Baldwin Wallace University
Department of Educational Technology

Online & Hybrid Course Design Workshop

Presented by… _____

Online & Hybrid Course Design Packet

- Online & Hybrid Course Design (OHCD) Workshop (this document)
- "Excellent! Online Teaching: Effective Strategies for a Successful Semester Online" book by Aaron Johnson
- How to Write Effective Learning Objectives document
- Bloom's Taxonomy Action Verbs Infographic
- Sample Syllabus Template
- Using Blackboard Collaborate Ultra instructions
- Accessing Lynda.com Tutorials via the Cuyahoga County Public Library
- Application for a CCPL Patron Account
- Quality Matters Specific Review Standards Worksheet from the QM Higher Education Rubric – 6th Edition
- Quality Matters Rubric Workbook: Standards for Course Design - 6th Edition for Online & Blended Courses (For instructors who are submitting a course for review only)

Online & Hybrid Course Design Workshop

Outcomes

- Define online and hybrid learning
- Describe BW requirements and expectations for online learning
- Identify instructor expectations and examine the role of an instructional designer
- Compare traditional vs. backward design methods of course planning
- Identify three essential modes of interaction for online learning
- Describe active and passive learning approaches
- Examine features of the online course template
- Examine various tools available for online course delivery
- Identify best practices and distinguished course design for teaching and learning in an online or hybrid course
- Develop measurable learning outcomes at the course and module levels
- Understand the Quality Matters rubric and design a course that aligns with these practices

Online & Hybrid Course Design Principles

Definitions

Online Courses create an environment through technology where all (100%) of the instruction is geographically separated by time and place. Students maintain contact with each other and the professor in a collaborative online learning environment. All of the course content is delivered online; there are no on-site live meetings between faculty and students. There can be live sessions, but those would take place either via phone or online conference.

Hybrid or Blended Courses combine face-to-face and online learning. When not in class, students maintain contact with each other and the professor within a collaborative online learning environment. Assignments are done independently, providing a flexible time format with fewer live meetings.

BW Online/Hybrid Course Requirements

Offering a New Online or Hybrid Course

Instructors should follow guidelines specified in the *Faculty Handbook.* Department representatives should work with Donna Gutschmidt, Director of Educational Technology, to ensure that the course approval process has been satisfied. Instructors must have access to a reliable computer with a high-speed internet connection, a web cam, and a microphone.

Instructors New to Teaching an Online or Hybrid Course

1. Complete Online & Hybrid Course Design orientation with a BW instructional designer.
2. View the Lynda.com online course "Learning to Teach Online" with Oliver Schinkten (2hours). Find it at: https://www.lynda.com/Educational-Technology-tutorials/Foundations-Online-Instruction/444949-2.html?org=cuyahogalibrary.org.
   a. **NOTE:** To view Lynda.com content online, you must have a Cuyahoga County Public Library patron account (free). You can register at the Berea branch near campus.

3. Submit a complete course syllabus with a list of measurable course and module objectives to the instructional designer. Use Bloom's taxonomy to help in crafting measurable objectives.

Preparing Your Online/Hybrid Course

Planning

Teaching in the online and hybrid format requires a different approach to course management than a traditional course. Instructors who teach an online or hybrid course should be prepared to meet expectations which ensure consistency in course delivery and a positive experience.

Timeline

Instructors should begin working with an instructional designer during the semester PRIOR to offering an online course (at least 8-10 weeks prior to the course start), as building an effective online course takes time. Additional time may be needed for technology training in Blackboard, Collaborate Ultra, Panopto, and/or other tools. Instructors should have most of the course prepared and available on Blackboard prior to the start of the course. Having a course prepared in advance gives the instructor more time to focus on course facilitation during the semester.

Communication

Instructors should inform students of their intended timeline in responding to student communications during the course orientation and should follow those expectations. Because of the lack of face-to-face contact, students feel more connected to the course if the instructor responds in a timely manner. A realist expectation for return communication is 24-48 hours.

Feedback

Instructors must be prepared to provide detailed written feedback to students on all assignments. Because the instructor cannot provide face-to-face feedback, detailed written feedback is necessary to ensure student learning. Assignment rubrics for grading are recommended as they provide detailed feedback that is less time consuming.

Course Interactions
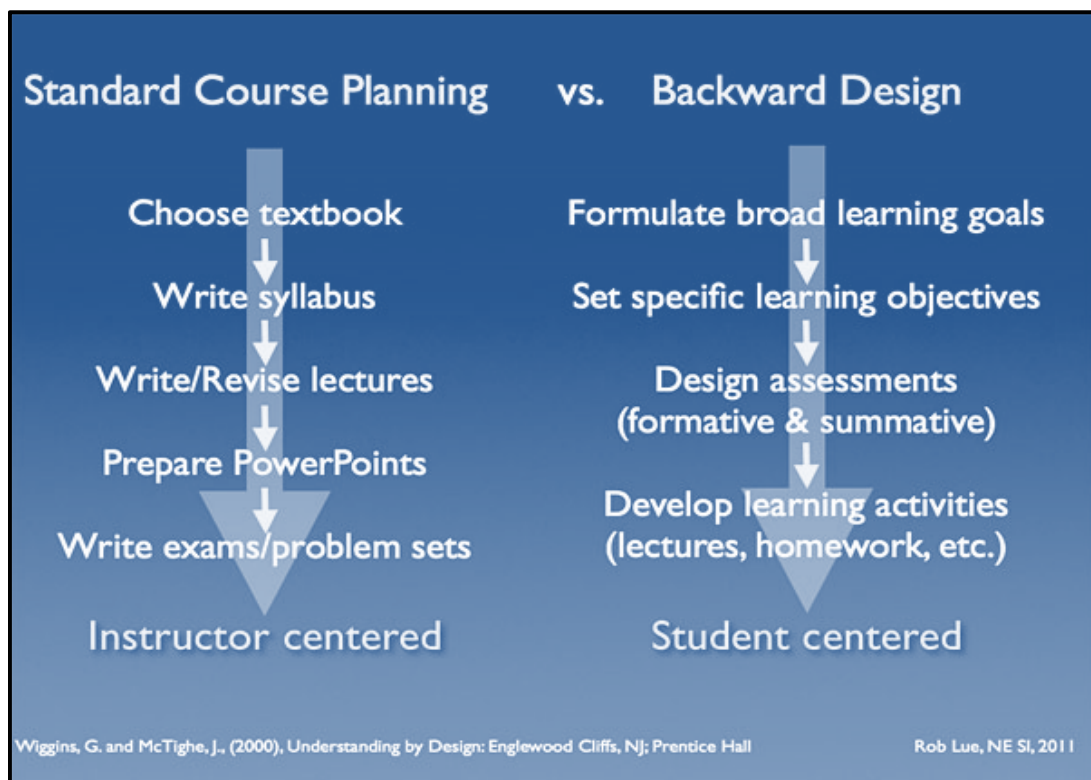
Courses should be intentionally designed to incorporate the following types of interaction:
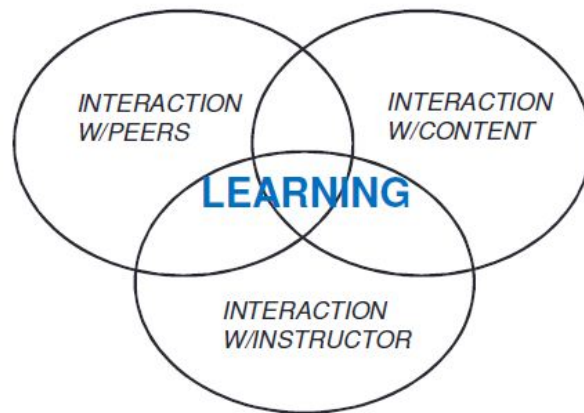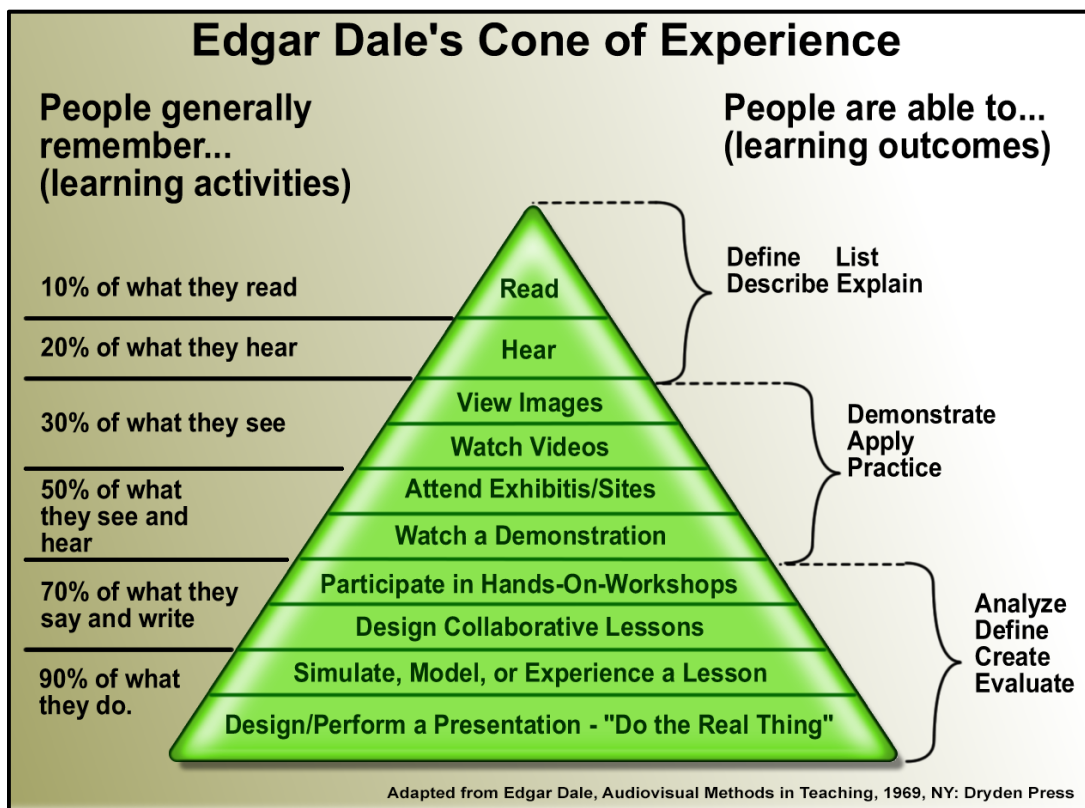

Backward Design

While there are many different design models the "backward design" approach is recommended. Backward design means beginning with the end in mind and is a student-centered process. This approach helps to ensure that course content aligns with online course quality standards.

How the Cone of Experience (Active Learning Pyramid) impacts retention:

Edgar Dale's Cone of Experience

People generally remember...
(learning activities)

People are able to...
(learning outcomes)

People generally remember...	Cone	People are able to...
10% of what they read	Read	Define List Describe Explain
20% of what they hear	Hear	
30% of what they see	View Images / Watch Videos	Demonstrate Apply Practice
50% of what they see and hear	Attend Exhibitis/Sites / Watch a Demonstration	
70% of what they say and write	Participate in Hands-On-Workshops / Design Collaborative Lessons	Analyze Define Create Evaluate
90% of what they do.	Simulate, Model, or Experience a Lesson / Design/Perform a Presentation - "Do the Real Thing"	

Adapted from Edgar Dale, Audiovisual Methods in Teaching, 1969, NY: Dryden Press

Content & Organization Tips

1. A **module-by-module** approach works well, with the students moving through assigned content (chapters, readings, instructor-narrated PowerPoint, etc.) week to week, while working on a project or paper that will be turned in at the end of the course (with checkpoints along the way).

2. A fully developed **syllabus** with all course and module learning outcomes, activities, and assignments provides students with an easy-to-navigate roadmap.

3. In the hybrid model, a **face-to-face orientation session** on the first day of class to familiarize students with course content provides an excellent community building experience for students.

4. In a fully online course, an **introductions forum** where students can post pictures, bios, and/or videos also helps build community.

5. Establish regular **communication** throughout the semester using a variety of online tools.

6. Use the **Announcements** tool in Blackboard to communicate regularly with the class. For example, have students post or respond to an interesting news segment on TV that was relevant to the subject matter. Announcements are also useful to remind students of an upcoming assignment deadline. Announcements are documented in the course and also emailed to students.

7. Include **group work assignments** where designated small groups of students work online to solve a problem or show applicability of a situation based on, for example, a posted news article. Technology tools make it possible to establish private group discussion areas in which members of the group must collaborate to turn in an assignment.

8. Discussion boards, blogs, and journals facilitate **group collaboration** among students.

9. The use of **visual learning media** (audio and video) is highly recommended in an online/hybrid environment.

10. Planning **varied assessment types** is beneficial, as students learn differently.

11. Using **rubrics** help to communicate expectations for course work and are useful in grading without having to download, store, or mark-up any physical documents.

12. Provide opportunities for students to **measure their progress**. Take advantage of tools for reporting mid-term grades and consider including self-assessment methods that offer immediate feedback, such as ungraded quizzes. Students should know how they are progressing through the course and should not be surprised by their final grades.

13. Include a "**Course Q & A**" button in Blackboard so that questions posed by students to the instructor can be answered and read by all members of the class. Students may even begin answering each other's questions.

14. Consider an **experiential learning** component that includes planning, reflection, and evaluation.

15. If possible, a face-to-face **final exam/project/presentation** provides an opportunity for closure and resolving any problems encountered throughout the course.

…in summary, keep the students involved with the material, the instructor, and each other!

Organizing an Online Course

Course Organization

Consider how the course will be organized: Chapters, Modules, Units, etc. This chart will help outline how the course objectives align with the course organization.

Course Objectives	Course Organization
Ex. The students will be able to describe the theory of Human Capital and provide examples from case study organizations	*Module 1 (Week 1): Defining Human Capital*
1	
2	
3	
4	
5	
6	
7	
8	

Align Your Course Content with Your Course Objectives

Once course objectives have been identified, choose a variety of content types to add variety to learning.

Course Objective	Course Content				
	Text Readings/ Presentations	Discussion/ Collaboration	Audio/Video/Links	Activities/Research	Engagement Activity(see next page)
Ex. Defining Human Capital | The students will be able to describe the theory of Human Capital and provide examples from case study organizations	*Human Capital, Why People Invest Davenport, pages 1-63*	*None*	*Video on HC in organizations today Links to HCI institute readings.*	*Defining HC in your own organization – what do you see?*	

Align Engagement Activities with Your Course Objectives

After course objectives have been identified, plan at least one engagement activity per objective.

Course Objective	Engagement					
	Icebreaker	Peer Partnership/ Team Activities	Reflective Activities	Authentic Activities	Games and Simulations	Learner Led Activities
Ex. Defining Human Capital | The students will be able to describe the theory of Human Capital and provide examples from case study organizations	*Competitive Scavenger Hunt*	*With peers (two students)*				

Example: Build Engaging Learning Sessions

Map out each learning session with various activities.

	Lecture/ Text Readings/ Resources	Discussion/ Collaboration	Audio/Video Links	Activities/ Research	Engagement/ Experiential Activity	Assessment
Session Objective 1:	*Human Capital, Why People Invest Davenport, p. 1-63*					
Session Objective 2:	*Article…*	*Discussion about Human Capital in response to an article students will read in class*				
Session Objective 3:	*Video…*		*Video on Human Capital in organizations:* http://www.video.com			
Session Objective 4:		*Defining HC in your own organization – what do you see?*				
Session Objective 5:						*25 question quiz on Human Capital Readings*

Evaluation and Assessment

Indicate how you will evaluate student progress toward achieving course objectives.

Course Objective	Evaluation
1	
2	
3	
4	
5	
6	
7	
8	

Questions Your Instructional Designer May Ask:

1. How familiar/experienced are you with using Blackboard? Do you need additional training?

2. Have you identified the textbook(s) for the course? Will you be using any digital publisher content?

3. What format do you plan to use - modular, units, chapters, weeks, etc.?

4. What methods of assessment do you plan to include?

5. Have you identified which assignments should be private (submitted to you only) versus shared with peers?

6. Do you use rubrics for assessment? Would you consider it if you currently do not? How do your students know what is expected of them in a "perfect" assignment?

7. How will you introduce yourself to students – a welcome message or statement, a video?

8. How will you welcome students to the course? Will you use an icebreaker activity?

9. What guidelines will you establish in how students communicate with you and with peers?

10. What methods will you use for student-student interaction?

11. How will you give feedback on your student's assignments? (Inline grading, online meetings, recorded videos, etc.)

12. What method will you use for student identity verification – remote proctor or SafeAssign?

13. What technology tools (if any) will students need to use/learn?

14. Have you identified multimedia and/or digital resources to include in the course?

15. Do you plan to include library resources or do you need a librarian embedded in your course?

Online and Hybrid Course Recommendations

Developed by the Faculty Learning Community on Hybrid & Online Learning, Baldwin Wallace College, 2007.

1. Instructor posts regularly during the term; instructor makes use of the discussion board, blogs, wikis or other collaborative tools.
2. Instructor provides timely and frequent feedback on tests, projects, etc. to help students improve.
3. Detailed instructor contact information is present; an introductory announcement is in place. Instructor and students correspond through the discussion board or other online method.
4. Syllabus is complete and detailed; a printable version of the syllabus is included. A detailed schedule of activities is provided.
5. Students use the discussion board regularly during the term to post thoughts, opinions or questions; students are encouraged to reflect on and reply to classmates' posts.
6. Students are required to participate in an experiential (learning by doing) activity.
7. In addition to testing, students are required to complete a major project, papers, or other assignments; students may be required to keep a portfolio, journal, or learning log.
8. More than one assessment technique is used to evaluate student progress.
9. Learning objectives are clearly stated for the course, learning units/modules and for each course assignment or activity; all objectives are observable and/or measurable.
10. Course content follows a logical sequence. Each learning unit or module begins with an introduction and includes an instructional activity.
11. All course content is credible; all sources clearly identified; all required copyright permissions are in place.
12. Presentation of course content is clear, straight-forward and well-written; no typos or grammar problems found.
13. All assignments and activities include detailed, clear instructions and student expectations; assignments are to be submitted via Blackboard, discussion area or Assignments area.
14. For hybrid courses, the orientation session was a valuable use of time. It met the objectives of familiarizing student with the course and providing students with the opportunity to introduce themselves and interact with other class members.
15. A variety of resources are identified (e.g. digital librarian, electronic textbook resources, external links, etc.) and are easy to access; clear instructions are included for all resources.
16. Navigation is easy to follow and consistent; alternative means of site navigation is available.
17. All links work; all images display correctly; all media files work; clear technical instructions are provided; technical support contact information is clear.
18. All hardware, software, and plug-in requirements for the course are specified.
19. Audio and video elements are instructionally appropriate and enhance student learning.
20. Based on your experience in this course, you would take another course in online or hybrid format at BW.