Designing Effective Online Courses SYLLABUS

About this Workshop

Description

This workshop will provide faculty with information, tools and practice that will help them to be more successful and comfortable online. The workshop will provide a framework with which to design their online course, and it will help faculty to apply what they learn as they create their syllabus and design activities that they can use in their course.

Knowing the limited time faculty have at their disposal, this workshop focuses on the most essential topics. Faculty are encouraged to consult the additional resources referenced in the workshop, including, their university's Faculty Development Center for additional support germane to their individual campus environment.

Accessing the class

You will register for the class using the "REPORTER" registration system, hosted by NCSU. This will require you to create a Brickyard login, and then complete registration. Detailed instructions are available on the registration site.Once registered, you can access the course space by logging into reporter.ncsu.edu, finding your class under My Courses, and then clicking Access Online Content. This will take you directly into Moodle. Course materials will become available on the start date of the session. Participants must complete the pre-assessment in Moodle in order to unlock learning content.

Recommended Schedule

Two or four weeks (weekend work not required).

Workshop Website

To enroll, go to:
https://reporter.ncsu.edu/link/instanceview?courseID=UNC-DLI&deptName=UNC&instanceID=000011
Once enrolled, go to https://reporter.ncsu.edu to log into the workshop.

Getting Help

If you encounter problems with the "REPORTER" registration system, contact the Helpdesk. If you have trouble with accessing Moodle, contact learning.tech@northcarolina.edu. For other problems, please first consult the "Frequently Asked Questions" on the course site. If you cannot find a solution there, post a question in the appropriate "General Discussion Forum." There are three such forums: Logistical Questions, LMS-Specific Questions, and Discipline-Specific Questions. A course instructor will respond to you there to address your concern or question.

Workshop Learning Outcomes

Upon completion of this workshop, you will be able to:
- Differentiate between designing for in-person and online courses.
- Apply design thinking, backward design and universal design for learning to the design of your online course.
- Describe common "problems of practice" in both online and in-person classes.
- Develop specific and measurable learning outcomes for your course and align assessments, instructional strategies, and pedagogical approaches with your outcomes.
- Compare synchronous and asynchronous instruction and determine the best mode(s) of instruction for your outcomes.
- Determine which assessment and instructional strategies can transfer from in-person to online courses and what strategies must change.
- Create activities that encourage student engagement and interaction.

In addition to these workshop outcomes, we expect you will have created a series of assets for your course, including:
- A course syllabus
- An instructor bio video
- A general discussion forum for your course
- A situational analysis
- A concept map of your course
- A course design matrix, including course-level and module-level objectives, assessment strategies, instructional strategies, and activities to encourage student engagement
- A synchronicity plan
- An assessment activity for your course
- Two instructional materials for your course
- A discussion forum rubric
- Netiquette language for your syllabus
- Discussion session guidelines
- A student engagement activity/assignment

Prerequisite(s)

Knowledge: Read and write standard business English

Technical Skills: Have a working knowledge of your learning management system. • Use email with attachments. • Create and submit files in commonly used word processing formats. • Copy and paste.

Technology Requirements

Technologies: Access to a Computer • Internet access • access to a browser, such as Chrome, Firefox, Internet Explorer, Edge, or Safari • access to Microsoft Word or OpenOffice • Adobe Reader • Speakers or headphones to listen to videos (closed captions are available)

Workshop Structure

This workshop consists of seven modules:

Module 1: **Workshop Welcome**, is an overview of the workshop. Here you will learn about the workshop structure and delivery and can download the workshop syllabus and recommended schedule. You will also have the opportunity to create an instructor bio video.

Module 2: **Foundational Concepts**, introduces you to concepts that form the foundation of preparing for online teaching and provide faculty a broad understanding of the major levers that impact teaching online. These include Problems of Teaching Practice and Principles of Online Course Design including Backward Design, Design Thinking and Universal Design for Learning. This module will stress the major similarities and differences between teaching online and teaching an in-person class.

Module 3: **Course Analysis**, is concerned with designing an online course. This module includes how it is different from setting up an in-person course, including pedagogical differences that must be taken into account before faculty decide on learning outcomes and assessments. Participants will create a situational analysis to identify key factors that may influence how they design their course and they will use Bloom's Taxonomy to write learning outcomes that are specific and measurable.

Module 4: **Creating a Synchronicity Plan**. This module will help you to consider whether you should deliver your course materials asynchronously or synchronously. You will learn the differences in these modes of instruction and how to determine whether/how to use each mode in your course.

Module 5: **Course Design** as it relates to **Assessment Strategy**. This module covers both summative and formative assessments and the various ways that online students can demonstrate their mastery of the course learning outcomes. The use of quizzes and rubrics are also discussed, including their value in helping keep busy online students on-track as well as helping faculty save time in grading.

Module 6: **Course Design** as it relates to **Instructional Strategies**. In this module you will consider the kind of instructional materials that will best equip your students to succeed in their assessments, and you will identify specific course materials and digital tools that align with your learning outcomes.

Module 7: **Student Engagement and Interaction** in an online course. This module presents pedagogical approaches that will not only enhance faculty/student interactions but also student/student interactions and student/material interactions. Further, it aligns pedagogical objectives with specific technologies to facilitate student engagement in an online course.

Workshop Delivery

This is an online workshop. All work will be completed online. Although the workshop is asynchronous, we encourage you to take advantage of each module's discussion forums and Flipgrids to share your ideas and questions with your cohort.

Workshop Schedule

While faculty are able to go through the course at an individualized pace conducive to their circumstances, there is a benefit to moving through as part of a cohort. This approach allows faculty to interact in the discussion forms as well as provide support to each other in the exercises and interactivities. In the previous two offerings of Designing Effective Online Courses, some faculty raced through the material and exercises in just a few days while others needed more time than the two weeks provided. Adjusting to the feedback we have received from the 1,500+ previous participants, we now have a two-week and a four-week pacing guide. While you can still go through the material at a pace dictated by your schedule, for the best course experience, we recommend selecting either the two- or the four-week pacing options that follow.

Two-Week Schedule

Date	Topic	Assignments Due
Week One		

Monday	Module 1: Workshop Welcome	Create an instructor bio video
Tuesday	Module 2: Foundational Concepts	Set up course space in LMS Create general discussion forum
Wednesday	Module 3: Course Analysis	Complete a situational analysis
Thursday	Module 3: Course Analysis	Create a concept map of your course Write course-level and module-level outcomes
Friday	Module 4: Course Design - Creating a Synchronicity Plan	Create a synchronicity plan
Week Two		
Monday	Module 5: Course Design - Assessment Strategies	Develop an assessment strategy for your learning outcomes Implement one assessment strategy Create a rubric for evaluating discussion forum participation and providing learner-specific feedback
Tuesday	Module 6: Course Design - Instructional Strategies	Fill in instructional strategies in your course design matrix
Wednesday	Module 6: Course Design - Instructional Strategies	Implement and post two instructional materials
Thursday	Module 7: Student Interaction and Engagement	Write netiquette language for your syllabus Write discussion guidelines for your asynchronous and/or synchronous discussion sessions
Friday	Module 7: Student Interactions	Implement one student engagement activity/assignment

Four-Week Schedule

Date	Topic	Assignments Due
Week One		
Monday	Module 1: Workshop Welcome	
Tuesday	Module 1: Workshop Welcome	Create an instructor bio video
Wednesday	Module 2: Foundational Concepts	
Thursday	Module 2: Foundational Concepts	Set up course space in LMS
Friday	Module 2: Foundational Concepts	
Week Two		
Monday	Module 3: Course Analysis	Complete a situational analysis
Tuesday	Module 3: Course Analysis	Create a concept map of your course
Wednesday	Module 3: Course Analysis	Write course-level and module-level outcomes
Thursday	Module 4: Course Design - Creating a Synchronicity Plan	
Friday	Module 4: Course Design - Creating a Synchronicity Plan	Create a synchronicity plan
Week 3		
Monday	Module 5: Course Design - Assessment Strategies	Develop an assessment strategy for your learning outcomes
Tuesday	Module 5: Course Design - Assessment Strategies	Implement one assessment strategy
Wednesday	Module 5: Course Design - Assessment Strategies	Create a rubric for evaluating discussion forum participation and providing learner-specific feedback
Thursday	Module 6: Course Design -	

	Instructional Strategies	
Friday	Module 6: Course Design - Instructional Strategies	Fill in instructional strategies into your course design matrix
Week 4		
Monday	Module 6: Course Design - Instructional Strategies	
Tuesday	Module 6: Course Design - Instructional Strategies	Implement and post two instructional materials
Wednesday	Module 7: Student Interaction and Engagement	Write netiquette language for your syllabus
Thursday	Module 7: Student Interaction and Engagement	Write discussion guidelines for your asynchronous and/or synchronous discussion sessions
Friday	Module 7: Student Interaction and Engagement	Implement one student engagement activity/assignment

Time Commitment

The two-week schedule requires approximately 8-10 hours per week; the four-week schedule requires approximately 4-5 hours per week.

Although the workshop is self-paced, we have provided you with a pacing guide in order to make it easier to schedule your time. We anticipate each day to require approximately two hours of work. Note that this schedule is subject to change. If your instructors find it necessary to change this guide, we will notify you by email.

We have also provided a standalone version of this pacing guide in the Moodle course.

Grading Policies

Although there are no graded assignments for the Workshop, participants who successfully complete the two-week or four-week workshop will receive a Certificate of Completion.

Workshop Policies

Netiquette

In order to facilitate learning in our classroom, we will have a series of optional forum discussions. We ask that you practice good netiquette in these Forums, and during the synchronous Office Hour Zoom sessions. Here are a few tips:

For Asynchronous Discussion Forums/Boards

- Even in an online environment, your writing should represent you as a professional, educated person.
  - Use proper grammar, spelling, syntax and word choice in your posts.
  - Be precise. Using specific word choice will make your ideas clear to your readers. Read your posts aloud before posting them, to ensure that you are writing clearly.
  - Avoid emoticons and "texting" abbreviations. These products of casual, online conversations are not professional and can distract from the message you are sending in your post.
- Be thorough and carefully proofread your work
  - Use examples and explanations to justify your opinion. Make an assertion, and then support it with evidence.
  - Avoid simply saying "I agree with you" in a reply to a classmate's post. You can tell them you agree, but then tell them why.
  - Some online forums build in edit time after you hit submit. Others do not. So, make sure you read through your post, count to 10, and read it again before submitting.
- Be respectful -- "remember the human."
  - It is fine to have strong opinions, as long as you present them rationally and use evidence/reason to support them. But make sure you are doing just that.
  - Respect diversity of cultural background, ethnicity, religion, race, and gender.
  - Profanity and sexist/ageist/racist comments are unacceptable, so make sure not to use them – and if you are the recipient of a comment like that, remain calm and report the issue to your instructor.
  - Control your temper. Be respectful, even if others are not.
- Take your posts seriously. They are not only part of your grade, but they are also part of your learning process. Make sure you are giving yourself the right learning environment, and that you are also supporting your colleagues' learning with well-reasoned, informed, and respectful posts.

Course Developers

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Institutional Policies

Accommodations

The UNC System Offices are committed to making courses, programs and activities accessible to persons with disabilities. If you require accommodations, post your request in the "Logistical Questions" forum that is among the "General Discussion Forums."