TIPS FOR
ONLINE LEARNING

Presented by Office of Educational Technology

Transitioning to Online Learning

Basics of Online Course Design
Todd Juneau & Thanh Tran, *Instructional Designers*
CLASS Office of Educational Technology

Using Video to Enhance Course Content
Andrea Arias-Rodriguez, *Instructional Designer*
College of Natural Science & Mathematics

Online Teaching Strategies to Support Communication, Collaboration, and Engagement
Dr. Susie Gronseth, *Clinical Assistant Professor*
College of Education

EMERGING TRENDS IN EDUCATIONAL TECHNOLOGY

Basics of Online Course Design

UNIVERSITY of HOUSTON | CLASS

Office of Educational Technology

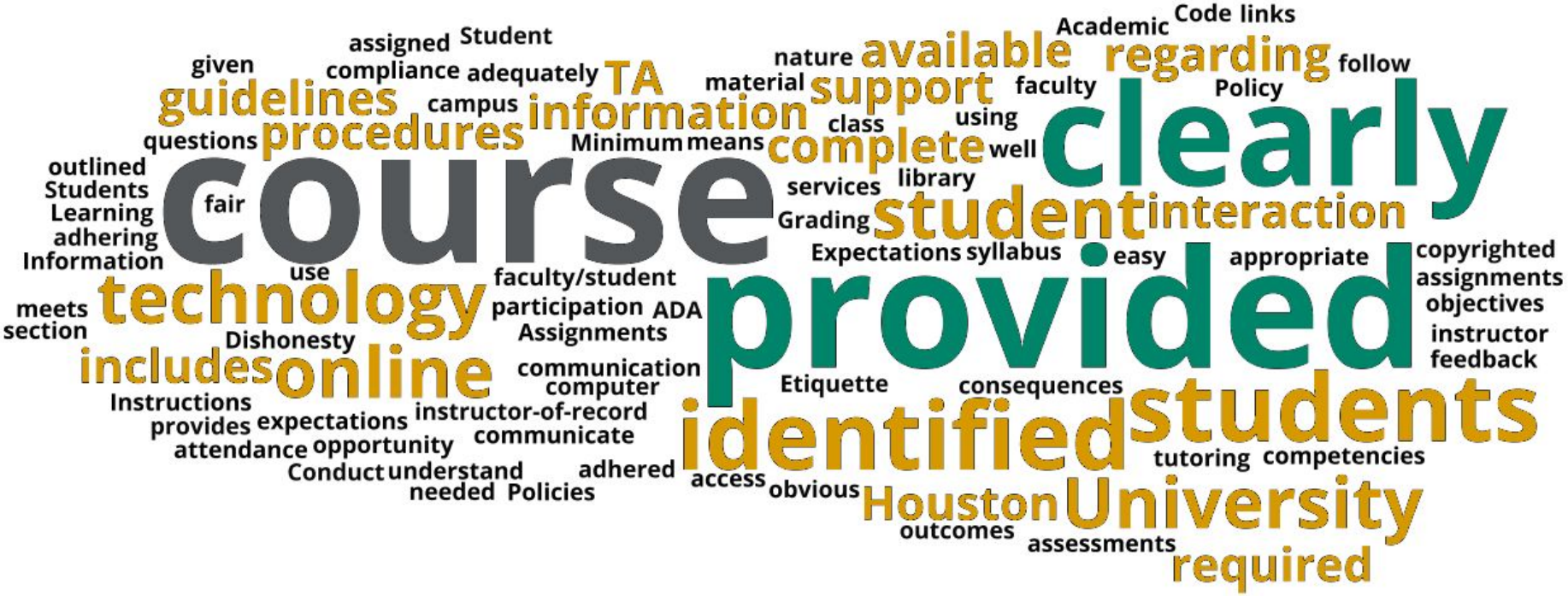
Todd Juneau & Thanh Tran, *Instructional Designers*

Guidelines for Online Courses

Quality Matters

Blackboard Exemplary Course Program

Recommended Guidelines For UH Online Courses



Recommended Guidelines For UH Online Courses Checklist

Blackboard Exemplary Course Program (Course Design) Rubric

Quality Matters Rubric

Basics of Online Course Design

I. Learning Objectives

II. Content Organization

*Basics of **Online** Course Design*

I. Learning Objectives

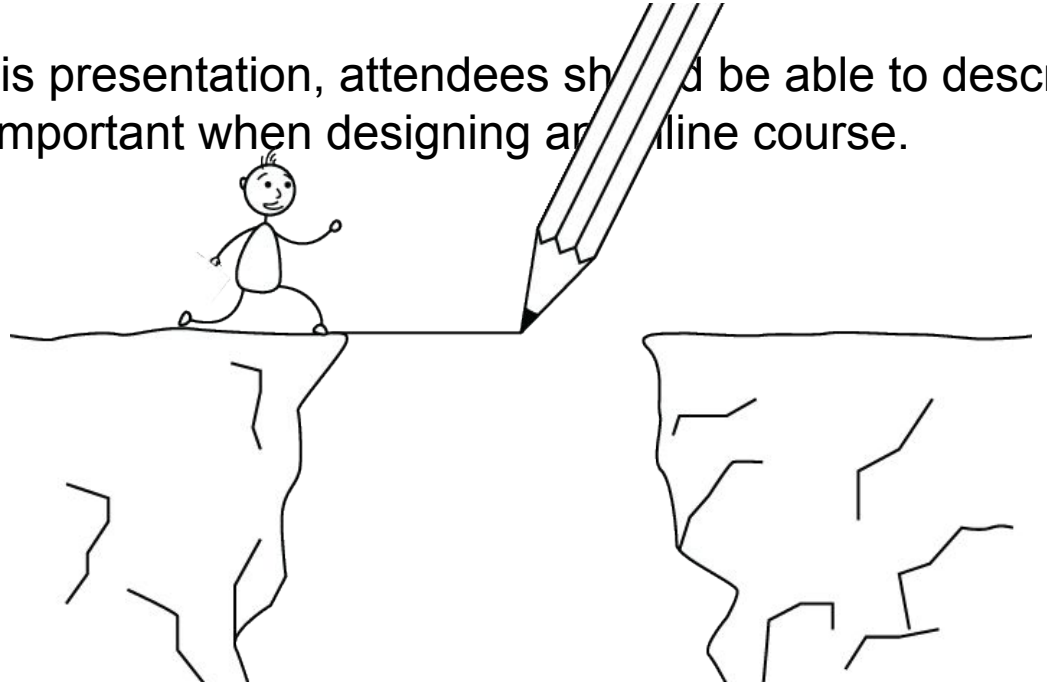
Presented by Todd Juneau

Quality Matters Rubric

Learning Objectives - what are they?

A statement of what the instructor wants the student to be able to do.

At the end of this presentation, attendees sh d be able to describe why learning objectives are important when designing an line course.



Now

Completion of instruction

Examples – Chapter / Module / Unit Objectives

By the end of this module students will be able to:

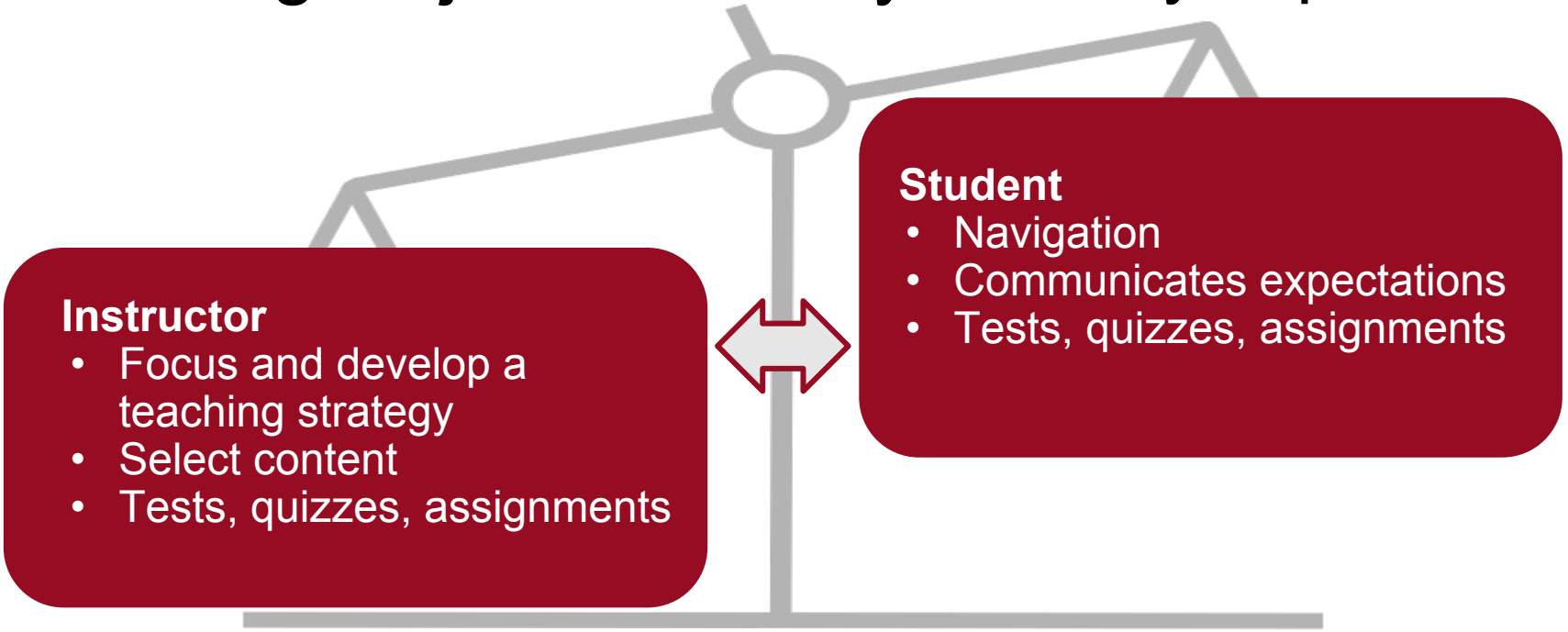
- identify three practices associated with quality treatment as outlined by the Institute of Medicine.
- distinguish between proximal, process and post-treatment outcomes.

Examples – Course Objectives

At the end of this course you will be able to:

- use lift and drag calculations to evaluate aerodynamic vehicle performance.
- create interactive 3D models of products and environments using VRML.

Learning Objectives - why are they important?



Alignment – we teach what we test and test what we teach.

*Basics of **Online** Course Design*

II. Content Organization

Presented by Thanh Tran

Purpose & Objective: *To identify 3 strategies for organizing online course content.*

3 Course Organization Strategies to Support the Online Student

1. Limit the amount of content presented.
2. Make dates predictable.
3. Have a starting place.

UH Faculty

Blackboard online courses

1. **Limit** the amount of content presented

   to help students **focus** on one thing at a time.

Basic: Chunk content into smaller units. (sections, units, modules)

Bb Tool: Content pages, folders, learning modules

Intermediate: Set content visibility times. Pace content.

Bb Tool: Display option, visibility dates

Discussion
My Grades
Tools
Course messages

COURSE MANAGEMENT

Control Panel
Content Collection →
Course Tools
Evaluation →
Grade Center →
Users and Groups
Customization →
Packages and Utilities →
Help

Quick Unenroll

Introduction to
the Study of the Spanish Language

Course Content

*

Marta Fairclough, Ph. D.

Office: AH 440

Hours Mon. 3:00 pm - 5:00 pm

mfairclough@uh.edu

Module 8: Fonética y fonología II

Mar. 19 - 25

Module 7: Fonética y fonología I

Mar. 5 - 11

Module 6: Principios generales de la linguistica II

Feb. 26 - Mar. 4

Availability: Item is not available. It will be available after Apr 16, 2017 12:00 PM.
Apr. 16 - 22

Module 11: Contacto lingüístico

Availability: Item is not available. It will be available after Apr 9, 2017 12:00 PM.
Apr. 9 - 15

Module 10: Variación lingüística

Availability: Item is not available. It will be available after Apr 2, 2017 12:00 PM.
Apr. 2 - 8

Module 9: Sintaxis

Availability: Item is not available. It will be available after Mar 26, 2017 12:00 PM.
Mar. 26 - Apr. 1

Module 8: Fonética y fonología II

Mar. 19 - 25

Module 7: Fonética y fonología I

Mar. 5 - 11

Module 6: Principios generales de la linguistica II

Feb. 26 - Mar. 4

Advance: Make students visit content one at a time and in a specific order.

BB Tool: Adaptive release

Example Criteria

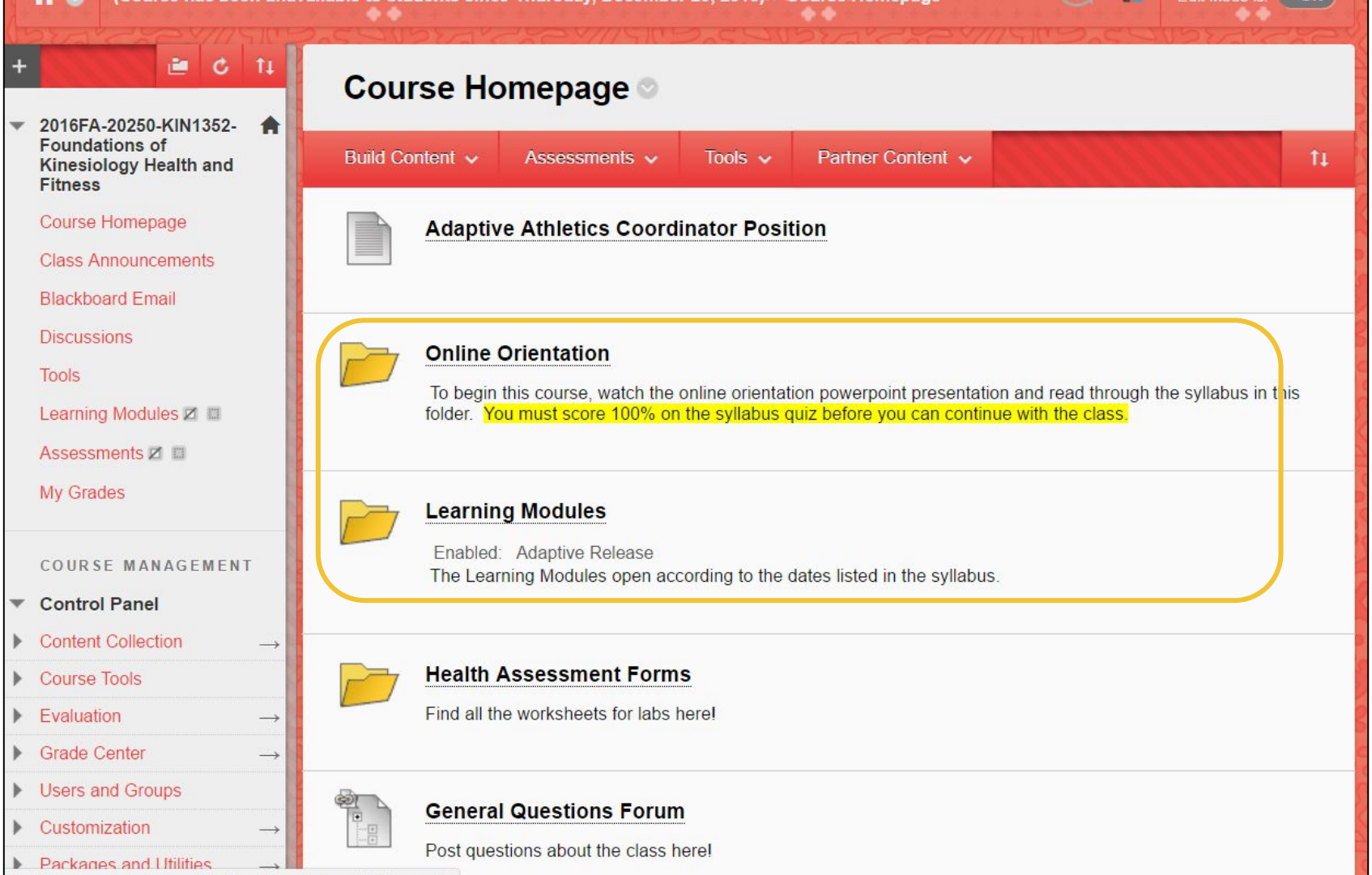
- Mark reviewed
- Attain a minimum score

Start Here

Syllabus

Pretend this is a syllabus. Read it. Mark that you have reviewed it in order to see your upcoming assignment.

Mark Reviewed


2016FA-20250-KIN1352-Foundations of Kinesiology Health and Fitness
Course Homepage
Class Announcements
Blackboard Email
Discussions
Tools
Learning Modules
Assessments
My Grades
COURSE MANAGEMENT
Control Panel
Content Collection
Course Tools
Evaluation
Grade Center
Users and Groups
Customization
Packages and Utilities
Course Homepage
Build Content
Assessments
Tools
Partner Content
Adaptive Athletics Coordinator Position
Online Orientation
To begin this course, watch the online orientation powerpoint presentation and read through the syllabus in this folder. You must score 100% on the syllabus quiz before you can continue with the class.
Learning Modules
Enabled: Adaptive Release
The Learning Modules open according to the dates listed in the syllabus.
Health Assessment Forms
Find all the worksheets for labs here!
General Questions Forum
Post questions about the class here!

2016FA-20250-KIN1352-Foundations of Kinesiology Health and Fitness
Course Homepage
Class Announcements
Blackboard Email
Discussions
Tools
My Grades

COURSE MANAGEMENT
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Adaptive Athletics Coordinator Position

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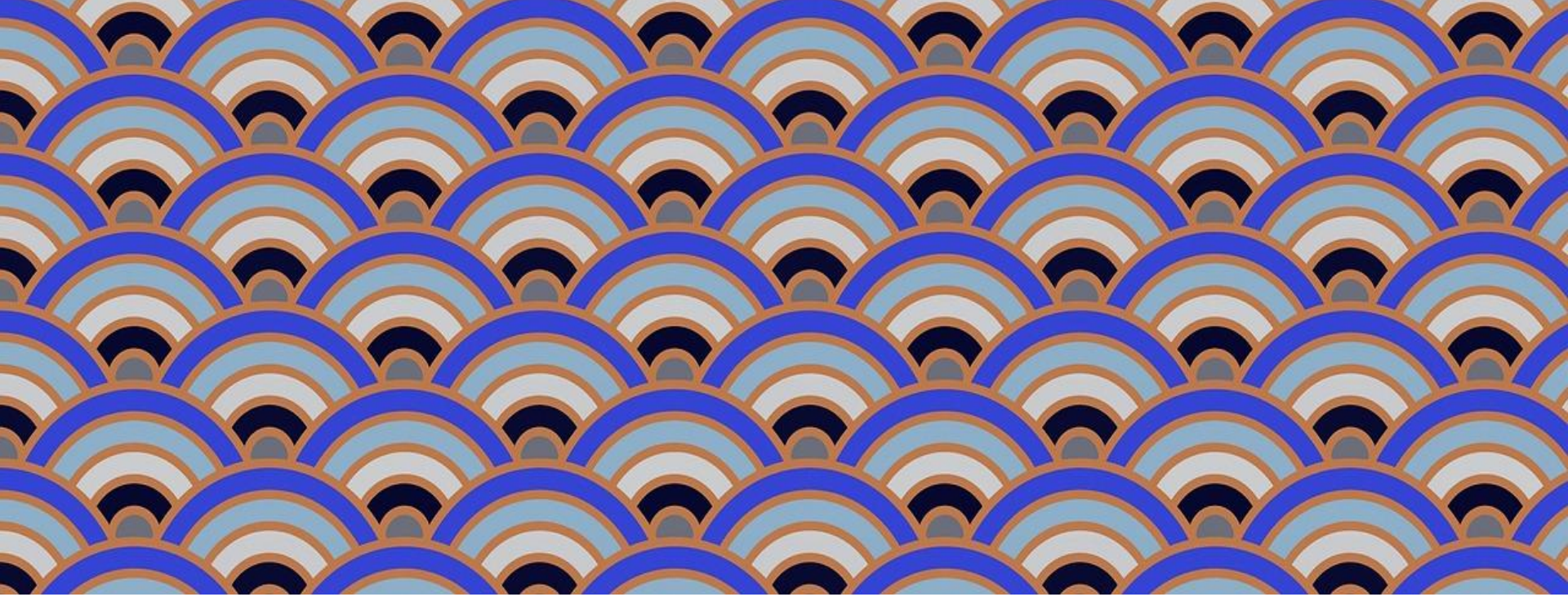

2. Make dates **predictable**

to help students better **anticipate** assignments and **manage their time**.

Basic: List all assignments and due dates in the syllabus from the start.

Intermediate: Make dates consistent - choose just one or two days of the week and a time of day when something begins and ends.

Advance: Reiterate assignments and due dates in multiple ways.

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- The Devils of Loudun (Excer
- Aldous Huxley Interview (Lis
- Discussion-Huxley on the his
- Timeline
- List of Important Events

MODULE 3: WITCHES IN EAST ANGLIA AND LOUDON (Saturday 12/31-Friday 1/6)

If this item does not open automatically you can open MODULE 3: WITCHES IN EAST ANGLIA AND LOUDON (Saturday 12/31-Friday 1/6) here

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Click to Launch

MODULE 3: WITCHES IN EAST ANGLIA AND LOUDON

GOALS

This week we will focus on two remarkable case studies: the East Anglian Witch Hunt (1645-47) in England and the possessions at Loudun (1634) in France. Both instances have attracted a tremendous amount of scholarly and popular attention. Both case studies return to many of the issues that we have discussed broadly over the past two weeks: gender, law, social conditions, and the like.

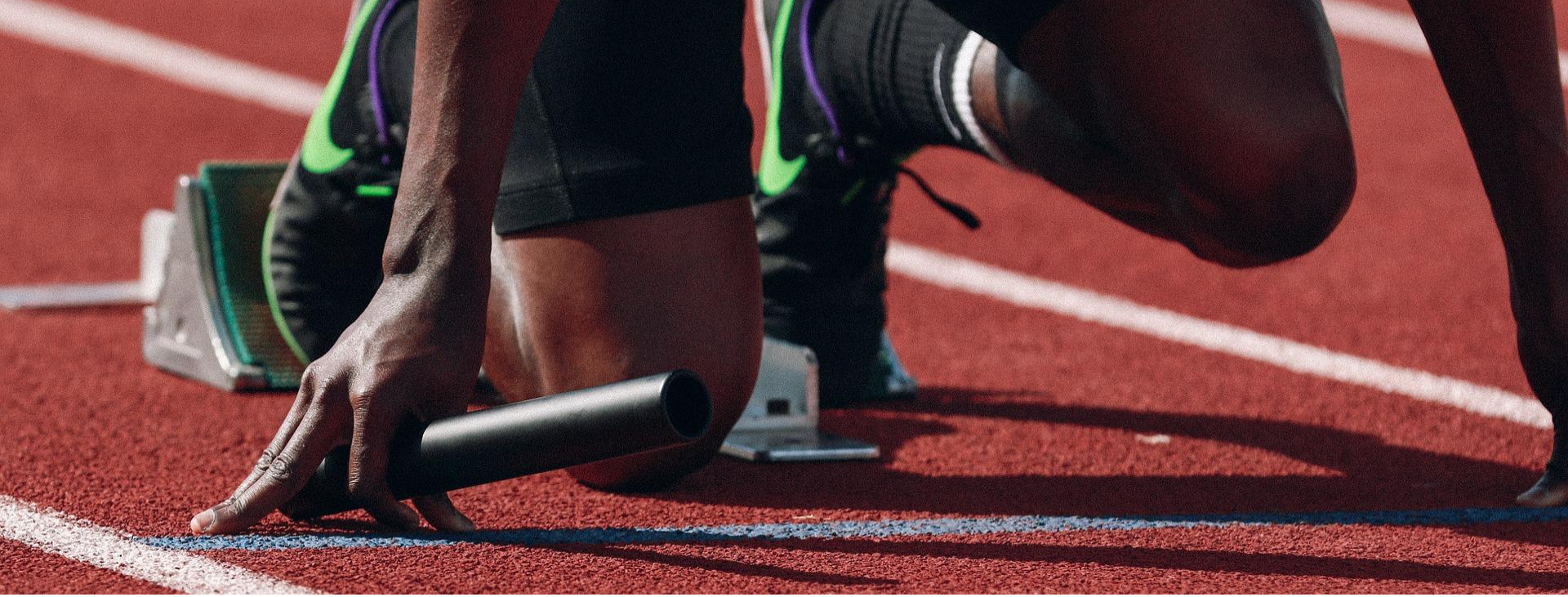
TASKS

You have three tasks to complete this week:

First, watch podcasts 7-8 and take careful notes.

Second, finish reading Gaskill, *Witchfinders* and complete the writing assignment, which is **due no later than 11:59 on Friday 1/6.** Detailed instructions for the assignment are found in the "Writing Assignment link." Posted the essay as an MS Word document or a PDF file to the turnitin.com link.

Third, listen to the interview with Aldous Huxley and read the excerpt from his *The Devils of Loudun*. Having digested these materials, please post to the discussion board on the following: Huxley was a prominent intellectual and a wide-ranging writer of fiction and non-fiction. He approaches the past with a different set of concerns from most of the historians that we have encountered thus far in the semester. How would you describe his method? What are the strengths and weaknesses of Huxley's approach? Or, put differently, are there aspects of his approach from which historians might benefit and are there methods employed by



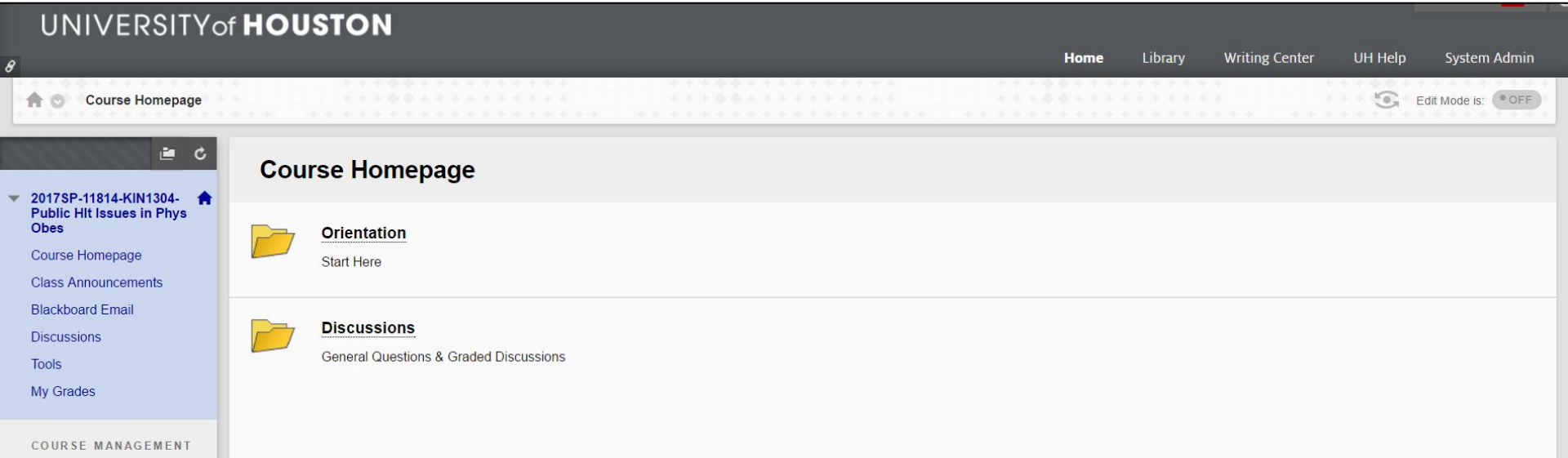
3. Have a **starting** place

to help **orient** students to a new environment.

Basic: Provide the syllabus in a visible area.

Intermediate: Provide an introduction area. (intro page, folder, module, quiz)

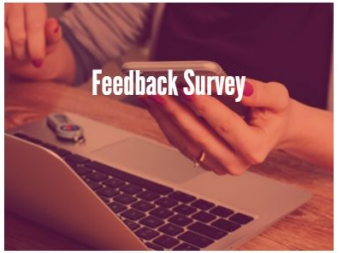
Advance: Provide orientation and help materials. (videos, links)



ONLINE READINESS RESOURCES

UH Home > College of Liberal Arts and Social Sciences > Office of Educational Technology > Resources > readiness

INTEGRATE THE ONLINE READINESS RESOURCES



uh.edu/class/oet

- Improve student online communication
- Provide students with resources to be an independent online learner