STEP 2 - COMMUNICATING

Communicating in Online Courses: Basic Principles

David MacDonald, Jean-Pascal Beaudoin
Online Webinar Series

Webinar 1
Mapping

Webinar 2
Communicating

Webinar 3*
Developing
Learning Outcomes

• Identify Virtual Campus content types and details
• Describe writing strategies for online learning
• Describe design guidelines for creating online content
Session Outline

1. Webinar Recap
2. Online Presence: A Framework
3. Common Content Types
4. Writing Strategies
5. Design Guidelines
6. Further Resources
7. Next Steps: Development
Activity: Icebreaker

To begin, let’s complete a quick virtual poll to better

In the box that appears, select or write the answer that best represents your current situation.
## Webinar 1: Recap

### Using a 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 context (see reflection questions, p.3). From these reflections, you will have a better idea of what you can reuse, modify, or will need to create for your course.

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

<table>
<thead>
<tr>
<th>Class session</th>
<th>Objectives or themes</th>
<th>Feedback &amp; Evaluation</th>
<th>Teaching and Learning Activities</th>
<th>Content</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Where do we want to go? What do I want students to know, show, and do?</td>
<td>How will I know my students have arrived? What are my expectations for students?</td>
<td>How will we get there? What will I need to do, what will my students need to do?</td>
<td>What materials do I already have for the course?</td>
<td>I will reuse, modify, or create new content</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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 notes, 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).
Online Presence: A Framework

“Student perceptions of teacher presence [...] is the single most important predictor of students satisfaction online”

(Brookfield, 2015, p. 179)
Online Presence: A Framework

- Social Presence
- Cognitive Presence
- Teacher Presence
- Setting Climate
- Selecting Content

Supporting Discourse
Our Context

What have you completed so far...

• You’ve mapped your course
• You’ve listed and reviewed your material
• You’ve decided what to **use** and **modify** and what you’ll need to **find** and **create**
Virtual Campus Content

*What content types will you most likely use and what will you need to write for each?*

- Overview
- Modules
  - Activities
- Feedback & Evaluations
- Online Interactions
What details might you include in a module?

• Titles, headings and sub-headings
• Description
• Instructions
  – Expectations, Duration, Technical Information
• Content and Sequence
  – Written, Audio, Video, Animations, Graphics
  – Scripts, Transcripts, Alternative Texts
• Activities

Content Type: Modules
Reminder

Before beginning to write:

• Remember who your audience is
• Review where you wanted to go
  – Why do your learners need this to move forward in the course?
  – How does this content help your learners?
Strategies for Writing

What writing style should we employ?
Strategies for Writing

Use a conversational tone

• Limit academic jargon
• Provide a glossary or pre-training if needed
• Use contractions and shorter sentences
• Use words like “I, you, we, our”
Strategies for Writing

Use an active voice

• More direct and concise
• Stimulates action in the learner
• Creates interest in the content
Strategies for Writing

Keep it clear and concise
• Put it in simple terms
• Repeat style across your content
• Read it out loud
Strategies for Writing

Keep it relevant and meaningful
• Pay attention to titles and headers
• Create hooks to engage learners
  – Use realistic vignettes, stories, metaphors, anecdotes to make it relatable
• Include summaries
Strategies for Writing

Structure content in an inverted pyramid
• Start with the conclusion
• Provide supporting information
• Finish with additional background
Strategies for Writing

How people read online

Nielson (2006)
Strategies for Writing

*What writing style should we employ?*

- Use a conversational tone
- Use an active voice
- Keep it clear and concise
- Keep it relevant and meaningful
- Structure content in an inverted pyramid
Virtual Campus: 
Course Overview
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 familiarize you with the knowledge, skills and practices, related to the use of technology in higher education.

Together we will criticize and examine a variety of technological applications and their use in teaching and learning environments. You will have an opportunity to look at how technology supports student learning and deepen your understanding of the theories and practices that make it happen.

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).

For your first task, look to your left at the table of contents and select "Start here" from the menu. See you there!

[Signature]
David, I see you've made it to the right section! I wanted to take an opportunity here to present myself and how to navigate our course (there's some important information that might not be obvious). To begin, press the play button:

Can't see the video? Access the direct link here: https://youtu.be/fakelink50505
If you continue to have problems, contact me by e-mail.

As your second task, explore the menu, tools, and resources available to you in our online environment. Write down any questions or concerns you have about the items you see and we will discuss them when we meet.

Don't be shy, click around, make yourself at home – you won't break anything!
Virtual Campus: Module Pages
Module 1

Impact of Technology on Teaching and Learning

This first module is our starting point for reflecting on technology, teaching and learning in universities. The proposed activities will help you understand the role and impact of technologies in a classroom setting.

Module Content and Schedule

Week 1 – January 8th, 2020
First class meeting and introduction to the course.

Week 2 – January 15th, 2020
A first look at how technologies are transforming the ways we think about teaching in universities and the positive and negative impacts they have on student learning.
3.3. Online

Overview

How often have you shaken your head at the horrible feedback you received for an assignment? Better yet, how often have you skipped the last page, looked at your grade, and then thrown your paper in your backpack ignoring all written comments?

In this online module, we’re going to look at what exactly makes for effective feedback, what kinds of evaluations or assessments exist, and the options at our disposal for creating them in our Virtual Campus environment. There's a couple of readings and videos for you to complete before you turn your attention to this week's activity: designing your own evaluation! Time to show your professor how it’s done...

Your work for this module must be completed by March 4th at 1 p.m.

Learning Outcomes

Our goals for this week pick up where we left off last class. In particular, you will:

1. Select an appropriate evaluation strategy;
2. Describe how technology can facilitate assessment and feedback;
3. Explain how technologies can promote feedback from multiple viewpoints (teacher to student, student to teacher)
4. Select tools to evaluate and provide feedback.

Duration: ≈4 hours to complete the proposed activities.
Weekly Rewind: Feb. 26th

Identifying Evaluation Strategies

Technological Considerations for Evaluations

Virtual Campus: Summative Evaluations

Virtual Campus: Tools for Feedback

Activity: Design An Evaluation

Module 3.3 - Provide Course Feedback

Survey

This mid-term evaluation is an opportunity for you to provide constructive feedback about our course. The survey consists of three open-ended questions and is completely anonymous. I will use the feedback to make immediate adjustments to our course (when possible) and to improve the course next semester.

Note on anonymous surveys:

Within Brightspace, the anonymous survey option suppresses display of any user data associated with the survey results. In other words, the system does not report who made what response. Once this option is selected by the instructor, it is not reversible.

Module 3.3 - Checklist

Checklist

Listed here are all the activities you have to complete or submit for the online portion of Module 3.3

As you progress through the module, you can check off items you have finished. Careful though, instructions are found only on the relevant web page and there are items such as readings, videos, and interactive elements that are not included but necessary to complete the activities.
Identifying Evaluation Strategies

How will we know we've arrived?

You might remember, the evaluation stage of the course design process asks the question “how will we know we’ve arrived”? We’re establishing the ways we will measure or observe student performances within our course. While traditionally assessments are thought of as occurring at the end of a learning period, they can take place throughout the course of learning and be embedded in your instruction.

There are three main ways we can use assessments:

1. Diagnostic Assessment

   We use these tasks or activities to gauge ongoing development and student progress during instruction. It helps identify what students already know and where there are gaps in their learning or the instructional practices we employ. For example, you might use a diagnostic assessment before an instructional unit in order to see where your students stand (i.e., to see what they already know). Using this type of strategy can allow us to adjust our instructional approach based on the needs of our students and helps students adjust their focus. This can be done across a variety of strategies and tools (e.g., quizzes, discussions, reflections). More importantly, we have to give ourselves sufficient time to adjust based on the responses we get.

2. Formative Assessment

   The use these tasks or activities to provide students with feedback on their performances and further their own learning. We usually use them as low-stake assessments (i.e., they count for fewer marks or are not graded at all). They might be included in a course as a combination of formal assignments or activities where students can obtain feedback from peers, can write their own reflections, or you - the instructor, might provide them with feedback. You can provide general feedback to the whole class or personalized feedback to each student. We'll touch more on how technology can help us with this later in the module (spoilier: audio and video tools are our friends). The most important thing to remember for formative assessments is they should include an opportunity to use your feedback later. We want our students to improve on their work or performance for when we use a summative assessment.

3. Summative Assessment

   We use these tasks or activities to record and report on a student’s level of achievement in connection to specific learning outcomes. Summative assessments take place after a particular teaching sequence and are high stakes (i.e., they’re worth a good chunk of their final grade). The grades we give to students on these assessments represent their mastery of the topic until that point. We’re making an evaluative judgement about their work, knowledge, or performance related to the outcomes we set.

   Keeping these strategies in mind, you should try to balance the times you assess learning and the times you use assessments to support learning. The variety of strategies at our disposal allows us to stray away from a sole reliance on high-stakes assessments (e.g., the traditional model of one mid-term and one final exam). Instead, we can leverage low, medium, and high stakes assessments throughout the semester. In planning your assessment sequence or timeline, consider the difficulty of the content and ways you can scaffold development by including more feedback loops.

   Finally, the particular strategies we use will vary according to our signature pedagogies (i.e., the teaching and evaluation strategies that distinguish a discipline). The norms or conventions of our field of study might be required, proven effective, or even outdated - you should consider and question them accordingly.
Metaphors

**Self-similarity:**
Is “any of various extremely irregular curves or shapes for which any suitably chosen part is similar in shape to a given larger or smaller part when magnified or reduced to the same size”

(Lindsay, 2018 as cited in Merriam-Webster, p.82)
Metaphors

“To see what self-similarity means, consider a homely example: the cauliflower. Observe its form – the way it is composed of florets...

(Lindsay, 2018, p.82)
Metaphors

Now pull off one of those florets. What does it look like? The head of a little cauliflower with its own sub-florets. Now pull off one of those. What does that look like?...

(Lindsay, 2018, p.82)
Metaphors

If you continue this process you’ll find the smaller pieces all resemble the head you started with. The cauliflower is thus said to be self-similar. Each of its parts echoes the whole.”

(Lindsay, 2018, p.82)
Module 3.3 - Checklist

0% 0 of 3 items complete

To do:

- Sign-up to a Group
  
  Due Mar 3, 2020 11:00 AM

- Create two evaluations and grade center
  
  Due Mar 4, 2020 12:00 PM

- Complete the Mid-Term Evaluation
Virtual Campus:
Discussion Activity
Netiquette

The term *netiquette* means the use of *good manners* in your online communications with peers. This extends beyond the discussion forum and includes e-mail, chats, texts and various social media. Despite the range of emoji’s available to us, online conversations still lack indications of tone, facial expressions, and body language which help clarify our intent.

To make sure we continue getting along swimmingly 😊 and that we aren’t misunderstood, please keep in mind these few pointers when communicating:

- Feel free to write in an informal style but stay away from sarcasm - even as a joke. Tone doesn’t come across in written messages and your comment will come off as rude.
- While you’re not being marked on grammar or syntax, it’s important to write clearly in order to be understood. To this effect, take advantage of your browser’s spellcheck, avoid writing in UPPERCASE (it makes it feel like you’re yelling), and shy away from using profanities and too many slang terms.
- Remember to be courteous and open-minded in your posts and replies - there’s a human behind the computer. If you’re worried you may be misunderstood, expand on your comment in person during our next class.

The goal of the discussion forum is to extend our in class conversations online and provide a space to reflect on course topics in more depth. I want us to feel safe exploring new ideas and forming our opinions. That means we might take missteps or have disagreements. That’s all part of the learning process and we should happily engage with questions and differences in opinion (criticize ideas, not people).

On the other hand, I will not accept any derogatory or abusive comments. Behaviour interpreted as such will be removed, addressed, and reported if necessary. If you experience anything which makes you feel uncomfortable, please do not hesitate to contact me.

David
Virtual Introductions

Write a short bio about yourself

The goal of this first activity is to go **beyond** what we exchanged in class and to learn a little bit more about each other. I invite you to write a short bio (aim for 250 - 400 words) in the style of your choice. Below are a few questions to inspire you (these are only suggestions).

- What is your academic discipline and specialization?
- Are you currently a professor, graduate student, post-doctoral fellow?
- What goals do you have for this course, what would you like to learn?
- Do you have experience teaching or participating in an online or blended course? If so, what did you enjoy most about the experience and what did you find lacking or frustrating with the experience?
- Do you have experience teaching (e.g. as a professor, teaching assistant, sports team, camp)?
- Have you used technology in the context of your teaching? If so, which ones did you find the most effective or useful?
- Other than teaching, what experiences do you have using technology (e.g. discipline specific, personal use, development of)?
- If you had to choose one technology (regardless of educational use) that you could not live without, what would it be? Why?
- If you were an app, what would you be called and what would you do?
- If you could own one technology (existing or invented) that no one else had access to, what would it be and why?
- If we could upload our consciousness to a computer, would you do it? How much should it cost?
- If you could live in any fictional universe, which would you choose? Why?

To contribute to the forum, click on "Start a New Thread".

Once you have completed writing your bio, read through your colleagues posts.

**Note:** If you have set your Virtual Campus profile to French, you will see "Lancer un nouveau fil de discussion" instead of "Start a New Thread". If you wish to change your language preferences, you can do so by scrolling to the top of the screen, clicking on your name, and selecting "Account Settings". On the page that follows, you will see an option to change your language.
Our Debate

For this online discussion, there are three steps to complete:

Step 1: Upload the five-point summary (the slides) of your group.

Post your summaries to the “Five-Point Summary” thread and make sure to clearly indicate the names of your group members. The deadline for this first step is January 16th at 6 pm.

Step 2: Outline your position on the topic.

Are you for, against, or do you have a more nuanced stance towards the use of technology in teaching and learning (consider the university context)?

Start a new thread and summarize your position as a short < 250 word abstract. Refer to the sources presented in this second week of the course or other relevant material that you have identified. In addition, note if and how your position may impact teaching in your area of expertise. Did your area of expertise have an influence on your position?

The deadline for this second step is January 20th at 6 pm.

Step 3: Provide feedback

Finally, provide constructive feedback on the contributions of one of your colleagues. Select from the list of posts that have not yet received feedback. The deadline for this step is January 23rd at 6 pm.

For your contributions, avoid only making value judgments on your colleagues’ responses (e.g., Good/bad job!, That was great/poor position!). Instead, provide your reactions and observations of the issue and information presented. What do you notice, see, observe in relation to the position taken? How might it be expanded, what counterclaims could they consider, what evidence could complement their position?
Virtual Campus:
Assignment & Quiz
Project 1 (20%)

Course Design Plan

Due date: February 14th, 2020

For this project, your goals are to select a course (invented or real) that is of interest to you and begin mapping out how to teach that course with online components. As part of your challenge, your plan will need to be for an online or blended course.

To complete the project, brainstorm and plan the preliminary components of your course using the attached templates. In total, your work should be no more than 3 - 4 pages. Once completed, click the "Submission Box" below to submit your work.

The planning you complete here will be developed further in Project 2 where we will begin creating online materials in Virtual Campus.

Submission Box: Project 1 - Course Design Plan

Hold on a second David!

Before submitting, please:

- Review the project instructions and goals;
- Save your file(s) in a "doc", "docx", or "pdf" format;
- Ensure your file(s) are named appropriately;
- Double-check you have attached all relevant files.

However, if you omit important information, press the wrong button, or submit the wrong file - I have allowed unlimited submissions. This means you can resubmit all your files but, I will only read the most recent copy sent. As a penalty for your mistake, you should also attach a relevant or humorous comic strip (e.g., your favourite Calvin and Hobbes moments).

Submit Project 1 - Template Course Design Plan - With Instructions

Submit Project 1 - Template Course Design Plan - With Instructions
Overview

This exam will be available as of March 12, 2020 from 8:00 - 8:30 am. Once you have started the exam you will have 3 hours to complete it (if you have not already done so, please reach out by email xxxxx@uottawa.ca if you require additional accommodations).

This exam is worth 30% of your final score in this course and consists of the same sections as our midterm:

- 10 True or False (worth 10 pts)
- 50 Multiple Choice Questions (worth 50pts)
- 1 Essay Question (Choice of 3 options) (worth 40pts)

You’ll get a notice after 2h 45m to give you a chance to review your answers before submitting, once the 3 hours have passed you will not be able to make additional edits.

You will receive a confirmation of completion once you have submitted the exam, but you will not receive a grade until I have reviewed the Essay Questions. I expect to have the results available and published by March 19th in the morning, I’ll be in touch via email if that changes.

Technical Issues

If you are disconnected from your quiz or exam, try to reconnect immediately. Then, to keep track of the problem for your professors and technicians, please fill out the Brightspace support form as soon as possible with the following details:

- The approximate time of your disconnection
- The browser you are using
- The type of computer (PC, Mac, Linux)
- The name of your Internet provider

You can also call the following number: 1-866-811-3201

*Note that you might experience longer than usual call wait times.*
Virtual Campus:
Other Components
Tech Toolbox: External Evaluation Tools

Adobe Connect: Virtual Meetup

Meeting time: April 15th, 2020 at 1:00 PM
Graded as part of your overall Participation Mark (15%)

The purpose of this virtual meetup is for us to have a discussion around the evaluation strategies you selected for your activity, the advantages and challenges you faced in creating them, and to obtain feedback about ways to improve it from a usability and pedagogical perspective. In other words, together we'll see if you've done better than the professors you critiqued.

Preparation

Before accessing our meeting, make sure you have the following items with you and completed:

1. Your reflection on challenges you experienced creating an evaluation in Brightspace
2. Your reading on best practices for creating evaluations
3. Your reading on style and design guidelines for writing content in Brightspace

Technical Issues

There are a few basic requirements to be able to access our meeting, you need to:

- Have a high-speed internet connection (wired connection is better than wireless though both can work)
- Have the latest updates installed on your computer and browser
- Disable all applications that use your webcam or microphone before joining the session (e.g. Skype, Zoom, FaceTime).

You can access the meeting space 15 mins ahead of our scheduled time to test that your connection works. If you encounter technical issues, make sure you meet the basic system requirements, then see if you can find your issue on the Adobe Connect support website, or contact the support team at uOttawa (distance@uOttawa.ca, 613-562-5800 ext 5900, or 1-888-799-8577).

If you continue to have technical issues inform me by e-mail (emailaddress@uOttawa.ca), specify the steps you have taken, and include any relevant email exchanges with the technical staff. I will not be able to respond to you during our activity, we will discuss any absences after the session is over.

Clicking the title above will open Adobe Connect in a new window.
Overview

If you have a question about one of the technologies used in our course, search for an answer here. If you don’t find an answer to your question, then start a new post in the relevant topic. This forum is divided into three topics:

1. **Brightspace**: For all things related to Virtual Campus. For example, problems submitting assignments, quizzes, or accessing content or grades.
2. **Adobe Connect**: For all questions related to our virtual meetup platform. For example, connection issues, problems downloading the application, problems accessing the software.
3. **All Other Technology**: For all other questions related to technology found in the course. For example, Mentimeter polling, our Interactive textbook, or our annotation platform.

I will answer questions posted here within **48 hours** of being posted. I also encourage you to help answer questions you see posted by your colleagues. If someone other than myself answers a question, assume it is correct unless I specifically address that it’s not. **I will not** answer technical questions about the course by e-mail. I’m doing this so that everyone can benefit from the questions and answers posted here and to stop from having to answer the same question multiple times.

To post a question, select the relevant topic and click “Start New Thread”.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Threads</th>
<th>Posts</th>
<th>Last Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brightspace</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Adobe Connect</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>All Other Technology</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>
Design Guidelines

“People do not go through a website for the joy of navigation. The design simply facilitates, complements, or encourages interaction”

Jesse James Garrett
Author of The Elements of User Experience
Design Guidelines

How should we design or layout our content?

• Use fonts, colours, contrast
• Use repetition, align elements, and keep related items close together
3.3. Online

Overview

How often have you shaken your head at the horrible feedback you received for an assignment? Better yet, how often have you skipped to the last page, looked at your grade, and then thrown your paper in your backpack ignoring all written comments?

In this online module, we’re going to look at what exactly makes for effective feedback, what kinds of evaluations or assessments exist, and the options at our disposal for creating them in our Virtual Campus environment. There’s a couple of readings and videos for you to complete before you turn your attention to this week’s activity: designing your own evaluation! Time to show your professor how it’s done...

Your work for this module must be completed by March 4th at 1 p.m.

Learning Outcomes

Our goals for this week pick up where we left off last class. In particular, you will:

1. Select an appropriate evaluation strategy;
2. Describe how technology can facilitate assessment and feedback;
3. Explain how technologies can promote feedback from multiple viewpoints (teacher to student, student to teacher)
4. Select tools to evaluate and provide feedback.

Duration: ~4 hours to complete the proposed activities.
Design Examples

Introduction

Over the course of the semester, we have looked at a variety of issues surrounding the inclusion of technology in education, ways to render in class or online sessions achieving technology, and tested a bunch of tools to see how they can support learning. Exploring new technology can incense to create new activities and is an important part of seeing what’s available. But - like selecting fonts and colour for a presentation, the integration of these tools should complement rather than dictate our instructional strategies. In other words, don’t be tempted by the flashy new buttons; concentrate on what experience you want to provide your students and then find the appropriate tech to help.

Module Organization

In this module, we’re going to review the course design process and its implications for designing blended, flipped, online, and technology-enhanced learning environments. We’re going to examine how to make strategic choices to help ensure our students have a positive learning experience.

Even though the module is presented in a linear way, it’s a continuous process (see image below). You’ll likely begin parts of one, skip ahead to another, move backwards, then forwards again. So, even though they’re showing it sequentially, keep in mind it’s an iterative process.

The module will be divided into four sections:
1. Situational Factors
2. Learning Outcomes
3. Feedback & Evaluation
4. Teaching & Learning Activities
Design Guidelines

How should we design or layout our content?

- Provide logical sequences and segments
- Consider schemas or other organizers
- Consider animations and images
Design Examples

Table of Contents

- Pre-amble
- Week 1: Introduction
- Week 2: The psychology laboratory
- Week 3: The placebo effect
- Week 4: Freudian Unconscious
- Week 5: Long-term potentiation
- Week 6: Learning
- Week 7: Intelligence Tests

Pre-amble

Week 1: Introduction

Week 2: The psychology laboratory

Week 3: The placebo effect

Week 4: Freudian Unconscious

Week 5: Long-term potentiation

Week 6: Learning
Design Examples

“When two vehicles reach an intersection at the same time, and all-way stop signs or flashing red traffic lights control the intersection, the driver on the left must yield right of way to the driver on the right.”

(Minnesota Driver’s Manual, p.41, in Dirksen, 2012, p. 149)
Design Examples

This car on the right has the right of way!

This car on the left yields
It’s An Iterative Process

- You won’t get it perfect, that’s okay
- Obtain feedback on decisions
  - Colleagues
  - Pilot tests
  - Mid-term evaluations
Activity: Wish List

Are there additional types of content or text that you would benefit from having examples?

Write your answers in the box that appears.
Additional Resources

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

• Handout of Content Types and Common Details with Examples from Virtual Campus
• Handout of Common Design Principles
• Checklist for Designing Learning Experiences
• Checklist for Online Presence
• PowerPoint Presentation
Useful Links

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

- Waterloo Honeycomb Model
- University of Central Florida
- Game-Based Course
- Shift E-Learning Digital Book
Next Steps: Development

Webinar 1
Mapping

Webinar 2
Communicating

Webinar 3
Developing
Development Webinars

Virtual Campus
- Basics Notions
- Communications
- Evaluations

Adobe Connect
- How to Setup
- Common Functions
- Best Practices

Video & Audio
- Tools Available
- Best Practices
Activity: Share Strategies

To wrap up, are there strategies, tools, or resources (general or discipline specific) that you have come across and would like to share with your colleagues?

Write your answers in the box that appears.
Designing for Online Courses: Strategies and Tools

If you need more help...
Teaching and Learning Support Service (TLSS)
www.tlss.uOttawa.ca
saea-tlss@uOttawa.ca

David MacDonald
D.MacDonald@uOttawa.ca