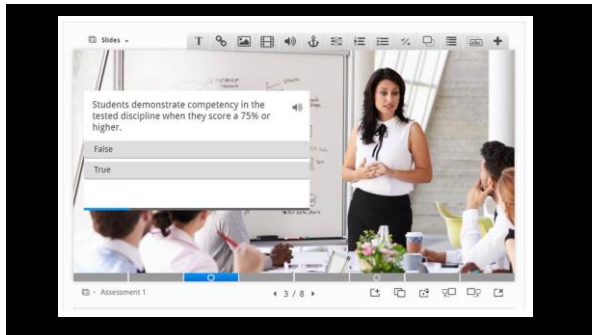


Figure 3.1 – Written Policies for Course Interactions During Online Instruction
What is your written policy for online adjunct faculty for them to:



Magda, Paulin, & Clinefelter, 2015)





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