

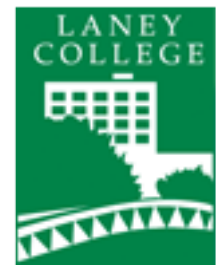
MANAGING COURSE MATERIALS & RESOURCES



A workshop for
Peralta Community College District

Summer 2017

Kevin Kelly, EdD



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Session Objectives

Teaching

- Plan course organization
- Find, (re)use, or create content
- Provide students with support related to course materials
- Make course materials more accessible

Technology

- Upload and manage Canvas files
- Create a Canvas content page
- Provide resources re: evaluating web content
- Organize course content
- Search for relevant materials

Setting personal goals

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



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PLAN YOUR COURSE STRUCTURE

OEI Rubric Section A.2: Course Design – Content Presentation

- **Content is made available or “chunked” in manageable segments** (i.e., presented in distinct learning units or modules)
- **Navigation is intuitive** and content flows in a logical progression
- **Content is presented using a variety of appropriate mechanisms** (content modules, single pages, links to external resources, multimedia, etc.)
- **CMS (Canvas) tools are used to reduce the labor-intensity of learning** (e.g., providing links to needed resources where they will be used in the course, integrating publisher resources that are tailored to the course materials, and providing streamlined access to supplementary materials)
- Clearly labeled tutorial materials that **explain how to navigate the CMS** (Canvas) and the specific course are included

Course structure/organization

- What is your organizing "force"?
 - Outcomes, Units or Topics, Weeks (of the semester), Other?
- How will you organize the course concepts?
 - Chunking, Consistency, Connections (linking), Level of detail
 - Outcomes → Content → Activities → Assessments
- How will you present content?
 - UDL: Provide the same content in multiple formats

Start with your syllabus and/or a learning objectives map

- infographic syllabus (from UDL-U site)

CHAMPLAIN COLLEGE #mkt490 Twitter Hash Tag

MKT 490-01 SENIOR MARKETING INTERNSHIP
Dr. Elaine Young, Professor, Marketing, Fall 2011 Course Syllabus

Office Hours: Fridays: 9:30 a.m. - 10:45 a.m. Joyce 313

office hours
T: 9:00 a.m. - 11:00 a.m.
Th: 3:00 p.m. - 5:00 p.m.
All other times via <http://meetwith.me/elaineyoung>

Dr. Elaine Young, Professor, Marketing
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social: Skype/Twitter/Facebook: [ejyoung67](#)
office: 214C, Ireland Global Business Center

COURSE REQUIREMENTS

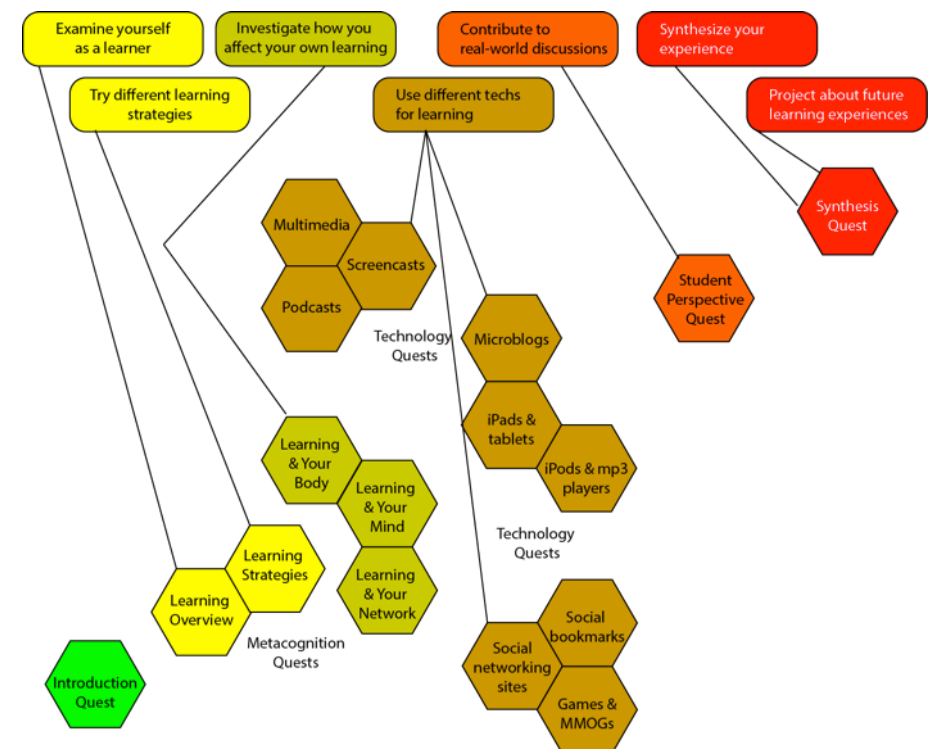
REQUIRED TEXT
Guerrilla Marketing for Job Hunters 3.0
How to Stand Out from the Crowd and Tap Into the Hidden Job Market using Social Media and 999 other Tactics Today
by Jay Conrad Levinson
<http://www.gm4jh.com>

ADDITIONAL READINGS

GRADING

30% - Employer Evaluation

- learning objectives map



Activity: Create Canvas modules

- Task (5 min): Using your syllabus or (re)designed course structure, create modules that align with how you chunk content in your course:
 - By Learning Outcome
 - By Unit or Module
 - By Week of the semester
 - Other?

FIND (OR CREATE) AND SHARE MATERIALS

Sharing content

Common formats used for class materials

- **Text:** textbooks, journal articles, websites, handouts, and more
- **Content Pages (Canvas)**
- **Multimedia:** presentations, simulations, animations, audio, video, lecture recordings, podcasts, video demonstrations

What other types of class materials do you share?

Using technology to share content

- Some **text** technologies for sharing content include:
 - Sites for sharing digital files
 - Upload to learning management system (Canvas)
 - Social bookmarking (e.g., [diigo](#), [citeulike](#))
 - Publisher sites: E-books
 - Open Educational Resources (e.g., [College Open Text](#))
 - Tools to create text & graphic-based resources
 - Wikis and blogs (e.g., [WordPress](#))
 - Infographics (e.g., [Piktochart](#))
 - Concept maps (e.g., [Mindmup](#), [bubbl.us](#))
 - Presentation software (e.g., [VoiceThread](#))
 - Sites to license digital work
 - [Creative Commons](#) (How does open publishing increase access to information?)



Activity: Make an accessible Word doc

Task (5-10 min): Revise a Word document to make it accessible

- Use heading styles
- Use bullets or numbering tools for lists
- Use row and column headers for tables
- Add alternative text for images
- Use descriptive text for links

Activity: Upload a file & Manage files

Task (3-5 min): Upload files

- Add item to Canvas
- Revise the Title
- Move to the right location within the module

Task (3-5 min): Manage files

- Create a folder
- Move a file
- Drag and drop from your desktop!

Activity: Create a Canvas content page

Ideas

- Course home page
- Module Objectives & Instructions (Example: Intro Quest)
- Module-specific content

Tasks (5-10 min)

- Insert an image
- Add a link to a course module or file
- Create a button

Activity: Create a Canvas content page

Accessibility considerations

- Use heading styles
- Add alternative text for images
- Use descriptive text for links
- Avoid using color as the only way to differentiate text
 - E.g., use bold AND change font color

Using technology to share content: multimedia

- Some **audio** technologies for sharing content include:
 - Devices to play audio
 - Smartphones, tablets and MP3 players
 - Sites to store audio
 - iTunes U (example: [Animal Biotech Video lecture](#))
 - Tools to create audio files & enhanced podcasts:
 - Lecture capture



Using technology to share content: multimedia

- Some **video** technologies for sharing content include:
 - Sites for sharing video
 - [YouTube EDU](#)
 - Processes for creating video
 - Digital storytelling - [Educational Uses of Digital Storytelling](#) – Univ. of Houston
 - Video formats
 - Screencasts (how easy is it to make a screencast?)
 - "[Solve problems with screencasting](#)" – read blog article
 - [Khan Academy](#) – point students to effective / comprehensive screencasts
 - [Screencast-o-matic](#) or [Screenr](#) – make your own screencasts



Finding course materials

- [MERLOT](#) – a curated collection of free and open online teaching, learning, and faculty development resources
- [OER Commons](#) – a dynamic digital library and network
- [Open Course Library](#) – course materials organized by course
- [Open Learning Initiative](#) – online courses with an emphasis on STEM
- [OpenStax CNX](#) – free, online educational materials
- [Canvas Commons](#) – learning object repository that enables educators to find, import, and share resources

Activity: Link to an external webpage

- Task (3-5 min): Link to an external website that you share with your class
- If you don't have a website handy, search one of the course material sites to find and vet a learning object you might share with your students
 - As a supplemental resource to support students who need extra help with a concept
 - As an additional pathway to review course topics
 - As an additional/optional challenge

UDL: Share content in different formats

My example

- For each online mini-lecture, I record it as an mp4 screencast, save an mp3 audio-only version, and share any notes or diagrams
- Idea: Give credit to students who help create a transcript

NOTE: To diminish workload, these can be built over time or with multiple instructors

Your examples

- What workshop participants plan to try in their own class:

Activity:

Universal Design for Learning

Universal Design for Learning Guidelines

I. Provide Multiple Means of Representation	II. Provide Multiple Means of Action and Expression	III. Provide Multiple Means of Engagement
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	4: Provide options for physical action 4.1 Vary the methods for response and navigation 4.2 Optimize access to tools and assistive technologies	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
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	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	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
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	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	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
Resourceful, knowledgeable learners	Strategic, goal-directed learners	Purposeful, motivated learners

Task (3-5 min):
Outline how you will
provide multiple
pathways for students to
review content

STRETCH BREAK (5 MIN)



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Quinn Dombrowski

SUPPORTING STUDENTS

Activity: Create an inventory

- Task (3-5 min): Create an inventory of learning materials that are not yet accessible

Effective practices to support student success

- Support students in evaluating web resources
 - [CC of Rhode Island](#): Provides a set of questions for students to assess **accuracy, authority, objectivity, currency, coverage and relevance**.
 - [UC Berkeley](#): Provides a slightly different set of questions for students to assess **authority, purpose, publication & format, relevance, date of publication, and documentation**.
 - [Edutopia](#): Provides an easy-to-remember framework to evaluate websites--WWWDOT

Effective practices to support student success

- Encourage collaborative content review
 - Collaborative Reading/Annotation tools
 - e.g., eMargin, [Classroom Salon](#)
 - Small group activities
 - "All questions answered"
 - Jigsaw

Effective practices to support student success

Student-Generated Content – Why?

- Increased meaning
- Increased engagement
- Increased voice
- Increased proficiency
- Increased awareness

Effective practice to support student success

Student-Generated Content – How?

- **Identify your goals** for using student-generated content, such as developing one or more proficiencies
- **Identify content areas** in your class where students can generate unique content (or context).
- **Identify the audience scope**—i.e., how big will the community be that can see the students' work?
- **Start small**
- **Refer to the student-generated content** whenever applicable
- **Use peer review** as part of the process

ORGANIZE YOUR COURSE

Activity: Organize your course

Task (3-5 min): Organize your Canvas course

- Move and revise modules and elements
- Create links to modules and elements from content pages

GUIDED PRACTICE

- Continue working with support from facilitator and peers