


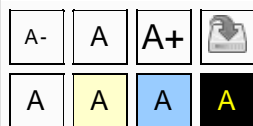
Faculty Development Series: Designing Online & Hybrid Courses

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Topic outline



This 8 week workshop stresses the use of instructional systems design in the analysis, design, development, application and evaluation of distance education courses. It is oriented toward the practice and practical considerations of online learning and curriculum design. During this workshop you will look at the unique aspects of self-directed learning, learning centered teaching practices, online community building, and virtual classroom management practices.

During this virtual course, you will also work with an instructional designer and your peers to enhance one of your current courses, or to work toward creating a new course for the online environment. The syllabus and project descriptions provide samples of grading criteria, but the workshop is a professional development opportunity, and as such is not graded. All submissions will be reviewed and comments returned. We encourage you to complete all activities so that you can experience the course from a student prospective and take advantage of peer interaction and feedback.

The workshop content is divided into the following modules:

1. Introductions & Connections
2. Planning & Organizing Online Offerings
3. Effective Online Design Techniques
4. Interactivity & Student Engagement
5. Evaluating Interactive Course Content
6. Content Delivery Methods
7. How, what & Why we Evaluate
8. Show & Tell then Evaluate

Prior to starting the modules, each of you will participate in a course “pre-assessment.” This assessment will help me to better target instructional goals for this course. After the course has been completed, you will meet with the instructional designer either virtually or in person to conduct a post assessment. This will help you to map out a plan for continued course improvement.

To start this venture review the course objectives and overview, then scroll down to the Week 1 - "Introductions and Connections" section.

If you would like to know a little more about me click on the "[Instructor Introduction](#)" link below.

Course Objectives

Upon successful completion of this course, learners will be able to:

1. Demonstrate an understanding of the range, scope and complexity of the issues and problems related to designing instruction.

Administration

- Turn editing on
- Settings
- Assign roles
- Grades
- Groups
- Backup
- Restore
- Import
- Reset
- Reports
- Questions
- Files
- Unenrol me from Online Dev
- Profile

- Analyze and evaluate implicit beliefs and values pertaining to the content, purpose and organization of learning in their own curriculum.
- Participate in ongoing discussion and debate with peers that encourages analysis of online curricular issues using theoretical, historical, sociocultural, political, and economic frameworks as well as analysis of own role as an instructor in online curriculum development and change.
- Describe recent trends and issues that are having, or are likely to have an impact on content delivery.
- Develop skill in utilizing multiple technologies in online curricular planning, including research databases, interactive content, the Internet, e-mail, course management system, and multimedia applications.

Recommended Text

- Building Online Learning Communities, R. Palloff & K. Pratt - ISBN: 978-0-7879-8825-8
- The Online Learning Idea Book: 95 Proven Ways to Enhance Technology-Based and Blended Learning, P. Shank - ISBN:0787981680

General Resources

- Overview of Course Activities
- Thinking Hats Overview
- Instructor Introduction
- Course Announcements
- Help Me Forum

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Module 1: Introductions and Connections (Oct 15 - 22)



As Palloff & Pratt state in their text "Building Online Learning Communities", you can't really have a community if people don't know one another. So, let's get to know each other a little better. Write a biosketch about yourself that will be posted to the "Module 1- Introductions and General Chit-Chat" forum sometime before Thursday. To make it interesting mix the professional and the personal. I have posted mine as an example in the forum.

Why don't you also write the "First Page: of your journal. I go into slightly greater detail in the "Assignments" section. But basically it should simply be what you hope to learn from this course. What are your interests in online education? What attracts you? How do you plan on using it? What are your fears, doubts, concerns? Please submit the journal page through the Assignment tool listed below by no later than Wednesday midnight.

Once the first two activities are complete we will move on to our exploration of distance learning by getting out the big map. This week and next week, we will take a global look. Wang and Gearhart give an overview and define some concepts.

The objectives listed for this unit are the learning points. You'll want to learn them because they are building block. You do not need to respond to these objectives or send the answers

to me. They are only guides for you to know what I think you should know. If you have any questions about any of them, feel free to bring it up in the discussion area.

You will need to complete the activities for this module (bio posting/review, first page of your journal, a discussion, and facilitation sign-up). By Sunday night, the facilitator for the week will set the stage, and lead the conversation on the topic of these readings.

Enjoy the reflection and readings and we'll pick up this conversation in the Discussion forum.

Things to Think About

1. Define:

- Distance education
- Web-based instruction
- blended learning -vs- hybrid learning
- Digital divide
- Asynchronous discussion
- Synchronous discussions
- Online learner characteristics









2. Describe the role of technology in distance education.

3. Define a learning environment. Explain how web-based learning changes the concept of learning environments.

4. Explain how demographic shifts in enrollment effect thinking about distance education.

5. Discuss the implications of competition between educational programs in the development and design of distance learning. Do you feel this is a positive or negative thing?

Learning Activities

-  Module 1 - Introductions & General Chit-chat
-  Class Facilitation Sign up
-  Complete the Pre Assessment Survey
-  Journal Page 1 Assignment
-  Refine Your Course Objectives
-  Start collecting course content
-  Determine how your materials will be delivered
-  Optional: Review the Teaching Styles Assessment Module

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Module 2: Planning & Organizing Online Offerings (Oct 23 - 29)

"Cheshire ..., Alice began rather timidly...would you tell me please, which way I ought to go from here? That all depends on a

The planning and design of an online course requires us to strike a unique balance between a course that is highly structured and detailed prior

good deal on where you want to get to, said the Cat." ~ Lewis Carroll

to the first day of class, with the need to retain flexibility and spontaneity as it relates to both teaching and learning. Online students need to experience a course that is well designed, permitting them to navigate through it with little confusion and gain a clear sense of what is expected. And, that those same online students also need to know that there is always room for exploring the unexpected; raising unanticipated questions or following the unforeseen learning path.

Things to think about...

1. Why is it important to give attention to learner characteristics when planning instruction?
2. Which characteristics are most useful, and how is information about them obtained?
3. What limitations might these characteristics place on your design?
4. What factors in the environment will effect the instruction?
5. What related subject content should be taught?
6. How can subject content items be organized?

Learning Activities

The Learning Activities section begins by presenting **Tips for Effective Online Teaching**. It then provides additional planning information which will guide you through the process of organizing and designing your material for online presentation. Organization is key, so you are encouraged to gather your materials and create outlines for each module of materials including objectives, topics to think about, assignments, resources, and instructions for the online discussion.

"...start at the end point – with your intended outcomes – and define, derive, develop, and organize all your curriculum designing and instructional planning, teaching, and assessment on those desired demonstrations. Veteran practitioners call this the Design Down or "design back from the end" process. Often one hears design down from where you want to end up." ~ William Spady 1992

Once you have completed the initial organization process review the "Toolbox or Trap?..." and the "Technology Literate Professoriate..." articles, participate in the discussion, then draft an post the first page of your journal. .

Please do not hesitate to contact me via email to let me know if you are having any difficulties with any of the activities.

 [Submit Project Plan](#)

 [Tips for Effective Online Teaching](#)

 [Read Toolbox or Trap? Course Management Systems and Pedagogy, L. Lane](#)

 [Read The Technology Literate Professoriate: Are We There Yet?, D. Madigan](#)

 [Course Outline Assignment](#)


 [Turbulent White waters of Education Discussion](#)

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Module 3: Effective Online Design Techniques (Oct 30 - Nov 5)

"Education is not the filling of a vessel, but the kindling of a flame." - Socrates

When



designing online learning units it is still necessary for students to learn specific knowledge prior to moving on to more advanced levels of performance. In the classroom we use lectures - on the Web the linear presentation of lecture materials is not effective. In the place of a written lecture, several instructional articles and/or web sites that distill the major concepts addressed in the lecture are more appropriate.

Online instructional units should be short and concise modules conveying relevant, critical information to support concepts, procedures, and/or performance-based skills. An instructional unit should be written specifically to communicate the content-knowledge necessary for improved, more advanced performance.

When designing instructional units:

- Ensure that each instructional article, web site or game supports the learning objectives/goals of the course.
- Get the learner's attention immediately by clearly making the topic relevant to something important within the learner's frame of reference (e.g. job, studies, professional development).
- In the body of each unit introduction provide an introductory paragraph, one or more explanatory paragraphs, and a summary paragraph.
- Integrate questions or other interactive activities -- such as exercises, problem-solving situations, games, or short simulations into the body of the unit.
- Always limit the unit to one or two main ideas or concepts.
- Use only the most important "need-to-know" supporting details.
- When possible, support the unit content with audio and/or video clips containing relevant information, such as background information, "how to" instructions, or examples that further clarify key learning points.

Things to think about...

It's not what the vision is, it's what the vision does." ~ Peter Senge

"If you don't know where you're going," the Scarecrow said to Dorothy, "it doesn't matter which road you take." ~ [The Wizard of Oz](#)

In their book *The Systematic Design of Instruction*, Walter Dick and Lou Carey list three reasons for using a systems approach to design. First, from the very beginning it causes the designer to

focus on what the learner should know and be able to do when they have finished the course.

Second, a systems approach also recognizes the connection between each component.

Third, a system should be an empirical and reliable process. Instruction is designed for multiple uses and with replicable outcomes.

Dick & Carey have written the book on Instructional Systems Design (ISD). As you will find, however, many people have written "the book" as well. ISD in reality is another variation on the steps of the scientific process:

1. Identification of the problem
2. Review of the literature/what is known about the problem
3. Formulating a hypothesis
4. Testing the hypothesis/collecting data
5. Analyzing the data
6. Interpreting the results
7. Evaluating the results and process

Every profession has some holy grail they point to which reflects their beliefs. Currently in the online course design world, the paradigm is the systems model.

Dick & Carey are absolutely right with their three points. And one of the strengths of using a systems design is that you have a step-by-step process to follow to make sure you cover everything. It keeps you from approaching the course design process like the Scarecrow in the quote listed above.

But note: you can still produce perfectly dreadful, unimaginative instruction while following every step of a design model faithfully. As Senge says above, it is not what the vision is; it's what the vision does.

So what is that extra needed step which will ensure success? Think about that as you work through this week's activities.

Learning Activities

This week you will participate in an online discussion and start adding content to your course shells by completing the following activities:

- Post a web version of your syllabus to your Blackboard course shell – I would strongly suggest that the web version be shorter than the official syllabus so that it is easier to read online, and that it be posted on an "Item" page instead of as a word or PDF file. The official version could be attached to the abbreviated syllabus or placed in the course documents as a word or PDF file.
- This week I would also like each of you to organize course material into content folders, create a couple of new item pages and try uploading an audio file or two to your course sites.
- The final activity that I would like you to participate in this week is the "Missing Link" discussion.

Detailed instructions and support resources for each of these activities can be found in the below listed links.

 [Create your course folders](#)

 [Create & Post your Syllabus](#)

 [Trigger Question Discussion](#)

 [Read Effective Web Based Learning Environments: Relevant Research & Practice](#)

 [Read Taxonomy of Collaborative E-Learning](#)

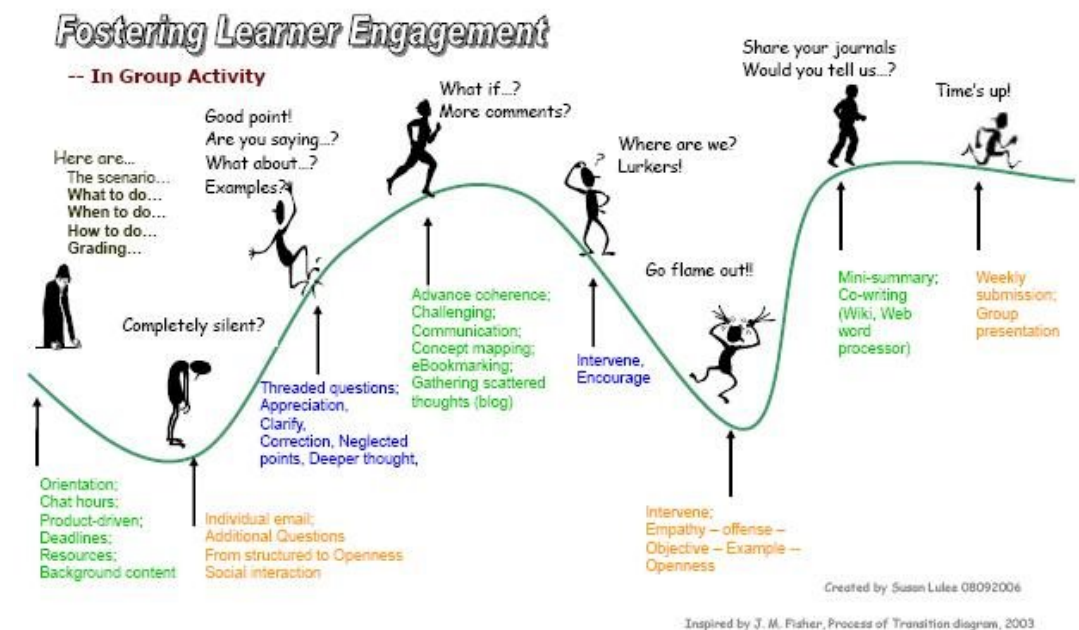
 [The "Missing Link" in Course Design Discussion](#)

Module 4: Interactivity & Student Engagement (Nov 6 - 12)

Technology should not be used as a method for delivering information to learners, but instead it should be used as tools to assist learners in developing knowledge. Technologies should engage learners in meaningful learning, where learners are intentionally and actively processing information while pursuing authentic tasks in order to construct personal and socially shared meaning for the phenomena they are exploring and manipulating (Jonassen, Peck, Wilson, 1999). The goal of technology-constructive exercises is for technology to help learners articulate and reflect on what they already know and apply that to the new learning environment.

Excellent online courses apply creative combinations of teaching strategies, using methods like instructional units, case studies, simulations, video units and other Web based resources to encourage learners. Such courses adhere to the following:









- **The readiness principle**, enabling learners to see the relevance of the material
- **The experience principle**, respecting the expertise learners bring to the course
- **The autonomy principle**, allowing learners to control their own learning paths through meaningful exercise and activities
- **The action principle**, emphasizing clearly and continually the connections between what is being learned and the real world in which it is applied



Assignments and Resources

Lesson design presents that difficult melding of technology, curriculum, and learner needs and styles (along with countless other things). It involves the demanding delicacy of making everything work together for the learning of the student.

There are a million theories about how to make it all happen. I'm not going to give you a template. Indeed, many of you have been doing this for years (decades?). But I hope the readings and resources help build on what you are already doing as instructors and will help you adapt your knowledge to the design of online offerings.

-  Review the Toward a Meta-Theory of Problem Solving resource
-  Review the 4MAT Model
-  Review Creating Engagement Through Discussion Forums
-  Add an Engaging Discussion to Your Course
-  Create & post your instructor introduction
-  Thinking Hats Presentations
-  Engaging Students in the Environment Discussion
-  Submit your Needs Analysis

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Module 5: Evaluating Interactive Course Content (Nov 13 - 19)






Creating online activities and providing online resources provides an outlet for your creative juices. This is a time to let your imagination run wild as you think of challenging activities and meaningful resources for your students to engage in and explore while at the same time keeping in mind copyright and fair use restrictions.

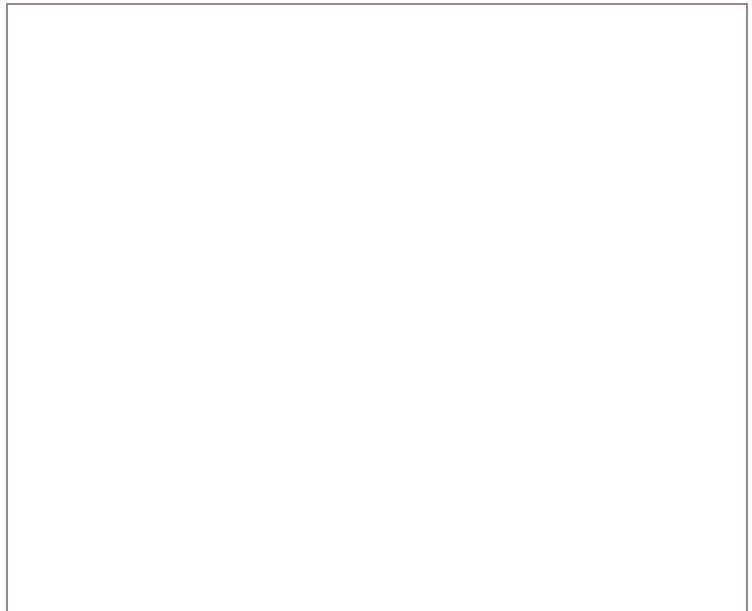
"Learners will select a variety of instructional formats depending on a number of factors including personal learning style and degree of fit between the requirements of the delivery and the life circumstances of the learner."
(Duning, et. al. 1993, P.251)

It is essential to remember that we all learn differently; some of us are much more successful when presented with the written work while others of us excel when asked to explain our ideas in small groups. The activities and resources in your course need to represent a wide range of options for the diverse learners taking your course. The bottom line is: the more we design the core of our instruction around the needs of the learner; the more likely we are to design a course where our students are successful.

Assignments and Resources

This week we will be spending a fair amount of time looking at content delivery strategies that can be utilized to enhance online learning environments, exploring content repositories, review the papers, and talk about online classroom management practices.

-  Review 50 Interesting things you can do in your online courses
-  Skim Blooms Digital Taxonomy
-  Merlot Multimedia Educational Resource Repository
-  Review the Using Wikis Tutorial
-  Classroom Management Practices Discussion



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Module 6: Content Delivery Methods (Nov 20 - 26)

Suggestion

When designing your courses provide a meaningful benefit for each topic, in the form of "why you should care about this" scenario.

Learning is much more effective if the learner's brain knows why what you're about to talk about matters. The benefit and/or reason why you should learn something needs to come before the actual content. Otherwise, the learner's brain gets to the end of what you're telling them and says, "Oh, NOW you tell me. If you'd said that earlier, I would have paid more attention..." This process of not-paying-attention is not completely within the learner's conscious control so, like I said, even if the person is motivated to learn this thing, their brain can still tune out during specific parts that don't start with a compelling benefit.








Learners are not "empty vessels" waiting to be filled with content pushed into it by an expert. Learning is something that happens between the learner's ears--it's a form of co-creation between the learner and the learning experience. We can't create new pathways in someone's head... our job is to create an environment where the chances of the learner "getting it" in the way that you intend are as high as possible.

Technique

To find a "meaningful benefit", play the "Why? Who Cares? So What?" game with someone else. Describe the thing you're trying to explain, to which the other person asks, "Why?" Provide an answer, to which the person then asks, "Who cares?". Provide an answer, to which the person asks, "So?" At this point, when you're nearly ready to kill them for not getting it, you probably have the thing you should have said instead of whatever you said first (and second). The most compelling and motivating reason/benefit is almost always the thing you say only after you've answered at least three "Yeah, but WHY do I care?" questions.

Assignments & Resources

This week we will be posting additional materials to our courses, creating course announcements and participating in the Design Foundations discussion.

-  [Course Announcements Guidelines](#)
-  [Review Open-ended Learner-directed Research Projects or Mashups](#)
-  [Review Podcasting Ideas](#)
-  [Thoughts on Using Video for Teaching](#)
-  [Review "Teaching Every Student in the Digital Age"](#)
-  [Review some of the "Exemplary Teaching Stories" found at Merlot Elixir](#)
-  [Design Foundations Question](#)

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Module 7: How, What & Why We Evaluate (Nov 27 - Dec 3)

I like to think about how far education might come if instruction is built more around Dewey's words and less around standardized testing. We must often build instruction upon the needs of our departments/schools rather than the needs of our learners. As you begin to pull everything together for your project, remember Dewey's image: the child with a question of his own, seeking answers.

"If there is not an inherent attracting power in the material, then... the teacher will either attempt to surround the material with foreign attractiveness, making a bid or offering a bribe for attention by 'making the lesson interesting'; or else will resort to...low marks, threats of non-promotion, staying after school.... But the attention thus gained...always remains dependent upon something external.... True,

Will that describe your learners?

In an idealistic way, is that the basis of evaluation? Did the child have a question and seek the answer? One of my teachers once asked: "If you aren't going to evaluate it, why teach it?" It's a simple enough question. And it seems logical. But what is evaluation?

reflective attention, on the other hand, always involves judging, reasoning, deliberation; it means that the child has a *question of his own* and is actively engaged in seeking and selecting relevant material with which to answer it. --John Dewey, 1915

There are many levels and approaches to evaluation. The readings this time cover several aspects of the topic. As you review the materials reflect on the question " What do we really hope to discover with evaluation?"

Finally, don't be afraid to fail. As we all know, we learn an awful lot by making mistakes (although we still feel awful). To promote our ability to rationalize, I've added a fascinating article - "The Importance of Failure" -- so that we all appreciate what a service we give to

humanity when we screw something up. Seriously, I feel Unsworth is also warning us not to get caught up in a euphoria brought on by change, without truly assessing where that change is leading. Is the emperor wearing cloths or isn't he? How do we know for sure, especially at a distance?

Learning Activities

Please complete the following activities:

- Open your course shells to peers and complete the peer course reviews.
- Develop a mid-term course assessment for your students.

 [Active Student Involvement Techniques](#)

 [26 Keys to Student Engagement](#)

 [The Importance of Failure](#)

 [Rubric Design Tutorial](#)

 [Peer Course Review Form](#)

 [Complete the Learner Frustration Activity](#)

 [Optional: Review case study sample created for Human Services](#)

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Module 8: Show & Tell then Evaluate (Dec 4 - 10)






The first 3-4 modules of your courses are completed and posted (possibly after a whirlwind of activity).

The goal of our work this week is to focus on the review/evaluation cycle of online course

design. Each of us will be responsible for carefully looking at the instruction produced by each member of the class and reflecting on our own growth and development.

The review/evaluation will take place over the next week and a half. By December 16th, you will submit your final evaluation materials. The materials consist of the following items:

- Use the course assessment rubric below to complete a formative/summative evaluation for your course. Email the completed "Self Assessment form" to me at anjrg1@uaa.alaska.edu along with 2-3 times and dates that you will be available for a 30 minute face-to-face or virtual review session.
- Your final journal page -- The final page will be a 1-2 page reflection paper. You should include:
 - What you learned about designing distance learning.
 - What you learned about yourself as a distance learner.
 - What you would do differently as a learner, and as a designer of this course.
 - What you feel are the key ingredients for a successful distance learning course.

-  Crystal ball Discussion
-  Course Assessment Rubric
-  Self-Assessment Form (word document)
-  Journal final page
-  Create an announcement

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Next Steps

1. Plan on adding at least one new topic to the Discussion Board Forum each week. Make sure this topic requires students to formulate an answer and back it up with facts to demonstrate their understanding. Monitor and respond to student threads and encourage student to do the same.
2. Complete the Process:
 - Preview course materials by checking each link, proofreading descriptions, and viewing the course from the students' perspective.
 - Email students a course introduction and instructions on how to access the course materials.
 - Enjoy teaching your online course.

 Final Hints

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