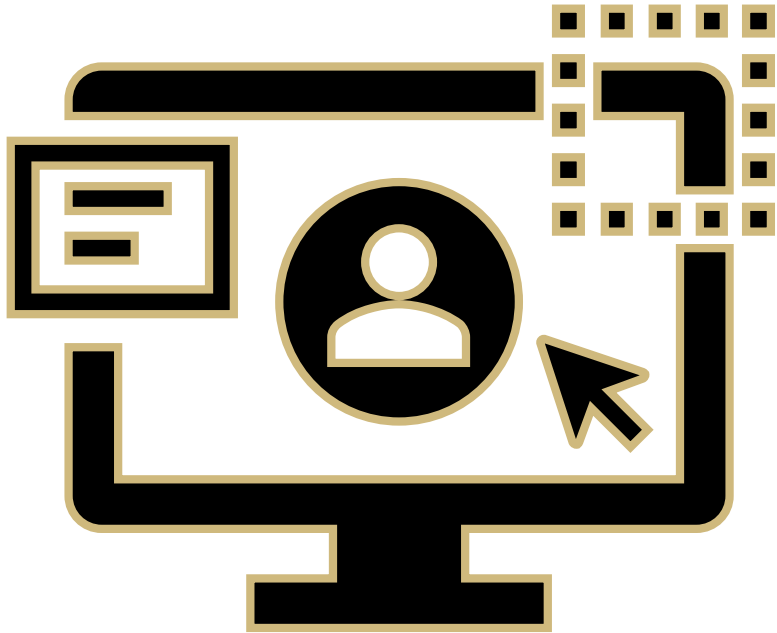


Please mute your audio and video while others are presenting or speaking.



Design an Engaging Online Course in Canvas

Sharon Stevens

Faculty Resource Center

Session Housekeeping

Interested in teaching for GPS?

- Have a positive impact on first-year and transfer students
- Teach a class on your favorite topic
- Engage students in service-learning projects

gps.uccs.edu/faculty-information

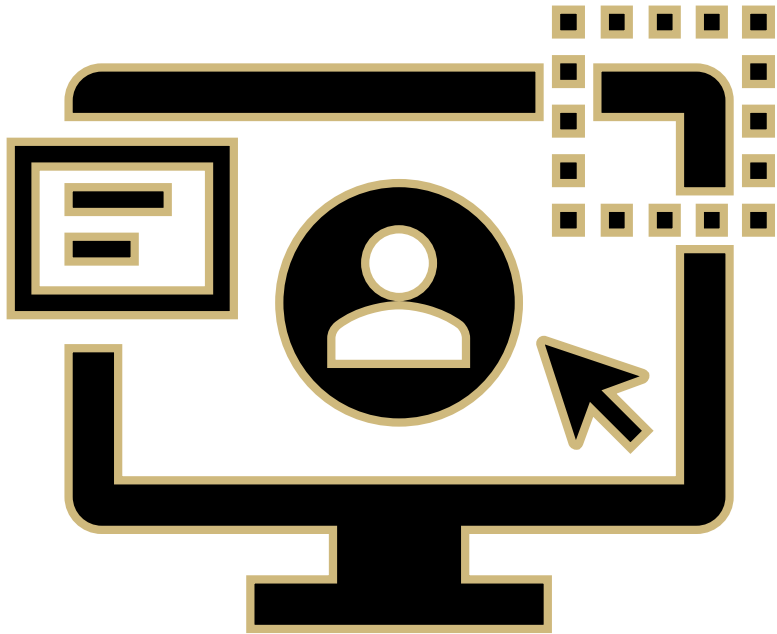
Upcoming Sessions



frc.uccs.edu/teaching-events/GIFT-exchange

Stay to the End

Chance to win a \$20 ecard from Amazon



Design an Engaging Online Course in Canvas

Sharon Stevens

Faculty Resource Center

Type in the Chat:

How engaged do you feel your students are in your online course(s)?

Not Engaged

Somewhat Engaged

Highly Engaged

1

3

5

Type short phrase or adjective: What do you think may be contributing to this level of engagement?



Course Content and Delivery

Communication Challenges

Participation and Interactivity

Learning Schedule and Structure

Assignments and Assessments

Technology Challenges

Online Course Design That Engages Students

01

Start with the **Big Picture** of Your Course then **Make it Modular**

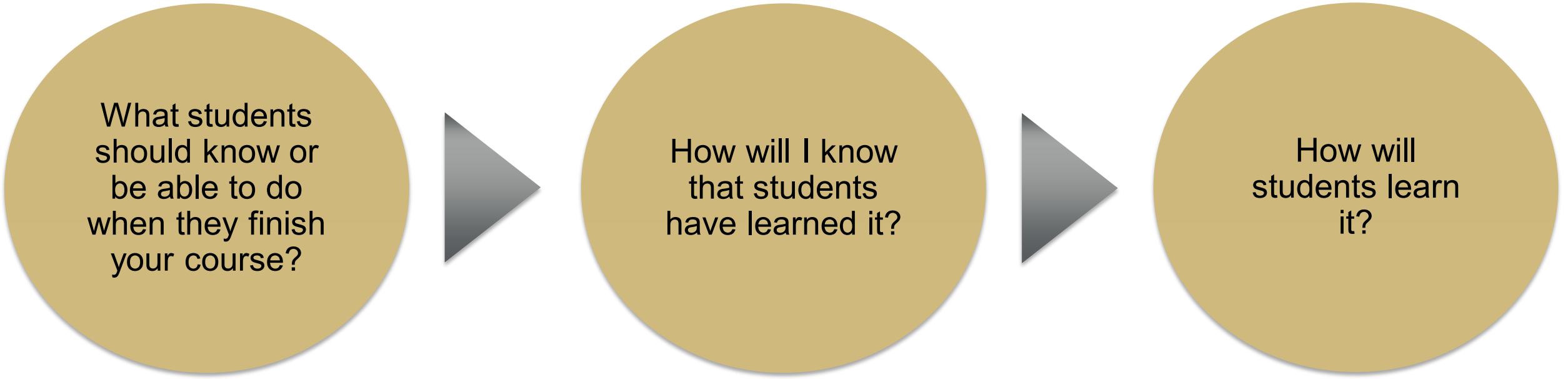
02

Build Course Content with **Alternative** Means of Access

03

Create **Learner-Driven** Engagement and Assignments

1 – Start with the Big Picture



What students
should know or
be able to do
when they finish
your course?

How will I know
that students
have learned it?

How will
students learn
it?

The importance of establishing measurable course objectives

1 – Make the Big Picture Modular

Use different strategies that build on each other to support learning

With a consistent but varied structure

By the end of this module, what should I be able to do?	Which course materials will support me?	What activities and assessments will let me know that I can do that?
Define the term instructional design	Read the Back to Basics: Instructional Design Terminology Listen to Instructional Design: Episode 1 – What is Instructional Design?	Participate in The Meet and Greet (Define Instructional Design)
Compare and contrast instructional design models	Listen to Instructional Design: Episode 2 – A Comparison of Models Read the article, A Comparison of Instructional Design Models	Participate in the Game of Bingo (Describe Instructional Design model in an Instructional Setting) Complete a Comparative Analysis of the two Instructional Design Models in an Instructional Setting

1 – Create the Learning Experience

Using Canvas Module and Pages

Module [#]: Topic

Module [#] Overview

Canvas Pages for Course Materials

Discussion 1: [Topic]

▼ Module 1: Introduction to Instructional Design (Week of August 24)



Module 1 Overview



Instructional Design in a Nutshell



Learning Resource: What is Instructional Design?



Learning Resource: Who is an Instructional Designer?



Discussion 1: Meet and Greet

Aug 30, 2020 | 5 pts



Module 1 Take Aways

1 – Start with a Module Overview

Students need...

- **The “Why” of Learning**
 - Purpose
 - Course Objectives
- **The “What” of Learning**
 - Module Objectives
 - Key Concepts
 - Guiding Questions
- **The “How” of Learning**
 - Activities and Assignments

Module 1 Overview

In this module, you will familiarize yourself with the structure of this course, get to know other students enrolled in the course, define the term instructional design, and discuss possible career paths of instructional designers.

Associated Course Objectives

1. Define instructional design as a process and a profession



Estimated time to complete this module: 3 Hours

Module Objectives

Upon completion of this module, you will be able to:

- Define the term instructional design
- Describe careers in instructional design
- Apply the term instructional design to your own education or career path

Textbook Reading

- Read Chapter 1, Introduction to Instructional Design, [Real-world instructional design: An iterative approach to designing learning experiences](#) . This chapter details multiple instructional design processes and different instructional designer's roles in various work settings.
- The library has a limited number of copies available. Download Chapter 1 only - not the entire book.

Key Concepts

- Instructional Design Defined
- Who is an Instructional Designer?

Guiding Questions

1. What is an instructional designer?
2. How did the discipline of instructional design develop?
3. What is an instructional design model?

Activities and Assignments

1. Read the **Welcome Letter** and the **Syllabus**, which includes critical dates and assignments
2. **Complete** the **Getting Started** module
3. **Use** the **Learning Resources** to define the instructional design process and describe an instructional designer.
4. **Discussion:** Meet and Greet

With the **Big Picture** in mind, what engagement issue(s) might be addressed?

Course Content and Delivery

Communication Challenges

Participation and Interactivity

Learning Schedule and Structure

Assignments and Assessments

Technology Challenges



University of Colorado
Colorado Springs



University of Colorado
Boulder | Colorado Springs | Denver | Anschutz Medical Campus

Online Course Design That Engages Students

01

Start with the **Big Picture** of Your Course then **Make it Modular**

02

Build Course Content with **Alternative** Means of Access

03

2 – Alternative Means of Access

Question

Type in the Chat:

What course materials and resources do you use in your online course?



2 – Why Alternative Means of Access Matters

Students need...

More than a text-based learning environment
with **reading** and **writing**

- A **variety** of materials and media
 - With a **diversity** of ideas and perspectives
 - **Choices** and **options** in how they learn and how they express what they have learned
-

No Two Students Are Alike

Prior Knowledge

Cultural Experiences and Understanding

Language Preferences

Preferences for Engagement and Expression

2 – How to Build Alternative Means of Access



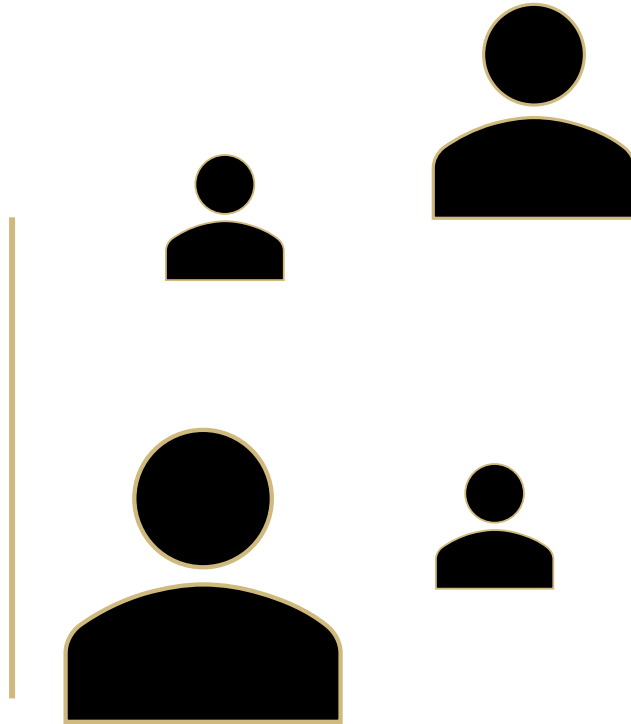
Mixed-Mode
Lecture and
Materials

- **Learn** the Vocabulary (Prior Knowledge)
- **Provide** Options
 - **Watch** Video Lecture with Captions
 - **Read** Video Text Transcript with the Presentation Slides
 - **Write** Notes with Presentation Outline
 - **View** Key Concepts or Infographic
- **Reflect** on Questions or Real Examples
- **Watch** supplemental video on 'the challenging topic'

2 – How to Build Alternative Means of Access



Course
Content with a
diversity of
ideas and
perspectives



No Two Students Are Alike

Use Multiple and Diverse Case Studies and Role-playing

Guided Research through Choice

Content by Authors of Diverse Backgrounds

2 – How to Build Alternative Means of Access



Choices


According to
Their Interest

⋮ Part Three: Choose Your Design Process

⋮  Option 1: The Design Process using ADDIE

⋮  Option 2: The Design Phase using ASSURE Model

⋮  Option 3: Other ID Models - The Design Phase

⋮  Assignment: Design Deliverable
Oct 11, 2020 | 10 pts

With the **Alternative Access** in mind, what engagement issue(s) might be addressed?

Course Content and Delivery

Communication Challenges

Participation and Interactivity

Learning Schedule and Structure

Assignments and Assessments

Technology Challenges



University of Colorado
Colorado Springs



University of Colorado
Boulder | Colorado Springs | Denver | Anschutz Medical Campus

Online Course Design That Engages

01

02

Build Course
Content with
alternative
means of access

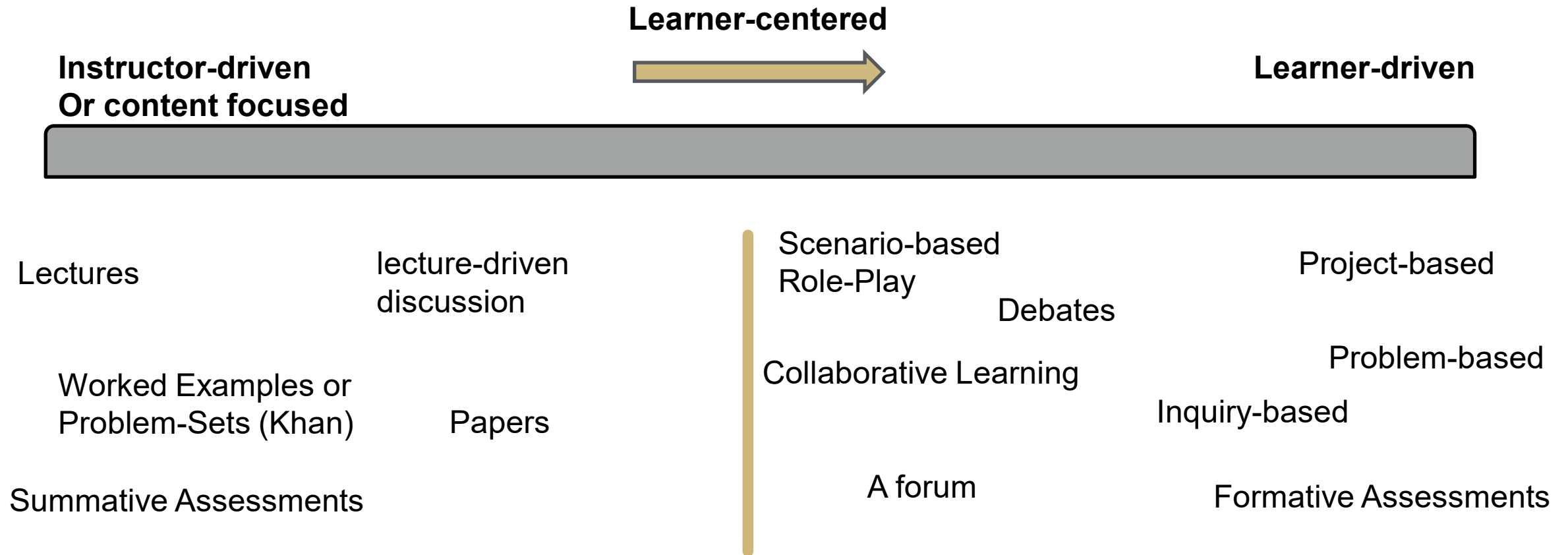
03

Create **Learner-Driven**
Engagement and
Assignments



3 – Create Learner-Driven Engagement and Assignments

Type in the Chat: Examples of assignments that are...





3 – Create Learner-Driven Engagement and Assignments

		Instructor-driven	Learner-driven
1. Purpose	Remember Information	<div></div>	Create Meaning
2. Objectives	Knowledge	<div></div>	Application/Synthesis
3. Choice	No Choices	<div></div>	Structured Autonomy
4. Application	Course-driven	<div></div>	Learner Experiences

3 – Create Learner-Driven Engagement and Assignments



From a set of Instructor-selected resources that support the topic

To Students posting resources to share

Have Students...

- Post two resources that they think is related to or provides examples for the module's topic.
- Evaluate at least two resources provided by peers.

3 – Create Learner-Driven Engagement and Assignments



From Recorded
Weekly Lectures

To Knowledge
Check Quiz with
Focused Mini-
Lectures

- **Start with** Formative Assessments
 - Knowledge Checks
- **Then** Topic-driven Mini-Lectures
- **Followed by** Take-aways, Concepts Maps, or One-sentence Summary

3 – Create Learner-Driven Assignments



Students to take more ownership
of their learning...

*to deeper meaning in their
learning.*

Instead of responding to an instructor-generated single prompt with a set number of reply posts to peers

Create a forum with a choice of multiple questions or prompts to choose from for initial responses before continuing to make reply posts to peers

3 – Create Learner-Driven Assignments



To groups of student facilitating the class discussion.

Have Students:

- Select a topic related to this week's course content
- Post the first prompt in further discussion about it.
- Check-in or Examples will be Essential...

3 – Create Learner-Driven Engagement and Assignments



From a single option for completing an assignment...

to choose from a predetermined list of options

Learner-driven Submission Format

Options in How
Student
Express What
They Know

Submission Format

You can upload your evaluation plan as (1) a document or (2) create a presentation using graphics, audio, or video to complete this assignment. All submissions must adhere to the assignment rubric.

- Written reports should be 3-5 pages, double-spaced.
- Presentations should be no more than 5 minutes.

If you have questions about submission guidelines, feel free to ask. Everyone's development plan will look a little different.

3 – Create Learner-Driven Engagement and Assignments



Optional Instructional Supports

Knowledge Checks or Low-Stack Quizzes

Optional Check-in

Typically, the instructional designer would present a sample instruction to the client to identify if the instruction actually addresses the needs analysis and gap. In your case, you can perform a "user test" or "run-through" of your sample lesson or storyboard with me (optional).

As your client, I will look at your Analysis and Design report as I review your submission. Please review the [Assignment: Development Deliverable](#) for the assignment requirements.

Checklists for Larger Assignments

Past Submission Examples

1. Basics of Course Design module for Higher Education Faculty using the ADDIE model
2. Military Training using the ADDIE model
3. K-12 Teacher training using the ADDIE model
4. Digital Citizenship Unit of Instruction, Elementary School Students using the ASSURE Model
5. How to Use the iPad for Coursework, Rural Colorado Middle School students using the ASSURE model

Scaffolded Higher Stake Assessments with Outline and Draft before Final



With the **Learner-driven** in mind, what engagement issue(s) might be addressed?

Course Content and Delivery

Communication Challenges

Participation and Interactivity

Learning Schedule and Structure

Assignments and Assessments

Technology Challenges

Online Course Design That Engages Students

01

Start with the **Big Picture** of Your Course then **Make it Modular**

02

Build Course Content with **Alternative** Means of Access

03

Create **Learner-Driven** Engagement and Assignments

What is your 'Tweet Size' Takeaway?



[Session Survey](https://forms.office.com/r/q6fzHe4b6C) and Additional Information Request
<https://forms.office.com/r/q6fzHe4b6C>

The Teaching Online Program - Earn Four Digital Badges



Request enrollment by emailing frc@uccs.edu.

[Session Survey](https://forms.office.com/r/q6fzHe4b6C) and Additional Information Request: <https://forms.office.com/r/q6fzHe4b6C>

Session Takeaways

Students need...

- Clearly **organized** content in Canvas to focus on learning the material and not finding the material
 - A clear **connection** between measurable course objectives and how the activities align with what is expected
 - **Topics and concepts** presented in modular chunks
 - **Instructional supports** built into activities and assessments
-

"Where do I find the syllabus?"

"How do I find my assignments in Canvas?"

"What module should I be completing?"

"Do I have to read that article?"

Session Takeaways

Connect content to **learning objectives** and provide a range of learning **activities**

- Allow students to make **choices** according to their interests
 - What articles to read
 - What topic to research
 - Make choices in **expression**
 - In how to complete the assignment
 - Paper, Visual Diagram, Presentation
-