

MAKING THE SHIFT FROM CLASSROOM TO ONLINE COURSE DESIGN

Session 1: (Re)Mapping Course Design

Wednesday, September 7, 2011 :: 1:00 – 2:45 p.m. EDT

Session 2: Course Organization

Monday, September 12, 2011 :: 1:00 – 2:45 p.m. EDT

Session 3: Web 2.0 Technology Design

Wednesday, September 21, 2011 :: 1:00 – 2:45 p.m. EDT

Session 4: Interactive Learning Design

Monday, September 26, 2011 :: 1:00 – 2:45 p.m. EDT

“Great opportunity for our department (Instructional Technology and Distance Learning) to collaborate with faculty to develop a distance learning course.”

– Kim Shipman, Curriculum Development Specialist, Pennsylvania College of Technology

“I was happy with the course as a reasonably experienced online teacher. I enjoyed it and got plenty of new ideas.”

– Ro Bairstow, Math Instructor and Interim Department Head, King’s College

“‘Making the Shift’ is a superb introduction to the world of online teaching. Its comprehensive approach to the world of teaching and technology provides the perfect groundwork needed to prepare anyone involved in any type of teaching to move from the world of traditional, face-to-face teaching and learning to the brave new world of online teaching and learning.”

– Deborah A. Dessaso, Adjunct Professor of English, University of the District of Columbia

ACADEMIC · IMPRESSIONS

ONLINE COURSE



OVERVIEW

As the demand for high-quality online courses and programs rapidly increases, instructional designers and course developers are faced with a new set of challenges. Special considerations are required to ensure the development of effective courses and a high level of engagement for a variety of learners.

Join us for a unique experience to examine steps to design effective online courses. In four sessions, we will cover re-mapping your course, organizing content, using Web 2.0 technology, and integrating learning design. We will also walk you through a step-by-step process to transform a face-to-face course to an online delivery format. Between sessions, you will have the chance to practice this process using one of your own courses.

LEARNING OUTCOME

After participating in this online course, you will be able to redesign a face-to-face course into an online delivery format.

WHO SHOULD ATTEND

Instructional designers, course developers, instructional technologists, and faculty charged with the design of online courses will benefit from this course.

WHAT YOU WILL LEARN

You will learn how to:

- Use instructional redesign strategies for online courses
- Organize content into instructional modules
- Align course objectives, activities, and assessments
- Intentionally develop instructional activities that are interactive and engaging
- Select appropriate technology to support instructional objectives

HOW IS THIS ONLINE COURSE DIFFERENT FROM A STANDARD WEBCAST?

The Academic Impressions online course format differs from our traditional webcasts in that it offers content, networking, and activities for one group of learners over a longer period of time. Additionally, we have designed this course for a single learner per registration. This format is right for you if:

- You desire the intensity, depth, and interaction of a face-to-face conference format but wish to complete many of the components on your own time and at your own pace.
- You desire one-on-one interaction with course instructors and other course participants.
- You want to create a signature project as part of the course that will directly apply to the goals you are working to achieve on your campus.
- You work well in a format where a portion of the work is self-directed.

Learn the essential components of designing effective online courses.



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COURSE FORMAT AND SIGNATURE PROJECT

This four-part program uses a blend of synchronous and asynchronous components to model an effective online course. **During the synchronous sessions**, you will be invited to contribute ideas, make decisions, and ask questions about the course (re)design process.

Between sessions, you will have the opportunity to practice the process through the creation of a signature project that is specific to your work and your institutional setting. Your project for this course will involve converting components of one of your own face-to-face courses to the online format. You will complete this project in phases over the duration of the course, and you will receive feedback on the project from course instructors and participants.

To ensure maximum interactivity and personal attention, enrollment will be limited. Take advantage of this unique opportunity while space is still available!

SESSION 1: (RE)MAPPING COURSE DESIGN

WEDNESDAY, SEPTEMBER 7, 2011 :: 1:00 – 2:45 P.M. EDT

LEARNING OUTCOME

After participating in this session, you will be able to redesign a chunk of an existing face-to-face course into an online course.

SYLLABUS

- Principles of successful course redesign
- Course review rubrics
- Mapping your course
 - Selecting from four basic redesign steps
 - Identifying objectives
 - Supporting objectives with technology, assessment, and active learning
 - Organizing modules and the course
- Designing a module and understanding the steps
- Using a mapping strategy to convert into an online course
- Revising or redesigning goals and objectives
- Bloom's Taxonomy and course redesign

ASSIGNMENTS

- Identify course to be redesigned; be sure to utilize a syllabus and any other course materials
- Complete "Mapping Your Course" handout assigned section
 - Add/build as we progress through webcasts
 - Submit on course site
- Read and review the "Quality Matters" rubric standards
 - Consider how your course can be redesigned to address each of these elements
- Take the "Faculty Self-Assessment: Preparing for Online Teaching" survey

SESSION 2: COURSE ORGANIZATION

MONDAY, SEPTEMBER 12, 2011 :: 1:00 – 2:45 P.M. EDT

LEARNING OUTCOME

After participating in this session, you will be able to devise a strategy to divide courses into manageable modules.

SYLLABUS

- Necessary components with an online course rubric
- Chunking course content
 - Utilizing course content
 - Benchmarking progress
 - Storyboarding
 - Linear model vs. hypertext model
 - Lesson construction
- Supporting the learner

ASSIGNMENTS

- Download Session 2 assignment in course site
- Chunk the module you began in Session 1 into lessons with:
 - Activities
 - Assignments
 - Assessments
- Post document to course site



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SESSION 3: WEB 2.0 TECHNOLOGY DESIGN

WEDNESDAY, SEPTEMBER 21, 2011 :: 1:00 – 2:45 P.M. EDT

LEARNING OUTCOME

After participating in this session, you will be able to identify some strategies for selecting and integrating learning technologies into the online course.

SYLLABUS

- Determining technology's instructional functions
 - Introduce and present material
 - Support learners' interaction with content, one another, instructor, and resources
 - Assist learners in constructing knowledge
 - Allow learners to practice
 - Providing feedback and assessing learners' achievements
- Using rubrics and guides to align technology with course goals

ASSIGNMENTS

- Given your module, review your design and select at least five tools that could be used in a lesson, activity, assignment, or assessment
- Download the Session 2 handout and use to enter your tools
- Post Session 3 homework to course site

SESSION 4: INTERACTIVE LEARNING DESIGN

MONDAY, SEPTEMBER 26, 2011 :: 1:00 – 2:45 P.M. EDT

LEARNING OUTCOME

After participating in this session, you will be able to design interactive elements that support student learning.

SYLLABUS

- Identifying benefits and limitations of interaction
- Selecting types of interactivity
 - Instructor-to-student interaction
 - Student-to-content interaction
 - Student-to-resources interaction
- Facilitating interaction
- Making connections across the course
 - Reinforcing alignment
 - Focusing on course design transparency and consistency
 - Utilizing manageable benchmarking

ASSIGNMENTS

- Review your module completed thus far and review for types of interaction
 - Are any types of interaction types missing?
 - Is there a variety?
 - Is interaction meaningful and relevant?
 - Is it possible to include?
- Revise or add interactions as appropriate
- Post Session 4 homework to course site
- Do one of the following:
 - Review a course member's module
 - Select one course from those provided



INSTRUCTORS



Patricia McGee, Associate Professor of Instructional Technology, The University of Texas at San Antonio (Chair)

As associate professor of instructional technology in the Department of Educational Psychology at the University of Texas at San Antonio, Patricia has designed and taught more than 20 online and blended courses. She is the recipient of a US Distance Learning Association (USDLA) Gold Award for Online Technology. She has been awarded research fellowships with the National Learning Infrastructure Initiative (EDUCAUSE Learning Initiative), American Society of Engineering Education (ASEE)/Navy, and the ASEE/Air Force. Her professional work and consulting includes K-20 education, military, nonprofit, for-profit, and public sector projects. At the University of Texas at San Antonio, she is involved in both blended and online learning initiatives, serving on advisory and planning committees and conducting research. A prolific author, Patricia publishes in the areas of online and blended pedagogy, faculty technology use, and emerging learning systems and tools.



Veronica Diaz, Associate Director, EDUCAUSE Learning Initiative (ELI) and Former Instructional Technology Manager, Maricopa Center for Learning and Instruction, Maricopa Community Colleges

Prior to assuming her role with ELI, Veronica supported and led learning technologies and faculty development initiatives for Maricopa's 10-college system. She was also the co-principal investigator for a Technological Literacy National Science Foundation grant. Previously, she was responsible for the University of Arizona College of Management's teaching and learning with technology initiatives and was principal investigator of the Hewlett Packard Technology for Teaching grant and HP's Tablet PC Initiative. Active in the field of online and hybrid learning and teaching innovation, Diaz is the co-chair of the EDUCAUSE Advisory Committee on Teaching and Learning and has presented seminars nationally on faculty use of instructional technology, blended learning delivery models, intellectual property policies for distributed learning environments, and emerging technologies.

COMMUNICATION AND MATERIALS FOR ONLINE COURSE

After registration, each registrant will receive a confirmation of payment or an invoice, depending on method of payment. All materials for this course, including login instructions for the four live webcasts, will be housed on a course site. You will receive a URL, username, and password for this course site shortly before the course begins. (To participate in the live webcasts, you will need a computer with a high-speed Internet connection. You will have the option to receive audio via your computer speakers or telephone.)

OPTIMIZING YOUR COURSE EXPERIENCE

We have designed this course for a single learner per registration. Included in your registration are credentials for the online course site, as well as the ability to receive customized feedback from the instructors on the assignments throughout the course that culminate in the signature project.

We recognize that you may still choose to participate in the four live webcasts as a team. If you choose this option, please plan accordingly for the following:

- 1) Please note that you will only receive one set of credentials for the course site, and these will be sent to the registrant. If others need access to the course site, please make arrangements to share your credentials once we provide them.
- 2) Also, you will only be able to receive feedback on one set of assignments / signature project. If multiple people are participating from your team, you will need to coordinate how to complete one set of assignments and submit them.
- 3) Finally, you should consider designating a lead team member at your site who can enter your team's responses to various interactive opportunities during the webcast.



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REGISTRATION FORM

Questions about the event? Call us at 720.488.6800 to help determine if this event is right for you.

Register online at www.academicimpressions.com

REGISTRATION FEES

Postmarked on or before August 31, 2011

Single Site Connection: Making the Shift from Classroom to Online Course Design _____ \$995.00 USD

Additional Site Connection (all sessions) _____ \$995.00 USD Quantity: _____

(After August 31, 2011, an additional \$75.00 fee applies for the first connection and each additional connection.)

Registrants receive a 50% discount on the CD-ROM recording of this online course. Please send me the CD-ROM _____ \$497.50 USD

Can't attend the live sessions? Please send me a CD-ROM recording of this online course _____ \$995.00 USD

(For CD-ROM orders outside the United States and Canada, a \$35 international shipping fee will be added.)

Total amount enclosed or to be charged \$ _____

How did you hear about this event? (email from AI, colleague forwarded email, *The Chronicle*, etc.): _____

ONLINE COURSE REGISTRATION INFORMATION (PLEASE PRINT CLEARLY)

Name _____ Job Title _____

Institution/Organization _____ Address _____

City _____ State/Province _____ Zip/Postal Code _____ Country _____

Telephone _____ Fax _____ Email _____

FREE HIGHER ED NEWS AND ANALYSIS

Academic Impressions is happy to offer *Higher Ed Impact*, a free industry scan of news, trends, and fresh research on higher education, delivered in an easy-to-scan email.

- Sign me up for **HEI: Daily Pulse** – impactful news, trends, and practices, sent daily
- Sign me up for **HEI: Weekly Scan** – the week's most critical news, with analysis of top stories and trends, sent on Fridays
- Sign me up for **HEI: Monthly Diagnostic** – practical takeaways addressing a strategic challenge facing institutions of higher ed, sent 9-12 times/year

PAYMENT METHOD

We accept Visa, MC, and AmEx credit cards. To pay by check, include the check with this form or select the "invoice me" option. Fax form to 303.741.0849 or mail form along with payment to: Academic Impressions, 4643 S. Ulster St. Ste. 350, Denver, CO 80237.

CREDIT CARD

Please charge my credit card: (Visa, MC, AmEx) _____

Name on Card _____

Account Number _____

Exp. Date _____ Billing Zip Code/Postal Code _____

Security Code (last 3 digits on the back of Visa and MC _____
or 4 digits on front of AmEx)

CHECK/INVOICE

My check is included and covers _____ registration(s)

Check # _____

Please invoice me

Purchase Order # _____

(PO# not required to receive invoice)

REFUND/CANCELLATION POLICY

Refunds will be issued only if cancellations are received in writing by July 1, 2011. A \$75 processing fee will be assessed. After July 1, 2011 a credit (less \$75 processing fee) will be issued. The credit will be valid for 12 months and can be used toward any future conferences, Web conferences, audio proceedings, or Web conference archives. In case this event is cancelled, Academic Impressions' liability is limited to a refund of this registration fee only.

