Pedagogy of Effective Course Design and Delivery Modules and Objectives (REV F17)

Module 1: Introduction to Blackboard and HVCC environment

Objectives: Upon completion of this module faculty will be able to

- successfully navigate and identify key components of the Blackboard portal, LMS and course environments
- identify the relationship between the Blackboard system and other systems at HVCC
- know how students are added to their course and HVCC policies concerning FERPA, enrollment, and student access
- locate and use the Faculty Support Site, DL Help, Blackboard tutorials, and the PEOCDD course content
- explain faculty user accounts, student-preview user accounts, as well as the difference between an account and a role in Blackboard
- locate, navigate and successfully work in their ZZZZ_999_username course in multiple roles
- identify 4 fundamental features of an LMS and how to locate them in a Blackboard menu and pages
- explain the difference between a web repository and an interactive course environment and how it impacts learning
- locate and use the HVCC protocols on ADA compliance in course development
- explain the difference between accessibility and disability accommodation

Module 2: Online Course Design and Development Part I

Objectives: Upon completion of this module faculty will be able to

- design and create a weekly instructional sequence specific to their online course
- build and copy folders or learning modules with instructional sequence within the course
- identify the necessary first week activities to orient students to the course tools and discipline
- explain the importance of patterns in weekly work for students
- identify major navigational structures for the Course Menu and appropriately nest content for hierarchy, universal design, accessibility and ease of navigation
- identify appropriate file types, file sizes and file locations for the online environment and compliance with accessibility guidelines
- locate, navigate and use the course Content Collection files for the course
- identify and use student tracking, availability and access controls
- identify the 7 Principles of Good Undergraduate Teaching and apply to their own course design

Module 3: Online Course Design and Development Part II

Objectives: Upon completion of this module faculty will be able to

- evaluate pedagogical value, suitability and accessibility of publisher content offerings (cartridges, test banks, companion sites, LMS integrated tools and content)
- design pedagogically appropriate content and interactions using best practices for student work flow and retention
- link to journal articles in library databases
- design accessible lectures as pages, learning modules and/or media

- explain the difference between image pixel dimensions and file sizes, adjust images as necessary for the web environment, and use alt tags
- identify the difference between basic Edit settings and Adaptive Release settings and when and how to use them
- choose appropriate audio/multimedia authoring tools and identify accessible uses
- link to streaming media, licensed media and web content
- save PowerPoints and other documents in accessible web formats

First scheduled one on one meeting with faculty: ID helps target the design, build/technical and pedagogical aspects of each faculty member's specific course. **At this point:** choosing types of content, considering lecture and interactivity options, instructional sequencing, integration of publisher materials, conversion of content to appropriate online delivery formats, as well as ADA and copyright considerations. Assess comfort with technology so far and identify possible multimedia projects needing support.

Module 4: Online Communication and Interaction

Objectives: Upon completion of this module faculty will be able to

- locate and use the Discussion Board tool, including Forums, Threads, grading tools and grade center settings
- identify grading criteria for discussion posts and create a rubric
- identify multiple purposes and activities for the Discussion Board as well as good topics for discussions
- identify the differences between the use and functionality of threaded Discussions, Blogs, WIKIs, and Journals
- deploy and configure Blogs, WIKIs and Journals, including grading tools and grade center settings
- identify the role of and objectives for student communication in the context of the course content and learning activities
- describe the way communication mechanisms support learning in their particular course design as well as best practices
- describe the way writing supports learning in their particular course design
- explain the timing, sequence and requirements assigned to students in Discussions, Blogs, WIKIs and Journals as they relate to course content and measurable outcomes
- apply Universal Design principles and ADA compliant strategies to the deployment of communication tools

Module 5: Online Learning Activities and Assignments

Objectives: Upon completion of this module faculty will be able to

- locate and configure the Assignment tools, including settings in Grade Center column, and build accessible Assignments
- grade submitted assignments in multiple formats, upload feedback documents, use feedback tools, and rubrics, explore student view of grades and feedback
- identify multiple sources for interactive tools on the WWW
- identify, locate or create and deploy accessible Learning Objects and Open Education Resources in their course

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- explain the role of interactive tools in their curriculum and instruction and identify learning objectives met by their use
- identify and use the interactive tools and Learning Objects available at HVCC
- assess the importance of social media and new technologies in higher education as applied to their course
- identify learning Objects/OERs for multiple modality Universal Design strategies

Second scheduled one on one meeting with faculty: ID helps target the design, build/technical and pedagogical aspects of each faculty member's specific course. **At this point:** identifying external content sources such as Khan, Merlot, or professional sites, building interactive components, technical assistance building lectures/multimedia, creating assignments, pulling in publisher material from building blocks, and schedule of additional time and support for content development.

Module 6: Online Assessment Creation and Management Part I

Objectives: Upon completion of this module faculty will be able to

- locate and use the Assessment tools, including Tests, Pools, Surveys
- build questions (multiple types) and configure Question Settings
- add images to questions and explain the difference between creating a question with an image and a "Hot Spot" question
- identify publisher resources for questions and test banks and explain what process is necessary for their use in Blackboard
- explain the pros and cons of available publisher assessment tools and materials
- identify and explain the alignment of course objectives and assessments in their course
- identify and use appropriate assessments for alignment with course outcomes
- explain the importance of assessment as feedback (to students and to faculty)
- identify and address accessibility and universal design issues in assessments

Module 7: Online Assessment Creation and Management Part II

Objectives: Upon completion of this module faculty will be able to

- identify the location of pools and tests in the assessment tools, and build tests from pools
- deploy tests in content areas and configure delivery options including number of attempts, time, availability, and exceptions
- explain how students access tests and test results (scores, feedback)
- configure grade center column for deployed tests including categories, display of results to students and selecting attempt to be used in grade calculations
- grade tests, locate and use feedback tools in tests
- identify possible alternatives to tests and exams and use these in their course as a universal design strategy
- create a valid rubric for assessing assigned work other than tests
- align their assessments to the desired outcomes, making sure they are measuring the right things
- use reporting tools built into the LMS to assess student engagement levels and time on task
- use Adaptive Release tools with assessment tools to differentiate instruction

Third scheduled one on one meeting with faculty: ID helps target the design, build/technical and pedagogical aspects of each faculty member's specific course. **At this point:** all things assessment – publisher test banks, instructor built assessments, pool development, test construction, settings, Respondus training, overall assessment strategies and alignment with objectives.

Module 8: Online grading, feedback and Bb Grade Center management

Objectives: Upon completion of this module faculty will be able to

- identify the location of tools in the Grade Center and configure them
- edit column information for different types of columns
- identify automatically created grade columns, manual columns, and calculated columns
- explain how students access their grades (scores, feedback)
- configure grade center column visibility and organization
- explain and respond to the status of an activity based on the icons displayed
- explain when they are "inside" the grading tool and when they are outside using the manual entry
- create and use Smart Views, Favorites, Categories and filters for efficiency of navigation
- explain the relationship between the "Needs Grading" tool and the Grade Center
- identify and comply with HVCC grade submission policies
- download Grade Center data and open in a spreadsheet program
- identify and use Reporting tools such as Assignment notifications, Grade History, Reminders

Module 9: Preparation for Review and Going Live

Objectives: Upon completion of this module faculty will be able to

- identify the location of HVCC's ADA compliance protocols
- identify the ways in which their course complies with the HVCC ADA protocols
- identify and explain the use of Universal design in their courses
- identify areas of their courses that might need editing before going live
- export their course and save to a storage area
- import their course to their new live shell/section for teaching
- make their course available
- explain when and how students will access their course
- enroll their Dept Chair in their course for DC course approval
- make modules available and unavailable as needed
- explain their role in maintaining quality Distance Learning offerings aligned with the HVCC Quality Assurance process

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