Teaching Online by Design

College of Education
University of Arizona

Melody Buckner, PhD

Purpose

The Teaching Online by Design (TOBD) curriculum is designed to engage and prepare students on how to design and facilitate online courses/programs.

The curriculum provides a deep dive into current theories and practices of instructional design and teaching/learning in the field of online education.

It further aims to prepare undergraduates for careers in online education involving all levels of education from K-12, higher education, government, and industry.
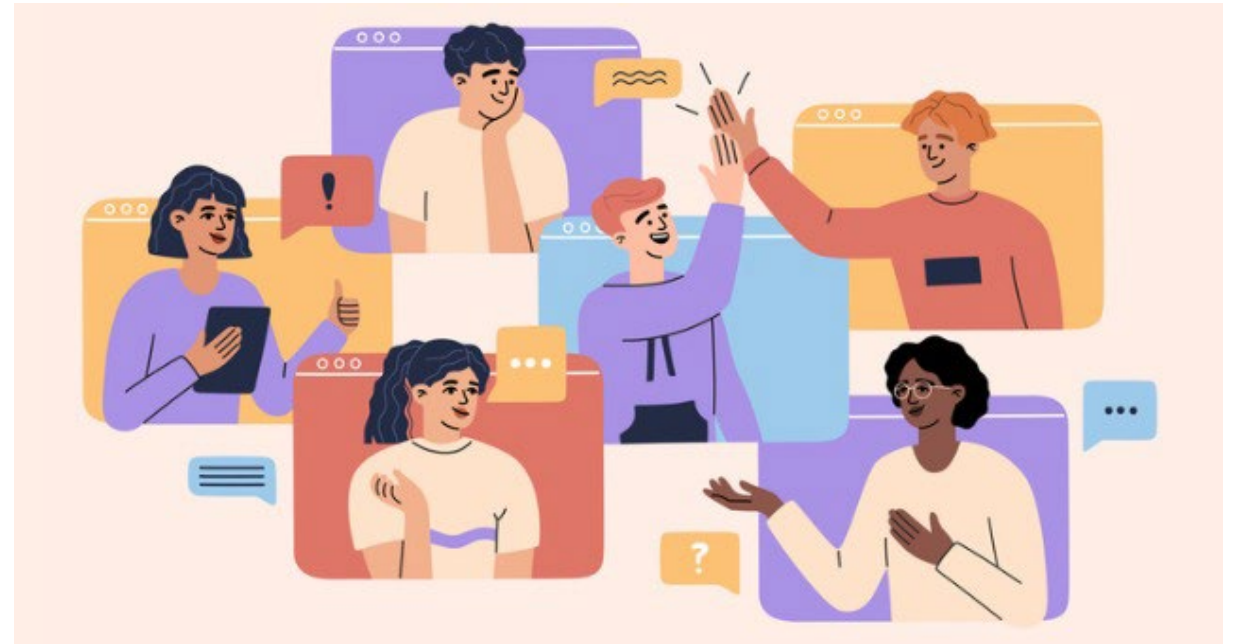
Background

The curriculum has been created by professionals from the field of online education and students will have access to real world situations.

The courses are taught by experts with professional instructional design backgrounds and online teaching experience.

Students will learn broad knowledge and skills necessary to move into entry level positions in various online educational settings.

Target Audience

Teaching Online by Design has been created to meet the growing needs of **ALL** educators in a wide variety of teaching sectors including K-12 teachers, Higher Education faculty, Community College Professors, non-profit organizations, governmental agencies, and industry that develop online academic, professional development and training programs. This minor is designed for both experienced educators and those interested in entering the field of online teaching and learning including:

- K-12 teachers
- Vocational and community college instructors
- College and university professors
- Doctors, nurses, and other health educators involved in patient education, continuing education or in-service education, community health education professionals, or academic healthcare educators
- K-16 curriculum consultants, professional development staff, technology coordinators, and distance education leaders
- Continuing education facilitators and trainers in professional associations, nonprofit organizations, business, government, and military interested in teaching online and blended courses, or using web-based components to enhance face-to-face instruction.

Program Learning Outcomes

Students will be able to:

- describe and apply the andragogical/pedagogical practices of online learning to diverse learning contexts.

- assess and utilize the various theories and frameworks for online teaching and learning

- to design, facilitate and assess an online course experience with the latest instructional technologies.

- to analyze the innovations, challenges, and opportunities of digital learning environments.

Students will demonstrate

- best practices of online course development and facilitation.

- effective online course design and development.

- best practices for online course design, development, and facilitation.

- critical analysis and evaluation of innovations, challenges, and opportunities for online education.

The Courses

Required core courses:

- TLS 253 - Teaching Online by Design

Three foundational courses:

- TLS 454 - Instructional Design: K-12 to Higher Education to Industry

- TLS 455- Universal Design for Learning (UDL) meets User Experience (UX)

- TLS 456 - Student Engagement in Online Learning Environments

- TLS 318 – Teaching and Learning with New Technologies

- TLS 444 - Designing Instruction for Online & Hybrid Learning

- TLS 448 – Educational Video

- ESOC 211 – Collaborating in Online Communities

- ESOC 319 – Instructional Technologies

The Courses

Two electives:

- TLS 333 – Digital Multimodal Composing in Educational Context (Teaching in a Digital Age)

- TLS 430 – Literacy Technology

- ISTA 263 – Learning in the Information Age

- AED 437 – Methods of Facilitating Learning

- AED 460 – Instructional Material Development

- AED 462 – Curriculum Development

The Graduate Courses

- TLS 554 - Instructional Design: K-12 to Higher Education to Industry

- TLS 555- Universal Design for Learning meets User Experience

- TLS 556 - Student Engagement in Online Learning Environments

- TLS 530 – Literacy Technology

- TLS 544 - Designing Instruction for Online & Hybrid Learning

- TLS 548 – Educational Video

- LIS 583 – eLearning for Librarians

- LIS 586 – Learning Design

- AED 537 – Methods of Facilitating Learning

- AED 560 – Instructional Material Development

- AED 562 – Curriculum Development

- IA 697B – Using Technology in Teaching

- IA 697G – Universal Design: Inclusive Learning Environments

Teaching Online by Design Course Description

This course is a broad overview that will introduce students to the issues surrounding online education. The challenges and opportunities of designing and teaching in online environments along with the most current theories associated with instructional design will be introduced. Principles of basic online course design, universal design for learning (UDL) and user experience (UX) are put into practice. The final outcomes will be for students to develop an online learning experience for review by their instructor and peers. A deeper examination of this material will be continued in TLS 454 – Instructional Design: K12 to Higher Education to Industry.

This is an asynchronous fully online with recorded lectures, interactive video activities, engaging video group discussions, and project basic assessments.

Syllabus Available…

Thank You!

Question, Comments, Thoughts?

Contact Information:

Melody Buckner, PhD

Associate Vice Provost for Digital Learning and Online Initiatives

University Center for Assessment, Teaching, and Technology

University of Arizona

mbuckner@Arizona.edu

520-360-9342

Syllabus – Sample

TLS 253 – Introduction to Teaching Online by Design

INSTRUCTOR:	MELODY BUCKNER, ASSISTANT PROFESSOR OF PRACTICE
PHONE:	520-360-9342
EMAIL:	MBUCKNER@ARIZONA.EDU
STUDENT HOURS:	EMAIL FOR APPOINTMENTS

Communicate will be through your Catmail email address (netid@email.arizona.edu). If you don't check this address regularly, please set it up to forward to an address that you do use. This site has information about Catmail and will guide you through the process of forwarding your mail: http://uits.arizona.edu/services/catmail-student-email.

Response to your email will happen within 48 hours. If you need immediate attention, you can call or text me on my phone number listed above.

Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

COURSE DESCRIPTION

There are no prerequisites required for this course.

This course is a broad overview that will introduce students to the issues surrounding online education. The challenges and opportunities of designing and teaching in online environments along with the most current theories associated with instructional design will be introduced. Principles of basic online course design, universal design for learning (UDL) and user experience (UX) are put into practice. The final outcomes will be for students to develop an online learning experience for review by their instructor and peers. A deeper examination of this material will be continued in TLS 454 – Instructional Design: K12 to Higher Education to Industry.

This is an asynchronous fully online with recorded lectures, interactive video activities, engaging video group discussions, and project basic assessments.

COURSE OBJECTIVES

During this course, we will be:
- Discussing the challenges and opportunities of online educational environments.
- Reviewing theories/best practices in the field of teaching, learning, and instructional design.
- Applying the design principles (user experience, universal design for learning) to a module.
- Demonstrate effective online design and teaching practices through a learning module.
- Comparing and evaluating learning modules for continuous improvement.

COURSE OUTCOMES

At the end of this course, you will be able to:
- Describe the art of teach and the science of learning design.
- Define the challenges and opportunities of different modes of teaching and learning.
- Describe the theories associated with instructional design and online teaching.
- Implement the online course design principles of user experience/universal design for learning.
- Compare a variety of online learning environments.
- Evaluate the impact of online learning courses/programs.
- Design a module for an online course and present for a review.

General Education Outcomes:
- Students will be able to demonstrate the ability to utilize multiple perspectives and make meaningful connections across disciplines and social positions, think conceptually and critically, and solve problems.
- Students will demonstrate knowledge of how historical and contemporary populations* have experienced inequality, considering diversity, power, and equity through disciplinary perspectives to reflect upon how various communities experience privilege and/or oppression/marginalization and theorize how to create a more equitable society.
    > *Populations including, but not limited to people from racial/ethnic minorities, women, LGBTQIA+ people, disabled people, people from marginalized communities and societies, socioeconomically disadvantaged communities and/or people from colonized societies

TEXTBOOKS

Required
- Course Design Formula: How to Teach Anything Online – by Rebecca Front Cuevas
- The ID Casebook: Case Studies in Instructional Design – by Ertmer, Quinn, and Glazewski

COURSE TECHNOLOGY

We will be using several online tools and services during class:

D2L   Desire2Learn (D2L) is the learning management system used by the University of Arizona. Go to https://d2l.arizona.edu/ to log in and find your course. This technology is where all course material will be located.

Zoom   Online meeting platform available in D2L that lets participants interact through audio, video, text, and images. We will use for Student Hours.

VoiceThread   Visual discussion application located in D2L. This technology is where our weekly discussions will take place.

Panopto	Lecture capture application used in D2L. This technology is where the weekly lectures will be posted.
PlayPosit	Interactive platform accessible through D2L. There will be interactions in the case studies.
Adobe	Adobe Creative Cloud applications are available for creating any multimedia projects.

TECHNOLOGY HINTS

We will be using a variety of technologies in this online course. I do not want you to be intimidated using technology for creativity and communication. You have access to Adobe Creative Cloud, which is a powerful set of tools. Take this time to learn how to use these applications as they could benefit you beyond this course. Please go to this website to learn about Adobe and UA: https://adobe.arizona.edu/. The easiest application is Adobe Express for presentations! Reach out to me if you need assistance or encouragement! You are creative!!!

TEACHING PHILOSOPHY

I believe that learning should be meaningful and have application to everyday life. My job is to help you find meaning in the course content as it relates to your own experiences and histories. As a student, you will need to take responsibility for your own learning, because optimal learning outcomes result from willingness, intention, and motivation to learn. Please feel free to discuss your learning goals and progress with me. Communication is the key to helping us have a good working relationship as we navigate your learning journey this semester.

ABOUT ONLINE CLASSES

Similar

This online course will be like classroom courses in many ways: you do some reading, you do some writing, you interact in discussions with your peers, you take quizzes/exams, and you create a final project. The goal is to challenge your thinking on multicultural education and come away knowing something you didn't know before.

Different

There are also many differences from classroom courses. We can easily share ideas when we are not actively meeting. This is called an asynchronous activity. We will be using Voice Thread, an asynchronous visual discussion technology.

Strengths

Online courses lend themselves well to independent and self-directed work. This is not a self-pace course as discussions with me and your peers over topics will be a key to your learning. I hope this course will feel very much like a face-to-face course, except you decide the time and place in which you participate instead of coming to a set class time.

Challenges

Some things are more difficult online. We can't rely on visual cues to catch subtle meanings. I can't see your body language. Group work requires more planning. Tone is hard to convey in writing. It's even possible to let yourself get distracted and (gasp!) start browsing the web.

Adapting

Learning online lets us easily connect to information, and in some ways, to each other. It also makes it harder to feel "present" in the same mental and temporal space as our classmates.

Please think about this distance as we progress in the course. Be deliberate about how you communicate with both me and your classmates via, email, and VoiceThread. Reach out and express things in words that you might otherwise say with a nod of your head or a roll of your eyes. You will get more out of this course if you do this. Think of this as an alternate set of study skills, which you will need to develop throughout the semester.

GRADING

Learning involves actively processing information and constructing knowledge, not memorizing information passively received from the instructor. Therefore, it is important for you to actively participate in class discussions, contribute your own thoughts, and respond to your fellow students' comments or questions throughout the 7+ weeks of this course. Class participation includes at least 12 hours of work per week. Below are the minimum requirements for engagement with this course:

- Readings - textbook and posted articles in D2L *(2 hours per week)*
- Lectures and other videos - Panopto in D2L and YouTube *(2 hours per week)*
- Weekly reflection - Quiz tool in D2L *(1 hour per week)*
- Video presentation with interactions – PlayPosit *(2 hours per week)*
- Online discussions - VoiceThread in D2L *(2 hours per week)*
- Final assignment - VoiceThread in D2L *(3 hours per week)*

A	B	C	D	E
1000-900	899-800	799-700	699-600	599-0

Weekly Reflections   **210 points**
- 7 reflections @ 30 points each
- Due by 11:59 pm every Wednesday

Weekly VoiceThread Discussions   **210 points**
- 7 discussions @30 points each
- Due by 11:59 pm every Tuesday and Saturday

Case Study Analysis   **200 points**
- 5 engagements @ 40 points each
- Due by 11:59 pm every Saturday

Final Assignment   **380 points**
- Weekly Task
  1. Module Proposal @ 50 points
  2. Module Goals/Objectives/Outcomes @ 50 points
  3. Module Activities @ 50 points
  4. Module Assessment @ 50 points
  5. Module Map @ 50 points
  6. Module developed in learning environment @ 50 points
  7. Module developed in learning environment @ 50 points
  8. Peer Review in VoiceThread @ 3x10 points each for 30 points
- Components are due by 11:59 pm every Saturday in the order listed

Total Point Value   **1000 points**

Extra Credit #1: Syllabus Quiz   **25 points**
   Complete by 11:59 on first Saturday of class

Extra Credit #2: Introduction VoiceThread   **25 points**
   Complete by 11:59 on first Saturday of class

Syllabus – Sample

TLS 253 – Introduction to Teaching Online by Design

If you have not done so already, you should do the following:

1. Log into D2L for instruction and read the News Items
2. Read the Syllabus
3. Take the Syllabus Quiz (Extra Credit – 25 points)
4. Go to Voice Thread and introduce yourself in the "Meet Me" discussion (Extra Credit – 25 points)

If you have any questions about these tasks, email the instructor.

WEEKLY ITEMS TO COMPLETE

Weekly Reflection
Each reflection will be a summary of your biggest takeaways from the weekly readings.
The reflection will be graded on your knowledge of the following:
- Readings on the weekly topic. These will not only include the textbook but peer-reviewed and popular articles as well. Articles will be posted in the corresponding module on D2L.
- Videos about the weekly topic. These will be produced by either the instructor or outside sources like TedTalks, etc., and be made viewable on Panopto (via D2L). Lecture presentations used for instructor videos will be available separately for download.

Weekly VoiceThread Discussion
The discussions are at the heart of this course as they are where we will explore each module topic in greater depth together as a class. Sunday morning, when the week's D2L module is made available, the discussion that week opens on VoiceThread as well (also via D2L), after which you are expected to reflect deeply on the prompt/question and then post your first response of 2-3 minutes – approximately 700 words if you use the text feature. This first comment will be worth 20 points and should be submitted to VoiceThread by 11:59 pm on Tuesday.

From Wednesday to Saturday, you will then return to VoiceThread and read your peers' own comments so that you can submit at least two responses to those. Your first two follow-up responses are worth 20 points total and should each be at least 1 minute long or approximately 500 words.

The following are discussion expectations:
- Insulting, condescending, and/or abusive words and behaviors will not be tolerated. Debate is certainly welcome, but it must focus on the discussion of the topic's ideas and refrain from any personal attacks on the discussants themselves.
- Be kind, thoughtful, and open-minded when discussing race, religion, gender, sexual orientation, and any other topics you might find controversial. You are enrolled at a public university with participants from many different cultures and backgrounds, and we must all be respectful of each other's unique point of view.
- Please construct your thoughts using brief notes or bullet points before posting a comment on VoiceThread. Absent preparation, students sometimes lose sight of what they wanted to say once the camera starts recording.

The first VoiceThread discussion will be an introduction designed to give you time to both learn how to use the platform and get to know your peers. For additional details on using VoiceThread, please visit https://intech.arizona.edu/tools/voicethread. Please note that VoiceThread for this course is only accessible through D2L, not the VoiceThread website itself.

Case Study with Video Interactions

For five weeks you will use PlayPosit in D2L to watch and engage with video presentations on reviewing online modules. Each video contains a series of questions that are designed to help you reflect more deliberately on the module being reviewed.

The aim here is to promote deep learning by asking you to demonstrate your knowledge of the online module creation as it relates to a wide selection of contexts, from the readings/lectures to your assignments and discussions to real world events.

You will enter your answers into PlayPosit directly as you watch each video, and you must complete each video prior to the Saturday deadline to receive credit. Like VoiceThread, PlayPosit is only accessible through D2L and not through the PlayPosit website itself.

FINAL ASSIGNMENT – CREATE AN ONLINE MODULE

The final assignment will allow you to create an online module. The subject can be anything, preferable something you are familiar with as you will be the Subject Matter Expert (SME). There are seven parts to this assignment which are outlined below.

- **Week 1** – Module Proposal. Obtain feedback and approval for your proposal from the instructor.
- **Week 2** – Develop the module goals, objectives, and outcomes.
- **Week 3** – Design the activities for achieving the outcomes.
- **Week 4** – Create the assessments for demonstrating the outcomes.
- **Week 5** – Produce the module map with all the above to show alignment.
- **Week 6** – Build the module in a learning environment and prepare for peer review
- **Week 7** - Peer Review three modules and post the review.

WEEKLY ITEMS TO COMPLETE

The weekly module opens at 9:00 am on each Sunday
- Complete the readings by Tuesday
- Watch the lecture(s) and video(s) by Tuesday
- Post your initial comment to the VoiceThread discussion by Tuesday
- Take the weekly quiz to check your understanding by Wednesday
- Reply to the others' VoiceThread discussion posts between Wednesday through Saturday
- Engage with the case study and its video interaction by Saturday
- Upload the weekly component of the Final Project by Saturday