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ONLINE CONFERENCE



**Designing  
Effective Teaching and  
Significant Learning**

# *Designing Flexible Course for Environmental Challenges*

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## Workshop Outcomes



Our hope is that, by the end of the session, participants will be able to reflect on the effect an integrated designed course blueprint has on their ability to improve teaching and significant student learning by:

- ✓ Design courses allow changing from F2F, blended and online quickly and effectively.
- ✓ Discuss best practice strategies to continue safe learning during environmental challenges.
- ✓ Develop faculty "buy-in" redesigning courses to meet student needs during environmental challenges.



## Session Engagement



We want you to share your experiences having moved from emergency remote teaching to a full online delivery. Some of the topics will cover your institution's response to the pandemic, your teaching practices and student learning experiences.

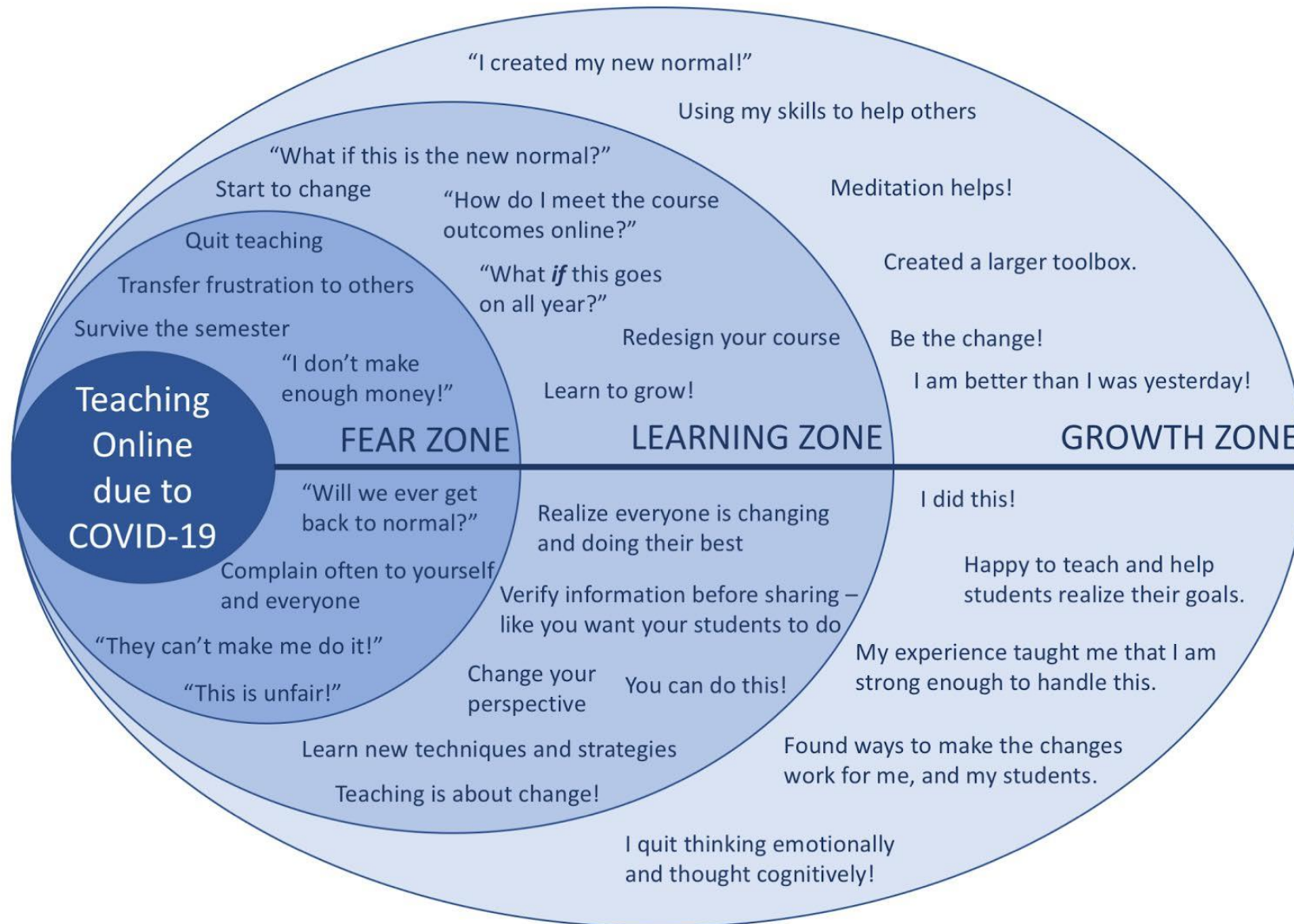
Your perspectives will be shared through the polling and chat features and the results will be posted in the session information (conference website) and at [Encoreprodev.com](https://encoreprodev.com). In addition we will share opportunities to design courses to include dual delivery.

Please *do not* use institutional or personal names in your responses.

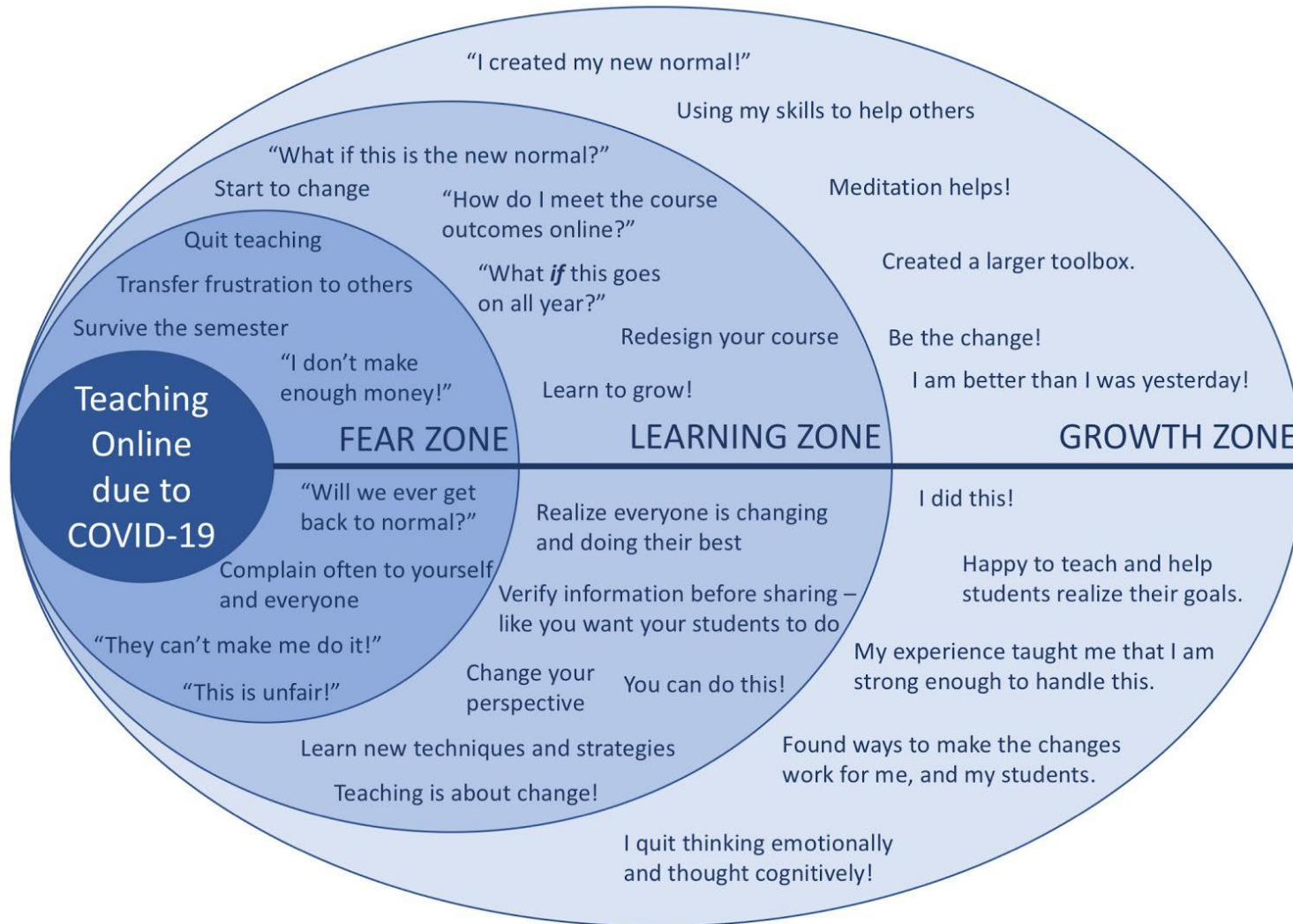
# Fear Not! Learning to Grow...



Adapted from Canales, Cerina.  
March 25, 2020. PARTEAGUAS  
Podcast. [www.parteaguas.org](http://www.parteaguas.org).



# Fear Not! Learning to Grow...

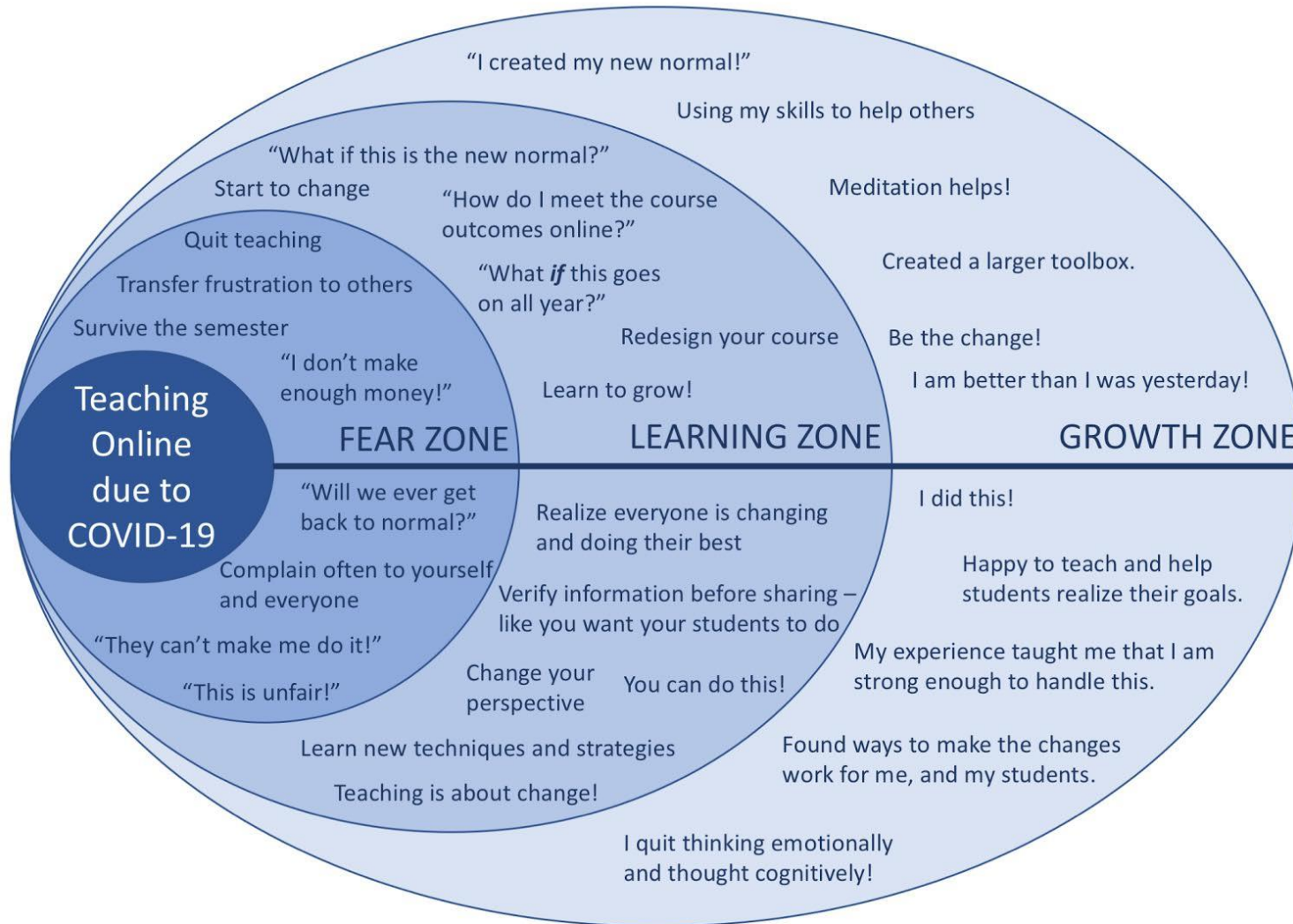


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**POLL: In which zone did you start when you heard your courses had to immediately go online?**

# Fear Not! Learning to Grow...



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**POLL: In which zone did you think you are now?**



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**ZOOM POLL HERE**



# Teaching Online... *Defining the New Normal*



*“Suddenly, the luxury of offering courses in a variety of deliveries vanished. With stay-at-home lockdowns in place, it was strongly recommended that only essential personnel went to work and only essential travel for food, medical and the like, was acceptable. For the first time, many faculty were stripped of choice and needed to continue student learning moving forward by meeting with their students virtually. With no real end in sight, this was the new normal – at least for now.”*

<https://encoreprodev.com/wp-content/uploads/2020/04/Teaching-Online-Defining-the-New-Normal.pdf>



## Topic One: Institutional Response



***Q1: What were the best practices implemented at your institution?***

In other words, what went well in terms of communication, empathy, outreach, planning, etc.? What stood out as successful implementations for continued teaching and learning?

Take the next 3 minutes to reflect and share in chat. After you have shared, scroll through the responses by your colleagues.

## Topic One: Institutional Response



***Q2: What were the practices implemented at your institution that needed improvement?***

In other words, what *didn't* go well in terms of communication, empathy, outreach, planning, etc.? What stood out as implementations for continued teaching and learning that were unsuccessful?

Take the next 3 minutes to reflect and share in chat. After you have shared, scroll through the responses by your colleagues.

## Topic Two: Communication



***Q3: What were the successful communication practices that you used with your students, faculty colleagues, staff and administration?***

In other words, how did you adapt the way in which you communicated?  
Did you increase the frequency of communication?

Take the next 3 minutes to reflect and share in chat. After you have shared, scroll through the responses by your colleagues.

# Topic Two: Communication



What (Purpose)	Who (Sender)	To Whom (Receiver)	When (Schedule)	How (Tool)
Course Welcome and Syllabus	Instructor	Students	Week prior to course start	Email and course announcement

*Q3: What were the successful communication practices that you used with your students, faculty colleagues, staff and administration?*

## Topic Three: Course Design and Teaching



***Q4: Was your course already designed to teach using a dual delivery model?***

In other words, had you already designed your course to easily move from a face-to-face to online delivery? This took into consideration making the assessments and learning activities fit the delivery mode.

**Take the next minute to respond in the Reactions feature with Yes/No.**

# Topic Three: Course Design and Teaching



Taxonomy Domain	Course Outcomes	Unit Objectives or Competencies	Assessments (Consider multiple measurements)	Time & Resources Needed	Learning Activities (Consider multiple opportunities)	Time & Resources Needed
<p><b>Foundational Knowledge</b> Learners will understand and remember key concepts, terms, relationships, facts, etc. --- Describes what learners will be <b>able to do with information</b>.</p>	<p>Verbs to Consider: Choose, Define, Describe, Discriminate, Explain, Find, Generalize, Identify, Infer, Label, List, Match, Name, Outline, Paraphrase, Recall, Recite, Select, State</p>	<p>Verbs to Consider: Choose, Define, Describe, Discriminate, Explain, Find, Generalize, Identify, Infer, Label, List, Match, Name, Outline, Paraphrase, Recall, Recite, Select, State</p>	<p>F2F:  Online:</p>		<p>F2F:  Online:</p>	
<p><b>Application</b> Learners will perform/"do" important tasks ---- Describes the kinds of activities and tasks learners will be <b>able to perform based on the information they have acquired</b>.</p>	<p>Verbs to Consider: Analyze, Assess, Calculate, Compute, Critique, Defend, Demonstrate, Design, Develop, Diagram, Distinguish, Illustrate, Infer, Justify, Manage, Modify, Organize, Outline, Prepare, Solve, Transfer, Use</p>	<p>Verbs to Consider: Analyze, Assess, Calculate, Compute, Critique, Defend, Demonstrate, Design, Develop, Diagram, Distinguish, Illustrate, Infer, Justify, Manage, Modify, Organize, Outline, Prepare, Solve, Transfer, Use</p>	<p>F2F:  Online:</p>		<p>F2F:  Online:</p>	

## Topic Three: Course Design and Teaching



***Q5: How did you change your teaching practice as you moved your course(s) online?***

In other words, what did you have to do differently in the full online classroom than what you had previously done?

Take the next 3 minutes to reflect and share in chat. After you have shared, scroll through the responses by your colleagues.

Situational Factor	Your Course's Situational Description
<p><b>Specific Context of Situation</b></p> <ul style="list-style-type: none"> <li>• Class size</li> <li>• Course level: introductory, advanced, graduate</li> <li>• Meeting time &amp; frequency</li> <li>• Delivery: classroom/lab, blended, online</li> <li>• Physical classroom conditions</li> <li>• Technology requirements</li> </ul>	
<p><b>Expectations of Others</b> Learning expectations placed on the course by:</p> <ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Faculty colleagues</li> <li>• Institution</li> <li>• Profession</li> <li>• Accreditation</li> <li>• Society</li> </ul>	
<p><b>Nature of the Subject</b></p> <ul style="list-style-type: none"> <li>• Student perception</li> <li>• Theoretical, practical, or combination</li> <li>• Convergent or divergent</li> <li>• Important changes or controversies in the field</li> </ul>	
<p><b>Characteristics of Learners</b></p> <ul style="list-style-type: none"> <li>• Student attitudes to subject</li> <li>• College ready, advanced</li> <li>• Age/experience level</li> <li>• Prior learning foundation</li> <li>• Student life conditions: Full-time, part-time, family, working, professional goals</li> </ul>	
<p><b>Characteristics of the Teacher</b></p> <ul style="list-style-type: none"> <li>• Philosophy of teaching</li> <li>• Attitude about course/subject</li> <li>• Perception of students</li> <li>• Experience in teaching</li> <li>• Knowledge/familiarity of course content</li> <li>• Teaching strengths/challenges</li> </ul>	



In the planning stage, it is first important to determine the situational factors which will play a role in course design. You must also determine which of the factors are within your control (to include in your design) and which are out of your control. Once these have been analyzed, there is usually one or maybe two significant factors that will be pedagogical challenges.



## Topic Four: Learning



***Q6: What were the biggest challenges for your students as your course(s) moved online?***

In other words, how did your students respond to the change in delivery? What weren't they prepared for, or how did they adapt, in the way they learned?

Take the next 3 minutes to reflect and share in chat. After you have shared, scroll through the responses by your colleagues.



My Course's Special Pedagogical Challenge	My Plan to Mitigate or Address this Challenge	Potential Impact on Students if Not Mitigated
<p><b>Example:</b> Students enter this reading course with lower level reading abilities and don't think they can be good readers or that they don't know how to read.</p>	<p>Students will discuss what they have enjoyed reading and felt "success" in reading in the past. They can identify why they enjoyed reading the content. I have individualized the reading assignments for the course to match the program they plan to enter so they can demonstrate the skills and learn more about skills in nursing, auto mechanics, video production, business, etc.</p>	<p>Students need to see how they can apply strategies in reading comprehension, so they continue to learn in their program major and beyond once they have completed this course.</p>
Your Course's Challenge	Your Plan	Potential Impact

During this time of pandemic or other environmental challenges, the pedagogical challenge is most likely that faculty and students have less experience teaching and learning online. Identifying and planning for this pedagogical challenge is key to address during the first week of class so that it doesn't create a barrier to learning.

## Topic Five: Challenges and Support



***Q7: What was your biggest challenge in teaching during the pandemic?***

In other words, what do you feel you struggled with at first in teaching online? Consider using new technology, your online pedagogy, assessing, etc.

Take the next 3 minutes to reflect and share in chat. After you have shared, scroll through the responses by your colleagues.

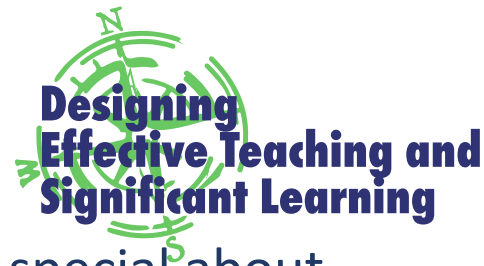
## Topic Five: Challenges and Support



***Q8: What kinds of support and professional development was available for online teaching implementation?***

In other words, what do you feel you struggled with at first in teaching online? Consider using new technology, your online pedagogy, assessing, etc.

Take the next 3 minutes to reflect and share in chat. After you have shared, scroll through the responses by your colleagues.



# Campus Faculty Development Activities

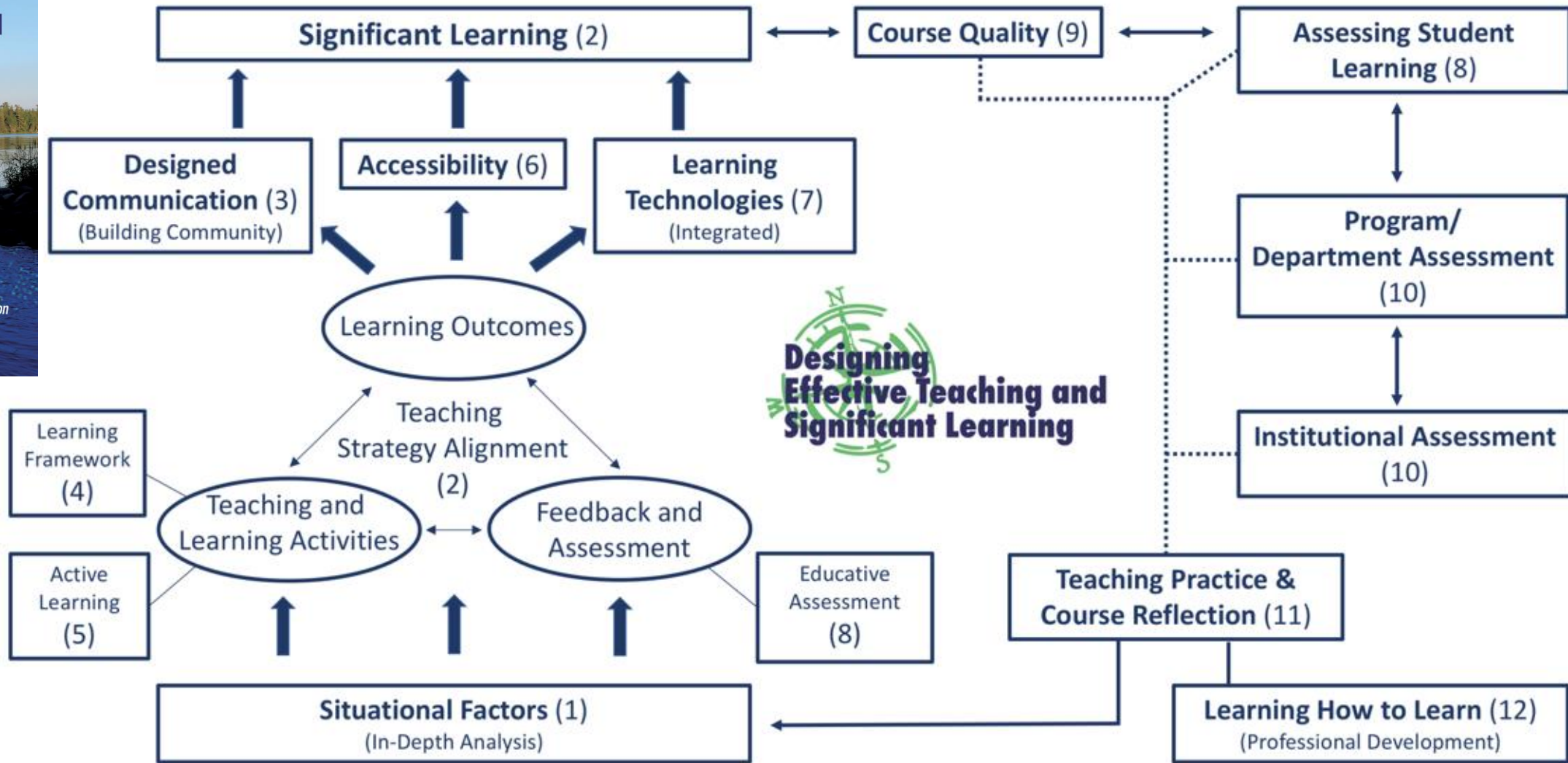
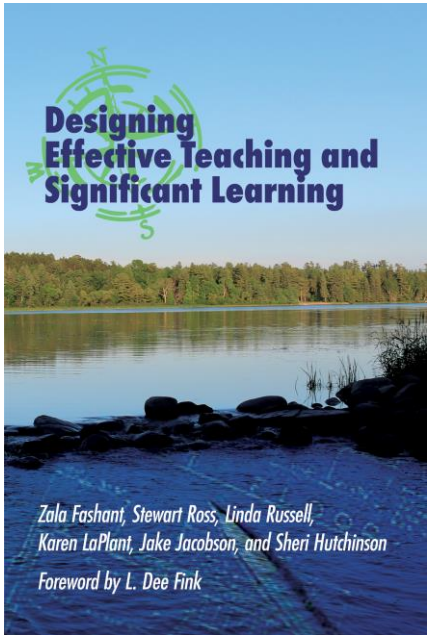
Since we teach, we spend a lot of time talking about our work. There is something special about sharing what you did that worked and hearing about what is working for colleagues. A campus community can be a great place to discuss the joys and challenges of giving our time to others to help them grow. There are many names for campus-based places to get help:

- Center for Online Learning
- Center for Teaching and Learning
- Center for Excellence in Teaching and Learning
- And More.

Centers try to offer a variety of activities throughout the year. Some may include:

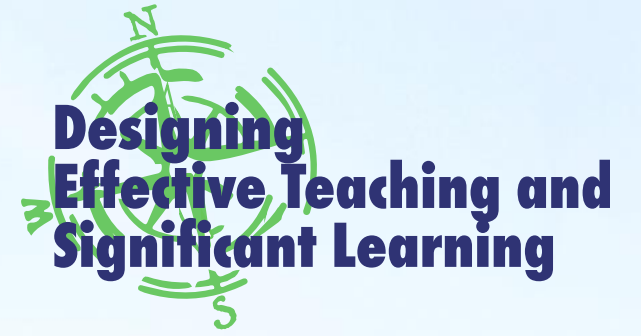
- networking with other faculty,
- new faculty seminars,
- teaching circles,
- teaching and learning and teaching with technology workshops,
- book clubs on teaching literature,
- peer consulting and observations, and mentoring.

# The Cycle of Course Design





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**Poll results and chat responses will be posted in the session information on the conference website.**

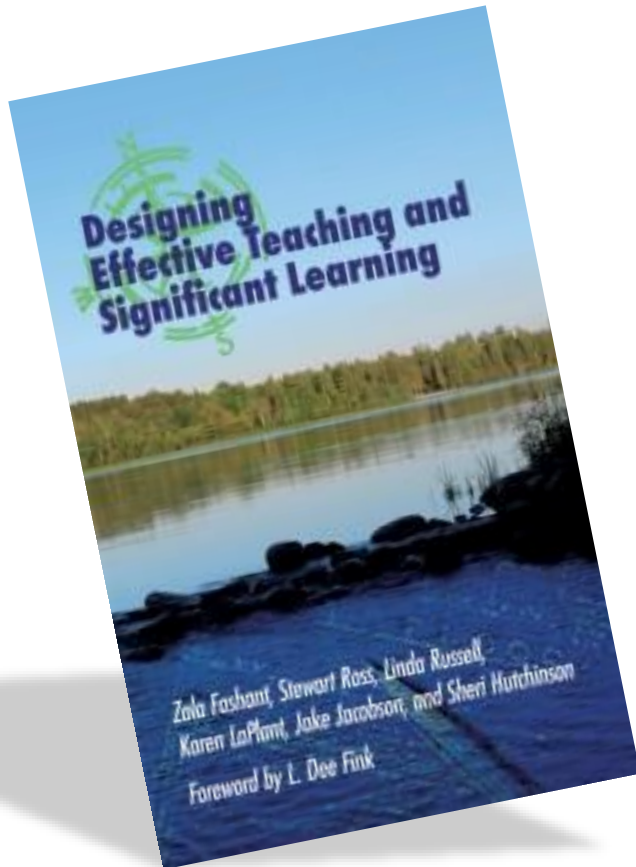


# Contact Us



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***Designing Effective Teaching and Significant Learning*** covers all of these topics in greater detail sharing the stories of faculty and instructional designers creating significant courses.

- *100s of course design ideas*
- *70+ Bright Ideas teaching tips*
- *Action Checklists*
- *Places to Jot Your Thoughts*



**For more information:** <http://encoreprodev.com/>

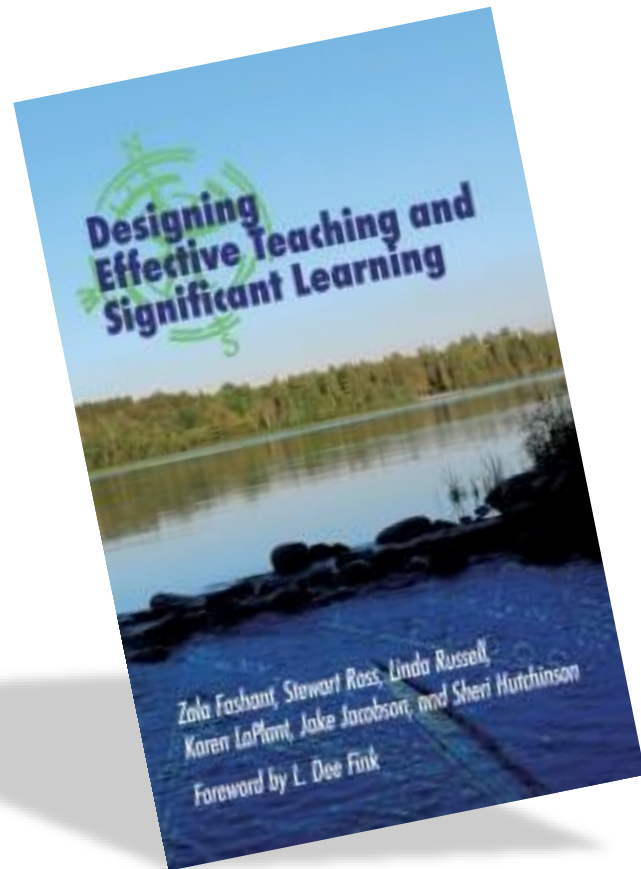
- Workshops
- Articles on Teaching (TALEs) Teaching and Learning Experiences
- Teaching Tips



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