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

1. Identify desired results
2. Determine acceptable evidence
3. Plan learning experiences and instruction
How is it going?

Mapping Outcomes to Assessments
Connecting to Learning Activities

Learning Goals

- Content
- Application
- Skills
- Values

Evidence of Learning

- reading
- questions
- discussions
- essays
- projects
- presentations
- performances
- homework
- quizzes
- tests

Learning Activities

- lectures
- readings
- discussions
- essays
- projects
- presentations
- performances
- homework
- quizzes
- tests
## Online Tools for Hosting Synchronous Video

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

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

<table>
<thead>
<tr>
<th>Platform</th>
<th>Benefit</th>
<th>Drawback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Webex</td>
<td>Supported by OIT</td>
<td>Cannot embed, slow processing</td>
</tr>
<tr>
<td>Kaltura MediaSpace</td>
<td>Supported by OIT</td>
<td>Slow processing possible, editing is difficult</td>
</tr>
<tr>
<td>Youtube</td>
<td>Easy to integrate</td>
<td>Security issues</td>
</tr>
<tr>
<td>Canvas or other LMS</td>
<td>Already integrated for students</td>
<td>Space limits</td>
</tr>
</tbody>
</table>
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

https://dcs.rutgers.edu/active-learning/teaching-tools/activities
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.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Ratings</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate Engagement</td>
<td>2 pts</td>
<td>2 pts</td>
</tr>
<tr>
<td>Full Marks</td>
<td>1 pts</td>
<td></td>
</tr>
<tr>
<td>Includes at least one original post and one reply to another student's post</td>
<td>0 pts</td>
<td></td>
</tr>
<tr>
<td>Did not engage with discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and syntax</td>
<td>2 pts</td>
<td>2 pts</td>
</tr>
<tr>
<td>Full Marks</td>
<td>1 pts</td>
<td></td>
</tr>
<tr>
<td>Posts are written with appropriate grammar and syntax</td>
<td>0 pts</td>
<td></td>
</tr>
<tr>
<td>Some grammar and syntax issues obscure meaning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High Quality Engagement</td>
<td>2 pts</td>
<td>2 pts</td>
</tr>
<tr>
<td>Full Marks</td>
<td>1 pts</td>
<td></td>
</tr>
<tr>
<td>Engagement was high quality</td>
<td>0 pts</td>
<td></td>
</tr>
<tr>
<td>Engagement was not always high quality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low quality engagement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

• 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/9q2bue7t
• Share out when we reconvene
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

BEDROOM A 9'7" X 10'
BEDROOM B 11'8" X 12'
LIVING ROOM 12' X 13'
BEDROOM C 11'8" X 12'
BEDROOM D 9'7" X 10'
MECH closet
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

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

WebAssign Quiz for Stage 8

STAGE 8 GATEWAY TEST
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
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
Week 2 - Derivatives, Part 1

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”
- Vanderbilt University Teaching Center “Understanding by Design”
- Compilation of online tools for content delivery
- ACUE’s Online Teaching Toolkit
Technical Questions?

Questions about Canvas? [http://canvas.rutgers.edu](http://canvas.rutgers.edu)

Questions about Sakai? [sakai@rutgers.edu](mailto:sakai@rutgers.edu)

Questions about Proctoring Technology? [proctoring@docs.rutgers.edu](mailto:proctoring@docs.rutgers.edu)

Questions about other technology? [help@oit.rutgers.edu](mailto:help@oit.rutgers.edu)