

Image Created by Freepik

STEP 1 - MAPPING

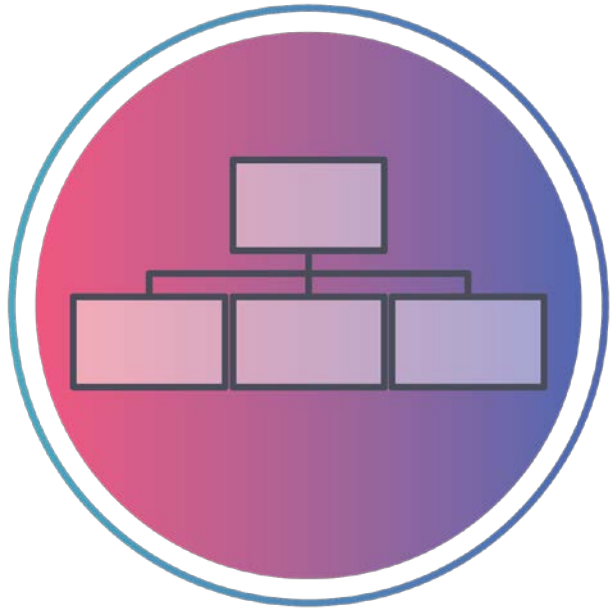
Designing for Online Courses: Strategies and Tools

David MacDonald, Jean-Pascal Beaudoin

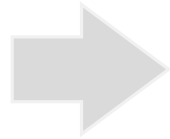
SAEA | TLSS
saea.uOttawa.ca | tlss.uOttawa.ca



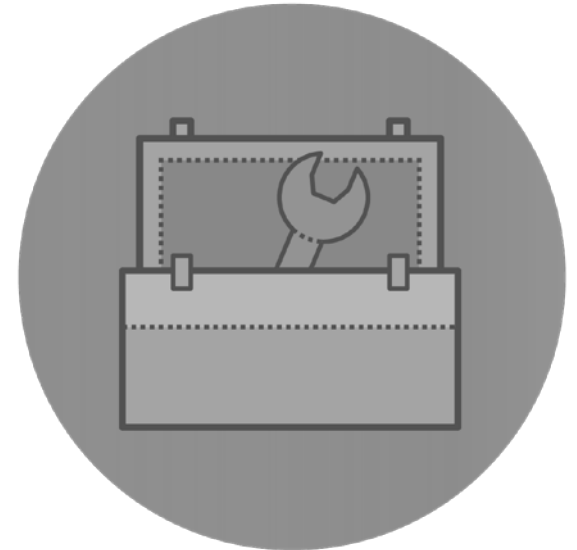
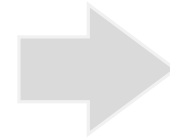
Online Webinar Series



Webinar 1
Mapping



Webinar 2
Communicating



Webinar 3
Developing

Learning outcomes

- Highlight the differences and similarities between face-to-face and online courses
- Summarize the course design process
- Explore tools and resources to help map and structure your online course



Session Outline

1. Overview: Don't Panic!
2. Course Design Process
3. Mapping an Online Course
4. Tools and Resources
5. Next Steps



Activity: Icebreaker

To begin, let's complete a quick virtual poll to better understand our context and needs.

In the box that appears, select the answer that best represents your current situation.



Overview: Don't panic!

- It's doable and we're here to help



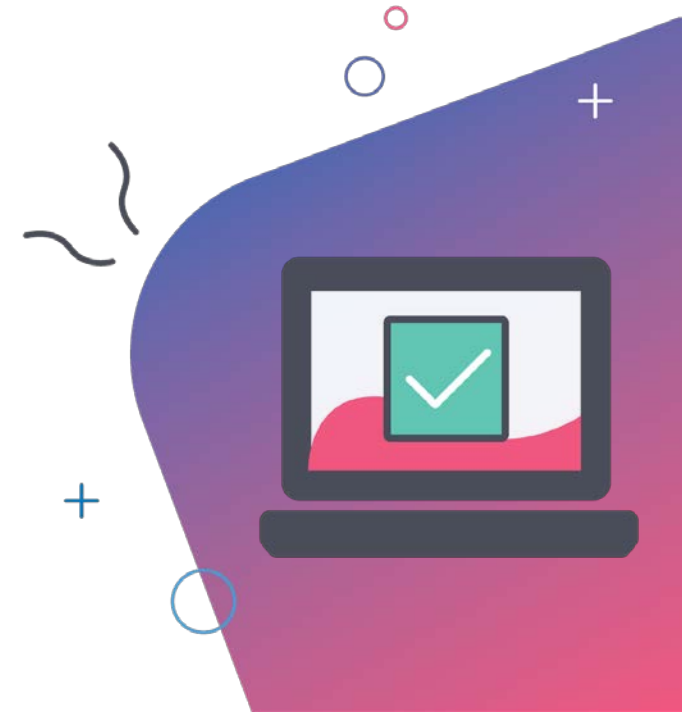
Overview: Don't panic!

- It's doable and we're here to help
- Some quick definitions
 - Distance vs. online
 - Synchronous vs. asynchronous



Overview: Don't panic!

- It's doable and we're here to help
- Some quick definitions
- From thinking '*in class*' to thinking '*online*'
 - Similar principles of good practice apply
 - Methods will change
 - Offers benefits and opportunities



Course Design Process



Course Design Process

- Course Description
- Objectives or themes
- Feedback and Evaluation
- Teaching and Learning Activities

Fink (2013), McTighe & Wiggins (2004)



Course Design Process

- Course Description
What is our context?
- Objectives or themes
Where do we want to go?
- Feedback and Evaluation
How will we know we've arrived?
- Teaching and Learning Activities
How will we get there?

Fink (2013), McTighe & Wiggins (2004)



Mapping Strategy

Course overview

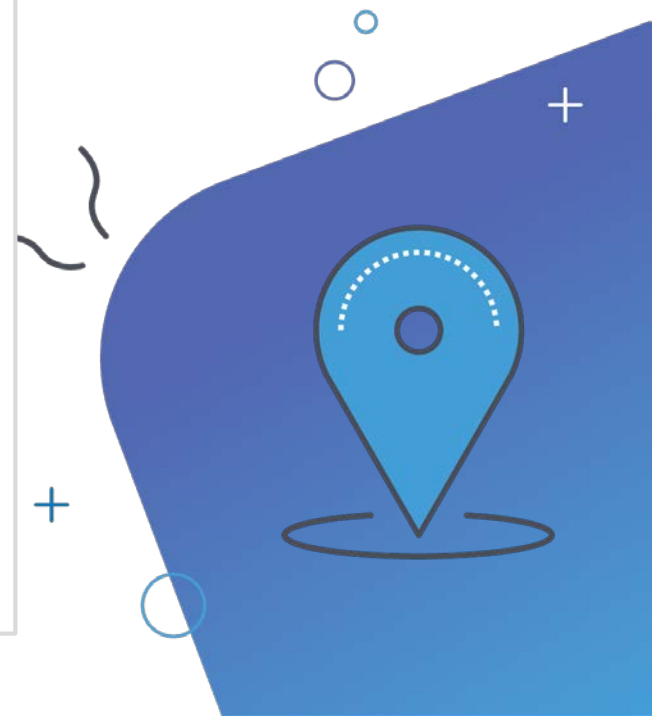
Instructions

In the table below, begin mapping the current form of your course. Afterwards, consider this information with regards to the descriptions you have provided above and its compatibility with an online format. For example, given the number of students enrolled, their experiences, or your preferences - it is realistic to have this objective, evaluation, activities or content (see reflection questions, p.3). From these reflections, you will have a better idea of what you can re(use), modify, or will need to create for your course.

Tip: To view an explanation of each of the columns below, click the show/hide icon  in the home tab or press ctrl + shift + *

	Objectives or themes	Feedback & Evaluation	Teaching and Learning Activities	Content	Decision
Class session	Where do we want to go? What do I want students to know, show, and do?	How will I know my students have arrived? What are my expectations for students?	How will we get there? What will I need to do, what will my students need to do?	What materials do I already have for the course?	I will re(use), modify, or create new content
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					

Note: This is a high-level overview of your course. As a next step, you may wish to create more detailed lesson plans for each class or theme. When creating an online lesson plan, keep in mind what needs to be prepared before class begins (by you and your students), the sequence and materials for the teaching and learning activities (expectations, instructions, duration, student roles, readings, multimedia, technology, and any feedback or assessment needed to help students succeed), and what needs to be completed at the conclusion of the class by you and your students (e.g. wrap-up activity, submission of work, connection with next class).



Common Learning Strategies

How can you review your teaching and learning activities? What do people even do in an online course ...

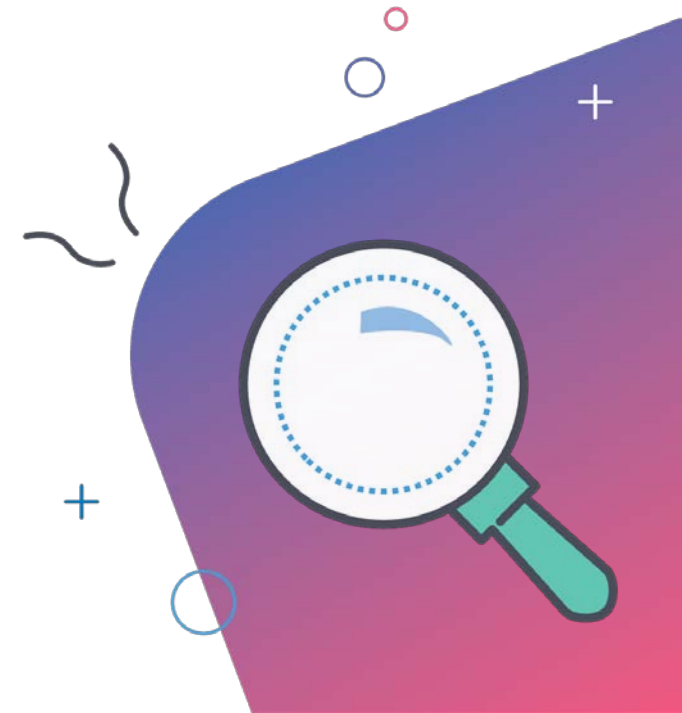
- Provide a starting point
- Provide an experience
- Provide an opportunity for feedback or reflection



Search for Resources

Address some gaps by searching for existing resources...

- Colleagues
- Morisset Library
 - Ares Course Reserve Service
 - Open Educational Resources
- Video Databases



Additional Resources

You will find attached in the files section of our webinar the following:

- A Mapping Handout
- An Online Activities Index
- An Active Learning Process Handout
- A Document with Important Links



Useful Links

*You will find a box with links to important webpages attached to our webinar. Clicking on them **will open** up the webpage.*

These links are also included as a document in the files box.



Useful Links

Morriset Library

- [ARES: Course Reserve Service](#)
- [Open Educational Resources \(OER\)](#)
- [Media Centre](#)

Copyright Office

- [Information for Instructors](#)
- [Using Virtual Campus](#)



Useful Links

Open Educational Resources

- [E-Campus Ontario, Open Library](#)
- [Dalhousie University, Index of resources](#)
- [University of Pittsburgh, List of resources](#)
- [Algonquin College, List of resources](#)

Crowd Sourced Guides (Google Documents)

- [Crowdsourcing teaching online with care](#)
- [Teaching effectively in during times of disruption](#)
- [Creating an online community, class or conference](#)



Useful Links

Getting Started

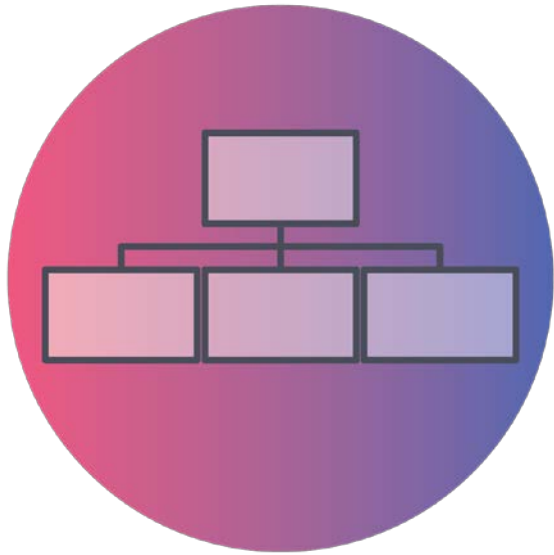
- [Going online in a hurry](#)
- [How to be a better online teacher](#)

Online Teaching Activity Indexes

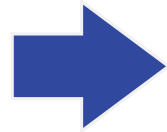
- [University of Illinois, Springfield](#)
- [University of Nevada](#)
- [Merlot](#)



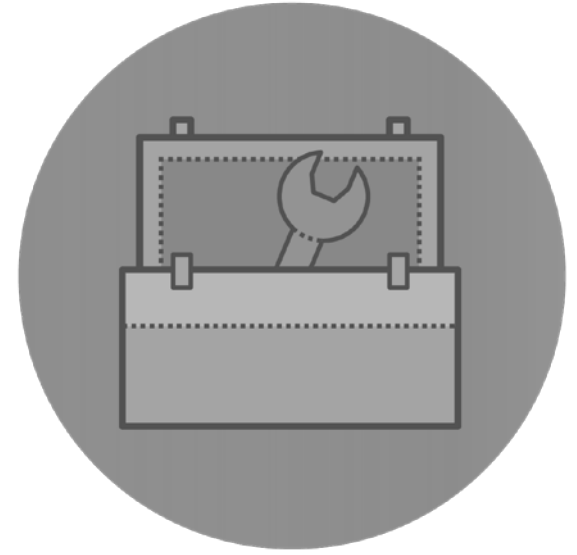
Next Steps



Webinar 1
Mapping



Webinar 2
Communicating



Webinar 3
Developing

Overview Examples...

Course Admin Classlist Content Announcements Grades Class Progress Calendar Groups Assignments

Search Topics

- Overview
- Bookmarks
- Course Schedule

Table of Contents

- Module 1

Add a module...


Overview ▾


Welcome to our online course!

- ▶ Add Attachment





 Overview

 Bookmarks



 Course Schedule

Table of Contents

 Module 1

Overview

 Print

 Settings

Welcome.

On behalf of the Teaching and Learning Support Service (TLSS) I would like to welcome you to **ESG 6100 - Technology and University Teaching**. The aim of this course is to help familiarize you with the knowledge, skills and practices, related to the use of technology in higher education.

Together we will use a critical lens to examine a variety of technological applications and their use in teaching and learning environments. You will have an opportunity to deepen your understanding of the links between theory and practice regarding the use of technology to support student learning.

On this site, you will find all the elements you need to succeed in our ESG 6100 course. As a reminder, this is a **blended course** and it will take place across two learning spaces. The first, **our classroom space**, will be where we have our weekly scheduled face-to-face meetings (held in **Vanier Hall, room 1042**). The second, **our virtual campus space**, will allow you to work at your own pace and according to your personal availability (while respecting the proposed schedule).

To begin, I suggest you familiarize yourself with the structure of this site. Explore the menu, tools, and resources available to you during the course of the semester. **Click around - you won't break anything!**

Have a wonderful semester,



Search Topics 




-  Overview
-  Bookmarks
-  Course Schedule

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Module 1	17
1.1 In class	2
1.1 Online	7
1.2 In class	1
1.2 Online	7
Module 2	20
Module 3	33
Module 4	35
Assignments	6

Overview

 Print  Settings



ESG 6100:

Technology and University Teaching

Teaching and Learning Support Service (TLSS)

Welcome David,

On behalf of the Teaching and Learning Support Service (TLSS) I would like to welcome you to **ESG 6100 - Technology and University Teaching**. The aim of this course is to help familiarize you with the knowledge, skills and practices, related to the use of technology in higher education.

Together we will use a critical lens to examine a variety of technological applications and their use in teaching and learning environments. You will have an opportunity to deepen your understanding of the links between theory and practice regarding the use of technology to support student learning.

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Have a wonderful semester,

DAVID



Module Examples...

The screenshot displays a course management interface. At the top, there is a navigation bar with a home icon, the text 'Consultations', and several utility icons (grid, envelope, speech bubble, bell, and settings). Below this is a secondary navigation bar with links for 'Course Admin', 'Classlist', 'Content', 'Announcements', 'Grades', 'Class Progress', 'Calendar', 'Groups', and 'Assignments'. The main content area is split into a left sidebar and a right main panel. The sidebar contains a 'Search Topics' search bar, three menu items: 'Overview' (with a megaphone icon), 'Bookmarks' (with a bookmark icon), and 'Course Schedule' (with a calendar icon), and a 'Table of Contents' section where 'Module 1' is selected. At the bottom of the sidebar is an 'Add a module...' button. The main panel shows 'Module 1' with a dropdown arrow, 'Print' and 'Settings' buttons, and three text prompts: 'Add dates and restrictions...', 'Add a description...', and 'Add a sub-module...'. Below these prompts are three buttons: 'Upload / Create' (blue), 'Add Activity' (grey), and 'Bulk Edit' (grey). A dashed box contains the text 'Drag and drop files here to create and update topics'.

Home | Consultations | [Grid] | [Envelope] | [Speech Bubble] | [Bell] | [Settings]

Course Admin | Classlist | Content | Announcements | Grades | Class Progress | Calendar | Groups | Assignments

Search Topics [Search Icon]

Overview [Megaphone Icon] | Bookmarks [Bookmark Icon] | Course Schedule [Calendar Icon]

Table of Contents

- Module 1

Add a module...

Module 1 [Dropdown Arrow] [Print] [Settings]







Add dates and restrictions... [Eye Icon]

Add a description...


Upload / Create [Dropdown Arrow] | Add Activity [Dropdown Arrow] | Bulk Edit [Pencil Icon]


Drag and drop files here to create and update topics


Add a sub-module...

Course Admin Classlist Content Announcements Grades Class Progress Calendar Groups Assignments



 Overview

 Bookmarks






 Course Schedule

Table of Contents

 **Module 1**

Module 1

 Print  Settings

Add dates and restrictions... 

Overview

The online component has four types of activities that can be accessed below. First, I invite you to think back about our in class discussions. Next, complete the first activity in the discussion forum where you will get a chance to know your colleagues a little better. Then, complete a questionnaire created to help identify your level of comfort with technology. Finally, watch a series of videos, read a short text, and reflect on them. The goal is to begin thinking through these themes and recording these initial thoughts.

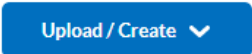
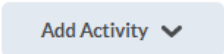
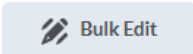
Your work must be completed by **January 16th at 6 p.m.**

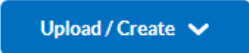
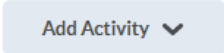
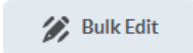
Learning Outcomes




By the end of our online session, you will be able to :




- Identify your level of knowledge and your initial thoughts on the use of technology for teaching;
- Describe how technologies have evolved over time;
- Get to know your colleagues in the course a little better.




Duration: ≈ 2 hours to complete the proposed activities




  




  




 **Weekly Rewind: Jan 8th** 
 Web Page

 **Virtual Introductions** 
 Discussion Topic

 **Survey of Your Experiences** 
 Web Page

 **Reflections on Technology** 
 Web Page

 **Additional Videos** 
 Web Page

 **The Future of Education** 
 Discussion Topic

- Overview
- Bookmarks
- Course Schedule

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Course Plan 1

Module 1 17

1.1 In class 2

1.1 Online 7

1.2 In class 1

1.2 Online 7

Module 2 20

Module 3 33

Module 4 35

Add dates and restrictions...



Online

Overview

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Your work must be completed by **January 16th at 6 p.m.**



Learning Outcomes

Complementing our first in-class session, by the end of this online section you should:

- Identify your level of knowledge and your initial thoughts on the use of technology for teaching;
- Describe how technologies have evolved over time;
- Get to know your colleagues in the course a little better.



Duration: ≈ 2 hours to complete the proposed activities



Designing for Online Courses: Strategies and Tools

If you need more help...

Teaching and Learning Support Service (TLSS)

www.tlss.uOttawa.ca

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