

# Online Course Design Bootcamp Day 2

Facilitated by Caity Kelly

Presented via the Program for Instructional Excellence (PIE)

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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:
- Liu, X., Bonk, C. J., Magjuka, R. J., Lee, S. H., & Su, B. (2005). Exploring four dimensions of online instructor roles: A program level case study. *Journal of Asynchronous Learning Networks*, 9(4), 29-48. Retrieved from <https://pdfs.semanticscholar.org/75a1/b1d56196fcc9a75a41af1b13aabfc5423b16.pdf>
- 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

Theoretical Concepts	Practical Applications
<ul style="list-style-type: none"><li>• Demonstrating mastery of the content and methods of teaching</li><li>• Fostering critical thinking and facilitation versus lecturing</li><li>• Using specific strategies to help learners achieve learning goals (alignment)</li></ul>	<ul style="list-style-type: none"><li>• Stay updated on your content and resources</li><li>• Use facilitator techniques to guide student thinking (providing resources, asking critical thinking questions, giving feedback on assignments and discussion boards)</li><li>• Ensure that materials, activities, and assessments align with your course and module objectives</li></ul>

# Managerial Role...how do you manage your F2F classes?

Theoretical Concepts	Practical Applications
<ul style="list-style-type: none"><li>• Providing learners with clear direction</li><li>• Ensuring easy accessibility to materials</li><li>• Using a logical organization</li><li>• Fostering an environment of open, productive discussion</li></ul>	<ul style="list-style-type: none"><li>• Write clear, thorough instructions for all activities and assignments—use multiple sets of eyes</li><li>• Check each unit to ensure that links function and files are downloadable—take note of browsers</li><li>• Arrange course content in a way that is logical—Canvas modules are great for this</li><li>• Do not dominate discussions but make your presence known—modeling may be helpful</li></ul>

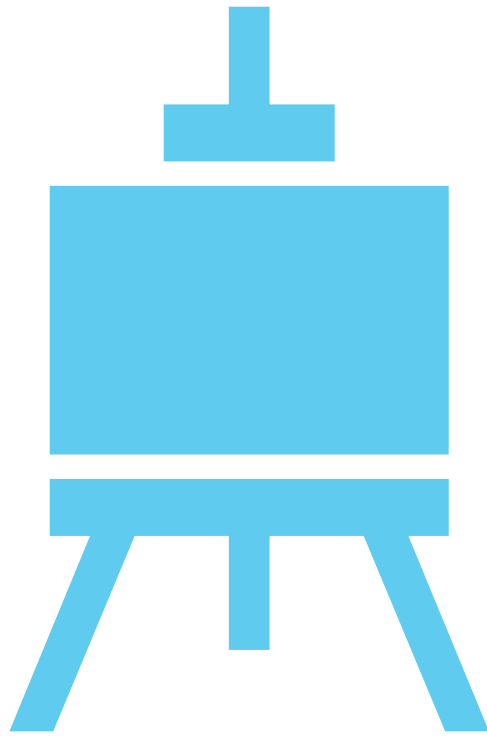


# Technical Role

Theoretical Concepts	Practical Applications
<ul style="list-style-type: none"><li data-bbox="239 391 1098 491">• Incorporating course technologies support teaching and learning endeavors</li><li data-bbox="239 562 1156 605">• Providing full support for course technologies</li></ul>	<ul style="list-style-type: none"><li data-bbox="1233 391 2211 491">• Avoid using “technology for technology’s sake” – alignment is key</li><li data-bbox="1233 562 2277 719">• For any technologies used in the course, link to tech support, privacy statements, and accessibility statements</li><li data-bbox="1233 791 2308 948">• Technology Acceptance Model—Perceived usefulness and perceived ease-of-use are important factors in technology implementation</li><li data-bbox="1233 1019 2288 1176">• Model citation: Davis, F. D.; Bagozzi, R. P.; Warshaw, P. R. (1989), "<a href="#">User acceptance of computer technology: A comparison of two theoretical models</a>", <i>Management Science</i>, <b>35</b> (8): 982-1003, <a href="#">doi:10.1287/mnsc.35.8.982</a></li><li data-bbox="1233 1233 2295 1362">• More information on TAM: <a href="https://en.wikipedia.org/wiki/Technology_acceptance_model#CITEREFDavisBagozziWarshaw1989">https://en.wikipedia.org/wiki/Technology_acceptance_model#CITEREFDavisBagozziWarshaw1989</a></li></ul>

# Social Role

Theoretical Concepts	Practical Applications
<ul style="list-style-type: none"><li data-bbox="206 391 868 436">• Fostering a learning community</li><li data-bbox="206 505 652 551">• Establishing rapport</li><li data-bbox="206 619 639 665">• Preventing isolation</li></ul>	<ul style="list-style-type: none"><li data-bbox="1228 391 2328 488">• First week activities are key—use instructor/student introductions and ice breakers to establish connections</li><li data-bbox="1228 562 2270 659">• Provide at least one response to each student for participation—even if it is as simple as “Great work!”</li><li data-bbox="1228 733 2237 831">• Analyze your learners to figure out the best way to balance your discussion forum presence</li><li data-bbox="1228 905 2265 1002">• Ensure that discussion rules/guidelines are followed (think back to your managerial role)</li><li data-bbox="1228 1076 2244 1173">• Encourage reflective conversation on how students have grown in their learning throughout the course</li><li data-bbox="1228 1248 1867 1293">• Employ “check-in” techniques</li></ul>



# Setting Up Your Canvas Site

# Overall Design Tenets

Logical  
flow/organization

Clear rules, guidelines,  
& expectations

Management of all  
productive/social  
interaction

Purposeful tool selection

Accessible materials

Support for all aspects  
of the course

# Major Shell Components: Syllabus

Course Information

Instructor  
Information

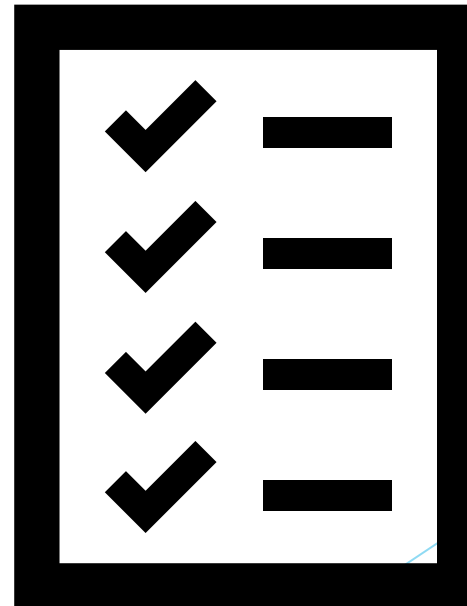
Technology  
Requirements

Course Policies

University Policies

Topical Outline

Course Learning  
Objectives/Summary



# Major Shell Components: Modules

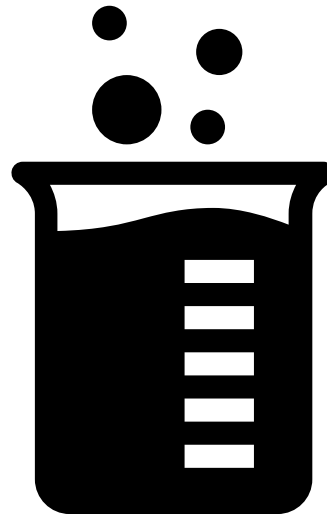
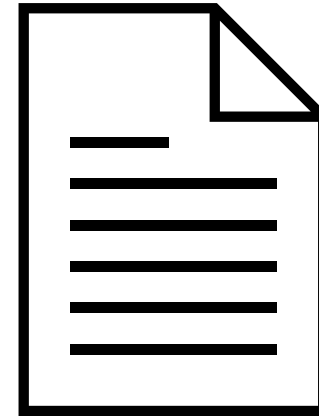
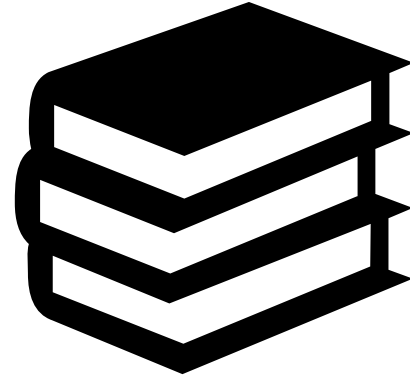
Major content organization

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.





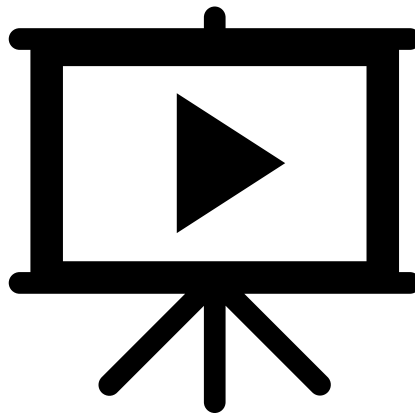
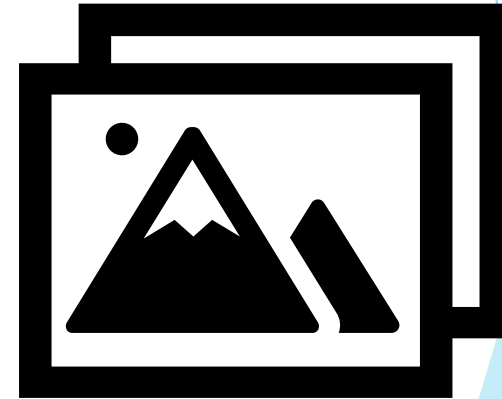
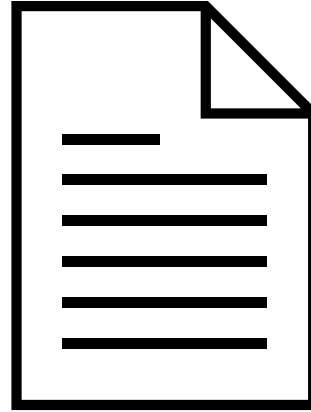
# Miscellaneous Tidbits

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!

# Lets Review!

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! 😊

# QUESTIONS



# 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-HeuwY21z1gVmFs1C7l6Zsw0V5FygTAg/edit?usp=sharing>