

(RE)DESIGNING THE ONLINE LEARNING EXPERIENCE



A workshop for
Peralta Community College District

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Introductions and getting started

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

What is one goal you want to achieve during this particular Distance Education workshop?

Session Objectives

Teaching

- (Re)Design course-level learning outcomes
- Plan assessments, activities & course materials based on outcomes
- Consider UDL strategies & best practices to use

Technology

- Navigate Canvas
- Modify course Settings
- Explore Canvas Outcomes
- Create a Canvas module to support online learners

COURSE (RE)DESIGN

- (Re)write or add learning outcomes for 1 or more modules
- Plan assessments, activities & materials for each outcome

“The key to success is to appreciate how people learn, understand the thought process that goes into instructional design, what works well, and a range of different ways of achieving goals.”

- Tim Buff

OEI Rubric Section A.1: Course Design - Objectives

The OEI Course Design Rubric has an entire section on Objectives:

- Objectives are made available in a variety of areas in the course (within the syllabus and each individual learning unit or module)
- Objectives are clearly written at the appropriate level and reflect desired outcomes
- Objectives are written in measurable outcomes (students know what they are expected to be able to do)



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(Re)writing learning outcomes

- **Start with the usual:** What should students be able to do by the end of the course?

Examples:

- Use metacognitive strategies designed to improve your learning
- Explore different technologies specifically for learning

(Re)writing learning objectives

- **Add/revise outcomes for scope, specificity**
(granular):
 - course level
 - module/unit level
 - activity level (?)

(Re)writing learning objectives

- **Add/revise outcomes for scope, specificity:**

- Example: Explore different technologies specifically for learning
 - Describe what the technology is, what it does, and how it can be used for learning.
 - Use the technology for specific learning activities.
 - Evaluate how effective that technology is for you.
 - Plan and execute personal growth activities that use podcasts for learning in one of your other classes or for work-related training.
 - Reflect on the effectiveness of using podcasts for learning in one of your other classes or for work-related training.



Course objective

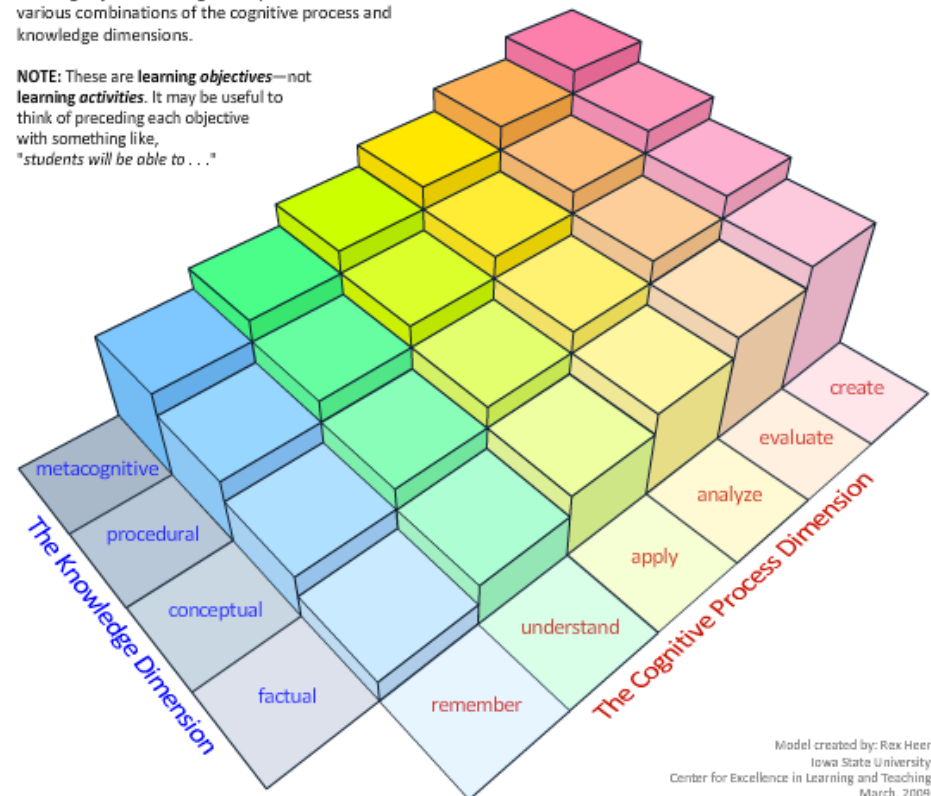
Module objectives

(Re)writing learning objectives

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

Mouse-over the colored blocks to see examples of learning objectives that generally match each of the various combinations of the cognitive process and knowledge dimensions.

NOTE: These are **learning objectives**—not **learning activities**. It may be useful to think of preceding each objective with something like, "students will be able to . . ."



Model created by: Rax Heer
Iowa State University
Center for Excellence in Learning and Teaching
March, 2009

(Re)writing learning objectives

- Identifying types of objectives
 - Cognitive (knowledge)
 - Example verbs: define, explain, predict, compare, evaluate, design
 - Psychomotor (skills)
 - Example verbs: watch, operate, write, perform
 - Affective (attitudes or feelings)
 - Example verbs: select, discuss, justify, integrate, revise

(Re)writing learning objectives

- Cognitive (knowledge) - Bloom's Taxonomy (revised)
- **Remembering**: Recall/recognize specific information
- **Understanding**: Lowest level of understanding
- **Applying**: Implement (use) information
- **Analyzing**: Break information into parts and describe the relationship
- **Evaluating**: Make a judgment about materials or methods
- **Creating**: Generate new ideas, products and ways of viewing things

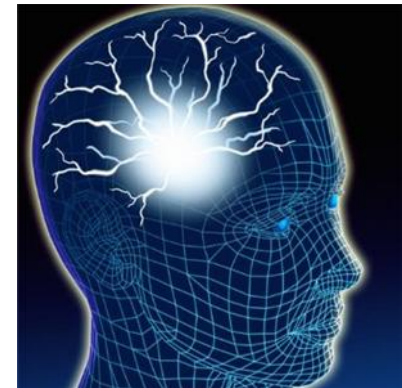


Image source:
<http://www.iftf.org>

See http://itc.utk.edu/~bobannon/classifications.html#cognitive_domain

(Re)writing learning objectives

- Psychomotor (skills)
- **Observing:** Active mental attending of a physical event
- **Imitating:** Attempt to copy a physical behavior
- **Practicing:** Try a specific physical activity over and over
- **Adapting:** Fine tuning, make minor adjustments in a physical activity



Image source:
<http://www.sharjah.ac.ae>

See <http://ets.tlt.psu.edu/learningdesign/objectives/psychomotor>

(Re)writing learning objectives

- Affective (attitudes or feelings)
- **Receiving:** Shows awareness.
- **Responding:** Shows attention and motivation.
- **Valuing:** Demonstrates commitment.
- **Organizing:** Integrates and prioritizes new values.
- **Characterizing by value:** Behavior reflects new values.

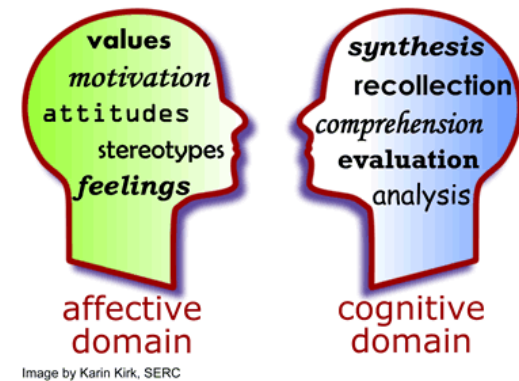


Image source:
Karin Kirk, SERC
<http://serc.carleton.edu>

<http://www.uwsp.edu/education/lwilson/curric/affectiv.htm>

(Re)writing learning objectives

- **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...
 - REMEMBER: beware of the assumption trap—Distance learning does NOT mean 100% of the learning must be done sitting in front of a screen.

Activity: (Re)write learning objectives

Task (3-5 min):

- Review your course objectives
- (Re)write one course-level objective
- Add unit or module-level objectives

Activity: Share

- 3 to 5 faculty will share before/after versions of their objectives

OEI Rubric Section A.3: Course Design - Learner Engagement

- It is clear how the instructional strategies will enable students to reach course objectives
- Course design includes guidance for learners to work with content in meaningful ways
- Individualized learning opportunities, remedial activities, or resources for advanced learning activities are provided
- Tools available within the course management system (CMS) are used to facilitate learning by engaging students with course content
- Technologies are used creatively in ways that transcend traditional, teacher-centered instruction
- Learners have the opportunity to give anonymous feedback to the instructor regarding course design and course content both during course delivery and after course completion



Backward course design

- Now that you have your objectives, it's time to determine how students will show what they know.
- Then select activities that will prepare them to succeed with the assessment strategies.
- Last, identify the content that they'll need for all of it.

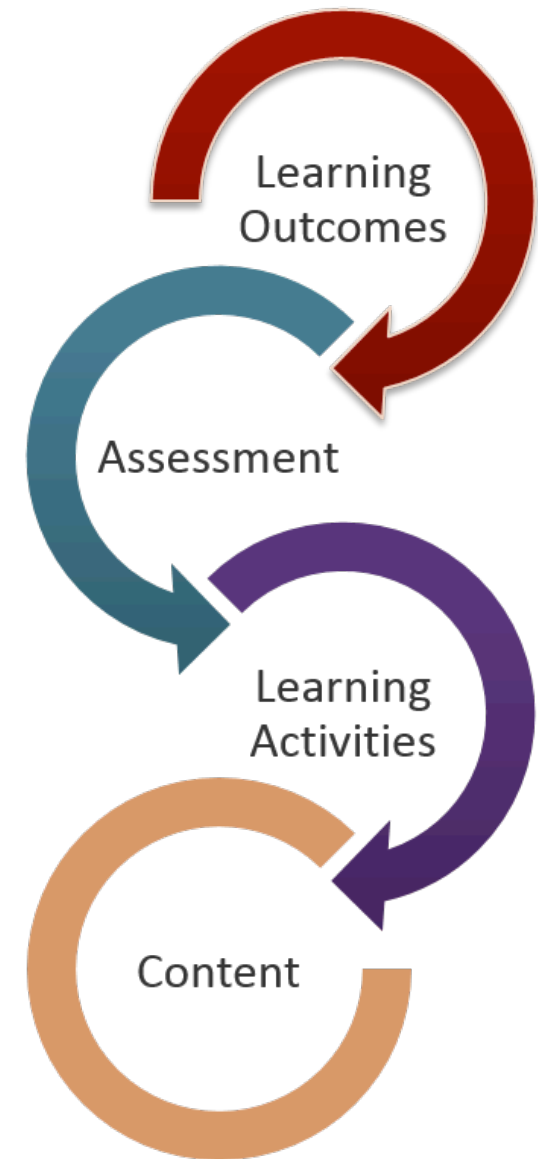


Image: [UC Davis](#)

Activity

Task (3-5 min):

- Use the worksheet to map assessment strategies, activities and course materials to your objectives
- Share elements of your map with a neighbor

UDL = inclusion?

Representation	Engagement	Expression
Provide content or materials in different ways	Motivate learners in different ways	Give learners different ways to show what they know
<ul style="list-style-type: none">• offer AND model alternative formats• clarify language• activate or supply background knowledge	<ul style="list-style-type: none">• tie concepts to real-world events or relevant topics• support different levels of challenge• provide self-assessment tools for learners to use	<ul style="list-style-type: none">• provide access to different tools & techs• let students check their progress• use different assessment methods

NOTE: These lists are not comprehensive!

BIO-BREAK (10 MIN)



Image CC BY
Rishabh Mishra

GETTING STARTED WITH CANVAS

- Navigate Canvas
- Modify course settings
- Explore Canvas Outcomes

Navigate Canvas

- Primary navigation
 - Account – Recommend adding a picture to your profile
 - Dashboard
- Secondary navigation (Courses)
 - Home
 - Modules
 - Settings

Modify Canvas Settings

- Start date (Starts)
- End date (Ends)
- Visibility
- Course Statistics
- Student View

Set up Outcomes in Canvas

- Add an outcome
- Discuss outcome "groups"

CREATE A MODULE TO SUPPORT ONLINE LEARNERS

OEI Rubric Section D.2: Learner Support – Policies & Support

- **Software** used for the course is adequately supported by the institution, including information for students on where they can obtain help
- All activities that might create educational records (as defined by the Family Educational Records Privacy Act) or that involve regular effective contact are conducted within district- or college-supported systems
- **Institutional policies, materials, and forms** relevant for learner success (e.g., plagiarism) are clearly labeled and easy to find; links allow easy navigation from the course to the information and back
- **Course/instructor policies** regarding decorum, behavior, and netiquette are easy to find and written clearly to avoid confusion
- Links to **institutional services** such as the library, or writing center, are clearly labeled and easy to find



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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

Software

- Will you do anything in your class that requires special software?
 - Most common: Fee for Microsoft Office → free reader for Adobe PDF
 - Specialties: e.g., Media production

Policies

- 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

Links to Support (outside your class)

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

LUNCH BREAK



Image: Buffet - CC BY SA Prinsotel Hotels