

IDFS_teaching online_worksession meeting notes

Course outcomes

We hashed through these and revised. Here is the final list.

For faculty and instructors

In addition to meeting any personal learning outcomes that you set for yourself, by the end of this course, you will have:

- Understood the challenges and opportunities of making the move from face-to-face teaching to online
- Experienced what it is like to be students in an online or blended environment and apply that experience when designing a class.
- Become familiar with and applied theoretical best practices (e.g., constructive alignment, backward design universal design) in course design and in the development of assessments and learning activities
- Designed graded and non-graded activities and rubrics
- Considered and evaluated the pedagogical effectiveness of different online tools
- Understood your and your students' responsibilities around broader issues such as Universal Design and accessibility, copyright/IP, academic integrity
- Identified other faculty who are also developing online courses/course components with the same theoretical and academic standards

For IDFS staff

In partnership with the instructors enrolled in your course, you (as an IDFS member) will have:

- Collaborated in the completion of a syllabus and course approval form for their campuses. *We acknowledge that this process will vary from campus to campus.*
- Defined and planned out subsequent course planning activities and meetings (after this course) with librarians, media experts, and other campus staff so that instructors know whom they need to work with in order to create and deliver their course.
- Tested and provided feedback and recommended resources to the IDFS; the goal being the continuous improvement of a high-quality, flexible resource for all the UCs (and their instructional designers and faculty development teams) to use.

Tools and tool types

[Big Blue Button](#)

Video conferencing and whiteboard capabilities

Pros: Easy to use; uncluttered interface. Whiteboarding and annotation are easy. Integrates with Sakai

Cons: Accessibility is a barrier (as of now)

[Voice Thread](#)

Voice/audio capture and commenting tool

Pros: Can post document, image and ask students to comment on it; their audio comments are records; free to individual users

Cons:

Twiddle

Edoboard

Waypoint Outcomes

lino it

Doceri

Accessibility call with Christine Bagwell

Christine is Director at [UC's system-wide accessibility office](#)

Asked her to prioritize things an instructor can do to make their course more accessible. She gave us her top 4.

1. Use an LMS: Is it accessible? Most LMSes provide sufficient structure and hierarchy to make navigation with the help of a screen reader manageable.
2. Syllabus. Make sure it's consistently structured and formatted with headers, styles, fonts
3. Links. Format them differently; don't paste in whole url to display; simply link the relevant or specific (or organization name or website) word to show that it's an active link. Avoid inserting links beneath words like "this page" or "here" because screen readers can't translate that easily for users
4. Syllabus. Write an accessibility statement for your syllabus. Contact your campus DSP to clarify campus policies and identify resources that you can include within the statement.

Video - Pedagogical uses

Variety of ways to use video, but always ask yourself: What can/I am trying to achieve through the use of video? Would a static image work (as well)? Would audio work as well?

Presentation of content, ideas. Forms:

Lecture capture works well but for online use, mini-lectures (of 2-3 minutes) work best.

Screencast of PPTs or of prezi presentations.

Activity idea:

- Watch a lecture or mini-lecture and create an outline of the lecture (ask students what are the main points?), then post.

Watch other videos or video clips.

Activity ideas:

- Answer questions about the content.
- Turn off the sound: What can you glean from the body language, setting?
- Ask your students to listen for and characterize use of specific vocabulary/terms, verb tenses or other grammatical constructs.

Create a video.

Hosting discussion

We discussed how we might deliver this course--as a blended course, online?

If online partially or completely, on what platform.

General agreement that Sakai OAE is the best, most promising platform given that OIPP is going with it and that it will (at some point) support system-wide access.

Decided to develop a short- and long-term delivery strategy:

In the short term: We'll develop a common course structure with a shared set of resources accessible on the IDFS/ETLG Confluence site. Schedule and amount of online/f2f delivery will depend on individual ID or campus. Develop schedule for check-ins of those trying it out, collect input, change or add to materials and course scope.

Long-term: We'll leverage OAE to give UC-wide access to course, with understanding the local modifications would be built in and provided online or f2f.