CEE Lunch and Learn

Essentials of Designing Online and Hybrid Courses

Dr. Tim A. Becker

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Welcome

Introduction and Overview

• The New Evolving Tradition and Comparisons

• 8 Components of Online-Hybrid Course & Syllabus

• Practical – Proven Onlining and Hybriding Hints
Recent News, Thoughts on Onlines & Hybrids

- > 6 million students took 1+ OL class in Spring 2011
- 17% growth rate of OL enrollments in Fall 2009
- > 1 in 4 college students take 1 OL course per term
- 33% of Baccalaureate institutions do some OL courses
- 74% of public universities say “online is critical”
- < 19% universities offer faculty training…”USD does!”
- Hybrid / Blended so far delivers best outcomes
Let’s Clarify:

• Face-to-Face = < 30% of online delivery

• Hybrid / Blended = 30 – 80% online delivery

• Online = >80% online delivery
The New Evolving Tradition and Comparisons (#1)

• Students – more tech savvy, suffering acute “short-termitis,” expecting high grades, higher volume of “JGBers,” more connected, many types of curiosity, looking for guidelines

• Content – highly dispersed, more of it, easily accessed through varied media, quality in question
The New Evolving Tradition and Comparisons (#2)

• Delivery – hugely varied, visual, text, live, real-time & archived, traditional, customized and personalized, & responsive to student inquiry, fewer lectures, more external resources, very learnable and adapted

• Faculty – ALL ages, genders, locations, subjects, experience levels, interests, tech capabilities
8 Components of Online-Hybrid Course & Syllabus

1. Course Overview and Introduction
2. Learning Objectives and Competencies
3. Assessment and Measurement
4. Resources and Materials
5. Learner Engagement
6. Course Technology
7. Learner Support
8. Accessibility
1. Course Overview and Introduction

- Give clear instructions and “roadmap” of components
- Introduce yourself, get students’ introductions
- Provide netiquette for online communications
- Tell the purpose of the class and its real-world fit
- State technology and skills needed by students
2. Learning Objectives and Competencies

• Include program and measureable course objectives
• Show list of things students must be able to do at end of the course
• Make objectives & competencies student-clear
• Build objectives and competencies in all assignments
3. Assessment and Measurement

- Use assessments that achieve the objectives
- Match objectives to effective activities and resources
- Include clear course grading policies and rubrics
- Put a statement of what’s expected in “participation”
- Sequence varied assignments
- Provide timely (within one week) feedback
4. Resources and Materials

• Don’t just post millions of YouTubes & TEDs, include the best of the relevant
• Update content and links
• Involve students in acquiring current content
• Include materials that cover proper depth & breadth
• Tell students how materials-content complement learning activities
5. Learner Engagement

- Include learning activities that promote achievement of course learning objectives
- Get activities that are student-to-faculty, student-to-student, content-to-student (and all vice versa)
- Set clear student responsiveness expectations and consequences of “misses
- Tell students where-how best to contact you
6. Course Technology

- Choose the best tech, activities, and media to ensure to deliver course content and achieve student success
- MIETN – “make it easy to navigate” (logical, consistent, and efficient)
- Make sure students have access to technologies needed
- Provide instructions how to access course resources
- Access and use course development support
7. Learner Support

- Detail how and where TechSupport is available
- Tell students other “support” systems and their access
- Create and share your growing “FAQs” of your course
8. Accessibility

- Ensure that course meets ADA standards and tell students how to access assistance
- Develop course pages that have links that are self-describing and meaningful
- Make sure of screen readability throughout the course
1. Get started today – plan and prepare
2. Post syllabus, course information, resources early
3. Play student and do “walk-thru”
4. Encourage students to get trained – provide links
5. Decide what’s to be done online and what in-class
6. Connect with and engage students 3-4 times/week
7. Build in reminders of deadlines
8. Break up assignments into smaller sections
9. Think: Whole…Chunks…Chunkettes
10. Keep Bloom in Mind
Summary

• It’s a blast!
• You can personalize and customize
• It’s highly updateable
• Make it fun
• You have the pieces, just different order and puzzle

Contact with Questions & Comments
Dr. Tim Becker  858-349-2040 / tbecker@sandiego.edu