

ISTE 2017 – San Antonio, Texas – Saturday, June 24 - Workshop #WH011

Design & Teach Your First Online Course: Surviving, and Enjoying It

Worksheet 1: Structuring Your Course

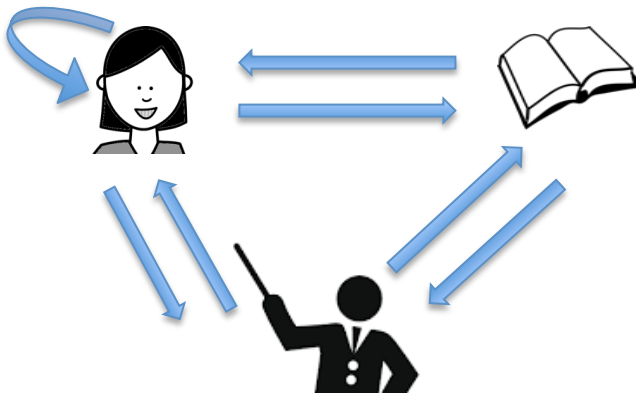
	Kind of Course	Students expected to
<input type="checkbox"/>	Content Delivery	Learn same content (congruence, right answers)
<input type="checkbox"/>	Project-Based Learning	Design / develop projects (divergence)
<input type="checkbox"/>	Making Personal Meaning	Construct knowledge through dialog & presentation

Course Values (check most important and/or number priorities)

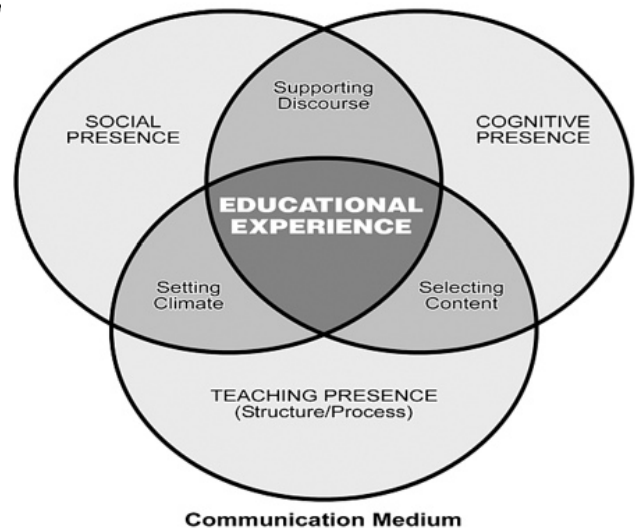
- | | |
|--|--|
| <input type="checkbox"/> Introduce material, awaken interest | <input type="checkbox"/> Interaction |
| <input type="checkbox"/> Teach & develop skills & knowledge | <input type="checkbox"/> Student leadership & control |
| <input type="checkbox"/> Master skills & knowledge | <input type="checkbox"/> Autonomy |
| <input type="checkbox"/> Construct knowledge | <input type="checkbox"/> Control |
| <input type="checkbox"/> Independence | <input type="checkbox"/> Synchronous (together live) |
| <input type="checkbox"/> Collaboration | <input type="checkbox"/> Asynchronous (no live meetings) |
| <input type="checkbox"/> Show what you KNOW | <input type="checkbox"/> Instructor presence |
| <input type="checkbox"/> Show what you CAN DO | <input type="checkbox"/> Support |

Moore's Transactional Distance Model

(relationships among students, instructor & content)



Community of Inquiry



The **Community of Inquiry Model** is another way to envision the transactional distance from the student perspective (Garrison, Anderson & Archer, 2000)

Content Structure (and how fixed, flexible, emergent)

- class-based (daily, each class, weekly)
- content-based (chapter, topic)
- project-based (paper, project, team activity)
- student-driven (cMOOC, student direction & autonomy, emergent structure)

LMS Platform

- | | | | |
|-------------------------------------|-------------------------------------|---------------------------------|---------------------------------------|
| <input type="checkbox"/> Blackboard | <input type="checkbox"/> Moodle | <input type="checkbox"/> Canvas | <input type="checkbox"/> Desire2Learn |
| <input type="checkbox"/> OpenEdX | <input type="checkbox"/> Don't Know | <input type="checkbox"/> Other | <u>OWN WEBSITE</u> |

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Worksheet 2: Interactions Within Your Course

How does class meet: together (synchronous)? or not (asynchronous)?

- every class meets together online for live presentation, questions, and discussion
- the class never meets together. Interaction via forums, mail, Slack, social media.
- class is “blended” or “hybrid” with some classes *synchronous*, others *asynchronous*
- they’re only online “activities” within a normal classroom course
- the course isn’t a “class,” but rather individuals signing up and progressing on their own

Student-Instructor Interaction: Critical! Valuable Not relevant/applicable

- students sends assignments/questions to instructor, instructor briefly responds (1-way)
- instructor engages students through substantive responses, questions, dialogue (2-way)
- instructor facilitates interaction without being a gatekeeper or bottleneck (guide-on-side)

Student-Content Interaction: Critical! Project-based Student-generated content

- students receive content/instruction from course – maybe by textbook (1-way)
- students react to and modify content as posted critiques, reviews, proposals (2-way)
- students create shared/published content as expected generative engagement

Student-Student Interaction: Maximize! Good, not critical Not relevant/applicable

- students read & respond to forum posts
- web conferences, forum, social media posts generate engaged student dialogue
- students work as partners or teams in some or all assignments
- students critique and evaluate each other’s assignment (peer assessment)

How are students assessed? How is their work evaluated?

- right/wrong content (auto-graded quiz, forum post, creative application in project)
- skill (successful APPLICATION of skill, best approximation of application)
- understanding (discussion, explanation, example, creative application)
- behavior (teamwork, leadership, creativity -- valuable but challenging!)
- papers & projects (use rubric, ideally developed with class)
- papers & projects (peer evaluation w/ training and rubric)

Projects: Maximize! Good, not critical Not relevant/applicable

- written projects submitted to instructor, graded by rubric
- written projects with peer review and/or evaluation (with rubric)
- presentation/performance in web conference or video will follow-up discussion
- stand-alone project (website, computer program, game, app, construction, activity)

How can you optimize learning?

- are students **engaged** in learning? Do they **talk and ask questions about content**?
- how are topics **introduced**? (problem? story? importance? relevance?)
- do students receive optimal **feedback**? (frequency? response time? quality?)
- how is learning **retrieved** after each learning activity? (quiz, forum post, social media?)
- how is learning **practiced**? (weekly quizzes?)
- how do students reflect on their learning? (orally, discussion, forum post, social media?)

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Worksheet 3: Sanity, Survival, and Balance

Student Concerns: I've never had an online course, or I took an awful online course.

- is technology available? (any computer or tablet should work. Some smartphones)
- internet access needed. Good internet access for video. Home? Friend? Library?
- how much time is needed? How much help do I need to manage my learning?
- do I need special software? headphones, microphone for audio? Camera for video?
- will I be or feel alone in the course? How do I get help? Who can I trust?
- what is expected of me that I don't know about? How can I feel more comfortable?

Teacher Concerns: it's usually harder and more time consuming to teach online

- how do I keep up with workload? Especially paper and project grading?
- how much help and feedback should I (can I) give individual students?
- Do I *direct* students (their responsibility to keep up? Or am I *herding cats*?)
- how responsive should I expect to be?
- how can I minimize normal student confusion, misunderstanding, and concern?
- what is my role in student forum posts?
- how controlling should I be? Is it "my," "our," or "their" course?
- can I manage group/team projects? Can that REDUCE my grading?
- who can help me when things go wrong?
- I'm not very tech savvy. What do I need to know? KEEP IT SIMPLE for initial success.

Technology Concerns and Media Balance

- is my course mostly text and/or numbers? Is it based on an existing textbook?
- can I add relevant images to augment and balance text? Should students use images?
- does/should recorded audio and video have a strong role in my course?
- should new ideas be introduced with live or recorded video?
- should instructors and students be expected to create and post video?

Common Technologies

- LMS content entered through web page forms (very easy)
- each LMS can manage text, math, images, and links to video
- use Creative Commons or public domain images from web (avoids copyright issue)
- use Creative Commons or public domain videos (TED.com, Archive.org, Google search)
- use headphones/earbuds for clear audio
- scribing can be done with graphics tablets, iPads, Android tablets (*Explain Everything*)

Recording & Posting Videos: short videos seem to be highly effective teaching tools

- interactive whiteboards can record any lesson that is posted as a video (Flipped classrm)
- videos can be uploaded to school or personal website or to YouTube or Vimeo
- laptops and tablet computers (iPads) can record presentations with audio and video for tablet computers, try *Explain Everything* app
- use screen capture system to record PowerPoint or Keynote with voice narration
- software like Camtasia or Screenflow (Mac) can add instructor video (picture-in-picture)
- iMovie (Mac) can edit & upload, solving most video needs