Freshening Up

Bringing a Fresh Perspective to Online and Blended Faculty Development

UCF

Center for Distributed Learning
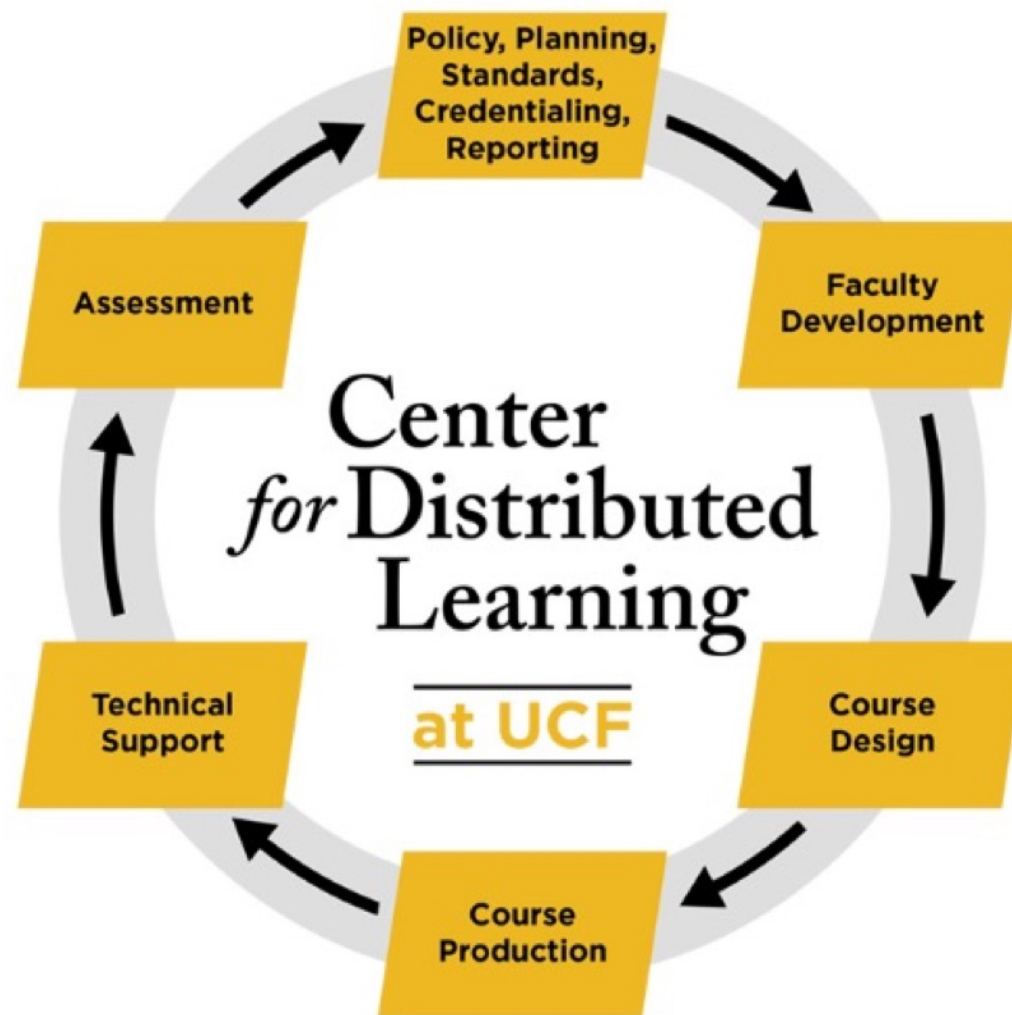**Faculty Development Ecosystem Taskforce**

UCF

We are…

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Associate Instructional Designer
Faculty Development Program Coordinator

Center *for* Distributed Learning
at UCF

- Policy, Planning, Standards, Credentialing, Reporting
- Faculty Development
- Course Design
- Course Production
- Technical Support
- Assessment

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Agenda

I. Setting the Stage: Purpose and Goals

II. Exploring a Feedback-Driven Design Approach

III. Program Design-at-a-Glance

IV. Lessons Learned

V. Questions and Answers

Setting the Stage

The Background

| Fall 2018 |

The Center for Distributed Learning at UCF, set out on a journey to evaluate and redesign their current faculty development program offerings, including IDL6543, which is the university's current required award-winning flagship faculty development course.

The Current Ecosystem

Required to teach online

ADL 5000	For adjuncts to **teach online** (not allowed to design our build)
IDL 6543	Training to **design, build and teach online.**
Digital Learning STEM Institute (DLI7836)	IDL equivalent with a **STEM focus**
Online Faculty Readiness Assessment (OFRA)	**Bypass alternative to IDL** for experienced faculty from other universities

Other Faculty Development

Faculty Seminars in Online Teaching	Stand-alone seminars are offered periodically for collegial dialogue around best practices in online teaching.
HQR4444	HQR4444 training course for faculty requesting a **High-Quality review**
IDL 7000	For past IDL participants, **refresher on CDL services**

Technology-centric Training

PAL 6000	For faculty wishing to integrate **RealizeIT** adaptive learning technology into their course.
Teaching with Lecture Capture (TLC)	For faculty using **lecture capture software** (typically Panopto)
Essentials of Webcourses@UCF	Provides the basics of using the **Canvas LMS** branded Webcourses@UCF
Zoom Essentials	For experienced faculty wishing to migrate or build face-to-face/blended course elements of classroom instruction for **synchronous delivery using Zoom.**
Panopto Essentials	For faculty wishing to incorporate some **asynchronous content delivery using Panopto.**

Covid-19 Response Training

Essentials of Online Teaching (EOT)	Higher-enrollment **alternative for IDL6543** created as a response to the pandemic.
Teaching with Lecture Capture – Zoom Edition (TLC-z)	To help prepare faculty to **teach remotely with Webcourses@UCF and Zoom.**
BlendFlex	To prepare faculty to **teach using the BlendFlex Model** (a reduced-attendance delivery strategy for courses with face-to-face components in Fall 2020)

Areas of Concern

1 Poor process documentation

2 Infrequent review and maintenance

Administration

3 Course Design (active learning, synchronous instruction, etc.)

4 Lack of faculty to faculty collaboration
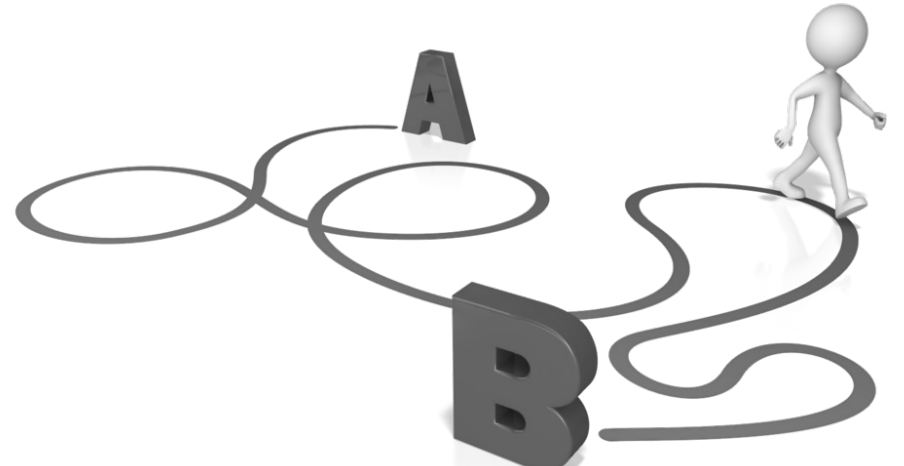
Effectiveness

5 Advanced Continuing Education Opportunities

Feedback-Driven Approach

Faculty

Internal

External

Students

Feedback-Driven Approach contd.

Create a Design

Solicit Feedback

Revise and Improve

Solicit Feedback

Implement Design

Solicit Feedback

Revise and Improve

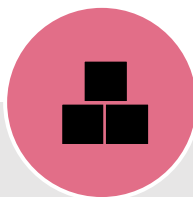Solicit Feedback

Launch
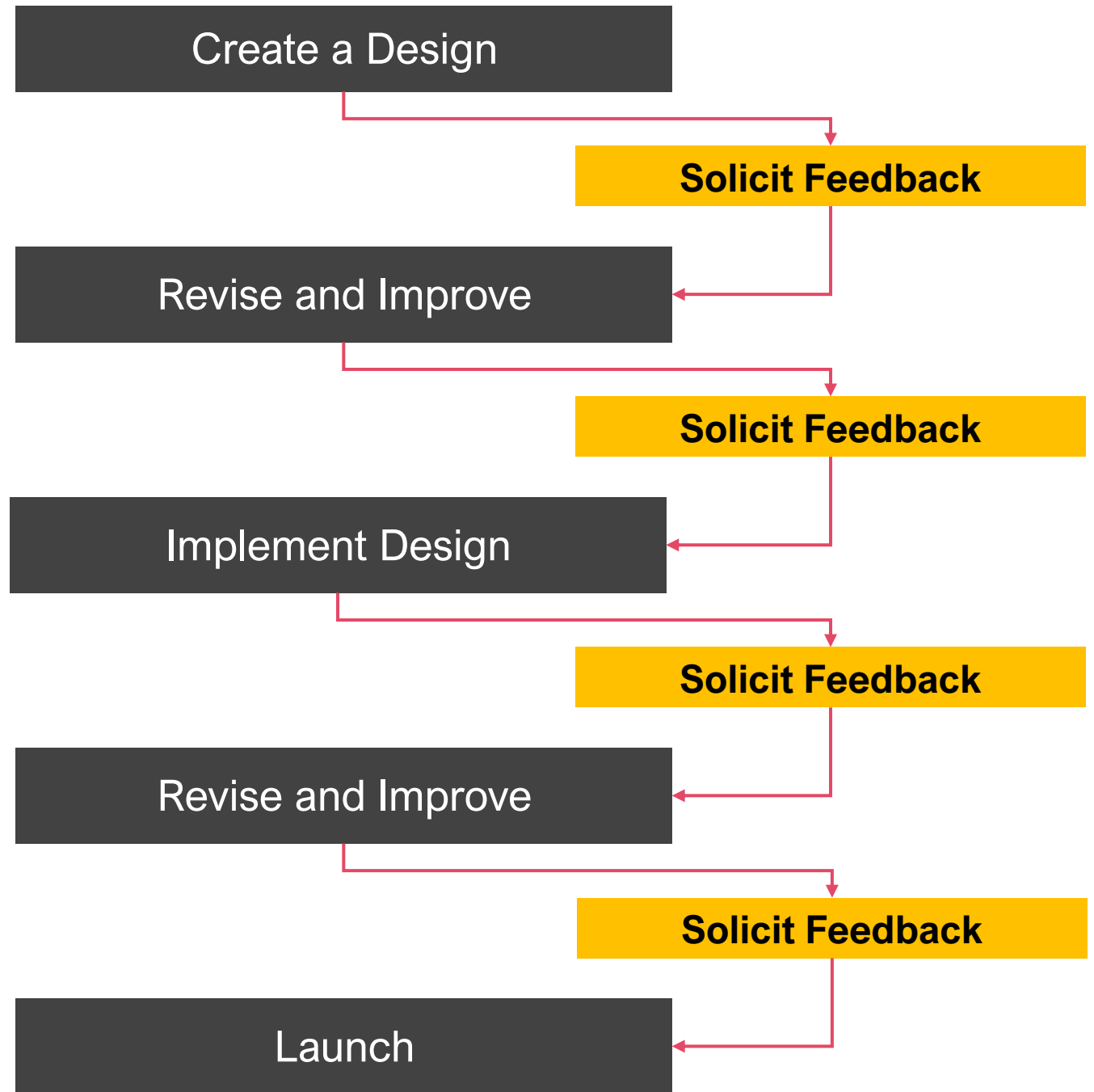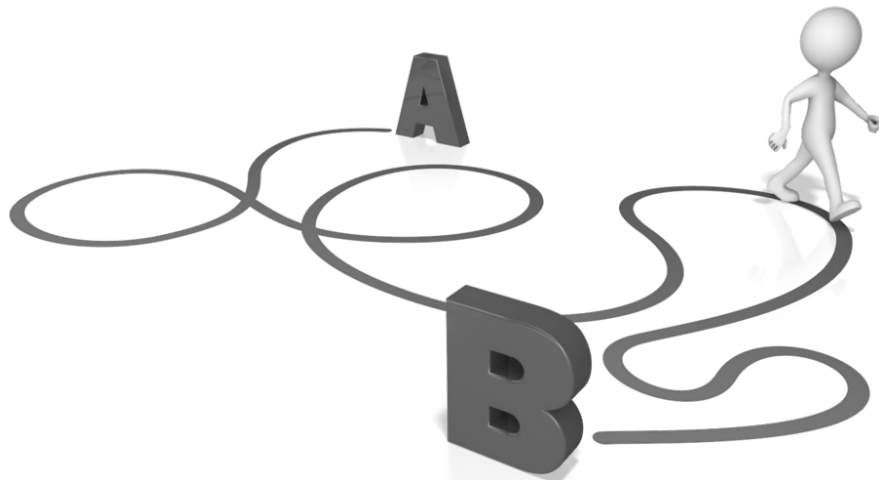
Recommendations for Improvement

Effectiveness

Separate faculty development team

Better process documentation and information dissemination

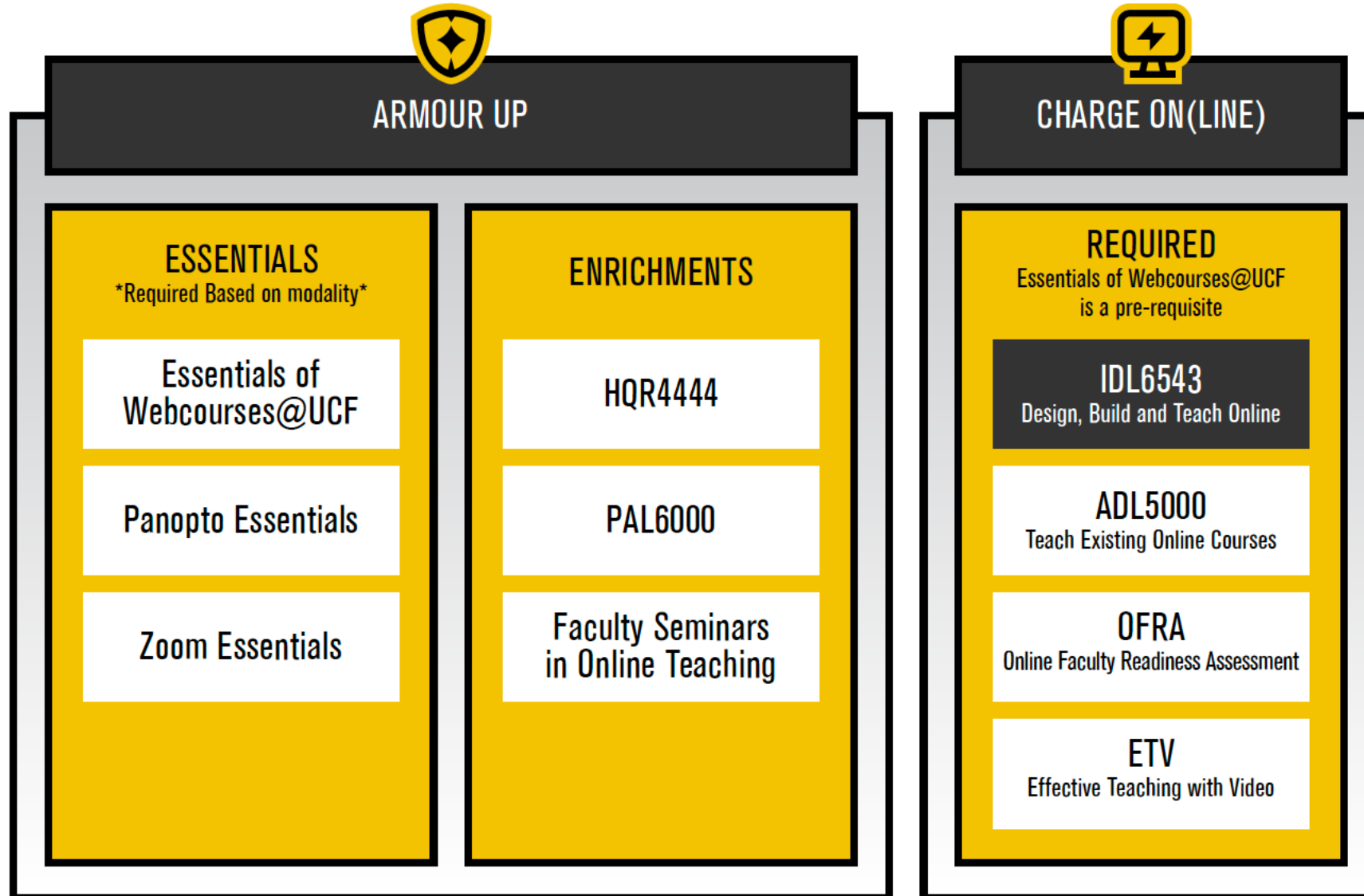Stackable and reusable content modules and assessment

Personalized and adaptive learning pathways

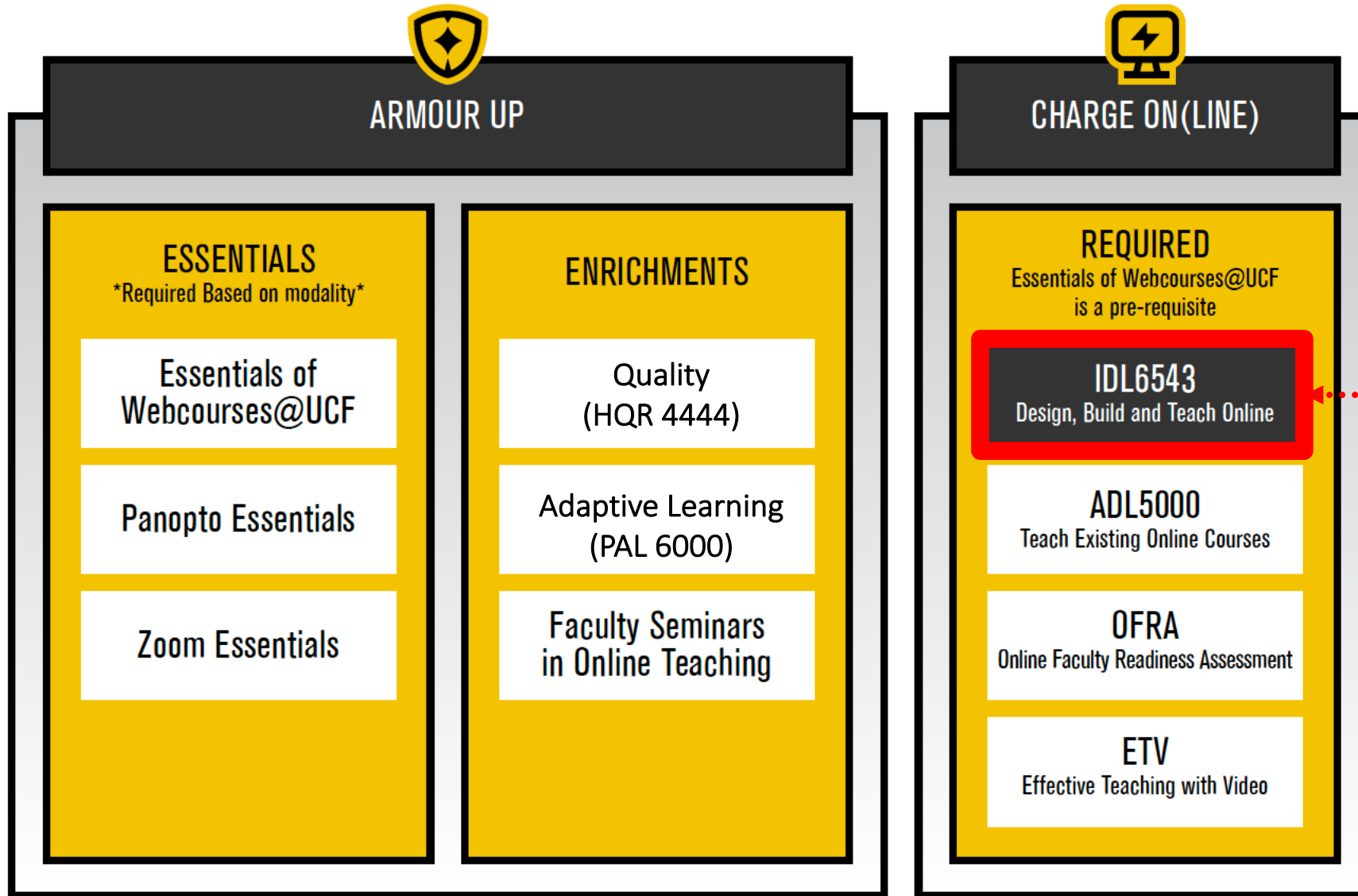Improved emphasis on quality and access to quality course samples

Administration

Proposed Revised Ecosystem

ARMOUR UP

ESSENTIALS
Required Based on modality

- Essentials of Webcourses@UCF
- Panopto Essentials
- Zoom Essentials

ENRICHMENTS

- HQR4444
- PAL6000
- Faculty Seminars in Online Teaching

CHARGE ON(LINE)

REQUIRED
Essentials of Webcourses@UCF is a pre-requisite

- **IDL6543**
  Design, Build and Teach Online
- **ADL5000**
  Teach Existing Online Courses
- **OFRA**
  Online Faculty Readiness Assessment
- **ETV**
  Effective Teaching with Video

Proposed Revised Ecosystem

ARMOUR UP

ESSENTIALS
Required Based on modality

- Essentials of Webcourses@UCF
- Panopto Essentials
- Zoom Essentials

ENRICHMENTS

- Quality (HQR 4444)
- Adaptive Learning (PAL 6000)
- Faculty Seminars in Online Teaching

CHARGE ON(LINE)

REQUIRED
Essentials of Webcourses@UCF is a pre-requisite

- **IDL6543** Design, Build and Teach Online
- **ADL5000** Teach Existing Online Courses
- **OFRA** Online Faculty Readiness Assessment
- **ETV** Effective Teaching with Video

We started here

Course Design at-a-Glance

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What is IDL6543?

A non-credit **mandatory credentialing course** to prepare faculty to *design, develop*, and *teach* fully online and mixed-mode courses at UCF.

IDL6543 Design Goals

1 **Update content** (more variety, added focus on accessibility, DEI and modality)

2 **Improve assessments** (scaffolded, faculty choice, address faculty variability)

3 **Improve emphasis on quality** (Final course review, exemplary course samples)

4 **Update IDL6543 sessions** (active and reflective, aligned with online course content)

5 **Reduce administrative burden** (improved documentation and task lists)

IDL6543 Course Structure

Blended
(with in-person meetings)

Blended
(with online virtual meetings)

Fully Online
(no in-person/virtual meetings)

Week 00	Week 01	Week 02	Week 03	Week 04	Week 05	Week 06	Week 07	Week 08	Week 09	Week 10
Connect session	ID Consult	Connect session	ID Consult	Connect session		Connect session / ID Consult		ID Consult		Virtual Showcase / Final Review

The IDL6543 Faculty Experience

UCF

IDL6543 Student

Primary Resource:
IDL6543 Course

Complete weekly online activities

Participate in course discussions

Attend Connect Sessions (4)

Participate in the Virtual Showcase

Primary Resource:
Planning Worksheets & Course Design Planner

Apply knowledge gained through targeted planning activities

Course Developer

Primary Resource:
Development Course

Attend ID consultations (4)

Create a course orientation module

Create two (2) *quality* online/blended course modules (units of instruction)

Pass a final course review

Improved Course Content

1 Improved emphasis on quality course design

2 Increased emphasis on blended course design

3 Model effective course design

4 Improved faculty resources

Improved Emphasis on Quality

Completion of this BYCA activity aligns with the following criteria from the UCF Quality Review for Online Course Design and Blended Course Design:

- **Criteria 13:** The course has an explicit structure (e.g., organized in modules, units, and/or topics).
- (**⦿ Blended**) Course design is structured for both online and face-to-face components.
- **Criteria 14:** The course offers a variety of instructional materials and media (e.g., external readings, assignments, discussions, videos), aligned with learning objectives and goals.
- **Criteria 15:** Content is displayed in ways that support learning (e.g., chunking, Pages as opposed to Word docs and PDFs, etc.).
- (**⦿ Blended**) The course should be more than a repository of files.

Improved Emphasis on Quality cont'd

Increased Emphasis on Blended Design

Options to Organize an Online/Blended Course

It is important to note that your course sequence and organization may be influenced by the specific learning activities and instructional materials that you decide to use in your course. As a result, you may find yourself coming back and tweaking the proposed cours... process. Some of the most common methods by which instructors typically structure th...

- By topic or group of topics
- By textbook chapter(s)
- By Project/Assignment
- Chronologically
- Steps in a process

Regardless of the structure you choose, your course sequence and organization should a... instructors find that identifying a list of topics that accompany each learning objective... assessments or instructional materials that you will use to address each course objectiv... stage as they may impact your general course structure and sequencing.

Blended The same process may be followed to help you craft the organization and sequence of your course structure. However, you will need to give additional consideration to the *transition between and blend of modalities* and how they may impact and/or support the organization and sequence of your course. Refer to the Blended Integration page to learn more.

Reflect

1. Do the learning activities…
   - ☐ align with course objectives and assessments?
   - ☐ promote a variety of interactions for your students (e.g., student-to-student, student-to-instructor)?
   - ☐ provide opportunities for student practice?
   - ☐ promote active learning?
   - ☐ provide opportunities for students to receive feedback on their progress before completing a major assessment?

2. Are the students completing any activities that are not explicitly measured against the course and module objectives? (If so, you should rethink the necessity of such work.)

3. **Blended** Have you identified which learning activities will occur in-person and which will occur online?

Model Effective Design: Graphics

Student Perception of Textbook Costs

79% Have delayed purchasing due to cost. (n=3375)

63% Have not purchased due to cost. (n=2673)

24% Decided not to take a course because the required textbook was too expensive. (n=1004)

22% Have... high...

Course Objectives — Module Objectives
- Assessments
- Learning Activities
- Instructional Materials

Student Enrollment

81% of undergraduate students receive financial aid.

83.4% of students are enrolled in modalities supported by CDL.

22% of students are over the age of 25.

Student Classifications

26,850 Transfer students

11,701 First-generation students

7,500 UCF Online* students
*Students will not be coming to campus
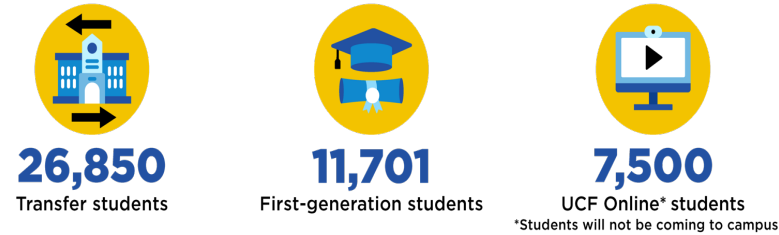
Student Use of Student Accessibility Services (SAS)

3.63% of students were connected with SAS.

75% of faculty had at least one student in at least one course who connected with SAS.

Student Ethnicity

- 45.5%
- 27.8%
- 10.2%
- 6.7%
- 4.5%
- 4.1%
- 1%
- .1%
- .1%

- White
- Hispanic/Latinx
- Black /African American
- Asian
- International
- Multiracial
- Not Specified
- American Indian /Alaska Native
- Native Hawaiian /Other Pacific Islander
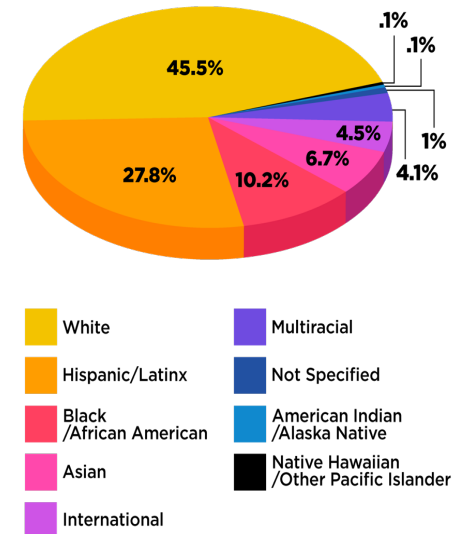
Model Effective Design: Callouts

Intentional Design: Chunking

We have been modeling chunking for you with the design and organization of the pages throughout this course. On this page, notice several chunking strategies including headings and bulleted lists.

Intentional Design: Scaffolded Assignments

You are returning to assignments that you began earlier in the semester. As you complete this final BYCA, consider how breaking the larger module into smaller chunks might have helped you to:

- Draft your orientation module
- Use the extended time to collaborate
- Apply feedback to revise your initial submission
- Stay on track toward completing this larger assignment

Improved Faculty Resources

IDL6543 **Course Design Planner**

Welcome to the IDL6543 Course Design Planner. This course design planner includes important brainstorming and reflection activities based on research-proven instructional design and pedagogical strategies, to guide course developers and instructors through a strategic planning process for online and blended course design and development.

How to Use this Planner

IDL6543 Participants: This planner is best used in conjunction with the IDL6543 course and allows IDL6543 course participants to interact with the IDL6543 content and make connections to their specific subject area and learner demographic. To successfully interact with the course design planner:

1. Save the planner to an easily accessible location
2. Find the section of the planner that aligns with the IDL6543 module topic, planning worksheet, or BYCA that you are working on.
3. Review and complete the planner activities. The majority of this planner is organized into three main sections:

BRAINSTORM. Review this section **after you've read the IDL6543 content but before completing the associated planning worksheet or BYCA** to help you think through important guiding questions related to how you may approach those activities/assignments.

REFLECT. Review this section **after you've completed the associated planning worksheet or BYCA** to assess your work. The reflection questions here align with research based instructional design and pedagogical design principles.

ADDITIONAL HELP. Review this section to find **additional resources and activities** to help you towards your unique course design and development needs.

Non IDL6543 Participants: This planner is useful for any individual undertaking a digital online or blended course design project. Non-IDL6543 participants, may choose to go through the planner sequentially to get guidance through the course design process or skip around based on their unique needs.

Assessments

Assessments determine what acceptable evidence can be used to ensure that students have achieved the learning objectives. Assessments should be authentic allowing students to apply the skills and concepts learned to relevant real-life scenarios and situations.

Brainstorm

1. From the list below, identify what kind of assessments you can use in your course, to help you identify if students have gained the appropriate level of knowledge needed to successfully meet each of your course objectives.

Diagnostic Assessments	Formative Assessments	Summative Assessments
☐ Discussion Forum	☐ Concept Mapping Activities	☐ Capstone Project
☐ Knowledge Inventory	☐ Discussions	☐ High-stakes Test
☐ Self-Assessment	☐ Journal Entry	☐ Oral Defense
☐ Observation	☐ Peer Review	☐ Presentation
☐ Polling/Questioning	☐ Presentation	☐ Practical Examination
☐ Pre and Post Test	☐ Quiz	☐ Portfolio
	☐ Report	☐ Research Paper

2. Are there any new assessment types can you implement now that your course will be online or blended?

3. Thinking about your course holistically, is there a single large-scale assessment with real-world applications, that would help you determine if students have met all the course objectives by the end of the course? Think blue skies and try not to be limited to your course modality just yet. Later, you can explore the feasibility of such an assessment in a digital learning environment.

Reflect

1. Is there an assessment that addresses…
   o each course objective? each module objective?
2. Are the assessments…
   o appropriate for the course modality?
   o providing students multiple methods and opportunities to demonstrate that they have achieved the learning outcomes?
   o authentic (reflective of how students may apply concepts in the real-world)?

Additional Help

Need help to identify a variety of assessments for your course or thinking through what assessments may be suitable for your course modality? Review/complete the following resources: Assessment

Improved Connect Sessions

1 **New name, modalities and timing** (IDL6543 Connect Session, in-person and virtual via zoom, 2 & 3 hour sessions)

2 **Increased emphasis on connection** (content, each other, facilitators, CDL teams and IDs)

3 **Increased emphasis on collaboration, discussion & reflection** (small groups, dedicated reflection time)

4 **Improved integration with the IDL6543 Build Your Course Activities**

IDL6543 Connect Sessions

SESSION 1

Focus: IDL6543 Kickoff

Major Topics covered:
- Introduction to Quality Digital Learning
- Misconceptions of Online/Blended Learning
- Online Learning Persona

Service Highlights:
- CDL Graphics
- Video@CDL

SESSION 2

Focus: Course Design

Major Topics covered:
- Backward Design
- Course Objectives
- Alignment
- Course Sequencing & Organization

Service Highlights:
- N/A

SESSION 3

Focus: Technology Expo & Peer Review

Major Topics covered:
- Creating and Presenting Digital Content
- Accessibility
- Mobile Learning

Service Highlights:
- Webcourse@UCF Support
- Learning Systems & Technology
- Adaptive Learning
- Pressbooks
- Faculty Multimedia Center

SESSION 4

Focus: Course Facilitation

Major Topics covered:
- Effective Course Management & Facilitation
- Student Support & Communication
- Quality Review

Service Highlights:
- Research & Evaluation (RITE)
- Institutional Resources (OIR)
- Faculty Center for Teaching & Learning

Improved Assessments

1 **Added improved planning resources** (planning worksheets, Course Design Planner)

2 **Scaffold activities and assessments focused on key phases of design** (course map, module outline)

3 **Designed assessments to accommodate faculty at different levels** (planner brainstorming and reflection activities**)**

4 **Improved emphasis on quality online and blended course design** (quality rubrics, final faculty review)

Improved Assessments

Planning
Worksheets

- Course Map
- Module Outline
- Facilitation Plan

Development
Build Your Course Activity (BYCA)

- Course Banner
- Instructor Introduction
- Course Customization
- Getting Started Module
- Content Modules 1 & 2
- Virtual Showcase*

Evaluation
Quality review rubrics

- Peer Review
- Self-Assessment
- Final Course Review *

*IDL6543 Culminating Activity

Improved Facilitation & Support Resources

1 **Improved ID Resources** (IDL6543 companion course, ID guides, grading expectations and rubrics for consistency)

2 **New process documentation** (process map, detailed task lists)

3 **Updated communication resources** (IDL6543 webpage update)

4 **New facilitator Orientation & Training**

Lessons Learned

Lessons Learned

1 **Effective project management is key**

2 **Consider scalability and sustainability**

3 **Plan and schedule opportunities for feedback**
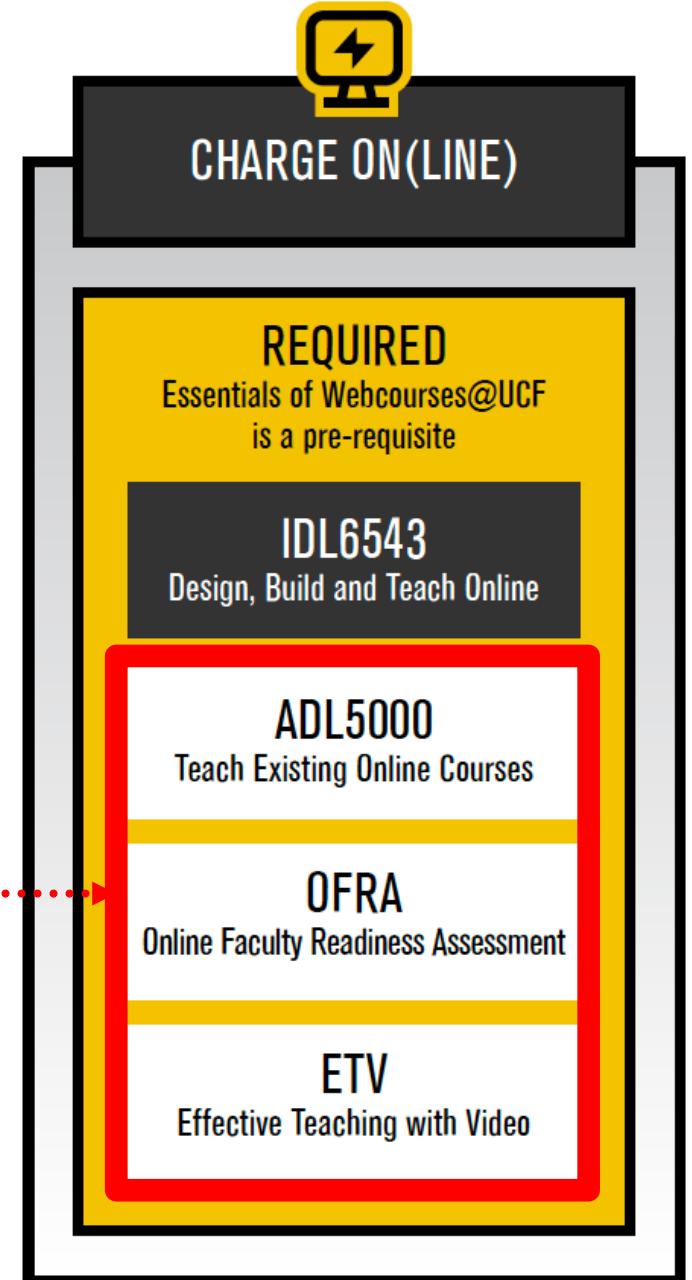
4 **Revisit course goals frequently**

Next Steps

- **Pilot underway!**
  - Will run for 3 semesters and then come back and re-evaluate
- **Next Courses**
  - ADL5000
  - Online Faculty Readiness Assessment (OFRA)
  - Effective Teaching with Video (ETV)
- **Evaluation**

Next up

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Teach Existing Online Courses

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Questions & Feedback