Online Course Design
Bootcamp Day 2

Facilitated by Caity Kelly
Presented via the Program for Instructional Excellence (PIE)

July 16, 2020
Welcome!

- Caity Kelly, FSU Alumnus
  - B.S. in Psychology
  - M.S. in Instructional Systems and Learning Technologies

Today’s Structure

- 1 hour of content presentation
  - Lecture + demonstrations
- 1 hour of workshop time
  - Application + Q&A
Zoom Session Guidelines

• Please mute your microphone when you are not speaking

• Be aware that other attendees can see you if your webcam is turned on

• If you are having trouble seeing our screenshare, try selecting the gallery view on Zoom

• Try not to talk over other attendees if you are making comments/asking questions; please use the hand raising function or inform us in the chat that you would like to speak

• Please silence your phone/email as other participants may be able to hear notifications
Today’s Agenda!

Learners will be able to:

• Implement the roles of an online instructor suitable to their individual Canvas shells.

• Create a Canvas shell containing Canvas features suitable for their individual courses.

• Implement at least one accessibility feature in their individual courses.
Guiding Question

What are the crucial elements of a Canvas course site?
Roles of an online instructor

• A great article available through the FSU Library Database:

• Explores student and faculty perceptions of online instructor responsibilities

• Discusses online instructor roles in 4 dimensions

These dimensions are NOT exhaustive—they are a framework for our thinking

• These can be helpful for course planning and philosophy statements
## Pedagogical Role

<table>
<thead>
<tr>
<th>Theoretical Concepts</th>
<th>Practical Applications</th>
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</thead>
<tbody>
<tr>
<td>• Demonstrating mastery of the content and methods of teaching</td>
<td>• Stay updated on your content and resources</td>
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<tr>
<td>• Fostering critical thinking and facilitation versus lecturing</td>
<td>• Use facilitator techniques to guide student thinking (providing resources, asking critical thinking questions, giving feedback on assignments and discussion boards)</td>
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<tr>
<td>• Using specific strategies to help learners achieve learning goals (alignment)</td>
<td>• Ensure that materials, activities, and assessments align with your course and module objectives</td>
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Managerial Role...how do you manage your F2F classes?

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<tbody>
<tr>
<td>• Providing learners with clear direction</td>
<td>• Write clear, thorough instructions for all activities and assignments—use multiple sets of eyes</td>
</tr>
<tr>
<td>• Ensuring easy accessibility to materials</td>
<td>• Check each unit to ensure that links function and files are downloadable—take note of browsers</td>
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<td>• Using a logical organization</td>
<td>• Arrange course content in a way that is logical—Canvas modules are great for this</td>
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<tr>
<td>• Fostering an environment of open, productive discussion</td>
<td>• Do not dominate discussions but make your presence known—modeling may be helpful</td>
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## Technical Role

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<th>Theoretical Concepts</th>
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<tr>
<td>• Incorporating course technologies support teaching and learning endeavors</td>
<td>• Avoid using “technology for technology’s sake” – alignment is key</td>
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<tr>
<td>• Providing full support for course technologies</td>
<td>• For any technologies used in the course, link to tech support, privacy statements, and accessibility statements</td>
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<td></td>
<td>• Technology Acceptance Model—Perceived usefulness and perceived ease-of-use are important factors in technology implementation</td>
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<td>• More information on TAM: <a href="https://en.wikipedia.org/wiki/Technology_acceptance_model#CITE_REFDavisBagozziWarshaw1989">https://en.wikipedia.org/wiki/Technology_acceptance_model#CITE_REFDavisBagozziWarshaw1989</a></td>
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### Social Role

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<th>Theoretical Concepts</th>
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<tr>
<td>• Fostering a learning community</td>
<td>• First week activities are key—use instructor/student introductions and ice breakers to establish connections</td>
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<td>• Establishing rapport</td>
<td>• Provide at least one response to each student for participation—even if it is as simple as “Great work!”</td>
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<td>• Preventing isolation</td>
<td>• Analyze your learners to figure out the best way to balance your discussion forum presence</td>
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<td>• Ensure that discussion rules/guidelines are followed (think back to your managerial role)</td>
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<td>• Encourage reflective conversation on how students have grown in their learning throughout the course</td>
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<td>• Employ “check-in” techniques</td>
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Setting Up Your Canvas Site
Overall Design Tenets

Logical flow/organization

Clear rules, guidelines, & expectations

Purposeful tool selection

Management of all productive/social interaction

Accessible materials

Support for all aspects of the course
Major Shell Components: Syllabus

Course Information
Instructor Information
Technology Requirements
Course Policies
University Policies

Topical Outline
Course Learning Objectives/Summary
Major content organization

Files, materials, activities, assessments, etc.

Pages can host content

Weekly, daily, units, etc.

Publish/unpublish capabilities
Major Shell Components: Assignments/Discussions

Various upload options

Graded/Ungraded

Set point values, due dates, plagiarism check, etc.

Q&A boards are helpful
Major Shell Components: Home Page

Multiple Cover Image Options

Consider what links should be readily available

Syllabus, Modules, Resources, FSU Libraries, etc.
Canvas allows you to upload various file types

Quizzes are a handy tool for content or for first-day attendance

Try to keep the Canvas interface clean by “hiding” options students won’t be using

“Start Here” pages are good practice
Quick Notes on Accessibility

Canvas accessibility checker is a useful but tricky tool

In general:

• Use headers to separate sections
• Avoid using color combinations that may cause problems for individuals with visual impairments
• Add captions/scripts to videos
• Upload PDFs as PDFs rather than images
• Insert alt-text for non-decorative images
• Link to accessibility statements of tools

Office of Distance Learning is a great resource!
The roles of an online instructor include:

- Pedagogical
- Managerial
- Technical
- Social

Managerial, technical, and social roles manifest in the Canvas course shell.

Online courses should be well-organized and include full support/rules.

Canvas has many functions for:

- Syllabus
- Content Modules
- Assignments
- Organization

Accessibility is complex but does include some simple steps for ensuring an inclusive classroom.
Additional Resources

FSU LinkedIn Learning
https://its.fsu.edu/service-catalog/teaching-learning/linkedin-learning

Canvas Tutorials/Information
https://support.canvas.fsu.edu/kb/section/175/

FSU Office of Distance Learning (ODL)
https://odl.fsu.edu/
Thanks for watching! 😊
Workshop Portion Guidelines

• Use this time to talk with colleagues about your experience, challenges, ideas, and concerns with online teaching and course setup AND/OR work on your assigned Canvas sites or development sites.

• If you do not have a Canvas site to experiment with or you simply would like to focus on discussion, please feel free to consult the discussion questions for ideas.

• You may enter breakout rooms or you may remain in the main session for all of us to ask questions or request additional demonstrations.

• *Access this link for discussion ideas and Canvas exploration tasks:*  
  https://docs.google.com/document/d/1Mp7RoiD-RAG-HeuwY21z1gVmFs1C7l6Zsw0V5FxgTaG/edit?usp=sharing