BEST PRACTICES IN ONLINE COURSE DESIGN

A workshop for

Peralta Community College District &

Berkeley City College

May 11, 2017

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Introductions and getting started

Please introduce yourself and answer the following question in one sentence:

What is your biggest question or concern about designing your online course?

Treat this workshop like a buffet:
We will review dozens of ideas,
but you will not use everything today!

Save room for dessert!

Image: Buffet - CC BY SA Prinsotel Hotels

Session Objectives

In this train-the-trainer session you will:

- **Map principles, research and best practice literature** to your own course design and the OEI Rubric

- **Address OEI Rubric requirements** related to online course design; and

- **Support student success** in online courses

Map principles, research and literature to your course and the OEI Rubric

- Best practice literature and research
- Universal Design for Learning principles

Start with the facts

- In its recent [Distance Education Report](), the CCC Chancellor's Office (2013) shared a variety of details about online learners.

- Let's start with the big picture—retention & success rates:

	Traditional (7 yr avg)	Online (7 yr avg)
Retention rates (did not drop or withdraw)	84.5%	77.4%
Success rates (completed with a passing grade)	66.4%	55.9%

- Q: What does this mean for individual online teachers?

(CCCCO, 2013, p. 22)

Retention

Factors that affect student persistence in online courses include:

- Student satisfaction with online learning*
- Sense of belonging to learning community**
- Peer/family support
- Time management skills*
- Increased communication with instructor***

(CCCCO, 2013, p. 23)

Kevin's notes:

*/**/*** Number of asterisks show the relative amount of influence you have on this factor as an online teacher

YOU make a difference

- The research literature (CCCCO, 2013; Crews, Wilkinson, & Neill, 2015; Hart, 2012; Nash, 2009; Orso & Doolittle, 2012; Ragan, n.d.; Savery, 2005) shows that the online instructor plays one of the biggest roles in student retention and/or success. Just a couple examples:
  - The CCCCO (2013) found **faculty-student interaction** and **increased communication** with instructor as key factors.
  - **Communication/availability** rated as the top characteristic of an outstanding online teacher, followed by **compassion**, **organization** and **feedback** (Orso & Doolittle, 2012).

NOTE: "Outstanding online teachers" had an 82% student success rate!

Other big factors

- In addition to interaction/communication with the online instructor, Lister (2014) shared some other factors that affect online learner success in a comprehensive literature review:
  - Course organization and structure
  - Content presentation
  - Opportunities for collaboration and interaction
  - Feedback – timely and effective

Universal Design for Learning (UDL)

- UDL Mantra: **"Teach every student"**
  - Students with and without disabilities
  - Students with varying access to technology
  - Students with English as a second, third, or fourth language
  - Students with crazy schedules
  - Students with different learning preferences

- UDL emphasizes individualizing the students' learning experience as much as possible

- UDL focuses on four main aspects of course development
  - Objectives, Content, Activities, Assessment

Universal Design for Learning (UDL) principles

UDL principles promote providing multiple means of

- **Representation** – providing multiple ways to
  - **review content**

- **Engagement** – providing multiple pathways to
  - **make learning meaningful** personally, **challenge**, and **motivate**

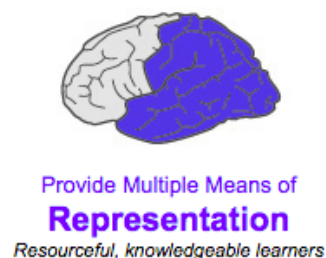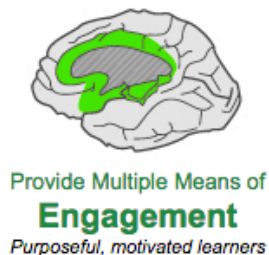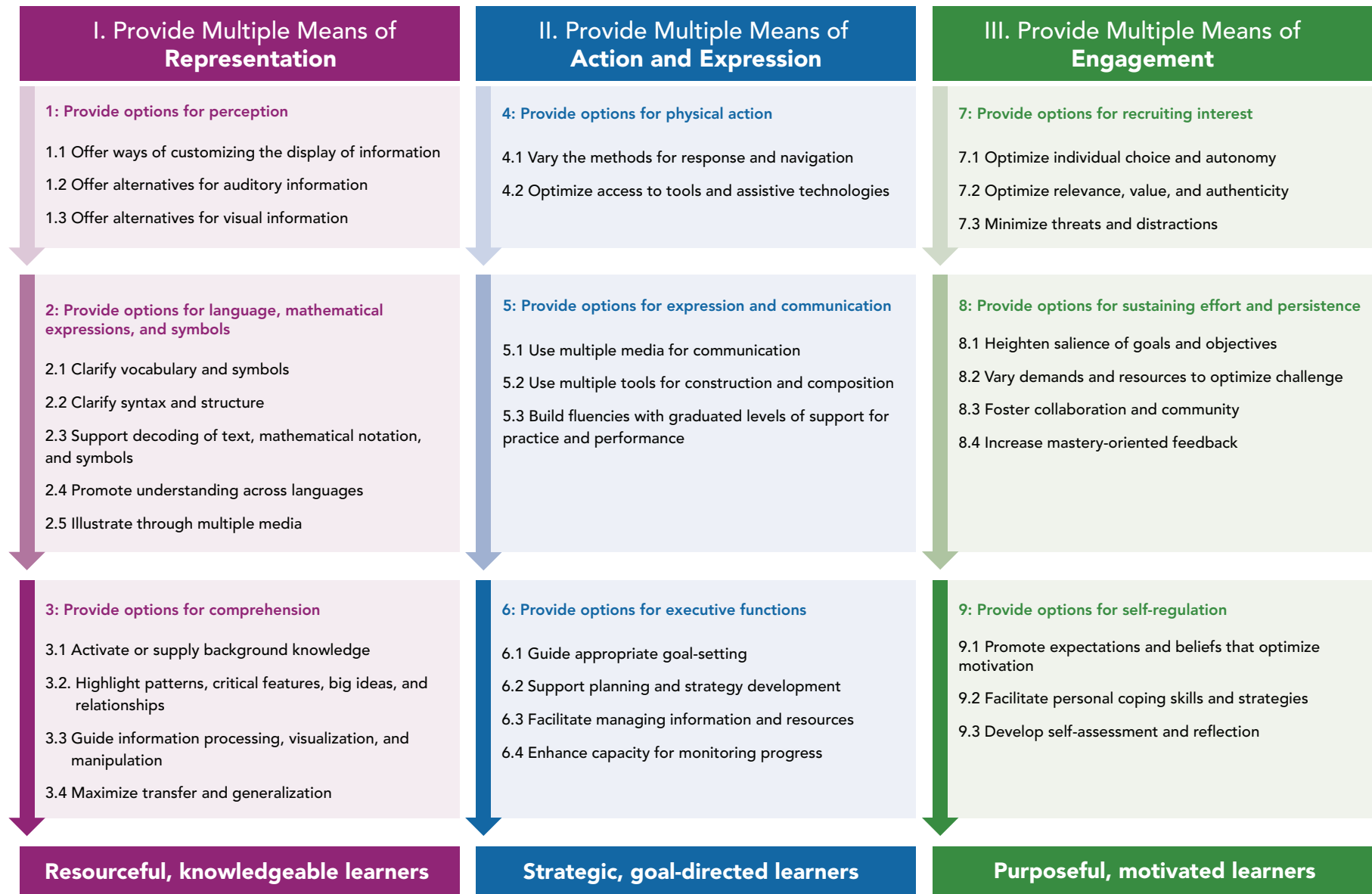- **Expression** – providing multiple pathways to
  - "**show what they know**"

Provide Multiple Means of
Engagement
Purposeful, motivated learners

Provide Multiple Means of
Representation
Resourceful, knowledgeable learners

Provide Multiple Means of
Action & Expression
Strategic, goal-directed learners

Image: National Center on UDL

Universal Design for Learning Guidelines

I. Provide Multiple Means of **Representation**

1: Provide options for perception

1.1 Offer ways of customizing the display of information

1.2 Offer alternatives for auditory information

1.3 Offer alternatives for visual information

2: Provide options for language, mathematical expressions, and symbols

2.1 Clarify vocabulary and symbols

2.2 Clarify syntax and structure

2.3 Support decoding of text, mathematical notation, and symbols

2.4 Promote understanding across languages

2.5 Illustrate through multiple media

3: Provide options for comprehension

3.1 Activate or supply background knowledge

3.2. Highlight patterns, critical features, big ideas, and relationships

3.3 Guide information processing, visualization, and manipulation

3.4 Maximize transfer and generalization

Resourceful, knowledgeable learners

II. Provide Multiple Means of **Action and Expression**

4: Provide options for physical action

4.1 Vary the methods for response and navigation

4.2 Optimize access to tools and assistive technologies

5: Provide options for expression and communication

5.1 Use multiple media for communication

5.2 Use multiple tools for construction and composition

5.3 Build fluencies with graduated levels of support for practice and performance

6: Provide options for executive functions

6.1 Guide appropriate goal-setting

6.2 Support planning and strategy development

6.3 Facilitate managing information and resources

6.4 Enhance capacity for monitoring progress

Strategic, goal-directed learners

III. Provide Multiple Means of **Engagement**

7: Provide options for recruiting interest

7.1 Optimize individual choice and autonomy

7.2 Optimize relevance, value, and authenticity

7.3 Minimize threats and distractions

8: Provide options for sustaining effort and persistence

8.1 Heighten salience of goals and objectives

8.2 Vary demands and resources to optimize challenge

8.3 Foster collaboration and community

8.4 Increase mastery-oriented feedback

9: Provide options for self-regulation

9.1 Promote expectations and beliefs that optimize motivation

9.2 Facilitate personal coping skills and strategies

9.3 Develop self-assessment and reflection

Purposeful, motivated learners

CAST

Mapping to the OEI Rubric

OEI Rubric Section	Best practices from lit	UDL guidelines
A. Course Design	Ragan, Orso & Doolittle, 8 studies cited by Lister	Representation (1,2), Expression (5,6), Engagement (7,8)
B. Interaction & Collaboration	CCCCO, Crews et al., 9 studies cited by Lister	Expression (5), Engagement (7,8)
C. Assessment	Feedback: CCCCO, Lister, Crews et al., Orso & Doolittle, Hart, & more	Expression (4,5,6), Engagement (7,8,9)
D. Learner support	CCCCO, Crawley, Pacansky-Brock, & more	Representation (2,3), Engagement (8)

Now that we have this foundation, we can get to work!

Address the OEI Rubric requirements

- Objectives
- Content / instructional materials
- Instructional activities and assessment strategies

Activity (5-10 min):
(Re)write learning outcomes

- **Start with the usual**: What should students be able to do?

- **Add/revise outcomes for scope, specificity** (granular):
  - Course level, module/unit level, activity level (?); ends, not means

- **Rethink the level** (of thinking, of achievement):
  - Bloom's taxonomy (updated)

- **Revise for context** (tech-enabled, asynchronous distance learning): Does teaching online allow you, or force you, to do something differently?
  - In some cases, technology enables new approaches
  - In some cases, learning at a distance forces us to do things differently…BUT beware of the assumption trap—
    Distance learning does NOT mean 100% of the learning must be done sitting in front of a screen.

Example: Learning at a distance

- "I offer you the opportunity to earn up to 20-points of extra credit in this class by participating in active learning experiences that support the learning objectives of our course. For example, you will have the chance to visit the UCR/CA Museum of Photography in Riverside, CA, write up a 500-word review of what you learned, and post it to your blog along with a photograph of yourself to document your visit." (Pacansky-Brock, n.d.)

Activity (5-10 min):
Discuss course structure/organization

- What is your organizing "force"?
  - Outcomes, Units or Topics, Weeks (of the semester), Other?
  - Consider

- How will you organize the course concepts?
  - Chunking, Consistency, Connections (linking)
  - Outcomes, Content, Activities, Assessments

- How will you present content?
  - UDL: Provide the same content in multiple formats
    - supported by Pacansky-Brock research: when students were given a choice between podcast and transcript:
      - 40% chose to read the lecture, 15% listened to the lecture, 30% did both, and 15% toggled between reading and listening throughout the semester

- What else do you need to support student success?
  - We'll start thinking now…and will cover in more detail later.

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- What is your organizing "force"?
  - Outcomes, Units or Topics, Weeks (of the semester), Other?
  - Consider

- How will you organize the course concepts?
  - Chunking, Consistency, Connections (linking), Level of detail
  - Outcomes → Content → Activities → Assessments

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ITEC 299 Spring 2017   Expand all / Collapse all

Course Information

Wks 1-2 - Introduction Quest

Wks 2-4 - Metacognition Quest - Learning Overview

Wks 2-4 - Metacognition Quest - Learning Strategies

Wks 4-8 - Metacognition Quest - Learning & Your Body

Wks 4-8 - Metacognition Quest - Learning & Your Mind

Wks 4-8 - Metacognition Quest - Learning & Your Network

Wks 7-12 - Tech Quest - iPods & iPhones (mp3 players and smart phones)

Wks 7-12 - Tech Quest - Social bookmarks

Wks 7-12 - Tech Quest - Screencasts

Wks 7-12 - Tech Quest - Podcasts

Wks 7-12 - Tech Quest - Games & MMOGs

Wks 7-12 - Tech Quest - iPads & tablets

Wks 7-12 - Tech Quest - Multimedia

Wks 7-12 - Tech Quest - Microblogs

Wks 7-12 - Tech Quest - Social network sites

Wks 4-8 - Metacognition Quest - Learning & Your Network

Objectives for Metacognition Quest - Learning & Your Network

- Identify different ways other people can affect your learning.
- Describe how your own network affects your learning.
- Write a plan that outlines how you will use social strategies to improve your learning.
- Use social strategies to improve your learning.
- Write a reflection that describes your use of social strategies to improve your learning.

Level 1 & 2 Activities are due on 03/15/2017, 11:55 pm
Level 3 Plans are due on 03/15/2017, 11:55 pm
Level 3 Reflections are due on 03/29/2017, 11:55 pm

Metacognition is necessary to facilitate lifelong learning. After all, we will all keep learning after this class! Metacognition also makes it possible for us to improve and even transform ourselves.

In this Metacognition Quest, you'll find resources and activities related to self-development in social aspects of your "being" toward specific goals (life-long learning and transformation).

That's a fancy way of saying: in this Quest you'll look at **how your network influences your ability to learn**:

- Go through the mini-lecture about **how your network affects learning,** then take the quiz to show what you know. (worth up to 10 points total)
- **Post in the forum** about these ideas and reply to others. (worth up to 25 points)
- **PLAN: Write a Plan** about how you will change some of your habits to investigate your network's effect on your learning. (worth up to 50 points)
- **DO:** Then spend two weeks or more investigating a network-related habit or strategy for learning. Optional: Keep a learning journal. (worth up to 25 points)
  - This can be your online network, the friends and classmates you see in person every week, or some other group, like your family or even an online community filled with people you have never met.
- **REFLECT: Write a Reflection** about what happened. (worth up to 50 points)

Lifelong learning as SOCIAL beings
How do our relationships with other people influence how we become lifelong learners and transform ourselves through learning?

Mini-lecture about Learning & Your Network (3 MB PowerPoint presentation - link opens new window)

Mini-lecture about Learning & Your Network (3 MB PDF file - link opens new window)

Learning & Your Network – Web resources

Level 1 Quiz - Learning & Your Network

Level 2 Forum - Discussion about Learning & Your Network

Level 3 PLAN - Learning & Your Network - Apply concepts to your life

Level 3 REFLECTION - Learning & Your Network - Apply concepts to your life

BE VOCAL.pdf

Wks 4-8 - Metacognition Quest - Learning & Your Network

Objectives for Metacognition Quest - Learning & Your Network

Expand all / Collapse all

- Identify different ways other people can affect your learning.
- Describe how your own network affects your learning.
- Write a plan that outlines how you will use social strategies to improve your learning.
- Use social strategies to improve your learning.
- Write a reflection that describes your use of social strategies to improve your learning.

How will you evaluate the sources of what you learn?

We're going to be doing a lot of work on the Internet, so we first need to look at what information we can trust and what information we should double-check before using it for learning. Go through the online workshop and then participate in the activities below.

Mini-lecture about Evaluating websites (audio / mp3 file - link opens new window)

Mini-lecture about Evaluating websites (PowerPoint presentation - link opens new window)

Website - Evaluating web sites for reliability, validity and bias - Techniques from UC Berkeley (opens new window)

Level 1 Quiz - Evaluating websites

Level 2 Bonus Activity - Fix fake news or report on alternative facts   1 unread post

Lifelong learning as SOCIAL beings

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Mini-lecture about Learning & Your Network (3 MB PowerPoint presentation - link opens new window)

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BE VOCAL.pdf

Activity (5 min):
Identify "instuctor presence" strategies

- What is presence? Penn State's Larry Ragan says:
  - Persona: Letting students know who you are
  - Social: Making connections with students & building community
  - Instructional: Guiding students through the learning process
- Why is it important?
  - Counter students' feelings of isolation as online learners
  - Increase student motivation
- How to achieve presence?
  - [How to Humanize Your Online Course](#)

Course Information

ITEC 299: How 2 Lrn w ur iPod

Meet your instructors (all sections are combined into one iLearn "metacourse"):

ITEC 299 instructors - click a name to send an email

Kevin Kelly	Maria Fernandez	Peter Tiziani	Angie Portacio

Office: Burk Hall 239 (Department Office for Instructional Technologies, or ITEC)
Office hours: Meeting by appointment, or meet virtually (Skype, Google Hangout)
Phone: 415.338.1479

Regular communication: Use iLearn forums (Open Forum for general questions)
Emergency or private communication: Click an instructor's name above to send an email (you MUST include "ITEC 299" in the we won't see it)

Day/Time: this class has no face-to-face class meetings, and no online class meetings at a specific time
Commitment: roughly 3-5 hours per week (Spring/Fall), roughly 7-10 hours per week (Summer)
Location: 100% online -- http://ilearn.sfsu.edu

Last day to Drop without a Withdrawal (W) grade: 02/10/2017
Last day to request Credit/No Credit grade option: 03/17/2017
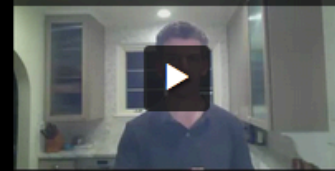
News & Announcements   1 unread post

Open Forum - Provide feedback or ask questions about the clas   1 unread post

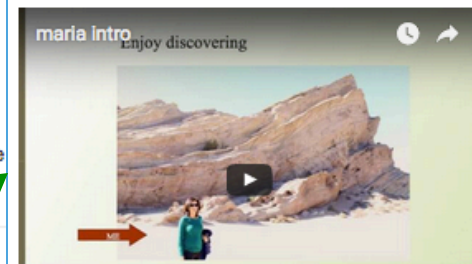Get to know the instructors - watch their welcome videos

Meet-Ups: Pick your times 1

Meet-Ups: Pick your times - 2nd sessions

Watch Kevin Kelly's welcome vi...

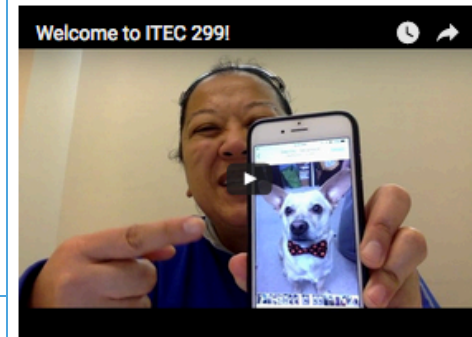Report a problem with this video

Welcome Message from Maria Fernandez

maria intro   Enjoy discovering

Welcome Message from Angie Portacio

Welcome to ITEC 299!

Welcome to ITEC 299!

Activity (5 min):
Clarify participation requirements

- What constitutes participation?
  - Use a consistent standard throughout the semester.
    - Example: discussion forum –
      Original response to prompt, two replies to fellow students
      - NOTE: Use multiple deadlines to spread out the work for the students and yourself
  - Define expectations in your activity instructions.

Activity (5 min):
Create a learning community

- How can we help students build community?
  - Technology
    - Canvas:
      - General forums: Open forum / Suggestion box / Kitchen table
      - Groups: instructor created (project teams), student created (study groups)
    - Social media: Facebook group, Twitter hashtag
  - Practice
    - Encourage students helping each other (recognition, points)

Activity (10 min):
Select and clarify assessment strategies

- How will students show what they know?
  - Does the assessment strategy match each learning objective's level of thinking or achievement?
    - E.g., You wouldn't use a multiple choice test to see if I can perform surgery!
  - UDL recommends: provide multiple pathways (Kelly, 2014)
    - WHEN
      - Can be done over time
      - Can be done at the same time
      - Can be both
    - HOW
      - Can be simple
      - Can be complex

- How will you let students know what's expected?

Example

Provide different challenge levels:

Level 1	Level 2	Level 3
Low Challenge	Medium Challenge	High Challenge
Example:	Example:	Example:
Listen to a Mini-Lecture	Participate in discussion	Perform an experiment
Take a Quiz	Reply to other students	Write an essay
Earn up to 10 points	Earn up to 25 points	Earn up to 50 points

For each module/unit:
- Students can attempt as many activities as they want.
- We suggest starting with Level 1 and working up, but they can start at higher Levels if they feel confident.
- Students can always come back and do more activities before the deadline.

Level 2 Forum - Learning Strategies

Time estimate to complete this activity:

- Level 2 – 20 to 60 minutes (one session or broken into multiple sessions)
    - 10-15 min writing an original response to the prompt
    - 10-15 min writing a reply to another student – this includes searching for sources to support your reply
        - can repeat three times

Post one thread in this discussion forum (10 points total). See the first "example discussion thread" below for ideas.

Your post should address each of these areas to get full credit:

CURRENT/PAST STRATEGIES

2 points - Describe at least one learning strategy that you have used or are using now and what class you're using it in. It might be o
might be one you have been using for a while.

3 points - Do you think that learning strategy is working effectively for you? Why or why not?

FUTURE STRATEGIES

3 points - Describe a NEW strategy you learned about to help retain information or take notes and explain WHY you would like to try
learning style. (You might have mentioned it in Metacognition Quest. It's okay to mention it again here, along with the answer to the n

2 points - How likely are you to use it next semester? What factors affect how likely you are to use it or not use it?

REPLIES TO OTHERS

Reply to at least three other threads that do not have two replies yet (up to 5 points per reply).

5 points - Suggest another learning strategy that would help this person in class and explain WHY it would be effective.

OR 5 points - Suggest a particular technology or app that would be a good tool for this person's chosen learning strategies, current

Support student success in online courses

- Student readiness and preparation
- Supplemental software
- Course & institutional policies; Student support

Activity (5 min):
Readiness and Preparation

- How will you help students assess their readiness and prepare for online learning?
  - There are a wide variety of online readiness surveys out there
  - OEI has online readiness tutorials

Activity (5 min): Software

- Will you do anything in your class that requires special software?

  - Most common: Fee for Microsoft Office → free reader for Adobe PDF

  - Specialties: Media production,

Activity (5 min):
Policies and Support (outside your class)

- Let's review some common policies for an online course syllabus
  - Some are new
  - Some may be different than F2F course policies
  - Some are the same as F2F course policies

- What student support services are relevant to your class? To your students?
  - Academic
    - Writing, Tutoring, Library (any research projects?), Advising, Bookstore
  - Non-academic
    - Counseling, Financial Aid, Registration

Additional resources

Additional Resources

- CCC Chancellor's Office. (2013, August). *Distance Education Report*. Retrieved from http://californiacommunitycolleges.cccco.edu/Portals/0/reportsTB/REPORT_DistanceEducation2013_090313.pdf

- Crews, T.B.; Wilkinson, K.; & Neill, J.K. (2015, March). Principles for Good Practice in Undergraduate Education: Effective Online Course Design to Assist Students' Success. *MERLOT Journal of Online Learning and Teaching, 11*(1), 87-103.

- Lister, M. (2014, December). Trends in the Design of E-Learning and Online Learning. *MERLOT Journal of Online Learning and Teaching, 10*(4), 671-680.

- Orso, D. & Doolittle, J. (2012, November 2). Instructor characteristics that affect online student success. Faculty Focus. Retrieved from https://www.facultyfocus.com/articles/online-education/instructor-characteristics-that-affect-online-student-success/

Additional Resources

- Pacansky-Brock, M. (n.d.). The History of Still Photography. [Sample syllabus]. Retrieved from http://page.teachingwithoutwalls.com/humanized-syllabus

- Portland Community College - resources supporting effective online teaching:

  - https://www.pcc.edu/distance/faculty/instructional/resources-supporting-effective-online-teaching/

- Ragan, L.C. (n.d.). 10 Principles of Effective Online Teaching: Best Practices in Distance Education. [Special Report]. *Faculty Focus*.

- Savery, J.R. (2005, Fall). BE VOCAL: Characteristics of Successful Online Instructors. *Journal of Interactive Online Learning, 4*(2), 141-152.

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Thank you!

Contact me with questions

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