

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

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

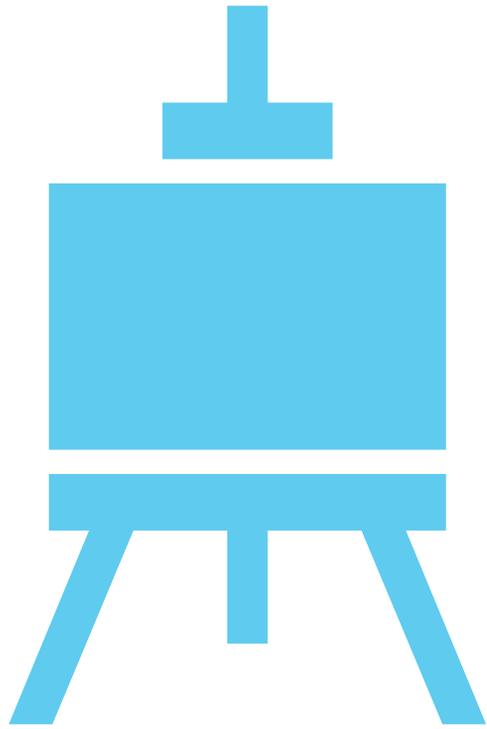
Theoretical Concepts	Practical Applications
<ul style="list-style-type: none">• Providing learners with clear direction• Ensuring easy accessibility to materials• Using a logical organization• Fostering an environment of open, productive discussion	<ul style="list-style-type: none">• Write clear, thorough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

Technical Role

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

Social Role

Theoretical Concepts	Practical Applications
<ul style="list-style-type: none"><li data-bbox="206 391 866 435">• Fostering a learning community<li data-bbox="206 505 649 549">• Establishing rapport<li data-bbox="206 619 639 664">• Preventing isolation	<ul style="list-style-type: none"><li data-bbox="1228 391 2326 486">• First week activities are key—use instructor/student introductions and ice breakers to establish connections<li data-bbox="1228 562 2270 658">• Provide at least one response to each student for participation—even if it is as simple as “Great work!”<li data-bbox="1228 733 2232 829">• Analyze your learners to figure out the best way to balance your discussion forum presence<li data-bbox="1228 905 2262 1001">• Ensure that discussion rules/guidelines are followed (think back to your managerial role)<li data-bbox="1228 1076 2244 1172">• Encourage reflective conversation on how students have grown in their learning throughout the course<li data-bbox="1228 1248 1862 1292">• Employ “check-in” techniques



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

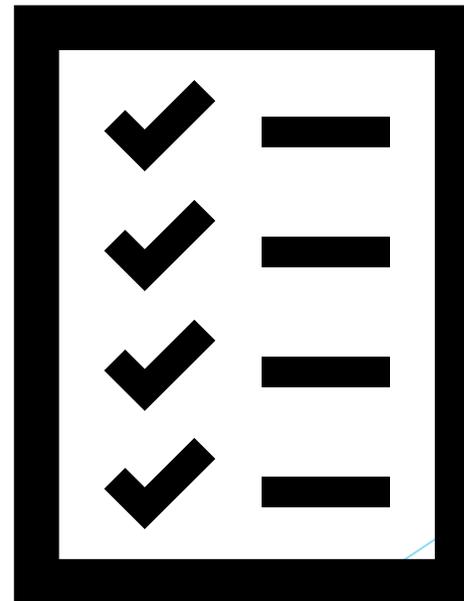
Technology
Requirements

Course Policies

University Policies

Topical Outline

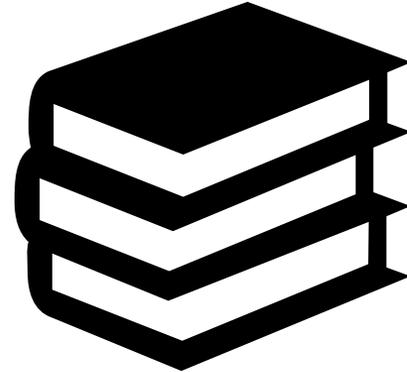
Course Learning
Objectives/Summary



Major Shell Components: Modules

Major content organization

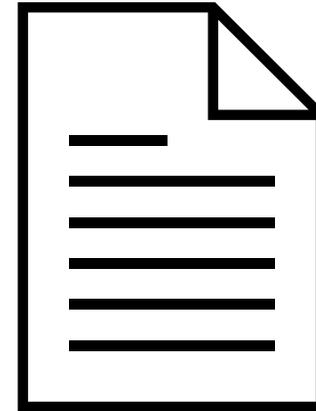
Files, materials, activities, assessments, etc.



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.



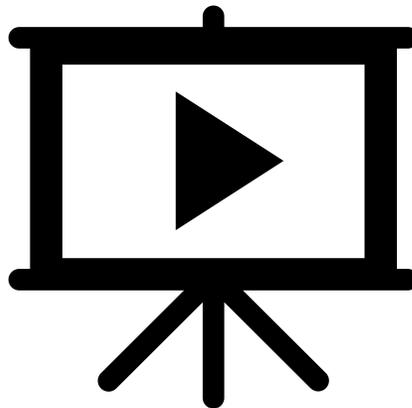
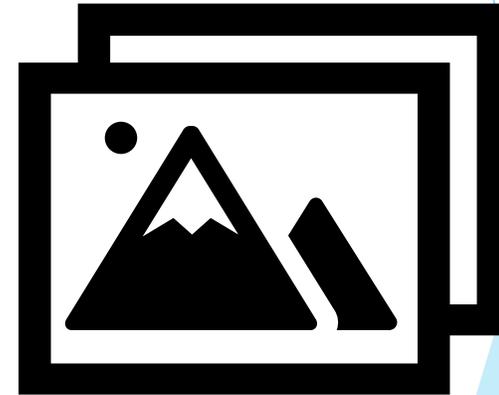
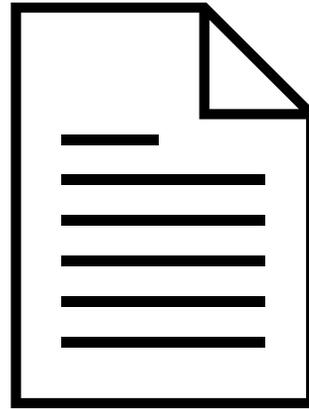
Miscellaneous Tidbits

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

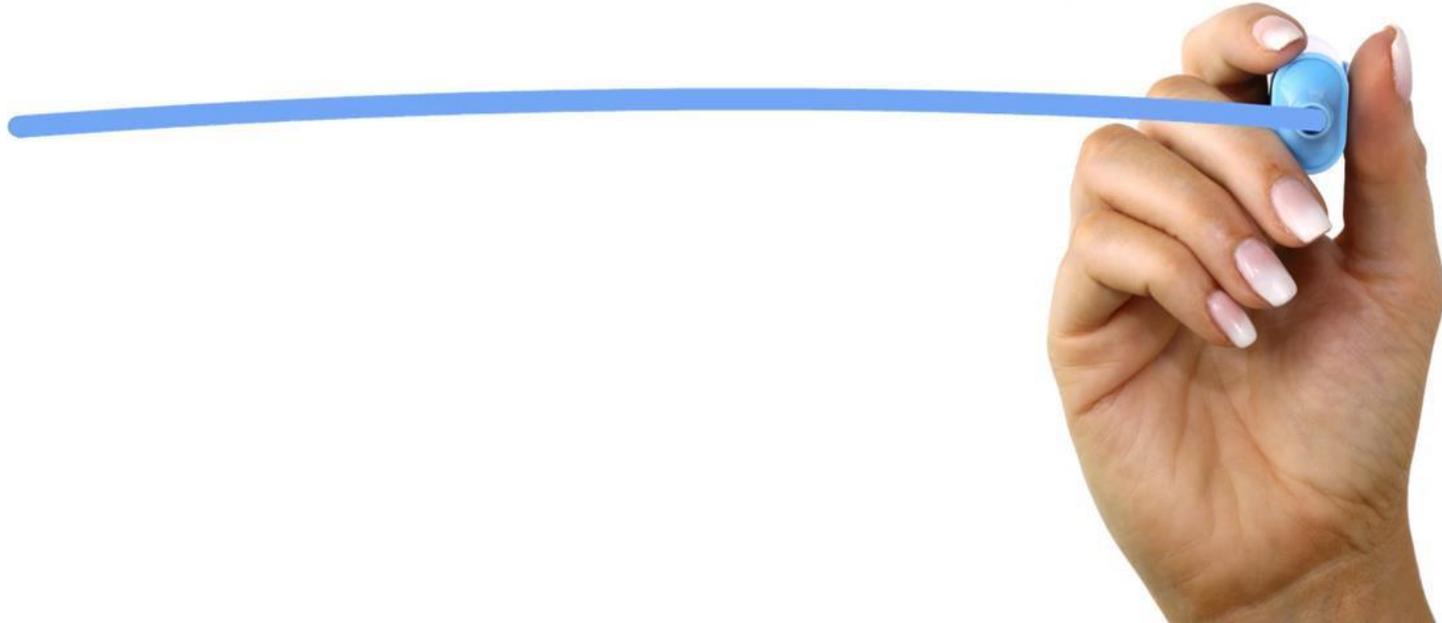
<https://support.canvas.fsu.edu/kb/section/175/>

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>