# CEE Lunch and Learn

University of San Diego

# Essentials of Designing Online and Hybrid Courses

## Dr. Tim A. Becker

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# Essentials of Onlines & Hybrids

**Welcome**

**Introduction and Overview**

- The New Evolving Tradition and Comparisons

- 8  Components of Online-Hybrid Course & Syllabus

- Practical – Proven Onlining and Hybriding Hints

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**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

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**Let's Clarify:**

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

- **Hybrid / Blended = 30 – 80% online delivery**

- **Online = >80% online delivery**

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**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

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**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

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**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

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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**

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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

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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**

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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**

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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**

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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**

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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**

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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**

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**Practical – Proven Onlining and Hybriding Hints**

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

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**Practical – Proven Onlining and Hybriding Hints (cont.)**

8. Break up assignments into smaller sections
9. Think:  Whole…Chunks…Chunkettes
10. Keep Bloom in Mind

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**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**