QLT Course Design Workshop

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Deb Perry, QLT Deputy Project Coordinator
Introduce yourself

- Name
- Department
- What motivates you to improve your course and teaching?
Here’s the story...
Workshop goals

- Learn strategies and tools that can help you organize the work of building a quality iLearn course.
- Form collaborative relationships with faculty mentors, fellows, and instructional design staff.
- Get started on your work plan.
Overview of the building process

Prepare
- Scope and scale of work
- Your extended goals
- Needs analysis

Draft
- Quality course elements
- Course outline & table
- Work checklist & timeline
- Get help from Ambassadors, Mentors, and Fellows

Build
- Set-up iLearn shell
- Put course outline into iLearn
- Add placeholders for activities
- Get help from instructional designers
- Build course elements
- Reflect & revise
STEP 1: Prepare
Scope and scale of your work

- Starter
- Expanded
- Extensive
SAMR model of technology integration
Dr. Ruben Puentequera

- **REDEFINITION**: Technology allows for the creation of new tasks, previously inconceivable
- **MODIFICATION**: Technology allows for significant task redesign
- **AUGMENTATION**: Technology acts as a direct substitute, with functional improvement
- **SUBSTITUTION**: Technology acts as a direct substitution, with no functional change

Designed by freepik.com
Which choice best describes this course design project?
A. Terrified
B. Excited
C. Excitified (excited and terrified)
D. Other

Why are you embarking on this course design project?
A. My chair asked me to
B. To improve my course and student success
C. To fulfill my own personal interest and professional development
D. Other
What are you building?
An iterative process

- Building a course is a methodical, iterative process.
- You will make successive improvements over the course of several semesters.
Individual activity & Share back
What are your goals for building your iLearn course?

- By next semester, I would like to...
- By next year, I would like to...
- In two years, I would like to...
Needs analysis
Things to consider as you begin

- Learners
- Resources
- Instructor
- Content
- Support
- Course
Faculty Peer Support

• QLT Ambassadors & Mentors
  • Experienced faculty colleagues
  • Teaching expertise
  • Navigating careers
  • Ally with a friendly ear

• CEETL Faculty Fellows
  • Open Classrooms
  • Reading and discussion groups
  • Drop-in consultations
  • Brown Bag art hours
STEP 2: Draft
Quality course characteristics
Based on the QLT evaluation instrument

See handouts:
• “Quality Course Checklist”
• “Campus Services and Resources for Students”

Quality Course Characteristics
This list is based on the Quality Learning & Teaching (QLT) evaluation instrument. If your course addresses all of these items, it may be ready for QLT Certification.

Essential information to include in all courses
- Instructor details and contact information
- Description of the course and format
- Student learning objectives/outcomes (SLOs)
- Grading policy
- Academic integrity statement*
- Technical support services and links*
- Academic (non-technical) support services and links*
- Campus accessibility policy and links to DPRC*

General practices for quality courses
- Use Labels consistently to organize the course
- Refer to your SLOs when determining activities
- Use a welcome page, video, etc. to orient students to the course and to iLearn
- Include a student self-introduction activity at the beginning of the course
- Give students adequate time and notice to acquire course materials
- Incorporate reflection activities throughout the course
- Establish and stick to your routines for providing timely feedback
- Include a reflective wrap-up activity at the end of the course

Advanced strategies for outstanding courses
- Use detailed rubrics, grading guides, etc. and make them available to students
- Use a variety of content types, such as video, podcasts, infographics, etc.
- Support peer-to-peer engagement with activities such as discussion forums, group work, peer feedback, etc.
**Quality Course Elements activity**

- Check off all the elements that you already incorporate into your course.
  - What’s your score out of the Core 24?
- Identify achievable elements and add them to your task list.
- Identify difficult elements and note how to request support for them.
Examine a course syllabus

• Look at example course syllabi, which aligns best with your course?
• What do you like about the syllabi?
• How could the syllabi be improved?
## Course blueprint

An indispensable tool for seeing the big picture

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>SLO</th>
<th>DATE</th>
<th>ASSESSMENT</th>
<th>ACTIVITY</th>
<th>CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro to course</td>
<td>• Demonstrate understanding of course policies and syllabus</td>
<td>Week 1</td>
<td>Syllabus iLearn Quiz</td>
<td>Self-introduction Forum</td>
<td>• Syllabus</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Welcome video (Mediasite)</td>
</tr>
<tr>
<td>Welcome to planet earth</td>
<td>• Demonstrate knowledge of lithosphere and hydrosphere</td>
<td>Week 2</td>
<td></td>
<td></td>
<td>• Documentary film <em>Birth of Earth</em> (Youtube)</td>
</tr>
<tr>
<td></td>
<td>• Demonstrate knowledge of geologic time and Earth history</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Earthquakes and Volcanoes</td>
<td>• Demonstrate knowledge of tectonic theory</td>
<td>Week 3</td>
<td>Tectonic iLearn quiz</td>
<td>Earthquake simulator (URL)</td>
<td>• Lecture recording &amp; PPT</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Article “Tectonic Theory in Practice”</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Petra text, Chapter 3</td>
</tr>
<tr>
<td>Predicting earthquakes</td>
<td>• Competence reading geologic maps</td>
<td>Week 4</td>
<td>Earthquake iLearn quiz</td>
<td>Earthquake data report</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Interpret geological data, hypotheses, and ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervolcanoes</td>
<td></td>
<td>Week 5</td>
<td>Volcanoes iLearn quiz</td>
<td>Documentary film <em>Supervolcanoes</em></td>
<td></td>
</tr>
</tbody>
</table>
# Ideas for which iLearn tools to use

<table>
<thead>
<tr>
<th>IDEA</th>
<th>ILEARN TOOL</th>
<th>SETTINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSESSMENT</strong></td>
<td></td>
<td></td>
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<tr>
<td>Written essay</td>
<td>Assignment or Turnitin</td>
<td></td>
</tr>
<tr>
<td>Multiple-choice/short essay exam</td>
<td>Quiz</td>
<td>Time-limit, single attempt</td>
</tr>
<tr>
<td>Group project</td>
<td>Assignment</td>
<td>Separate groups</td>
</tr>
<tr>
<td>Graded discussion forum</td>
<td>Forum</td>
<td>Use Ratings to grade forum posts</td>
</tr>
<tr>
<td><strong>ACTIVITY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice quiz</td>
<td>Quiz</td>
<td>No time-limit, infinite attempts, keep highest score</td>
</tr>
<tr>
<td>Student profile book</td>
<td>Glossary</td>
<td>Add Glossary block to course page</td>
</tr>
<tr>
<td>Open discussion forum</td>
<td>Forum</td>
<td>Default settings</td>
</tr>
<tr>
<td>Student feedback survey</td>
<td>Feedback</td>
<td></td>
</tr>
<tr>
<td>eLearning-style lesson</td>
<td>Lesson</td>
<td></td>
</tr>
<tr>
<td><strong>CONTENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Syllabus</td>
<td>Book</td>
<td></td>
</tr>
<tr>
<td>PDF articles</td>
<td>File</td>
<td></td>
</tr>
<tr>
<td>Links to websites</td>
<td>URL</td>
<td></td>
</tr>
<tr>
<td>Video lectures</td>
<td>Mediasite or Camtasia</td>
<td>Mediasite for entry-level, Camtasia for advanced</td>
</tr>
</tbody>
</table>
STEP 3: Build
iLearn Set-up
Prepare your iLearn course shell

• Find the empty iLearn shell for your course under “Upcoming Semesters” in “Show All Courses”

OR

• Request an empty course shell from ilearn@sfsu.edu if you are working before upcoming courses have been released.
Put the Course Outline structure into iLearn

First, use **Section headers** to create your basic structure in iLearn.
Continue drafting Course Outline structure

Continue to build structure and organization with **Labels**

- Be consistent across every section
- Duplicate them to save time

- We recommend the following for each section:
  - Learning Goals
  - To Do
  - Resources & Materials
  - Activities & Assignments
Add placeholders for activities & resources

• Just add placeholders for now.
• Fine tune later.
Tips for building your course

- Build first 3 sections first
- Prioritize & duplicate activities that repeat
- Hide sections under construction
- Build clarity & consistency into the course
- Ask IDs for templates to import
- Do Gradebook last, contact AT for help
Feedback is golden. Embrace it!

Get feedback on your course when feasible from
- Department colleagues
- AT staff
- Ambassadors, Mentors, Fellows
- TAs
- Former students

Gather feedback from students during the course
- iLearn Forum or Feedback
- Qualtrics survey (sfsu.qualtrics.com)
Academic Technology Support

- **AT Desktop Support**
  - Hardware support
  - Fixes problems with your laptops and computers
  - Removes tech obstacles

- **Media and Classroom Services**
  - Support all classroom technology
  - Loan out equipment

- **iLearn Support Services**
  - iLearn help for faculty and students
  - Fixes iLearn problems
  - 5 ways to get help
  - Makes things happen
Teaching Fully Online
Communicating with online students
Use a variety of communications strategies

Forums
- News and Announcements
- FAQ Forum

Email
- Schedule Quickmails
- Create email templates

Web conference
- Synchronous Zoom meetings if needed
- Zoom office hours by appointment
Humanizing online learning
Michelle Bacansky-Brock, CSU CI

**Presence**
Don't be a robot.
Create a lively welcome video.
Provide feedback in audio or video.
Greet students with a video each week.
Offer synchronous meetings for those who need them.

**Empathy**
Sense when students need extra support.
Be approachable.
Check-in with students individually.
Support students through difficult times.
Send a supportive video message to a struggling student.

**Awareness**
Know your students.
Survey students in week 1.
Use a fun, low-risk ice breaker to get students connected.
Build in formative feedback loops.
Using instructional routines

Group Discussion
• What are instructional routines?
• What are examples of face-to-face routines?
• Why are they beneficial?

Pair/Share
• What are possible routines for online teaching?
• How might these routines be incorporated into the course?
Wrapping it up
Choose your best path
Example Starter Plan

GOAL: Be ready for first three weeks before semester start.

TASKS:
- Meet with Mentor for ideas  JUN
- Write course blueprint  JUL
- Request temporary course shell  JUL
- Meet with Instructional Designer  JUL
- Build Week 1  JUL
- Build Week 2  AUG
- Build Week 3  AUG
- Follow-up with Instructional Designer  AUG

NOTES:
- Ask Dr. Lee if I can look at her syllabus.
Example Expanded Plan

GOAL: Put all homework and assignments in iLearn and use Gradebook for next semester.

TO DO:
- Update course blueprint by July 30
- Meet with instructional designer
- Write quiz questions
- Update dates on essay Assignments
- Build Quiz placeholders by Aug 15
- Gradebook set-up with AT
- Enter in quiz questions
- Check-in with Instructional Designer by Aug 20

NOTES:
- See if graduate assistant can enter quiz questions

IDEAS:
- Extra credit quizzes?
- Add grading rubric to essays?
Example Extensive Plan

GOAL: Make my course ready for fully online and Coursematch by Spring 2019.

SUMMER 2018
- Attend AT Institute
- Meet with CEETL for ideas for my syllabus
- Meet with AT Videographer to plan Learning Glass videos
- Learn how to make my own welcome and check-in videos with Camtasia
- Revise my hybrid course from Fall

FALL 2018
- Test out the Learning Glass videos with students
- Meet with Ambassador for QLT check
- Gather feedback from students about hybrid sessions (particularly group assignments)
- Meet with Instructional Designer for advice on teaching fully online

WINTER 2019
- Fine tune and revisions
- Import and set-up Spring iLearn course
- Check-in with Instructional Designer for final revisions to group assignments
ACTIVITY

Make a Work Plan

• Synthesize your notes and lay out an action and support plan.
  • What’s your realistic goal?
  • What are the action items to achieve it?
  • What are your target due dates?
  • Who are your support people?
  • What are your check-in appointment dates?

• Use any tools and supplies you wish to create your plan.
• Refer to your worksheet to identify useful tools, strategies, and ideas from today’s workshop.
• Schedule an appointment with support people.
• Share your plan with groupmates
Contact us

QLT Ambassadors & Mentors
- QLT mentorship
- Classroom management advice
- Navigating RTP
- Moral support

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AT Instructional Designers
- One-on-one iLearn consultations
- Technology training
- Project support

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CEETL Fellows
- Open Classrooms
- Reading and discussion groups
- Open hours conversations
- Art lunch hours

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We want your feedback!

Please complete a 2-minute survey at:
https://tinyurl.com/QLTfeedback