

Best Practices for Effective Online Course Design: *Session 2*

Center for Teaching Advancement and
Assessment Research



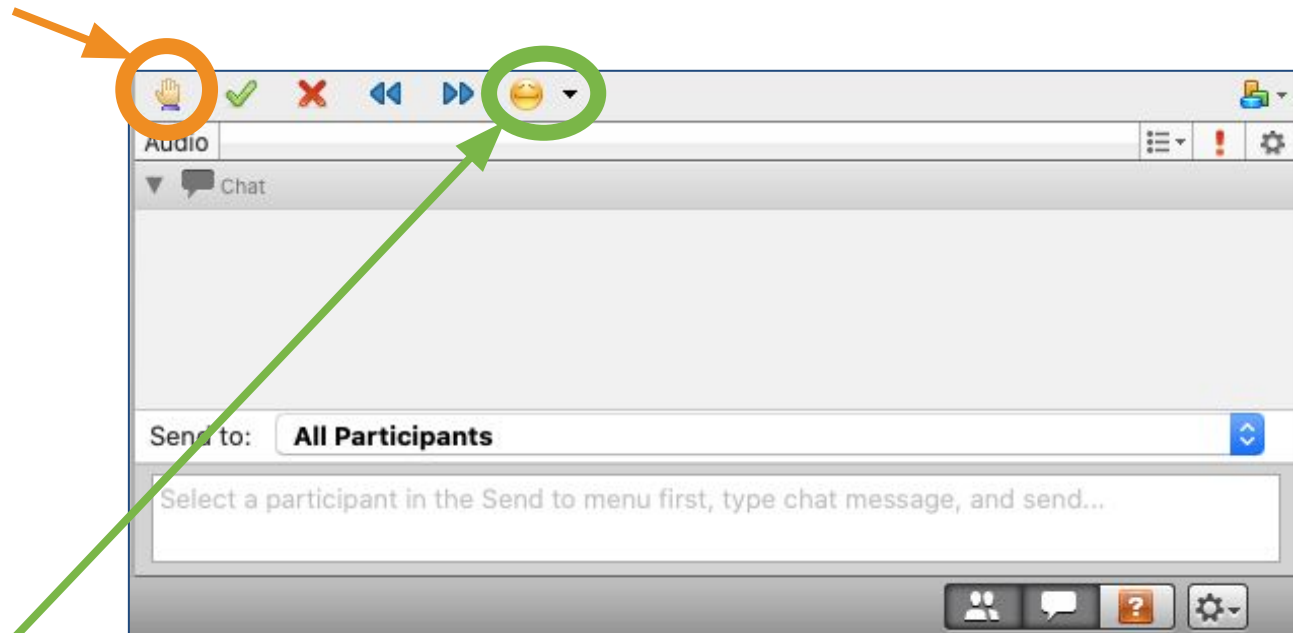
Agenda

1. Brief review
2. Learning Experiences and Instruction
 - a. Synchronous lectures
 - b. Asynchronous lectures
 - c. Engaging students
 - d. Clear Communication
3. Breakout room discussion
4. Survey about your needs for Session 3

Housekeeping: WebEx Trainings



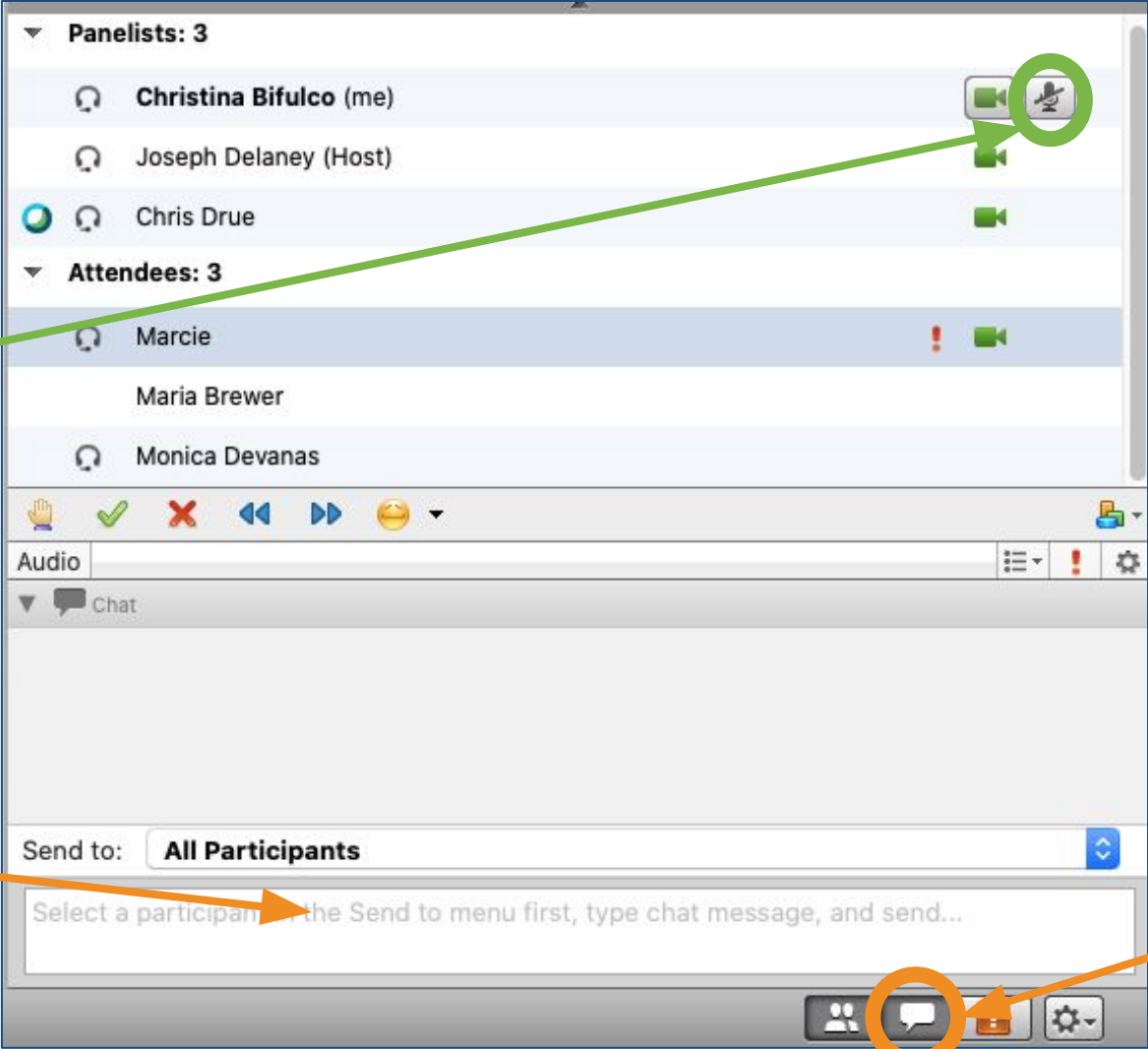
- In large groups I may ask people to raise their hand to be called on - **click on little hand**



- You can **choose an emoji** to let us know how you are feeling throughout the session

Use the WebEx voice or chat feature to share

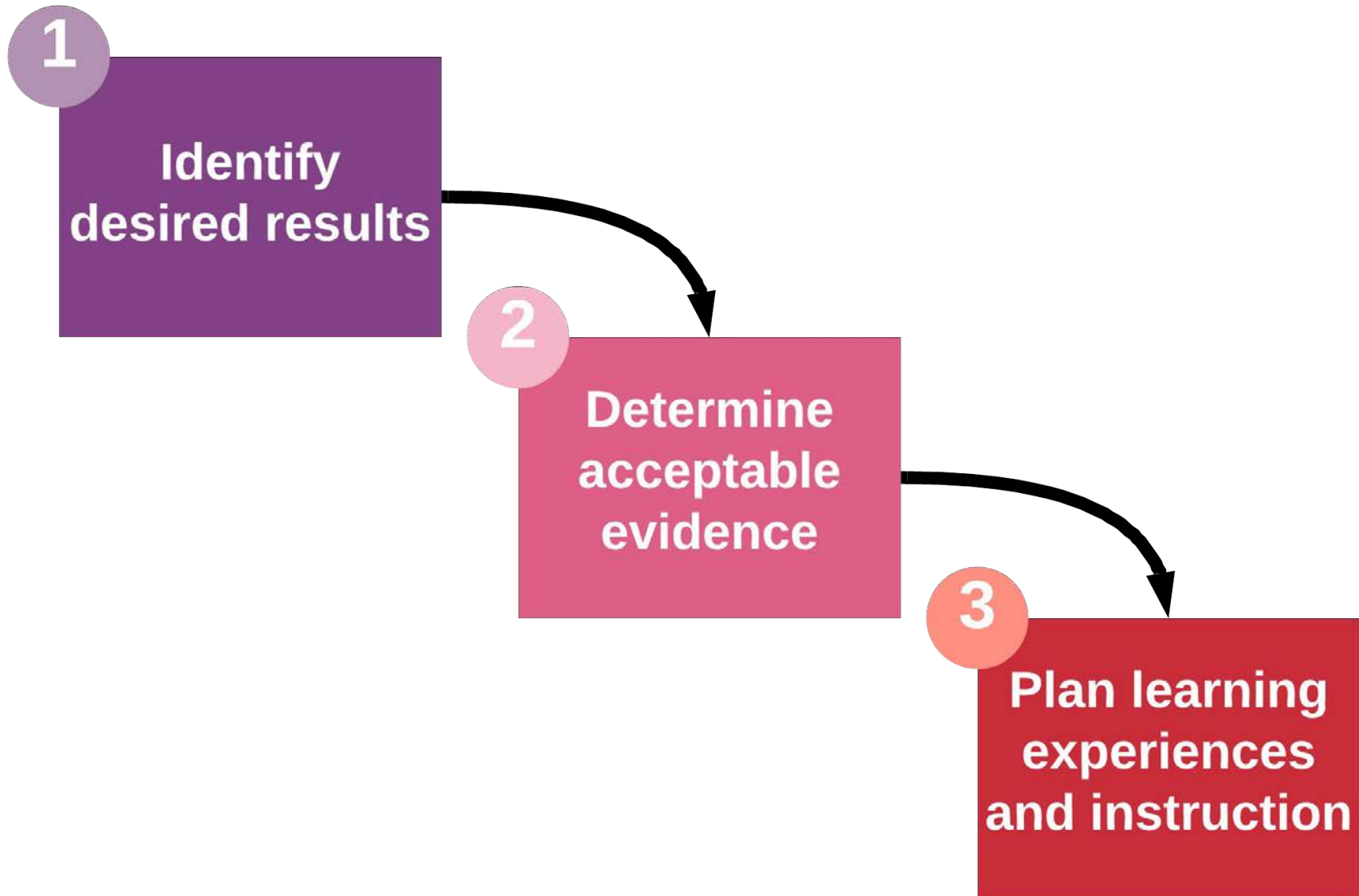
Click the microphone so you can speak



Type in the chat here

Click this to turn chat on or off

Quick Reminder: Backward Course Design



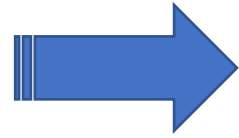
Connecting to Learning Activities

1

2

3

Learning Goals



Evidence of Learning



Learning Activities

REVIEW

Content

reading
questions
discussions

lectures
readings

discussions

Application

essays

essays

projects

projects

Skills

presentations

presentations

performances

performances

Values

homework

homework

quizzes

quizzes

tests

tests

Online Tools for Hosting Synchronous Video

Platform	Benefit	Drawback
Webex Meetings	Supported by OIT, ease of use	Does not have breakout rooms
Webex Trainings	Supported by OIT, breakout rooms	Clunky interface, participant audio issues possible
BigBlueButton	Integrated with LMS, has breakout rooms	Technology glitches for some users
Microsoft Teams	Supported by OIT, real-time captioning, has breakout rooms	Still in development
Zoom	Breakout rooms	Security issues, not supported by OIT
Google Meet	Currently free, real-time captioning	Not supported by OIT

Tips for Making Asynchronous Video



*Video shot in [Prezi Video](#)

Summary of Video

Can you adapt other material that is already available?

Make them short! 5 to 10 minutes is much better than longer

- Part of a “chunking process”
- Fits with student’s attention process
- Easier to correct your own mistakes

Try to be on video so that you can connect with the students

- Try to make visuals more dynamic since you are not present (consider animations, drawing on screen)

Tools for Asynchronous Video

Platform	Benefit	Drawback
Kaltura Capture Space	Video capture and hosting	Supported by OIT, Very little editing
Webex/BigBlueButton/Zoom	Virtual meetings can be used to capture and host	12 hours to process, does not have editing
Prezi Video	Combine slides with video, free version available	Paid versions have better features
Camtasia	Excellent functionality	Not free!
VoiceThread	Can add video to a slideshow	Long process to create
PowerPoint with Voiceover	Simple to create	No video
Loom	Simple to create	
QuickTime + iMovie	Preinstalled, easy to use	
DaVinci Resolve	Free editing software	Does not capture video

Online Tools for Hosting Asynchronous Video

Platform	Benefit	Drawback
Webex	Supported by OIT	Cannot embed, slow processing
Kaltura MediaSpace	Supported by OIT	Slow processing possible, editing is difficult
Youtube	Easy to integrate	Security issues
Canvas or other LMS	Already integrated for students	Space limits

Creating Khan Academy Type Videos

- Decide if using your computer or tablet
- Suggested to use a microphone
- If using computer need [writing surface](#)
- On iPad use whiteboard app - [Screenchomp](#), [ShowMe](#), or [Educreations](#)
- [Nice overview of process on YouTube](#)



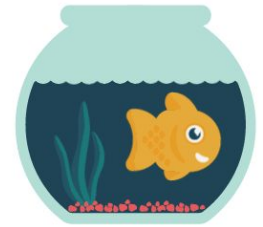
Don't Reinvent the Wheel

A lot of resources already exist for you to use!

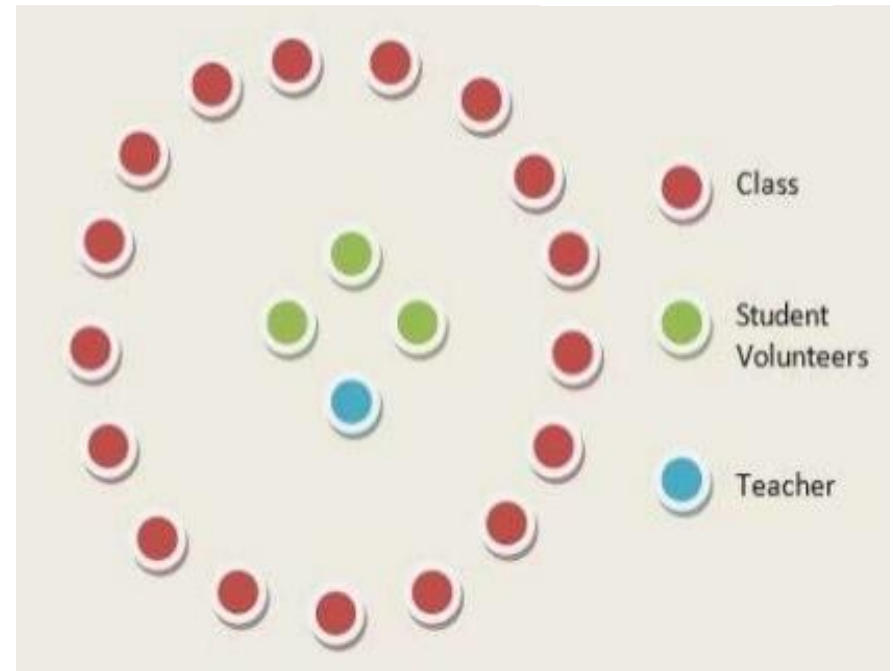
- LinkedIn Learning
- Canvas Commons
- YouTube
- [Open Educational Resources](#)



Techniques to Engage Students in Online Environments



- Breakout Rooms
- Jigsaws
- Fishbowls
- Polling
- Group Projects
- Concept Maps



Online Discussions

Provide guidelines for communications (consider requirements as well as etiquette)

- Example: “Please justify the answer you got”

Give specific directions, along with specific questions or guides

Determine whether you will grade contributions, and how

Use a Rubric to Grade Discussion



Online Discussion Forum Rubric

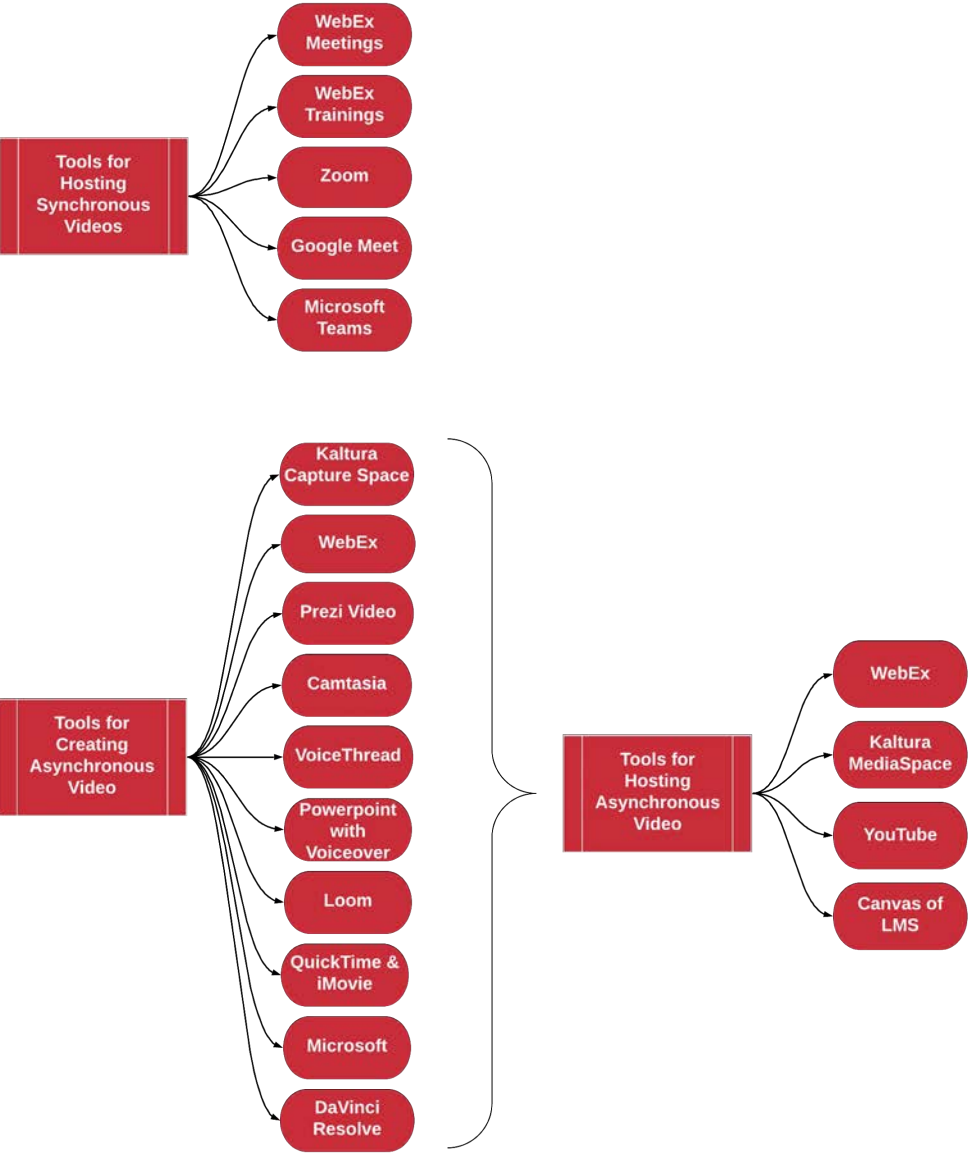


You've already rated students with this rubric. Any major changes could affect their assessment results.

Criteria	Ratings			Pts
Appropriate Engagement	2 pts Full Marks Includes at least one original post and one reply to another student's post	1 pts Partial Credit Is missing one original post or one reply to another student's post	0 pts No Marks Did not engage with discussion	2 pts
Grammar and syntax	2 pts Full Marks Posts are written with appropriate grammar and syntax	1 pts Partial Credit Some grammar and syntax issues obscure meaning	0 pts No Marks Major errors in grammar and syntax	2 pts
High Quality Engagement	2 pts Full Marks Engagement was high quality	1 pts Partial Credit Engagement was not always high quality	0 pts No Marks Low quality engagement	2 pts

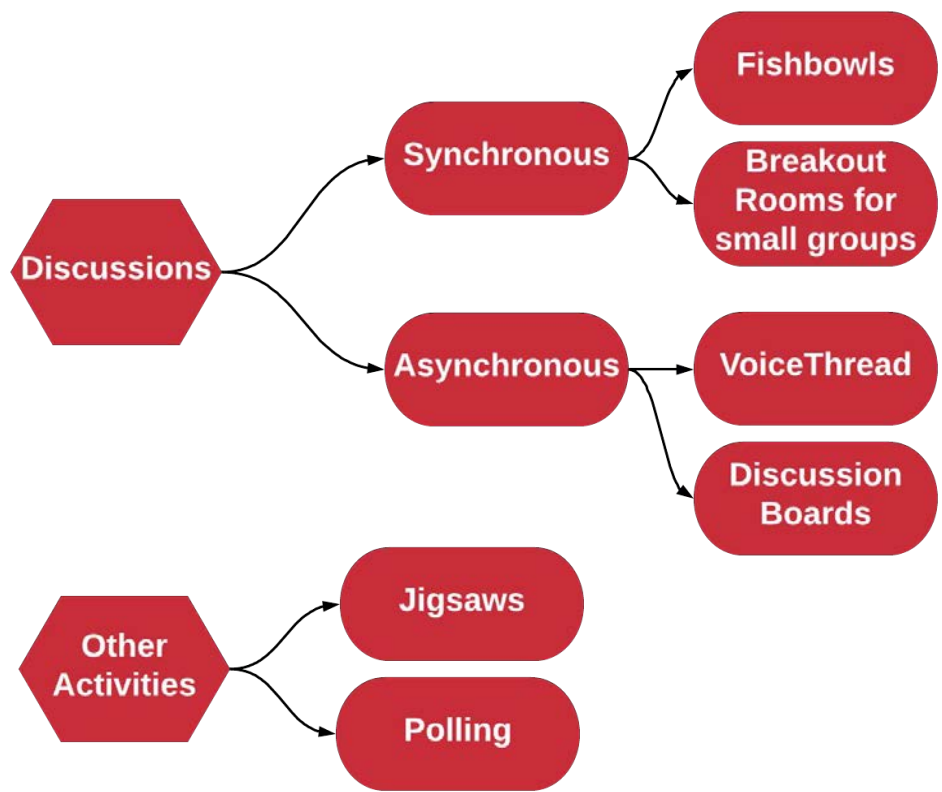
Total Points: 6

Making Some Decisions: Your Course



On your worksheet, just circle what you are thinking about using for creating video and synchronous sessions (if you are going to have any) and/or office hours

Making Some Decisions: Your Course



Feel free to add - this does not include all the types of learning activities students could engage in!

Discussions in Breakout Rooms

- We are placing you into break-out rooms to discuss what options you are considering for your course
- Please use the appropriate Google document to take notes -
<https://go.rutgers.edu/8vbhysto>
- Share out when we reconvene



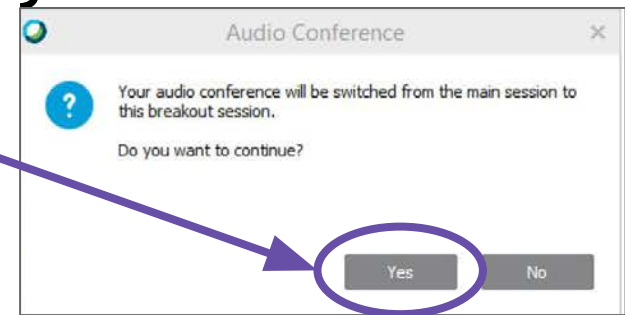
Discussions in Breakout Rooms

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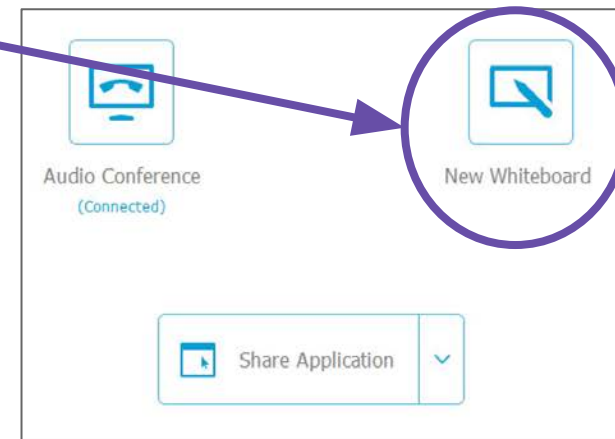
More about Breakout Rooms

- We are going to put you into Breakout rooms - select Yes to move your audio to breakout room

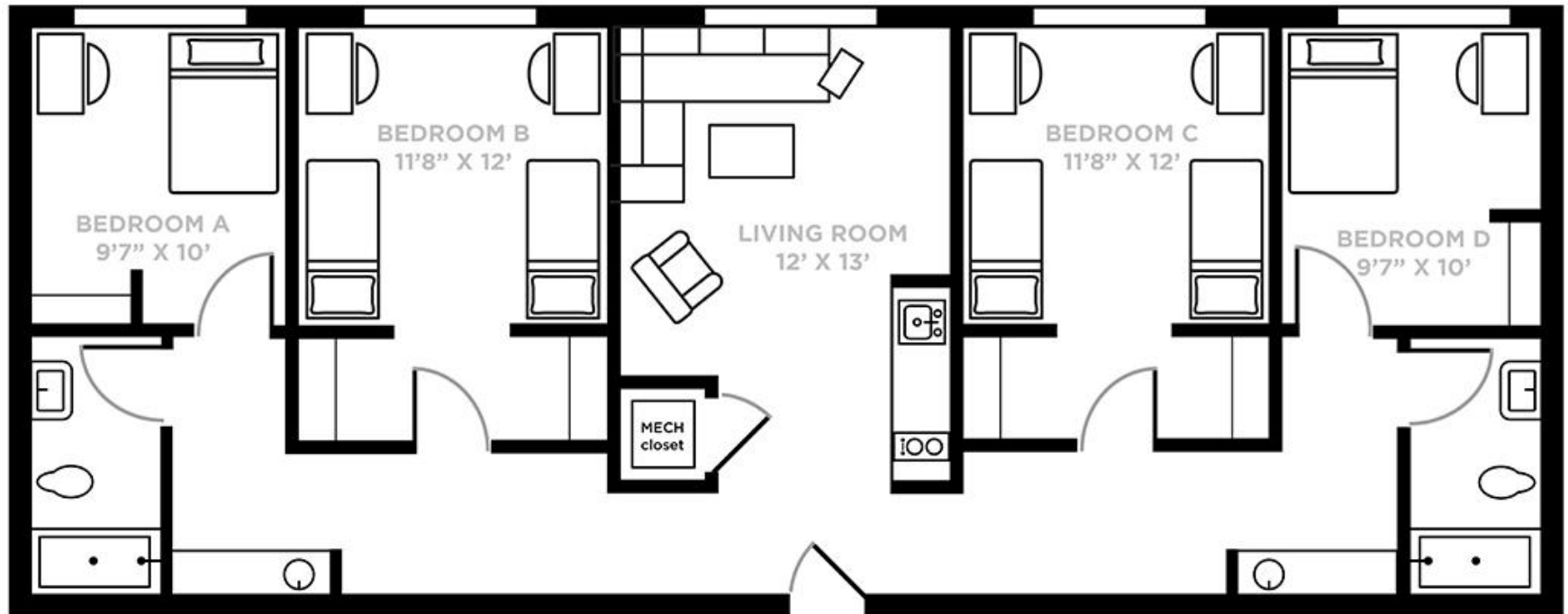


Consider practicing with the whiteboard:

- Open a new whiteboard
- Everyone can talk and draw
- Christina will call you back



Report from Break-out Rooms



Online Tools for Communication

- LMS Announcements
 - Text or video!
- LMS Inbox
- Email
- [VoiceThread](#)
- [Loom](#) (short videos)
- Phone ([Google Voice](#))
- Online office hours



Clear Communication

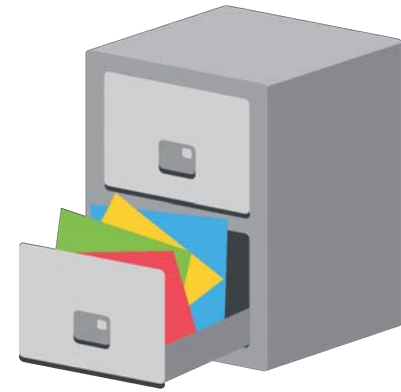
- Make course transparent for students
- Explain the purpose of various elements
- Consider giving checklists or other organizer

Objective Number	Objective Description	Complete	Proficiency
1	Use the power rule to find the derivatives of polynomials and simplify functions in order to use the power rule		
	Practice Problems: Page 191 Q3-15 odd, 19-25 odd		
2	Know and use the derivative of e^x to find derivatives of various functions		
	Practice Problems: Page 191 Q17,33		
	Post your response about exponential function on your blog.		
3	Use the product and quotient rules to find the derivatives of a variety of functions		
	Practice Problems: Page 197 Q3-19 odd		
4	Know and use the derivatives of the 6 trig functions, in conjunction with power, product and quotient rules to find the derivatives of various functions		
	Practice Problems: Page 216 Q1-15 odd		
5	Find the equation of a tangent line to a curve		
	Practice Problems: Page 191 Q39,41; Page 197 Q23,25		

WebAssign Quiz for Stage 8	
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STAGE 8 GATEWAY TEST	
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Organizing your Course: Modules



- One module can designate one unit of content, one week, three weeks, etc.
- Think about the learning goals, assessments, and learning activities that you will address in that module
- Providing one at a time for students helps clarity and expectations in the course

Chris' Example

☰	▼ Week 5 -- Teaching Online	✓	+	⋮
☰	Readings	✓		⋮
☰	 Reading: Best Practice for Asynch	✓		⋮
☰	 Reading Quiz 0 pts	✓		⋮
☰	Videos to Watch	✓		⋮
☰	 Asynchronous Video 1: Playposit Intro	✓		⋮
☰	 Asynchronous Video 2: VoiceThread Intro	✓		⋮
☰	 Synchronous Discussion Session -- Tuesday at 5pm	✓		⋮
☰	Assignments	✓		⋮
☰	 VoiceThread -- Your Experience with Asynch	✓		⋮
☰	 Reflection Paper	✓		⋮

Christina's Example

Week 2 - Derivatives, Part 1

Complete All Items



[Schedule & Checklist for Week 2 - Derivatives, Part 1](#)

Viewed



Required Activities



[Defining the Derivative Activity](#)

2 pts | Submit



[Video on Defining the Derivative and the Power Rule \(PlayPosit\)](#)

Jun 3 | 0 pts | Submit



[Video on Product & Quotient Rule and Derivatives of Trig Functions \(VoiceThread\)](#)

View



[Quick Check: Product, Quotient Rules & Derivatives of Trig Functions](#)

2 pts | Score at least 1.75



[Synchronous Session in WebEx Trainings - Thursday 10 am](#)



[Practice Problems: pg. 266 Q9,11,13,15,17,21,27,35,39; pg. 243 Q24](#)

2 pts | Submit



Optional Activities

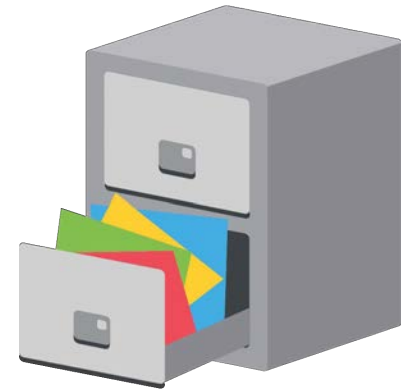


[Week 2 Q & A](#)



[Office Hours - Tuesday 4 pm](#)

For Session 3



Please take some time before the next session to plan one ‘Module’. You do NOT have to create everything (videos, assignments, etc.) but think about what, why, and how you would include in one “module”. We will take some time to share in small groups.

What would be helpful for session 3?

Please take a few minutes to complete the survey to help us focus our efforts for our last session together next week.

<https://go.rutgers.edu/rgvqzkij>



Resources

- [Syracuse University “Summer Online Course Checklist”](#)
- [Lederman, D. \(2020\). How Teaching Changed in the \(Forced\) Shift to Remote Learning. Inside Higher Ed.](#)
- [Vanderbilt University Teaching Center “Understanding by Design”](#)
- <https://li.wsu.edu/teaching-tool-boxes/emergency-tool-kit-for-extended-distance-delivery/>
- [Compilation of online tools for content delivery](#)
- [Wiggins, Grant, and McTighe, Jay. \(1998\). Backward Design. In *Understanding by Design*](#)
- [ACUE’s Online Teaching Toolkit](#)

Technical Questions?

Questions about Canvas? <http://canvas.rutgers.edu>

Questions about Sakai? sakai@rutgers.edu

Questions about Proctoring Technology?
proctoring@docs.rutgers.edu

Questions about other technology?
help@oit.rutgers.edu