



Designing with Delivery in Mind: Using Online Teaching Principles in Faculty Course Design Training

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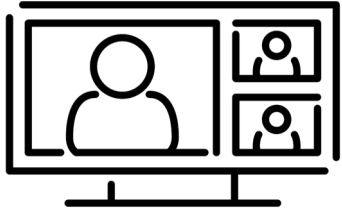


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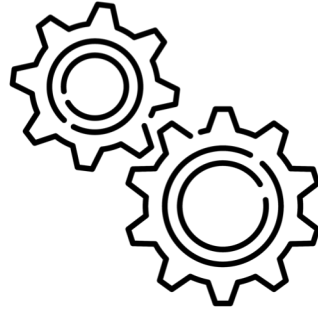
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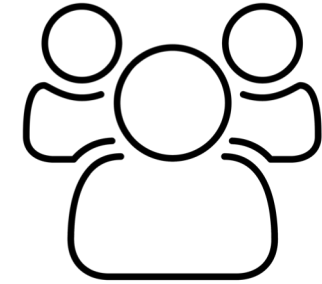
Origin story: Why did we create OTPs?



**Program requests
for help with
online instructor
evals and
promotions**



**Lots of support
for design, then
an abrupt stop**



**Faculty of all
experience levels**

How we developed OTPs

Triangulated themes



Research



**Annual
student
surveys**



**Responses
from our online
teaching award
nominations**

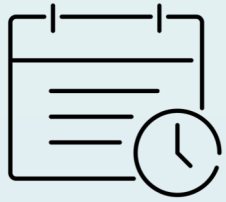


**List of issues
we hear
about from
students**

A desk setup with a laptop, books, papers, and a lamp. The background is a plain white wall. The text is centered in the upper half of the image.

The Principles

<https://beav.es/otp>



Stay current

(course prep & launch)



Encourage equity

(course policies)



Communicate clearly & quickly

(communication policy)



Provide notice

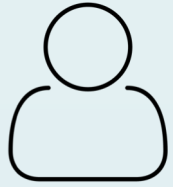
(notice of changes)



Commit to timeliness

(timely grades & feedback)

1st half Online Teaching Principles — Logistics &
Rhythm



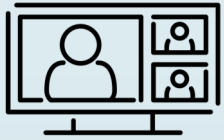
Be present

(instructor presence)



Foster community

(meaningful interaction)



Student Support

(supportive communication)



Reach out and refer

(outreach & referrals)



Cultivate inclusion

(inclusion and support of diversity)

2nd half Online Teaching Principles — Interpersonal



Blend learning (hybrid only)

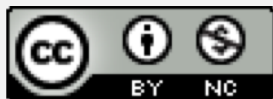
Explicitly draw connections between in-class and online learning activities to blend learning across the modalities.

How we are using them

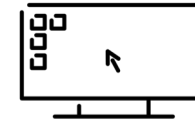
(and how others can use them too!)

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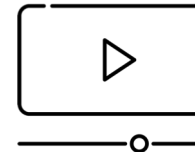
Faculty peer review



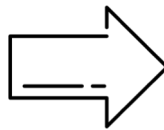
Ongoing program management



As a framework for faculty training



For refresh faculty training



Map to other professional development



Connecting teaching practices to course design choices



When working with online faculty at your institution do you have strategies that you use to link design ideas explicitly with delivery expectations?

School of Psychological Sciences Pilot

Goal: Support online teaching and learner success

Ecampus

- Receive authentic feedback
- Test strategy in connecting delivery expectations & design decisions.
- Gain initial adopters

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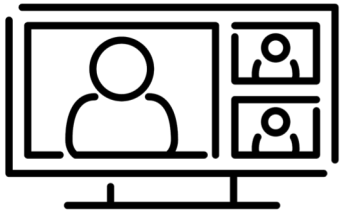
SPS

- Refresh all online courses
- Provide students with more consistent experience
- Have faculty support a set of common teaching standards

School of Psychological Sciences Pilot

Process

**OTPs
Workshop**



**Collaborative
Redevelopment**



**Internal
Peer Review**



Pre-survey



Post-survey



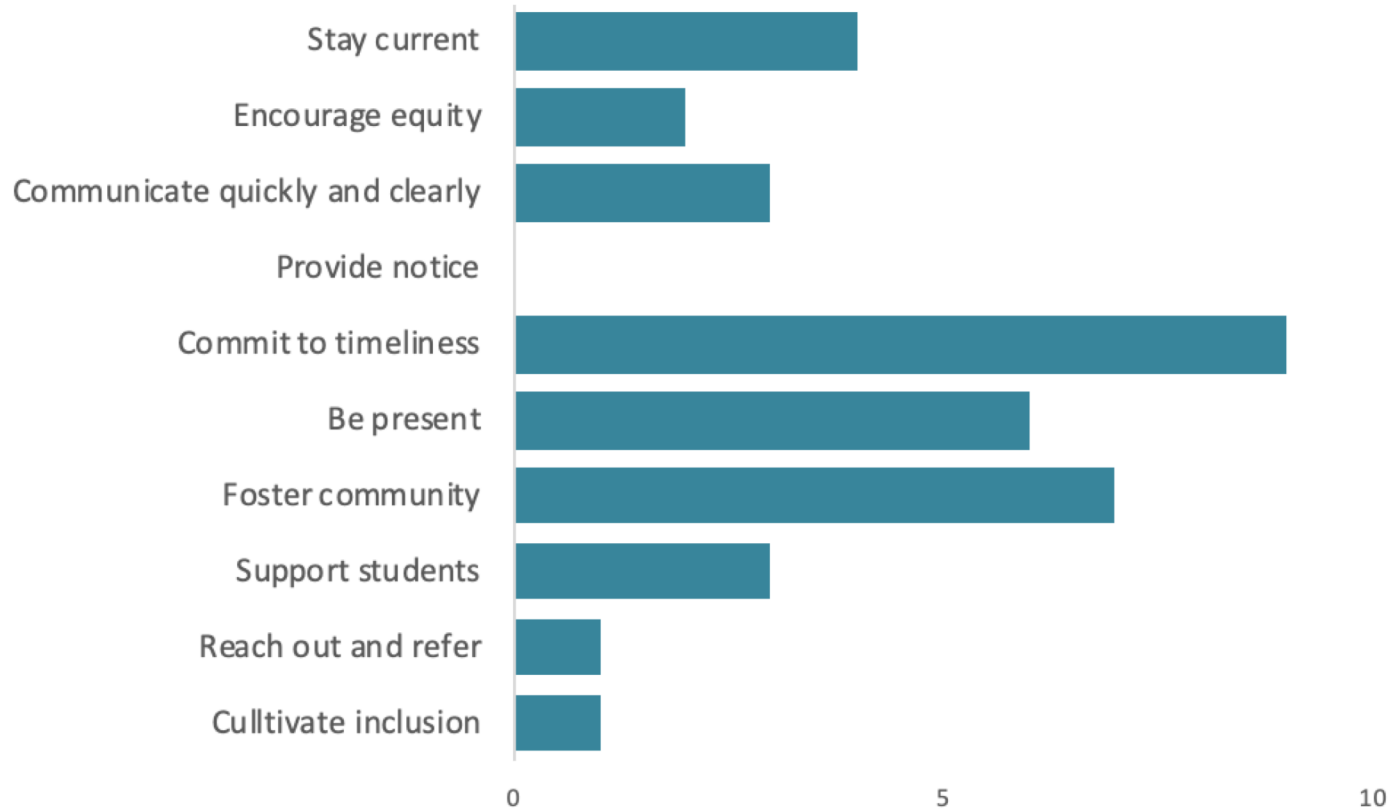
Funding

Pre-Survey Data

- 6 open-ended questions
- Course design focused answered, even when asked “Are there elements of teaching the course that you want to keep in mind as you focus on the new course design?”
 - Textbook
 - Instructor-created lectures
 - Discussions
 - Assessments

Post-Survey Data

Q: Are there particular Online Teaching Principles that are especially important to apply in this course? (n=24)



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“There are many writing assignments. It's important for students to have feedback to improve with each weekly writing assignment.”

“I think all the Online Teaching Principles are important to this class but Be Present, Foster Community, Support Students and Cultivate Inclusion are particularly important because the deep learning that occurs in this class happens in the written interactions between students and with me as they apply what they are learning to the real world. Without that, students could still memorize behavior modification concepts and methods but application is necessary for understanding the course content.”

Post-Survey Data

Q: Please describe any other ways in which considering the Online Teaching Principles influenced your course redevelopment project. (n=24)

“My first reaction to the online teaching principles was to think that I was already doing them pretty well; however, as I studying the descriptions more closely, and as I continued to redevelop my class, I found places and ways to apply some of them more effectively. Particularly, the ones related to timeliness and inclusion contained ideas for being more effective.”

“Emphasize the need to maintain constant engagement with students.”

“When I set up the due date for assignments, I made sure I would be able to provide timely feedback and grades (e.g., within 48 hours).”

What did we learn?



OTPs help faculty identify, name, and refresh on best practices in async online teaching



Prompting faculty to connect design and delivery seems to improve design



Prompting to connect design and delivery also probably improves delivery (needs additional study)





What are you already doing to help maintain/increase quality in your online program(s) over time?



Did our approach spark any ideas about how you might support quality in your online courses at your own institution?



Thank you!



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**Online Teaching
Principles**

<https://beav.es/otp>