Building an Online Course or Module: Why, What, How?

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As a result of participating in today’s workshop you will be able to:

1. Develop steps to design an online course or module.
2. Identify tools to support online learning

What does the research say? **What various levels of implementation exist?** How do I get started?
With a partner, discuss:

Briefly introduce yourself and discuss:

• Your interest in online learning
• What would you like to explore for your class(es)?
Building an Online Course or Module: Why?
Learning Trends

- Students prefer courses with online components (ECAR, 2012)
- Students in completely online courses outperformed students in F2F courses, and students in blended courses outperformed students in courses completely online (U.S. Department of Education, 2010)
- Enrollment in online learning is steadily increasing, more so than regular course enrollments (The Sloan Consortium, 2011)
Blended Learning

Increased rates in:

- Student and instructor satisfaction
- Student learning outcomes
- Student demand (because of convenience and flexibility)
- Reduced drop out rates
- Higher exam results (Lopez-Perez, et. al., 2010)
Faculty Feedback

- Higher exam scores (Garnham & Kaleta, 2002)
- Higher quality projects (Cameron, 2003)
- Show increased understanding and deeper exploration of concepts (Bauer, 2001)
- Success rates equal to or higher than success rates in traditional courses. (Dziuban, Hartman, Moskal, Sorg, & Truman, 2004)
Building an Online Course or Module: What?
What type(s) of online learning are you familiar with or interested in?
Common Types

- **Online**
  - Full course instruction
  - Massive Open Online Courses

- **Modules, “Blended” class**
  - Uses different delivery methods
  - Tie content together
  - Hybrid, “flipping the class”
Building an Online Course or Module: How?
Plan a blended activity.

Brainstorm (& take notes) on what you would like to do. Discuss with your table/collleague. Plan to share.
Blended Course Questions

- What learning outcomes can better be achieved through online learning activities?
- What learning outcomes can better be achieved face-to-face?
- How will the online and face-to-face course components complement each other in order to enhance deeper learning?
Plan a blended activity.

Brainstorm (& take notes) on what you would like to do. Discuss with your table/colleague. Plan to share.
Course Design Questions

- What do I want students to know, be able to do, or value as a result of taking my course?
- How will I know whether or not students are learning? What evidence of learning will I accept?
- What learning activities will give students the opportunity to develop the outcome?
Plan a blended activity.

Brainstorm or make notes on what you would like to do. Plan to discuss with the group.
Planning Questions

♦ How many students will be in the course?
♦ What challenges do I currently face and how might blended learning address these?
♦ What works for me regarding different teaching techniques and technologies?
♦ What works for my students?
♦ How much time do I have?
♦ What do I want to teach? What do I want students to learn?
In class
Students do an ice-breaker with new group members. Group work topic is introduced

Online
Students work online to solve case study in discussion forum.

In class
Students present case studies to the larger group.
Another angle?

How you might you use online and face-to-face components in your course?

How will you integrate these two?

Discuss with each other. Plan to briefly share with the group.
Implementation

- How will you communicate expectations?
- How will you provide the support your students may need?
- How will you build community?
- How will you facilitate learning online and in the classroom?
- How will you address academic integrity?
Faculty Role

- Communicate course expectations clearly
- “Guide on the side” rather than “sage on the stage”
- Provide more regular feedback
- Provide support for technology (training, inform students where to go for support - AT)
- Be prepared for student issues such as resistance or difficulties with managing time
Motivation: What Do Students Do?

- Take more responsibility for learning
- Manage their own time
- Work in groups, learn individually
- Provide feedback on their experience with the process
- Class preparation/syllabus
Consider time on task. Make sure the online components are not added on to make it a “course and a half”

- Ask colleagues or CTE staff for feedback
- CTE staff are also available to help with design process
- Ask students for feedback in course evaluations
- Measure student learning and compare it to other courses taught
Creating a Module: First Steps

Integrate an online learning activity

- Learning outcomes
- Instructions and expectations
- Online design ("lecture")
- In class ("homework")
- Assessment

Plan to support and guide student use of technology, self-regulated learning and group learning

Reflect on steps
Creating an Online Course: First Steps

- Learning outcomes
- Activities
- Assessment
- Student-to-student interaction
- Instructor feedback

Plan out your course before building it. Focus on outcomes-activities-assessment, how you will have students work with each other and how you will give feedback.
Your Goals?

- Share course materials and set expectations?
- Get to know your students?
- Foster student engagement?
- Assess student understanding of content?
- Build connections across the semester?
- Demonstrate their synthesis of key concepts?
- Assess their own or each others work?
Brainstorm:

What technology tools can you use?
Technology Tools

Before Class

Center for Teaching Excellence
Ideas Today That You Can Use Next Week
Technology Tools

Imagery

In-class

TED Talks

YouTube

iClicker

Social Media

Presentations

Gaming

PPT

Center for Teaching Excellence

Ideas Today That You Can Use Next Week
Technology Tools

Outside of class

PANOPTO
capture, stream, learn

Piazza

TechSmith
CAMTASIA
STUDIO.

Jing
TechSmith

Kaltura
creating together

eBooks

CENTER FOR TEACHING EXCELLENCE
Ideas Today That You Can Use Next Week
Technology Tools

- Peer Reviews
- ePortfolio
- Student Choice
- Presentations

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Ideas Today That You Can Use Next Week
Other Tools…

- Blended Learning ToolKit - a collaboration between the University of Central Florida and the American Association of State Colleges and Universities. [http://blended.online.ucf.edu/](http://blended.online.ucf.edu/)

- Hybrid Courses - University of Wisconsin Milwaukee [http://www4.uwm.edu/ltc/hybrid/](http://www4.uwm.edu/ltc/hybrid/)

What Can You Try?

Take a moment to jot down 1-2 ideas for designing a blended or online class.
Questions?

Is there anything that you would like to discuss further or know more about?

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Upcoming CTE sessions

- Today at 3:00 - 4:15, 423 ILR CC: Breathing Life into Your PowerPoint
- Tomorrow:
- 12:15 - 1:15, 423 ILR CC, Lunch Discussion: Flipping Your Classroom
- 1:30 - 2:45, 229 ILR CC, Flipping the Classroom: Moving Content Out to Let Learning In
Blended Course Examples

- [http://www4.uwm.edu/ltc/hybrid/uwm_courses/index.cfm](http://www4.uwm.edu/ltc/hybrid/uwm_courses/index.cfm)
References


References


Joosten, T. (2008). Going online or hybrid? An examination of learning objectives, assessment, learning activities, and role change in decision-making. 24th Annual Conference on Distance Teaching & Learning
Potential Challenges…

How do I make sure that students are prepared?

What if students resist?

How do I make content available outside of class?

Do I have to take “stuff’ out?

How will I know if students stay “on task”?
Case Study

You have incorporated blended learning activities into your course but students are coming in unprepared for group work. What might you do?