Faculty Guide to Online Instruction by Design

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Design for Online First

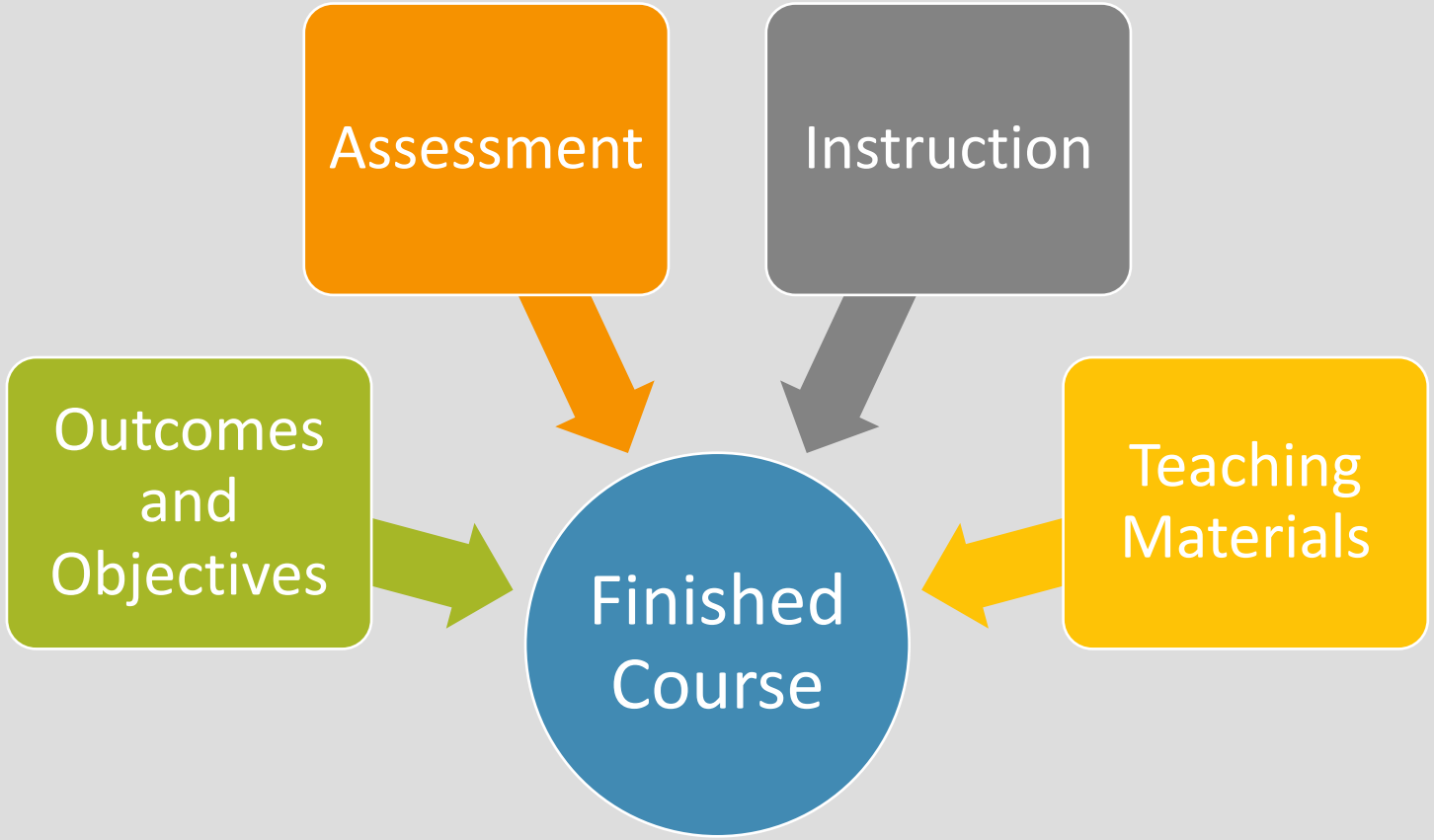
- Design for on-campus instruction tends to happen “just in time” – we create course content as we teach.
- Design for online instruction happens before the course begins because everything we need should be uploaded to the online classroom up front.
- If we design a course for delivery online, we can easily adapt it to on-campus instruction. However, it’s much more difficult to adapt plans for teaching on campus to online instruction.

Course Design Process

1. Write Outcomes and Objectives that clearly state what students should learn in the course.
2. Decide how you'll assess students' achievement of the Outcomes and Objectives so you know what they have learned.
3. Plan instruction that supports students' learning of the Outcomes and Objectives and their success on the planned assessments.
4. Create teaching materials by which you'll deliver your planned instruction.

Nonlinear Progression

The course design process moves between and among these elements. As we create a course, making a change in one area might necessitate changes in other elements we've already created.



Outcomes and Objectives

- Outcomes connect to disciplinary, departmental, or university requirements or expectations as these pertain to the course.
  - Example: a university-wide emphasis on writing could become a course outcome.
- Objectives link outcomes to the teaching and learning that will occur in the course, written from the student perspective.
  - Many objectives begin with the phrase, “Students will…”

Assessment

- Assessments let the instructor know what students have learned.
- Assessments must align with the course's outcomes and objectives.
  - All outcomes and objectives must be assessed.
  - All assessments must relate to one or more course outcomes or objectives.
- Anything that receives a grade is a summative assessment.
- Formative assessment occurs whenever the instructor evaluates students' work in-progress or when the instructor uses assessment results guide future teaching.

Types of Assessment

Different kinds of learning require different kinds of assessments.

- **Factual knowledge** – use objective quizzes or exams (multiple choice, matching, true-false).
- **Conceptual knowledge** – use open-ended response quiz or exam questions; essays or writing assignments; projects.
- **Procedural knowledge** (skills) – use performance tasks or projects.

Types of Instruction

- **Passive Learning**
  - Lecture
  - Demonstration
- **Active Learning**
  - Discussion (large group, small group, pairs)
  - Project-based and problem-based learning
  - Case studies
  - Role playing
  - Research
- **Guided Learning**
  - I do – lecture/demonstration
  - We do – practice in class
  - You do – independent practice
- **Experiential Learning**
  - Internships/externships
  - Service learning
  - Community-based learning

Teaching Materials

- **Lectures**
  - PowerPoint
  - Video and Multimedia
  - Live conferencing (Zoom, etc.), recorded for students to watch later if they can't attend live.

Everything you would teach in person should be available online from the first day of class.

- **Resources**
  - Notes or outlines for lectures
  - Detailed instructions for assignments
  - Study guides for major exams
  - Study strategies and helpful hints (anticipate common mistakes and misconceptions)
- **Information**
  - Grading rubrics
  - Polices and expectations

Course Organization: Modules

- Instructional content should be organized in modules or units.
  - Each should begin with an **introduction or overview** that includes:
    - Module **objective**(s)
    - **Learning activities** (checklist, to-do list, etc.) and grading expectations.
    - **Hyperlinks** to all content items in the module: lectures, assignments, instructions, assessments, discussions, resources
- Each module should end with an **assessment** that measures students' achievement of the module objective: quiz, exam, assignment, project.
- Every assignment or activity in the module should have **clear instructions** and a grading rubric.
- Every module should have one or more **discussions** that promote learner interaction around the module content.

Course Map

- The course planning process rarely runs smoothly because all the components are interrelated.
- It helps to create a Course Map with one row per week and columns for the topic of the week's instruction, student learning activities, readings and materials, assignments and assessments.
- **See my full course map at the end of this document. The next slide includes an excerpt**.
- A course map allows you to see the whole course as you plan. When the this document is complete, you can begin building the content you've planned.
- Highlight or check off each item on the map after you create it. When you think of new items you want to include, be sure to note them on the map.

Course Map 8-week Online Design Thinking Course

Week #	Topic	Readings & Activities	Assignments & Assessments	Resources & Materials
1	A. Course Introduction: What is Design Thinking? B. Virtual Crash Course ("The Wallet Project")	Liedtka Ch. 1&2 Why Design Thinking?	Reading Journal 1 • Post summary to Discussion • Post document to Assignment area	• Syllabus • Reading Journal Instructions • Directions for Wallet Project • Rubrics for reading journal and wallet project
2	A. People, Process, and Products – Steps of Design Thinking B. LIVE ONLINE MEETING 1	Liedtka Ch. 13&14 The Four-Question Method in Action	Reading Journal 2 • Post summary to Discussion • Post document to Assignment area	• Information about live online meeting • Recording of live online meeting
3	Case Study Intro & Instructor preview of Case 1	Brown • Ch. 1 Getting Under Your Skin • Ch. 2 Converting Need Into Demand • Ch. 9 Design Activism Read Case 1	Reading Journal 3 • Post summary to Discussion • Post document to Assignment area Initial Group Discussion of case (MS Teams group meeting)	• Case study instructions • Case study rubric • Instructions for how to meet via MS Teams
4	Small groups apply design thinking to Case 1 and formulate solution (meet via MS Teams) LIVE ONLINE MEETING 2	Groups complete their work for Case 1.	Case 1 Presentation & Submission Midterm Exam	Midterm Exam and rubric

Planning Process - 1

- **What do I want students to learn?**
  - How to do design thinking and apply it to real-world contexts.
- **How will I teach them to do this?**
  - Direct instruction (lecture/reading)
  - Collaborative case studies
  - Application to personal real-life problem
- **What must I provide so they can learn this?**
  - Lectures
  - Textbooks about design thinking (excerpts from three books: two from authors associated with the Stanford d.School/IDEO and one from an author with a somewhat different perspective about design thinking, focusing on social change)

Sample answers from the Design Thinking course

Planning Process - 2

- **How will I know that they've learned?**
  - Reading journals (hold students accountable and provide stimulus for discussions)
  - Midterm exam (compare/contrast two articles about design thinking)
  - Final exam (multiple choice + performance task)
  - Case studies
  - Design project w/ reflective essay
- **What will students need so they can do these things successfully?**
  - Detailed instructions
  - Clear grading criteria (rubrics)
  - Instructor support

Course Content

Course Component	Materials (examples)
Instruction	• PowerPoint or video lectures and/or live online lectures via Zoom or other technologies • Textbooks or other readings • Supplementary information: outlines, summaries, diagrams/charts/tables, notes

Assignments	• Clear, detailed instructions
	  • What to do
	  • How to do it
	  • How and when to submit it
	• Grading criteria (checklist or rubric) explaining exactly how work will be evaluated

Assessment	• Multiple choice exams or quizzes
	  • Assess concepts, not just facts
	• Performance tasks
	  • Clear instructions
	  • Grading criteria (checklist or rubric) explaining exactly how work will be evaluated

Keep This In Mind

- If you want students to do something, you have to:
  - Tell them exactly how to do it (**directions**).
  - Give them everything they need to do it (**resources**).
  - Explain how it will be graded (**rubrics**).

Shift Your Perspective

- As you create your course, periodically shift your perspective to consider how it will look and sound to your students.
- Faculty are disciplinary experts, so concepts that are common knowledge to us can be utterly foreign to our students.
  - Processes, methods, and methodologies
  - Disciplinary vocabulary
  - Norms for scholarship
- Faculty are from a different generation than their students, so the behavioral expectations and social norms that we take for granted may be completely unfamiliar (or seem irrelevant) to our students.
- **Question your expectations!** Don't presume students already know anything – explain what you want them to do or how you expect them to behave – **in detail**!

Question Break

- Let’s stop for a moment and reflect on what we just learned.
- Do you have any questions?

Building the Course Online

Quality Matters

- The Quality Matters organization specifies a set of optimal characteristics that online courses should demonstrate.
- As part of these expectations, faculty need to include specific and explicit information for their students in a “Start Here” or “Get Started” (etc.) area that students must complete before beginning their actual work in the online classroom.
- This will mirror or duplicate some of the items we generally include in a syllabus for our on-campus courses.
- The next several slides delineate Quality Matters standards. Items in **bold text** should be presented as separate pages in the course’s Start Here area.

Standards from the Quality Matters Higher Education Rubric, Sixth Edition. Quality Matters. Retrieved from https://www.qualitymatters.org/sites/default/files/PDFs/Standardsfromth…

Course Overview and Introduction – 1

- **1.1 Direct students to the Start Here area and explain where to find course components.**
- **1.2 Introduce students to the purpose and structure of the course.**
- **1.3 State expectations for communication via discussions, email, and other forms of interaction**
- **1.4 Clearly state all course policies and/or provide links to these policies elsewhere (ex: link to the university's Academic Honesty policy)**

Course Overview and Introduction - 2

- **1.5 Explain minimum technology requirements and provide information on how to obtain required technologies.**
- **1.6 Explain computer skills or digital literacies required to complete the course.**
- **1.7 Inform students of prerequisite knowledge or competencies.**
- **1.8 Provide a self-introduction of the instructor (video is best).**
- **1.9 Require students to introduce themselves to their classmates (usually a discussion board)**

NOTE: Most of the items (1.1 to 1.9) should appear on separate pages in the Start Here area unless similar enough to warrant inclusion on the same page. For example 1.5 and 1.6 are linked ideas that could be presented together, but 1.8 and 1.9 should be separate items.

Outcomes and Objectives

- 2.1 Course outcomes and objectives are clear and measurable.
- 2.2 Objectives for each module or unit are consistent with the course overall.
- 2.3 Clearly articulate objectives from the learner's perspective, and locate this information prominently in the course.
- 2.4 Connect learning objectives to learning activities.
- 2.5 Ensure learning objectives are suitable to the level of the course.

NOTE – all of this information could be placed on a single page in the Start Here area.

Assessment and Measurement

- **3.1 Assessments measure students' achievement of learning objectives.**
- **3.2 Clearly state course grading policy.**
- **3.3 Provide specific criteria by which students' work will be evaluated.**
- 3.4 Employ varied, sequenced assessments suitable to the level of the course.
- 3.5 Build in multiple opportunities for learners to receive timely feedback that supports their progress in the course.

NOTE: a page for Grading Criteria or Assessment Policy (etc.) could combine 3.1, 3.2, and 3.3

Instructional Materials

- 4.1 All instructional materials contribute to students' achievement of stated learning objectives.
- **4.2 Clearly explain the relationship between instructional materials and learning activities.**
- 4.3 Course design serves as an example of academic integrity by providing source references and permissions for the use of instructional materials.
- 4.4 Ensure instructional materials reflect current disciplinary theory and practice.
- 4.5 Utilize a variety of instructional materials in the course.

Learning Activities and Learner Interaction

- 5.1 Learning activities clearly promote students' achievement of the course objectives.
- 5.2 Learning activities provide opportunities for human interaction that supports active learning.
- 5.3 Cleary state the instructor's plan for interacting with learners throughout the course.
- 5.4 Clearly state requirements for learner interactions.

NOTE: these items could be combined on a single page in the Start Here area.

Course Technology

- 6.1 Learning tools clearly support students' achievement of course objectives.
- 6.2 Learning tools promote student engagement and active learning.
- 6.3 The course incorporates a variety of technologies.
- 6.4 Provide students with information about protecting their data and privacy.

NOTE: these items could appear as a single page in the Start Here area.

Learner Support

- 7.1 Provide instructions about how to access the institution's technical support, with phone numbers and links.
- 7.2 Explain or provide a link to the institution's accessibility policies and services.
- 7.3 Explain or provide a link to the institution's academic support services and resources.
- 7.4 Explain or provide a link to the institution's student services and resources.

NOTE: these items could appear on the same page in the Start Here area.

Accessibility and Usability

- 8.1 Course navigation facilitates ease of use.
- 8.2 Course design facilitates readability (consider font size, style, and color of text).
- 8.3 All images or visual elements in files, documents, LMS pages, or web pages provide "alt text" information.
- 8.4 Provide alternative means of access to multimedia content (video or audio files or sources include closed captioning or transcripts).
- 8.5 Course multimedia facilitates ease of use.
- **8.6 Provide vendor accessibility statements for all required technologies. (Note: this could be included on the page for Course Technology.)**

List of Pages for the Start Here Area

- Welcome! (include instructions for completing the Start Here area)
- How to Navigate the Course (video preferred)
- About the Course
  - Course description
  - Overview of assignments and activities
- About the Instructor (video preferred)
- Outcomes, Objectives, and Assessments
- Technology Requirements
- Course Policies
- Communication and Interactions
- Grading Policy
- Student Support
- Quiz covering information in the Start Here area
- Introduce Yourself discussion board (instructor makes first post)

Set Up the Course

- Organize your course components in **modules**.
- Begin with a **Module Introduction** page that lists everything students must do.
- Include **hyperlinks** to every activity, lecture, assignment, discussion, assessment, or resource.
- Build all of the elements of the module in the order students must complete them. Organization should be **clear and intuitive**. Students should easily be able to find everything they need as they need it.

Question Break

- Let’s stop for a moment and reflect on what we just learned.
- Do you have any questions?

Adaptation

My Course is Set Up – Now What?

- When your course is 100% set up and ready to go online, you're prepared for more than online-only teaching.
- Think of it this way:
  - Preparing an online course is much more labor-intensive up-front because every little detail has to be worked out in advance.
  - Once those materials have been created, we can adapt or transform them for face-to-face and hybrid modalities.
  - We can also use them for synchronous online teaching and learning.

Pivot from Online to On-Campus

- If your lectures are already posted online, it's a simple matter to employ a "flipped classroom" instructional model if you find yourself teaching on campus instead of online.
  - Assign students to view the lecture on the LMS before the class period begins.
  - Then during your regularly-scheduled time class time, you can focus on discussion and active learning strategies that aren't well suited to the online environment like field trips, service learning, or community-based learning.
  - You can also use this time to re-teach or supplement the lecture students have already read/viewed online, spending time in areas where students need more help with the lesson.

Advantages

- Parking your course content online also means you'll never have to make copies of handouts or carry students' assignments home for grading – everything is right there in the LMS. It even grades some of your exams automatically.
- In short, it's very simple to shift into an on-campus setting if you've first set up a high-quality course online.
- It makes for a smoother semester with no last-minute scramble to create teaching materials or write exams.

Pivot from Online to Hybrid or Blended Learning

- Hybrid courses, as the name suggests, combine on-campus and online learning.
- They generally have fewer face-to-face class periods than a traditional on-campus course.
- On-campus class periods tend to be devoted to discussion, student presentations, or to types of instruction that aren’t as well suited to online learning.
- For example, a course in which students are supposed to learn a physical process using specialized equipment that’s only available on campus could benefit from a hybrid model over being held solely online.

Hybrid or Blended Learning - 2

- Another model could involve dividing the students into two groups, with half meeting on campus one day and half on another.
  - The group that's on campus would engage in active learning under the instructor's supervision, while the other group would view the lecture online and complete whatever tasks are related to that day's instruction.
  - This strategy is useful in situations that require enhanced social distancing or where insufficient instructional space is available.
- High-quality courses designed for teaching fully online offer the same advantages to the hybrid instructor as in the online-to-on-campus model of the previous slides.

Question Break

- Let’s stop for a moment and reflect on what we just learned.
- Do you have any questions?

Excellence in Teaching

Excellence in Teaching

- Whether we teach online, on campus, or a bit of both, each of us can find opportunities to improve our practice as educators.
- This section of the presentation raises some topics of interest across teaching modalities. How can we incorporate them into our courses and the choices we make as we interact with our students?

HIPs

- HIPs stands for High Impact Practices, identified by George Kuh and promoted by the AAC&U.
- The more of these our students can experience during their studies, the greater their likelihood of success.
- Not every course can include all HIPs, but most courses can include at least a few.

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- ePortfolios
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects

https://www.aacu.org/node/4084

First-Year Seminars or Experiences

- The idea behind first-year seminars or experiences is to prepare new students for the demands of undergraduate learning.
- Our abrupt jump into all-online learning rendered us *all* unprepared – faculty and students, alike.
- How can we employ existing strategies for first-year programming to support our students in an unfamiliar online environment so that we may increase student retention and foster academic achievement?

First-Year Strategies for All Learners

- Use students' **preferred technologies** to reach out personally and frequently (text messaging or social media vs email).
- Hold high-energy **large-group events** to generate excitement and a sense of belonging and connection.
- Group students by **interest or choice**, building relationships through shared connections.
- Make meaningful, engaging, and explicit **connections** between course content and its real-world application or its intrinsic personal benefit to students.

Common Intellectual Experiences

- To a certain way of thinking, every situation in which teaching occurs from preschool to graduate school offers a common intellectual experience (CIE), since all students in a class participate in the same learning activities. However, this is the bare minimum of what a CIE can be.
- CIEs usually involve paired courses, the requirement that all university members read the same book, or other special activities.
- CIEs typically include five components.
  - Interdisciplinary theme
  - Shared content between courses
  - Faculty collaboration
  - Co-curricular connections (special events, community engagement, special projects)
  - Strategies for active learning

How might you collaborate with other faculty to link your courses and create a common intellectual experience in the online environment?

Learning Communities

- Learning Communities share many commonalities with First-Year Experiences and Common Intellectual Experiences but differ in their emphasis.
- The purpose of a learning community is to help students develop a sense of belonging by building meaningful relationships with peers, faculty, and staff through shared academic and co-curricular experiences.
- Learning Communities generally take the form of linked courses, living-learning communities, Freshman Interest Groups, or meta-majors.
- They often include social events or excursions, academic support, community engagement, and career development.
- Not all of these are possible in an all-online environment, but we can consider how we can build a sense of community and foster meaningful interpersonal relationships in our courses.

Writing-Intensive Courses

- Writing-Intensive Courses help students build proficiency in written communication by embedding direct instruction in high-quality writing, timely and formative feedback, and opportunities for revision.
- Writing-Intensive Courses actively foster students' knowledge of writing for different audiences in different knowledge domains, transferring the act of writing from its former isolation in courses such as Composition 101 to disciplinary applications.
- By learning how to become proficient writers, students also learn how to identify, process, synthesize, and publish the knowledge they acquire through their studies.
- Even if your course is not designated as a "writing intensive," how can you embed specific instruction in writing appropriate to the course, including opportunities for feedback and revision?

Collaborative Assignments and Projects

- Collaborative Assignments and Projects build essential 21st-century competencies in teamwork and cooperation as well as fostering a sense of responsibility, appreciation for the perspectives of others, and proficiency in written and verbal communication.
- This is among the most flexible of the HIPs, existing as university-wide initiatives and at every level down to single class periods.
  - For the greatest impact on learning, faculty should plan student groups strategically and assig open-ended tasks requiring students to take responsibility for the outcome of their work.
  - The instructor should establish clear expectations for participation and differentiate grades to allow for a group evaluation alongside individual assessment.
- In an online learning environment, group projects are made easier through technological tools that allow for real-time meetings between group members (Zoom, Microsoft Teams, tools built into the LMS).

Undergraduate Research

- Undergraduate research affords valuable opportunities for students to participate in their professors' research or creative activity, to receive personal mentoring, and to solidify their choice of major.
- It provides authentic learning, often in contexts outside of the classroom, allowing students to make connections between the abstract and concrete domains of higher education.
- Faculty serve as mentors to their undergraduate research assistants, involving them in all aspects of their professional practice so that students can see first-hand where their major could lead.

Undergraduate Research - 2

- **How can online instructors provide opportunities for students to participate in their professional research?**
  - Could students collect data, for example?
  - Could you survey your students as part of an investigation you're conducting?
  - However you can connect them to your research, even if only in a small way, makes your discipline more relevant and meaningful to your students, deepening their learning experience.

Diversity & Global Learning

- One of the most crucial aspects of higher education is to open students' minds to the viewpoints of others and to question their own preconceptions and biases. Society becomes more open-minded and accepting the more individuals are able to move beyond the perception that someone different from themselves is "the other," seeing them as someone like themselves.
- Every faculty member can implement strategies for increasing the diversity of our course content and meeting the needs of diverse learners, no matter which teaching modality we're using.
- In an online teaching environment, students (minimally) could complete an activity or assignment where they go out into their home community and interact with individuals different from themselves, such as eating a meal at an ethnic restaurant and speaking to restaurant employees about their culture as part of an experiential lesson plan. (Health and safety measures permitting.)

Experiential Learning

- Experiential education rests on the theory that humans learn best by doing, not merely reading or listening. All education is an “experience” (to a certain way of thinking) , but “experiential education” is distinct in that it occurs in authentic settings outside of the classroom.
- Experiential learning provides a fruitful environment for learning about diversity, offering opportunities for students to encounter individuals unlike themselves in settings or environments with which they are not familiar, such as community service or study abroad, deepening their understanding of diversity near our campuses and globally.
- Taking part in experiential learning activities allows students to make connections between the abstract learning of the classroom and practical application of their skills and knowledge.

Experiential Learning - 2

- Experiential education usually involves thorough planning and oversight by faculty and administrators, who manage the logistical details, communicate with site-based partners, and facilitate students' learning through the experience.
- However, online classes can incorporate experiential learning by placing some of the responsibility on the student to find an appropriate opportunity, document their activities, and gather confirmation from someone such as a supervisor at the place where they conducted the activity.

e-Portfolios

- e-Portfolios deepen students' learning as they collect, organize, and reflect upon evidence of their personal, academic, and professional achievements.
  - They are helpful tools in graduates' job search as well as useful in program-level assessment and as a tool for gathering evidence of students' learning.
  - e-Portfolios are scalable from institution-wide implementation to use by programs or departments.
- How can we adapt this idea to a single online course?
  - By providing opportunities for students to gather evidence of their learning and reflect on their achievements in the course.
  - Students should be able to articulate what they learned and why it is important to their future.
  - This does not happen naturally – instructors must facilitate this process – but it could be as simple as requiring students to write a reflective essay at the end of the course.

Capstone Courses or Experiences

- Capstone courses or experiences provide opportunities for students to contemplate the cumulative body of skills, competencies, and knowledge they've acquired during their journey towards their degree.
  - These vary by discipline, ranging from standardized exams to public exhibitions or performances to professional presentations and more.
  - They also support students' acquisition of crucial skills and competencies valued in the 21st-century workplace.
- A single course, regardless of its modality, cannot provide this HIP on its own. However, we can scale the idea to fit one course by providing students with a **culminating activity** (beyond the final exam) that allows them to **reflect on their learning** and consider how they have grown in their essential skills and competencies as a result of the course.

Rapport

- Online learning environments can be sterile, cold, and lonely places. In many, every interaction and instruction takes place only through text.
- This is not to say that text alone is insufficient. After all, great works of literature are solely text-based yet compellingly convey the full spectrum of human emotions and experiences.
  - The difference between a dull instruction manual and an engaging novel does not exist only as a matter of literary genre but in the quality and character of the writing.
  - Authors' mastery of their craft is what makes their work worth reading. Their skill empowers what we read to change our hearts and minds, inspire us, inform us, and move us to action.
- We can do the same for our online students through every communication in our virtual classrooms.
- Online learning generally takes place through six types of communication. Let's look at how we can build rapport and enhance learning in each of our written interactions with our students.

Within the Online Classroom Framework

- Our abrupt leap into online teaching in the spring of 2020 gave us a taste of the discomfort and disorientation our students feel. Just as you might have had trouble moving your course online, your students are equally confused about where to find things and what to do.
- Demonstrate empathy by embedding directions for navigating the learning environment, creating a calendar for assignments and assessments, and providing other content related to success in the course. Create tutorials or written instructions to help students find what they need and do what we want them to do. Simplify and explain everything in the course to the best of your abilities.
- Share your feelings and experiences with moving your course online. Tell students what you've learned and how this helped you create resources to help them through their challenges.
- ***Your demonstration of empathy and candor about our own difficulties helps build rapport, as does proactively anticipating areas where students might be confused.***

In Our Instructional Materials

- When we teach on campus, we can easily observe our students' reactions to our teaching and to the instructional materials we ask them to use. We notice when they're confused, disengaged, or when they're paying attention. They ask questions and we answer them. We know right away if we need to provide additional instruction, clarify a concept, or demonstrate a tricky process.
- Online, none of these cues are available to us. We need to anticipate our students' misconceptions and potential difficulties by empathizing with them, attempting to see our instructional materials through their eyes.
  - When students reach out to us with questions about course materials or expectations, we should respond promptly and kindly. A student with a question is stuck until they hear back from us.
  - You know the frustration of asking a question via email and not hearing back from the recipient as quickly as you'd like.
  - Empathy allows us to translate that feeling to what our students experience from us, and to take action to rectify the problem.

In the Discussion Boards

- Much of the interaction between online students typically occurs through the discussion board. It's also a place where you can do a great deal of teaching through your comments on students' posts.
- Students really value their instructors' engaged participation in discussions. They need to know that you read what they write and that their efforts are important to you. When you don't post any comments, they feel ignored and think their work is meaningless.
- If you have a large class, you might not be able to respond to every student, but you should still maintain a positive and significant presence in the discussion, just as you would in a face-to-face classroom.
- Your comments don't just engage students around the topic of discussion – they provide a model of appropriate online interactions and show students you care and you're paying attention.

In Your Feedback on Students' Work

- Provide supportive feedback on students' work that focuses on what they did right and what they could change.
- As often as possible, provide formative feedback and give students a chance to improve their work prior to submitting it for summative assessment.
- A warm and supportive approach is crucial to building rapport.
  - Tell students how they could improve their work and invite them to speak to you by phone to talk about problems you noted. On summative evaluations (with no opportunity to re-do the work), be kind when you explain why the student lost points.
  - This is not to say we should sugar-coat feedback, but there's no reason to be harsh or discouraging and every reason to be empathetic and respectful.
  - Consider how you'd want to receive negative feedback from your immediate supervisor. You appreciate it when your supervisor treats you respectfully. The same is true of your students.

In Your General Announcements

- Communicate frequently with all students. At minimum, post a positive and encouraging course announcement and send a copy via email at the beginning of each week, previewing what students will learn and what they will be required to do.
- This is a good opportunity to clarify misconceptions, address problems, or answer common questions. You can also share supplementary resources or bring current events relevant to the course to students' attention.
- General communications offer a chance to be a bit more informal and to share some appropriate personal commentary, just as you would in a regular classroom.
  - "Good morning, Students! I'm really enjoying the sunny weather after the storms we had last week. I took my dog for a long walk yesterday to celebrate."
  - "Hello, Class – I hope you had a wonderful long weekend. I used the day off to catch up on my reading and found a great article I wanted to share with you."
- Don't assume you have to maintain an all-business, no-nonsense persona. A relaxed and friendly approach helps build rapport by fostering social connections more effectively.

Through Communication with Individual Students

- Be overtly and intentionally warm and caring in all of your communications with students. Students can't hear the tone of your voice or see your face when you type a comment or send an email. Choose your words carefully and say more than you might otherwise have said in person.
  - In a face-to-face classroom, you could say, with a pleasant expression on your face and a warm tone of voice, "That looks good. Maybe you should think about changing it like this, though" and then offering a suggestion for improvement.
  - Typing the same words online, it might seem very different to the student. Additional verbiage helps soften your response. "I can see that you've worked really hard on this, Olivia, and I think you're on the right track. You might consider making a small modification to it here, though (explain). If you do that, you'll have a really great final product that you can be proud of."
- Remember: students risk our disapproval every time they submit an assignment, post to a discussion, or even send us an email. They need to know they're safe with us – that they can trust us to respond kindly, understand we want them to achieve success in the course, and rest assured we care about them as human beings.

Personalize the Online Learning Environment

- Maximizing the use of video and multimedia tools can make your online classroom a more engaging and friendly environment.
  - We have far more tools available to us today than ever, and they're often easily accessible within our LMS.
  - If not, apps such as Screencastify, Flipgrid, and Padlet allow students and faculty to interact through video, imaging, and audio technologies.
- Add voice narration to your lectures. Even if you only read the slides verbatim, it's more engaging for students. Allow yourself to be imperfect – authenticity enhances rapport and makes you seem more genuine and human.
- Allow students to respond to discussion boards with audio or video as well as text. Post audio or video feedback for students, too.

Teachable Moments and the Adjacent Possible

- Our interactions with students provide opportunities to deepen their learning, offer supplementary instruction, correct their misconceptions, or provide enrichment. These lie alongside our routine interactions online, presenting possibilities to improve our teaching and our students' learning.
- However, this requires is to take just as active and engaged a role online as we would on campus. It's all too easy to slip into doing a minimum job of facilitation when teaching online.
  - Don't treat discussion boards as a peer-to-peer form of communication rather something that requires the instructor's participation.
  - Reading students' posts and comments in context lets us notice opportunities to take a discussion farther, add another opinion, or clarify misunderstanding.
  - Our engagement also lets students know we're paying attention. It dignifies and validates their work.
- Teachable moments also occur in email, through the feedback we provide on assignments, and in course announcements. For instance, you might choose to share a resource with the class in response to an observation that many students are experiencing a similar problem. Capitalizing on these opportunities is highly beneficial for our students.

Empathy is Always the Right Choice

- Demonstrating empathy and compassion for students is never the wrong decision.
- We might be within our rights to insist that students comply with our course policies, imposing consequences when they don't meet our expectations. But in many cases, an empathetic response will make a much more lasting impression than taking a tough stance.
- When we don't see our students in person, we can't see that they're having a difficult time. Struggling online students have an unfortunate tendency to disappear, especially when they fall behind.
  - Reach out (kindly) until you get a response.
  - Ask how you can help.
  - Assure the student that it's not too late and you'll work with them until they get back on track.
- If the student shares a personal problem, help them connect with appropriate support services. Check back with them to see how they're doing. Continue to offer help and support.
- Students remember how we made them feel long after they've forgotten what we taught them in class. When they think of us later in life, we want them to remember how much we cared about them.

Never Ending Quest

- The pursuit of excellence in teaching should never come to an end. Each of us can continue to grow as educators throughout our careers.
- This presentation covers a limited amount of material, but there's far more to learn.
- We've experienced drastic change in the spring of 2020, and we stand on the edge of still more transformation.
- The strategies in this presentation will help you develop courses that can be adapted to many situations while still delivering an outstanding educational experience to your students.

Additional Resources Included Hereafter

Course Map for Design Thinking
Quality Matters Rubric for Design Thinking

Discussion

What further questions can I answer for you?

Thank You!

With every good wish, Bruce

Design Thinking 16-weeks Online Undergraduate Course

Week #	Topic	Readings	Assignments/Assessments
MODULE 1 – WHAT IS DESIGN THINKING?			
1	Course Introduction: What is Design Thinking? Engaged Learning Activity: Option 1-Virtual Crash Course (partner activity) Option 2 –"The Deep Dive" + "Creative Confidence" YouTube videos + summary/analysis paper	1-Cross Ch. 1 Design Ability 2-Complete activities	1-Reading Journal 1 2-Summary and analysis of Engaged Learning Activity option selected
2	People, Process, and Products	Liedtka Ch. 1&2 Why Design Thinking?	Reading Journal 2
3	Prototypes and Products: dreaming of what's never been imagined	Brown Ch. 1 Getting Under Your Skin Brown Ch. 2 Converting Need Into Demand	1-Reading Journal 3 2-Module 1 Discussion (initial post due)
4	Compare and Contrast Cross, Liedtka, and Brown's visions of design thinking. Is there a "right" way to "do design thinking"?	Liedtka Ch. 13&14 The Four-Question Method in Action	1-Reading Journal 4 2-Module 1 Discussion (peer comments due) 3-Quiz 1: What Is Design Thinking?
MODULE 2 – CASE STUDIES IN DESIGN THINKING			
5	Case Study Preview	Brown Ch. 9 Design Activism	1-Reading Journal 5 2-Pre-Case Group Discussion
6	Instructor preview of Case 1	Read Case 1	Small Group Discussion of Case 1
7	Small groups apply design thinking to Case 1 and post their design thinking solutions	Live Online Meeting to discuss Case 1	1-Case 1 Presentation & Submission 2-Whole-Class Discussion of Case 1 (comment on two other groups' case presentations)
8	Instructor preview of Case 2	Read Case 2	Midterm Exam (complete outside of class) Small Group Discussion of Case 2
9	Small groups apply design thinking to Case 2		Continue small group discussion of Case 2
10	Groups present their design thinking solutions	Live Online Meeting to discuss Case 2	1-Case 2 Presentation & Submission 2-Whole-Class Discussion of Case 2 (comment on two other groups' case presentations)

11	Case Method Debriefing and Reflection		Quiz 2: Design Thinking in Action
MODULE 3 – PERSONAL APPLICATION OF DESIGN THINKING			
12	Applying Design Thinking – make it personal	Roth Ch. 3 Getting Unstuck Roth Ch. 5 Doing is Everything	1-Reading Journal 6 2-Post your problem idea to the Project Discussion board + 2 peer comments
13	Strategies: apply design thinking to your problem/challenge	Roth Ch. 8 Self-Image by Design Roth Ch. 10 Make Achievement Your Habit	1-Reading Journal 7 2-Post an update on your project to the Project Discussion board + 2 peer comments
14	Live Online Meeting – discussion of design problems		(finalize Design Project)
15	Post presentations of Individual Design Problems Comment on at least three peers' projects		1-Post presentations of Individual Design Problems 2-Comment on at least three peers' projects
16	Final Exam		Submit Reflective Essay Complete Final Exam

Assignments & Assessments	
Module 1 and Module 3 Discussions (50 each)	100
Reading Journals 7 journals @ 40 points each = 280 points	280
Case Studies (100 each) • Participation in online discussions (50) • Group presentation (25) • Case Report form (25)	200
Design Problem • Presentation (50) • Reflective Essay (50)	100
Quiz 1 – What Is Design Thinking?	50
Quiz 2 – Design Thinking in Action	50
Midterm Exam	100
Final Exam	120
TOTAL	1000

Course Outcomes	Learning Objectives	Assessments
Students will cultivate understanding of the design process: developing empathy, defining a problem, ideating solutions, and creating and testing prototypes.	Develop understanding of the steps in the design process, building capacity for empathy and insight when seeking solutions to challenges, and engaging in processes of ideation, prototyping, and testing of potential solutions.	**Reading journals** and **Quiz 1** assess students' understanding of design thinking methodology. **Case studies** assess students' acquisition of all course learning outcomes as they work in small groups to analyze cases, apply design thinking processes, produce a presentation of their solution, and report on their process and products. **Quiz 2** assesses critical thinking and understanding of design thinking as students compare two articles presenting conflicting viewpoints about design thinking. The **Design Problem project** assesses students' application of design thinking methodology through a presentation and a reflective essay about their experience in addressing a personal challenge via design thinking. The **final exam** assesses students' cumulative knowledge about design thinking and their application of design thinking methodology to a new challenge.
Students will identify and synthesize relevant opportunity, insight, and information to develop solutions to complex or ambiguous challenges.	Identify opportunity, gather information, generate insights, and synthesize input to formulate potential solutions to challenges.	
Students will apply design thinking when engaging with complex or ambiguous situations.	Apply design thinking processes to specific challenges or problems presented in case studies and in real-world personal contexts.	
Students will develop and refine skills in critical thinking, problem-solving, collaboration and teamwork, including the ability to learn from all those with whom they work.	Engage with peers through group activities involving the application of design thinking to case studies, developing and refining skills in critical thinking, creative ideation, interpersonal interaction, and collaborating towards a solution.	
Students will strengthen their skills in communication with various audiences.	Build proficiency in written and verbal communication, including class discussion, small group interaction, presentations, and written documentation.	

NOTES: Online Design Thinking Courses

Because they cannot participate in the "Virtual Crash Course" activity in a face-to-face setting, in Week 1, students may choose one of the following learning activities in addition to watching the lecture.

Option 1: **Virtual Crash Course** (independent study)
https://www.youtube.com/watch?v=-FzFk3E5nxM

- Find a partner with whom you can interact in real life.
- Work through the "virtual crash course" video with the partner to complete the activity. The partner does not need to be a student in the class – just someone who's willing to participate. (Gift Giving)

Option 2: **The Deep Dive + Creative Confidence**

- Watch both videos on YouTube:

    - "The Deep Dive" https://www.youtube.com/watch?v=2Dtrkrz0yoU
    - "Creative Confidence" https://www.youtube.com/watch?v=16p9YRF0l-g
- Write a summary and analysis of what you watched.

Module 1 Responsibilities:

- View lectures
- Respond to Module 1 Discussion and post peer comments
- Complete assignments and assessments

Module 2 Responsibilities:

Engaged participation as part of the case study group is essential to the functioning of the group as a whole and to the success of each study. Students will hold an initial discussion to solve a problem in group dynamics:

> *Frank, Omar, Lisa, and Shelly are members of a learning team. Frank is assigned to be the team leader and takes control rather easily. Omar and Shelly have readily met their responsibilities for the group's first project, but Lisa has not made her required contribution. The deadline for the first project is in two days. If you were part of Learning Team A, how would you first define the problem?*
>
> Students will use this scenario to develop team norms that will allow them to meet their case study responsibilities for the next several weeks.
>
> Students who fail to participate in the initial task will be required to discuss their non-participation with the instructor and may be offered an alternative learning assignment if they feel they will be unable to participate effectively as a member of a learning team. Some team configurations may need to be adjusted in response.

Students' primary responsibility is to the case studies and fulfilling their group responsibilities. This is why there are fewer lecture PowerPoints in Module 2 and no assigned texts to read beyond the case studies. This allows students to focus on their group interactions and to fulfil their assigned roles and responsibilities. Due to the asynchronous nature of online communication, only two case studies will be conducted, not three as in the on-campus version of the course.

Two live online class sessions, one per case, will provide real-time opportunities for students to interact with the instructor and with one another. Sessions will be recorded for those students who are unable to attend.

Module 3 Responsibilities:

- Post progress updates of project progress to discussion boards.
    - Students will continue to interact with their Module 2 team members as their consultative team, commenting on one another's progress on their projects.
- Participate in a live online meeting to discuss projects: pose questions to peers and the instructor, offer suggestions and feedback, and so on.
- Post the project by the assigned due date. Post feedback to three peers who are not in your consultative group.
- Complete final exam

Design Thinking 8-weeks Online Undergraduate Course

Week #	Topic	Readings	Assignments/Assessments
MODULE 1 – WHAT IS DESIGN THINKING?			
1	Course Introduction: What is Design Thinking? Engaged Learning Activity: Option 1-Virtual Crash Course (partner activity) Option 2 –"The Deep Dive" + "Creative Confidence" YouTube videos + summary/analysis paper	1-Cross Ch. 1 Design Ability 2-Liedtka Ch. 1&2 Why Design Thinking? 2-Complete activities	1-Reading Journal 1 2-Summary and analysis of Engaged Learning Activity option selected
2	A- People, Process, and Products: Dreaming of what's never been imagined B- Compare and Contrast Cross, Liedtka, and Brown's visions of design thinking. Is there a "right" way to "do design thinking"?	Brown Ch. 1 Getting Under Your Skin Brown Ch. 2 Converting Need Into Demand Liedtka Ch. 13&14 The Four-Question Method in Action	Reading Journal 2 Module 1 Discussion (initial post due Wed, peer comments due Sun)
MODULE 2 – CASE STUDIES IN DESIGN THINKING			
3	Case Study Preview Instructor preview of Case 1	Brown Ch. 9 Design Activism Read Case 1	1-Reading Journal 3 2-Pre-Case Group Discussion
4	Small groups apply design thinking to Case 1 and post their design thinking solutions	Live Online Meeting to discuss Case 1	1-Case 1 Presentation & Submission 2-Peer comments on Case 1
5	Instructor preview of Case 2	Read Case 2	Midterm Exam (complete outside of class) Small Group Discussion of Case 2
6	Small groups apply design thinking to Case 2	Roth Ch. 3 Getting Unstuck Roth Ch. 5 Doing is Everything	1-Case 2 Presentation & Submission 2-Peer comments on Case 2
MODULE 3 – PERSONAL APPLICATION OF DESIGN THINKING			
7	A- Designing Your Life B- Strategies: apply design thinking to your problem/challenge	Roth Ch. 8 Self-Image by Design Roth Ch. 10 Make Achievement Your Habit	1-Reading Journal 4 2-Post your problem idea to the Project Discussion board + 2 peer comments
8	Post presentations of Individual Design Problems Comment on at least three peers' projects		1-Post presentations of Individual Design Problems 2-Comment on at least three peers' projects 3-Complete Final Exam

Assignments & Assessments	
Module 1 and Module 3 Discussions (50 each)	100
Reading Journals 5 journals @ 50 points each = 250 points	250
Case Studies (100 each) • Participation in online discussions (50) • Group presentation (25) • Case Report form (25)	200
Design Problem • Presentation (50) • Reflective Essay (50)	100
Midterm Exam	100
Final Exam	100
TOTAL	850

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>
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- Participate in a live online meeting to discuss projects: pose questions to peers and the instructor, offer suggestions and feedback, and so on.
- Post the project by the assigned due date. Post feedback to three peers who are not in your consultative group.
- Complete final exam

QUALITY MATTERS SELF-ASSESSMENT

Course Title: Design Thinking/ 8-Week Online Summer 2020

Course Overview and Introduction	
1.1 Instructions make clear how to Start Here area and where to find various course components.	Start Here area –How to Navigate the Course ppt
1.2 Learners are introduced to the purpose and structure of the course.	Start Here area – About the Course; Course Outline
1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.	Start Here area – Course Outline
1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.	Start Here area – Syllabus; Policies and Expectations
1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	Start Here area – Course Outline
1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated.	Start Here area – About the Course
1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	Start Here area – Syllabus
1.8 The self-introduction by the instructor is professional and is available online.	Start Here area – About the Instructor Mod 1 – Introduce Yourself Discussion
1.9 Learners are asked to introduce themselves to the class.	Mod 1 – Introduce Yourself Discussion

Learning Objectives (Competencies)	
2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	Start Here area – Outcomes, Objectives, and Assessments
2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	Start Here area – Outcomes, Objectives, and Assessments Module-level objectives also stated in each module intro page
2.3 Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.	Start Here area – Outcomes, Objectives, and Assessments
2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.	Start Here area – Outcomes, Objectives, and Assessments
2.5 The learning objectives or competencies are suited to the level of the course.	Course is designed for students with no prior knowledge of design thinking, so activities are structured to lead from knowledge-building, group activity with theoretical design problems, and finally independent application of design thinking to a real-world personal challenge.

QUALITY MATTERS SELF-ASSESSMENT

Assessment and Measurement	
3.1 The assessments measure the achievement of the stated learning objectives or competencies.	Start Here area – Outcomes, Objectives, and Assessments; Grading Policy Grading Rubrics;
3.2 The course grading policy is stated clearly at the beginning of the course.	Start Here area – Grading policy
3.3 Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.	Grading Rubrics for each assignment Start Here area – Outcomes, Objectives, and Assessments
3.4 The assessments used are sequenced, varied, and suited to the level of the course.	Start Here area – Outcomes, Objectives, and Assessments; Course Outline Grading Rubrics
3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback.	Start Here area About the Instructor - Feedback provided within 48 hours of assignment submission; comments provided in discussion boards

Instructional Materials	
4.1 The instructional materials contribute to the achievement of the stated learning objectives or competencies.	Lectures connect course content to activities, the outcomes, objectives, and assessment document connects activities to learning expectations
4.2 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.	Each Module "Module __ Introduction and To Do List" includes the module objective and schedule of tasks to be completed. Start Here area – Outcomes, Objectives, and Assessments
4.3 The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.	References and/or links to sources are included throughout lectures
4.4 The instructional materials represent up-to-date theory and practice in the discipline.	All course information is current; all textbooks published within the last 10 years.
4.5 A variety of instructional materials is used in the course.	PowerPoint lectures (with some embedded media), discussion boards, group work (case studies), and project-based learning (design project)

Learning Activities and Learner Interaction	
5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	Start Here area – Outcomes, Objectives, and Assessments
5.2 Learning activities provide opportunities for interaction that support active learning.	Discussions with required peer comments Partner activity (Wallet Project) Small group interaction (Case Studies) Individual project-based learning (Design Project)
5.3 The instructor's plan for interacting with learners during the course is clearly stated.	Start Here area - About the Instructor
5.4 The requirements for learner interaction are clearly stated.	Start Here area – About the Instructor; Course Outline; About the Course

Course Technology	
6.1 The tools used in the course support the learning objectives or competencies.	Discussion boards, Assignments using D2L submission of Word, PDF, and PowerPoint videos, group work via Microsoft Teams
6.2 Course tools promote learner engagement and active learning.	Discussion boards, Assignments using D2L submission of Word, PDF, and PowerPoint videos, group work via Microsoft Teams
6.3 A variety of technology is used in the course.	Discussion boards, Assignments using D2L submission of Word, PDF, and PowerPoint videos, group work via Microsoft Teams
6.4 The course provides learners with information on protecting their data and privacy.	Start Here area – Policies and Expectations

Learner Support	
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	Start Here area – Technology Tips
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	Start Here area – Course Outline; Student Support
7.3 Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.	Start Here area – Course Outline; Student Support
7.4 Course instructions articulate or link to the institution's student services and resources that can help learners succeed.	Start Here area – Course Outline; Student Support

Accessibility* and Usability	
8.1 Course navigation facilitates ease of use.	Students simply toggle through each component in order. Hyperlinks in the module headers provide shortcuts to information as well.
8.2 The course design facilitates readability.	Pages, documents, and lectures are formatted for clarity and readability
8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.	Images have alt text
8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.	Videos have transcript and closed captioning available
8.5 Course multimedia facilitate ease of use.	Lectures have embedded videos and clickable links; hyperlinks to materials within the course
8.6 Vendor accessibility statements are provided for all technologies required in the course.	Start Here area – Technology Tips