INTRODUCTION

Jennifer McGuire
Instructional Designer

• Adjunct Faculty
• Tech Geek
• Graphic Designer
• Yoda
STATE OF EDUCATION

DALLAS COLLEGE MOUNTAIN VIEW
STATE OF EDUCATION

Reality of Global Pandemic:

• COVID-19 impact
• Shift to online instruction
• Reimagine course delivery
• No online experience
STATE OF EDUCATION

Reality of Online Learning:

• Acknowledge Importance of Continuous Training/Development
• Evolution of Technology
• Teaching Practices Evolve
• Student Expectations and Preferences Evolve
• Range of Skills Necessary
STATE OF EDUCATION

Reality of Higher Education:

• Limited Funding
• Limited Staff
• Formal “Best Practice” Programs can be Expensive
  • Licensing/Participation
  • Instructional Design Team/Infrastructure
• Previously Not Seen as Mission Critical
BEST PRACTICES ACROSS HIGHER ED
BEST PRACTICES ACROSS HIGHER ED

Existing Quality Standards:

- Quality Scorecard (QSC)
  - 9 categories, 75 indicators

- Quality Matters (QM)
  - 8 categories, 43 indicators

- Open SUNY Course Quality Review (OSCQR)
  - 6 categories, 50 indicators

- Institutional Initiatives
  - Guides, Checklists, Requirements, Course Review
BEST PRACTICES ACROSS HIGHER ED

• Compared categories as a whole, across programs, institutions, and field of higher ed
• Discussed each indicators in depth
• Consolidated and streamlined where possible
## BEST PRACTICES ACROSS HIGHER ED

### OSCQR (50 Indicators)
1. Course Overview and Information
2. Course Technology and Tools
3. Design and Layout
4. Content and Activities
5. Interaction
6. Assessment and Feedback

### Quality Matters (43 Indicators)
1. Course Overview Introduction
2. Learning Objectives (Competencies)
3. Assessment and Measurement
4. Instructional Materials
5. Course Activities and Learner Interaction
6. Course Technology
7. Learner Support
8. Accessibility and Usability

### BPTO (17 Indicators)
1. Course Overview
2. Design and Layout
3. Course Alignment
4. Learner Engagement
5. Universal Design and Accessibility
As part of a continuous effort to ensure quality in online course design, the best practices below have been identified to support faculty teaching college courses. For more information, visit: [www.mountainviewcollege.edu/bpto](http://www.mountainviewcollege.edu/bpto)

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<tr>
<th>1. COURSE INTRODUCTION</th>
<th>YES</th>
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### BEST PRACTICES FACULTY CHECKLIST

As part of a continuous effort to ensure quality online course design, the best practice below have been identified to support faculty teaching college courses. For more information, visit: [www.mountainviewcollege.edu](http://www.mountainviewcollege.edu)

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<td>2. <strong>DESIGN AND LAYOUT</strong></td>
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<td>2.1 Are links to institutional policies and technology and campus support resources present?</td>
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<td>2.2 Does the grade center accurately reflect calculated totals, as mentioned in the syllabus, so that students can continually track progress?</td>
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<td>2.3 Is course navigation clear and easily understood and have less utilized links and tools been hidden to minimize confusion?</td>
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<td>2.4 Is text separated into clearly understood sections (headers, lists, etc.), versus long format material?</td>
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<td>2.5 Are a variety of current instructional materials (graphics, videos, articles, simulations) utilized throughout the course?</td>
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<td>3. <strong>COURSE ALIGNMENT</strong></td>
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<tr>
<td>3.1 Are learning objectives present, within content areas, that are consistent with student learning outcomes?</td>
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<td>3.2 Are detailed explanations of assignments, including instructions, submission requirements, and grading criteria provided?</td>
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<td>3.3 Do assessments and grading rubrics measure the stated learning objectives?</td>
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<td>4. <strong>LEARNER ENGAGEMENT</strong></td>
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<td>4.1 Are instructor announcements and discussions utilized on a weekly basis?</td>
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<td>4.2 Are students routinely asked to share and respond to other student discussions?</td>
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<td>4.3 Is instructor feedback provided on graded discussions and assignments?</td>
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<td>5. <strong>UNIVERSAL DESIGN AND ACCESSIBILITY</strong></td>
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<td>5.1 Are course documents provided in an accessible format so that students can access them on any device?</td>
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<td>5.2 Is text formatting throughout the course consistent and readable (similar font, color, size)?</td>
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<td>5.3 Are alternative formats accessible for rich-media content (such as videos with closed captioning)?</td>
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MODULE 1 COURSE INTRODUCTION

Indicator 1.1 - Start Here Link

- Is a clear starting point present, such as “Start Here” which introduces the subject, defines course structure, details first steps, and links to the syllabus?
Indicator 1.2 - Instructor Introduction

• Is an instructor introduction present and are students asked to introduce themselves to other classmates?
**Indicator 1.3 - Syllabus Details**

- Does the syllabus detail (or link to) required materials, communication expectations and response time, institutional policies, support resources, and grading policy?
Indication 2.1 - Institutional Policies and Support Resources

• Are links to institutional policies and technology and campus support resources present?
Indicator 2.2 - Grade Center

- Does the grade center accurately reflect calculated totals, as mentioned in the syllabus, so that students can continually track progress?
Indicator 2.3 - Course Navigation

Is course navigation clear and easily understood, and have less-utilized links and tools been hidden to minimize confusion for students?
Indicator 2.4 - Text Separated into Sections

• Is text separated into clearly-understood sections (headers, numbering, etc.), versus long format material?
Indicator 2.5 - Instructional Materials

• Are a variety of current instructional materials (graphics, videos, articles, simulations) utilized throughout the course?
Indicator 3.1 - Student Learning Objectives

• Are learning objectives present, within content areas, that are measurable and consistent with Student Learning Outcomes (SLO’s)?
Indicator 3.2 - Detailed Explanation of Assignments

- Are detailed explanations of assignments, including instructions, submission requirements, and grading criteria provided to students?
MODULE 3 COURSE ALIGNMENT

Indicator 3.3 - Assessments and Grading Rubrics

• Do assessments and grading rubrics measure the stated learning objectives?
Indicator 4.1 - Instructor Announcements

• Are instructor announcements and discussions utilized on a weekly basis?
Module 4 Learner Engagement

Indicator 4.2 - Student to Student Discussion

• Are students routinely asked to share and respond to other student discussions?
Indicator 4.3 - Instructor Feedback

• Is instructor feedback provided on graded discussions and assignments?
Module 5 Universal Design and Accessibility

Indicator 5.1 - Course Documents in an Accessible Format

• Are course documents provided in an accessible format, so that students can access them on any device?
Indicator 5.2 - Consistent Text Formatting

- Is text formatting throughout the course consistent and readable (similar font, color, size)?
Indicator 5.3 - Rich Media Content Alternatives

• Are alternative formats accessible for rich-media content (such as videos with closed-captioning)?
“How might we involve others, seek external recognition, and create a program faculty would be proud to be a part of?”
NISOD PARTNERSHIP

National Institute for Staff and Organizational Development (NISOD)

• Based in Austin, Texas
• 40 years of history
• Named, “The country’s leading provider of professional development for community college faculty, staff, and administrators” by the American Association of Community Colleges
NISOD PARTNERSHIP

- NISOD’s Community College 101 series
- BPTO Faculty Checklist and development of PD program in openly accessible format
- Focused on potential of formal faculty recognition professional development program
NISOD PARTNERSHIP

Partnership Attributes:
- Openly accessible, competency-based course
- Digital badging
- Faculty Interviews
- National recognition
BPTO PROGRAM ANNOUNCEMENT

• Part of NISOD 2018 International Conference on Teaching and Leadership Excellence
• Openly accessible faculty professional development program
• Publicly available, without cost, to any educational institution
• National Recognition for Faculty who Complete the Best Practices Program
NISOD PARTNERSHIP

Development Timeline:
1. Began course development (Summer 18)
2. Collaborated with NISOD institutions (Fall 18)
3. First cohort of faculty in pilot (Spring 19)
4. BPTO Official Course Launch (Summer 19)
Attention: Marketing Department at NISOD Member Institution

In the fall of 2017, Mountain View College (MVC) formed a dedicated work group to review best practices in online learning, identify elements of quality in online courses, create documentation to support faculty, and develop a formal professional development program.

As recommended by the work group, MVC and the National Institute for Staff and Organizational Development (NISOD) are joining forces to design, develop, and promote a nationally recognized program that increases awareness of best practices and provides external recognition via NISOD. “Best Practices for Teaching Online” will be developed in a collaborative manner, feature faculty and students across NISOD member institutions, and officially launch in the spring of 2019.

We’re seeking your help in featuring a faculty and student from your institution!

What exactly is being asked of your NISOD member institution?

In support of a nationally recognized faculty professional development program, we are asking your help in featuring an online faculty and online student from your institution. Specifically, we need a video interview of each individual answering pre-determined questions related to online learning.

How do we participate in this collaborative project?

Below are simple video requirements to capture an online faculty and online student interview from your institution. Simply pick a charismatic online faculty member and online student, follow the requirements and example interview template, and share your files to participate in this project.

Video Interview Requirements:

- Framed using rule of thirds and showcasing a campus element in the background (like image to the left)
- Recorded using 30mm lens and dedicated microphone
- Recorded in 1080P file format
- Recorded as a single clip (not multiple takes)
- Signed MVC Release Form for all participants
- Original, raw file shared (Dropbox, WeTransfer, Google Drive, etc.) to JWangner@dcccd.edu or mailed to:

  Jake Wangner
  Mountain View College
  4869 W. Illinois Ave., Dallas, TX 75211

How do we confirm participation and when are files due?

We are excited to feature faculty and students across NISOD member institutions in “Best Practices for Teaching Online.” For inclusion in this project, all digital video files are due by September 15, 2018 and can be shared via electronic link or mailed on a USB drive to the address above. Note that signed release forms are also required as part of submitted interviews.

Where can I learn more?

An official announcement of this innovative project and NISOD partnership were announced at the 2018 International Conference on Teaching and Leadership Excellence. To find out more, visit the link below:

https://www.mountainviewcollege.edu/bestpractices

Thank you for your interest in showcasing a faculty and student at your institution and being a part of this collaborative project. We look forward to the official launch of “Best Practices for Teaching Online!”
COLLABORATIVE DEVELOPMENT (INTERVIEWS)

- Rio Salado College, AZ
- Palm Beach State College, FL
- Elgin Community College, IL
- Harper College, IL
- Hill College, TX
- Palo Alto College, TX
- Tyler Junior College, TX
COLLABORATIVE DEVELOPMENT (CONTENT)

Module 2: Design and Layout
Welcome to Module 2. This module will present different tips regarding design and layout to help improve the overall quality of the content. Students interested in the overall experience and/or a creative environment should consider enrolling. Ready? Let's begin!

Module 3: Course Alignment
Welcome to Module 3. This module will cover some of the important elements of course alignment and how they relate to learning objectives, activities, requirements, assessment, grading criteria, and grading. This objective applies that provides a framework for what will be covered and assessed. Ready? Let's begin!

Student Learning Objectives (3.1)

Are learning objectives present within content areas that are measurable and consistent with Student Learning Outcomes (SLO)?

Imagine that you have recently obtained an assignment in your foundational history class that requires you to create a report for a seminar at the US Office of Management and Budget (OMB). Your assignment includes detailed learning objectives that are consistent with the SLO (e.g., your instructor sets the expectations for your report). When students complete the SLO to their best ability, they have an advantage and are ready to continue towards success. The foundation for learning success is not only about completing assignments but also mastering the material and engaging in critical thinking and collaboration. This module provides a framework for what will be covered and assessed.

Why is this important?

The SLOs are broad, overarching course goals and objectives provided by the institution. Learning objectives, on the other hand, are more detailed and are usually developed by the instructor. Learning objectives can be seen as incremental steps towards achieving an SLO. As such learning objectives are accomplished, students move closer towards mastery of the SLO.

Module 5: Universal Design and Accessibility
Welcome to Module 5. Every student deserves the right to participate equally in an online course. To ensure learning for all students, this module will cover important elements of universal design and accessibility for online courses that faculty can use as a guide when planning and structuring content to incorporate into the course.

Working together to educate, along with the students with disabilities — and following accessibility guidelines — we can create more universally designed content that benefits all students and ensures compliance with the Americans with Disabilities Act. Ready? Let's begin!

Course Documents in PDF Format (5.1)

Are course documents provided in PDF format, so that students can access them on any device?

Images are a user's first look. Course documents and any that your instructor has added to a course can be converted to PDFs. There are several options for doing this, such as via Adobe Acrobat. Consider implementing this practice, as it can enhance the accessibility of course content. This module provides a framework for what will be covered and assessed.

Why is this important?

Why the Portable Document File (PDF) is so commonly known, format so popular?

This is primarily due to the fact that PDF files are freely, commonly installed on a variety of computer systems, and modern operating systems are designed to support PDF-formatted files. This can result in the following benefits:

- Easy accessibility: PDF files can be easily accessed across different devices available.
COLLABORATIVE DEVELOPMENT
COLLABORATIVE DEVELOPMENT

Modules:

1. Course Introduction
2. Design and Layout
3. Course Alignment
4. Learner Engagement
5. Universal Design and Accessibility
COLLABORATIVE DEVELOPMENT

Learning Outcomes:

• Recognize attributes of best practices
• Express and exchange ideas with peers
• Apply the Faculty Checklist to their own course
• Construct well designed learning objectives
• Reflect and relate best practices to their personal development process
2.3 - Why is this important?

Is course navigation clear and easily understood, and have less-utilized links and tools been hidden to minimize confusion for students?

Why is this important?

Clarity and consistency are the keys to easy navigation. The meaning of course links must be distinct, and should do what they promise. If a link promises "help" when you click it, helpful resources should emerge as a result. Students should be able to quickly find what they are looking for without losing valuable time searching.

Default course tools and links that do not apply to the course or will not be utilized throughout the term should be hidden or removed. This will ensure that students easily navigate the course and do not become frustrated in the process.

Faculty Perspective

Hear from Yasmin Ghasi, from Mountain View College, discuss the importance of course navigation.
4.2 - Student to Student Discussion

Student to Student Discussions are an important tool for engaging students in the learning process. They allow students to share their thoughts and ideas with their peers, fostering a more collaborative and dynamic classroom environment.

The benefits of student to student discussions include:
- Improved understanding: Students can clarify their own ideas and thoughts through discussions with their peers.
- Enhanced critical thinking: Students are encouraged to think critically about the material and to challenge each other's perspectives.
- Enhanced retention: Discussions can help students to remember and retain information better.
- Increased motivation: Students are more likely to be motivated to learn when they feel that their contributions are valued.

Incorporating student to student discussions into your course can be done in a variety of ways, including:
- Using breakout rooms in online classes.
- Organizing in-class group discussions.
- Encouraging students toPose their questions and conduct research on a topic of interest.

FACULTY RESPONSE

FACULTY PERSPECTIVE

Faculty members can play a crucial role in promoting and facilitating student to student discussions. By creating a supportive and inclusive classroom environment, faculty can encourage students to engage in meaningful discussions. Faculty can also model effective discussion techniques and provide feedback to students on their participation.

4.3 - Why is this important?

Is instructor feedback provided on graded discussions?

Productive feedback contributes to a student's belief in their own ability to learn on their own, as well as helps them understand how to improve. In-class feedback helps students retain the information they are learning by encouraging them to connect it to their own experiences. Feedback is also important for promoting a sense of community and collaboration in the classroom.
100% SUCCESS RATE!

Ulises Rodriguez  Joshua Kirksey
Darius Frasure  Yasmin Gulzar
Shereah Taylor  Shahnaz Sokhansanj
Ron Stein  Neeti Srivastava
Jean Crissien  Naima Hill
Terris Mikelk  Sandy Wyche
Jennifer McGuire  John Payne
Jeanna Roseberry
“In my case, I think I can revise and review every aspect of best practices easily. The only area I need to start spending more time in is editing the auto captions of my videos.”
“If asked by others about my experience, I would describe it as the best online professional development training I have ever taken.”
“Excellent! This course has opened my eyes to several best practices. It is now time to revisit my online course and try to comply with all I learned.”
<table>
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<tr>
<th>BADGES EARNED</th>
<th>MODULE 1: COURSE CONTENT</th>
<th>MODULE 2: DESIGN AND LAYOUT</th>
<th>MODULE 3: COURSE ALIGNMENT</th>
<th>MODULE 4: LEARNER ENGAGEMENT</th>
<th>MODULE 5: UNIVERSAL ACCESS</th>
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**BY THE NUMBERS**
BPTO Participation by Location

40 different states across the U.S. and in Canada, France, Bolivia, India, Malaysia, and Turks and Caicos Islands.
BPTO Course Completion Status
1732 Total Participants (not including the 15 MVC)

Yes: 1,148 (66.3%)
No: 584 (33.7%)
CONSIDERATIONS FOR PARTICIPATING IN
BEST PRACTICES FOR TEACHING ONLINE
CONSIDERATIONS FOR PARTICIPATING IN BEST PRACTICES FOR TEACHING ONLINE

• Does your institution struggle to ensure standards exist across online programs and course offerings?

• Do you have a formal faculty professional development program in place to prepare faculty to teach online?

• Do you pay for an existing program?

• Do your faculty receive national recognition for completing your existing training options?
CONSIDERATIONS FOR PARTICIPATING IN
BEST PRACTICES FOR TEACHING ONLINE

Key Features:

• Peer driven and nationally recognized

• Faculty focused and student centered
  • Showcases faculty & students across institutions

• Openly accessible, no cost

• Multiple implementation options
  • Utilize just the Faculty Checklist
  • Adopt the online course
  • Participate in NISOD and receive national recognition
CONSIDERATIONS FOR PARTICIPATING IN BEST PRACTICES FOR TEACHING ONLINE

Recognition Options:

• Institutional recognition
  • Cohort-based progression
  • Annual PD fulfillment
  • Faculty reception

• Social recognition
  • Digital credential earned throughout course

• National recognition
  • For NISOD member institutions
CONSIDERATIONS FOR PARTICIPATING IN BEST PRACTICES FOR TEACHING ONLINE

Participation Options:

• Faculty Checklist

• Course Participation
  • As individual faculty
  • As an institution

• Next Step
  • Download the Faculty Checklist
  • Join the Course
  • www.dcccd.edu/bpto