

Teaching Online: Course Map

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Workshop Description

Teaching Online is a facilitated online workshop for faculty interested in teaching online or in a hybrid (blended) format at Framingham State University. The workshop combines the pedagogical and technological aspects of designing and teaching in a web-based environment using [Quality Matters guidelines](#). You will learn good practices for online course design, experience online learning from a student's perspective, use a variety of Canvas LMS tools to engage with course content and to collaborate, and begin to build an online course learning environment of your own.

Workshop Objectives

Upon completion of this course, students will be able to:

- list challenges and opportunities for transitioning to an online teaching modality;
- align learning objectives with appropriate instruction and assessment;
- adopt instructional strategies appropriate for online learning environments;
- select and use appropriate Canvas tools and other technologies to engage students;
- apply Quality Matters guidelines for designing a student-centered learning space.

About Your Facilitator: Steve Courchesne



I am the Instructional Designer for the Education Technology team. I'm passionate about how to make learning effective and efficient. Therefore, I'm excited to work with you on the design of your online courses. In addition to this workshop, I coordinate logistics for FSU's Quality Matters program and support faculty one-on-one and through workshops. I am also a co-coordinator for the M.Ed. in Educational Technology. I am also a doctoral student! I am in an Ed.D. program at Johns Hopkins

University. My dissertation will be on first-generation college student retention. I am investigating academic factors related to self-regulated learning (how students motivate themselves, believe in themselves, and use learning strategies).

Workshop Expectations

Each week includes a discussion and assignment. Discussions are an opportunity to engage with the course concepts and share best practices with each other. The assignments will assist you to create practical artifacts that can be used to build an online course. You are expected to participate in the weekly assignments and activities in a timely manner. Although the workshop is asynchronous and affords flexibility for when work can be completed, it is not a self-paced course. Expect to spend approximately 3-4 hours on each weekly module.

Outline of Modules

Note: Each module assignment is created in the sandbox course site as an actual product (e.g. an announcement, a discussion forum, etc.). In addition, to alert the facilitator that the assignment is done, the module includes an assignment submission option where you can submit a simple statement about where the facilitator can locate the assignment submission in the sandbox.

Module Learning Objectives	Assessments
<p>Start Here</p>	<ul style="list-style-type: none"> • Post your Class Introduction in VoiceThread • Participate in the virtual Orientation in Zoom (a video meeting tool) • Set 1-2 personal goals for this workshop
<p>Module 1: Structuring the Learning Environment</p> <ul style="list-style-type: none"> • Describe opportunities for transitioning to an online teaching modality • Describe how to structure a course site that is accessible and easy to navigate 	<p>Discussion 1: The lessons in Module 1 focus on a clear, accessible structure and how to communicate the organization of the course to students. Consider the value of a “getting started” area, accessibility, and “connective tissue”.</p> <p>Assignment 1: Share a welcome for students that introduces you to the students, provides an overview of the course, and directs students on how to get started. The format of the welcome is up to you. For example, it might be an announcement, video script or actual welcome video, VoiceThread introduction, or introductory discussion forum prompt.</p>
<p>Module 2: Supporting Learning Outcomes</p> <ul style="list-style-type: none"> • Design measurable learning objectives • Apply the principle of course alignment to ensure that objectives align with the various elements of the course • Make the course alignment explicit for students through a narrative description 	<p>Discussion 2: Module 2 is about aligning learning objectives with the elements of the course. Reflect on the value of “backwards design” and the metacognitive benefits for students in making your course alignment explicit.</p> <p>Assignment 2: This assignment includes two components in one submission. First, select a specific week or module in your course and create a course map that aligns measurable learning objectives with the other elements of the week. Use one of the templates provided. Your course map should include all materials and assessments that you intend to use. Accompany the map with the list of overall course objectives. Second, craft a narrative that summarizes your module’s alignment for students. This might take the form of an introductory paragraph at the start of the module, a script for a video, or assignment instructions.</p>
<p>Module 3: Cultivating a Community of Engaged Learners</p> <ul style="list-style-type: none"> • Classify three types of interaction • Compare rich media tools that enable active learning • Examine factors that influence and facilitate successful online interaction 	<p>Discussion 3: We build community and foster engagement in various ways. Consider the value of “social presence” and which tools will help your students to engage with the topic and with each other.</p> <p>Assignment 3: Share an activity that involves interaction between students. This might be a discussion forum prompt, VoiceThread, annotation assignment in Hypothesis or Perusall, a group project or peer review assignment. Include instructions for learners on how their participation/submission will be graded. If relevant, include instructions for students on how to use the technology in the activity.</p>

Module Learning Objectives	Assessments
<p>Module 4: Building an Assessment Strategy</p> <ul style="list-style-type: none"> • Recall features of the Canvas Grade Center and SpeedGrader • Summarize ways an online course can assist students to practice the retrieval of knowledge • Examine different practices for giving online feedback • Explain appropriate avenues for providing feedback 	<p>Discussion 4: Highlight one or more best practices in giving online feedback to learners and share how you intend to share feedback with students. Do you provide individual or group feedback? Do you provide formative feedback? How does feedback fit into your teaching strategy?</p> <p>Assignment 4: Share an individual assessment. This might be an assignment, quiz, moderated VoiceThread response, or Panopto video assignment. Explicitly connect the learning objectives to the assessment, which could be formative or summative. Be sure to include criteria for the evaluation of learners' work, such as a rubric or late submission policy.</p> <p>Or:</p> <p>Create a grading rubric that breaks down an assessment (e.g. assignment, discussion, presentation) into graded parts and clearly differentiates the levels of performance with descriptions. Consider including 3-5 levels of performance. Submit the rubric as a Word or Excel document. Optionally, you can also build your rubric in your Canvas sandbox course site so that it could be used to grade student work.</p>