ONLINE/HYBRID TEACHING AND LEARNING DESIGN INSTITUTE

Session 1: “The Big Picture”
Overview

• Introduction to the series
• Definition of terms: hybrid and online
• Making decisions about course design
• Planning for course design
• Presentation: LAITS online course models
• Case study: MOOC course planning
• Activity: Getting started with course and project planning
• Next steps
Session 1: The Big Picture/Macro-Design
- Delivery Models and Defining Goals
- Planning for course (re)design
- Constructing timelines
- Identifying resources
- Audience considerations

Session 2: Assessment
- Low stakes/frequent assessment
- Summative v. formative models

Session 3: Facilitating Engagement
- Establishing "social presence"
- Managing student expectations
- Defining workload issues

Session 4: Micro-Design
- Learning Module Design

Session 5: Evaluation
- Before, during, and after strategies
- Self evaluation
- Peer evaluation
- Student evaluation
Definition of Terms – Course Delivery Models

On-Campus
All classes are face-to-face

Hybrid/Blended
Classwork is done or transferred online

Fully Online
No face-to-face classes
Why Teach Hybrid/Online Courses?

• Students spend more time working individually and collaboratively on assignments, projects, and activities.

• Faculty and instructional staff spend less time lecturing and more time reviewing and evaluating student work and guiding and interacting with students.
## Big Picture/Big Questions

**Course Decisions**

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<tbody>
<tr>
<td>What is this course?</td>
<td>Who will be the learners for this class?</td>
<td>What will students learn?</td>
<td>How will we deliver the course?</td>
<td>How will you know how the course worked?</td>
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<td>Where might it fit in your department or program?</td>
<td>What’s the purpose of this course?</td>
<td>Online? Hybrid? MOOC? SMOC?</td>
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<td>How will you know what students learned?</td>
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Big Picture/Big Questions
Planning Decisions

**What? Deliverables**
- What is your final product?
- Opportunities?
  - Research
  - Technology pilot
  - Branding/Outreach
  - Revenue

**How? Benchmarking & Planning**
- What already exists out there?
- Are we duplicating, can we reuse?
- Any licensing and copyright considerations?
- What is your course structure?

**When? Timelines**
- When do you want to launch?
- When can you have a sample week completed?
- When will course review happen?

**Who? Supportive Roles**
- Who will help coordinate all the pieces?
- Who is doing video production?
- Who is developing content and assessments?
- Any TAs needed?

**Technology Integration**
- Which platform are you launching on?
- Other technologies you would like to test out?
Here is from a MOOC faculty

For us, building a MOOC was a process.
– took time to develop.
– approached with layering the ingredients. We didn't start at the beginning and work to the end. We outlined, filled in, filled in more, collecting and honing materials, including notes, problem sets, activities, visuals, and short videos. This process actually took years for us … resulting in LAFF.
– utilized our unique experiences and our strengths.

As we developed content, the focus was on learning goals and pedagogy.
– always kept in mind our goals, making them clear to our participants as well as ourselves.
– built in methods for various learning strategies, allowing some choice for learners.
– created materials for learning efficiently.
Activity: Course and Process Planning

For this activity, please consult the handout we’ve provided: “Learning Design Planning: Project Orientation and Big Picture Snapshot”

1. Individually **fill out the “thinksheet”** we’ve provided for you as best as you can

2. Working in groups, **discuss the following questions:**
   1. If you were to offer an online or hybrid course in the immediate future, which project planning areas do you feel best prepared to address?
   2. Which areas seem to be the most challenging to address?

3. **Write your top three group challenges** on the post-it notes provided at your tables and **share these challenges** when we reconvene as a larger group
Wrapup and Next Steps

• Please complete evaluation

• **Session 2: Assessment**: Friday, April 1, 10:00-11:30am (SZB 450H)