You need this course: A successful online teaching program for online instructors

University of Houston   Fang Fang

College of Liberal Arts & Social Sciences   Thanh Tran

Office of Educational Technology   Jingyuan Fu
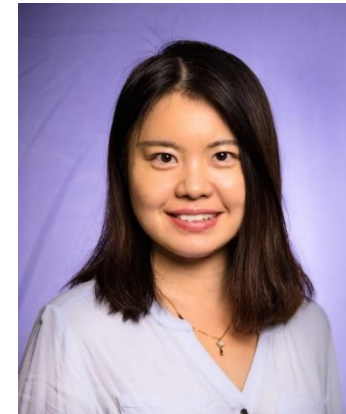
We promise to provide quality online learning...

Fang Fang

Thanh Tran

Jingyuan Fu

1. **Diverse backgrounds**

2. **Coherent teamwork**

3. **Supportive Leadership**

We promise to provide quality online learning...

_____

Initially, I was skeptical of the course. I assumed that it would turn out to be another "busywork" initiative given to use by the college. However, after reading the lessons and engaging with the material, I have a newfound respect for instructional design.
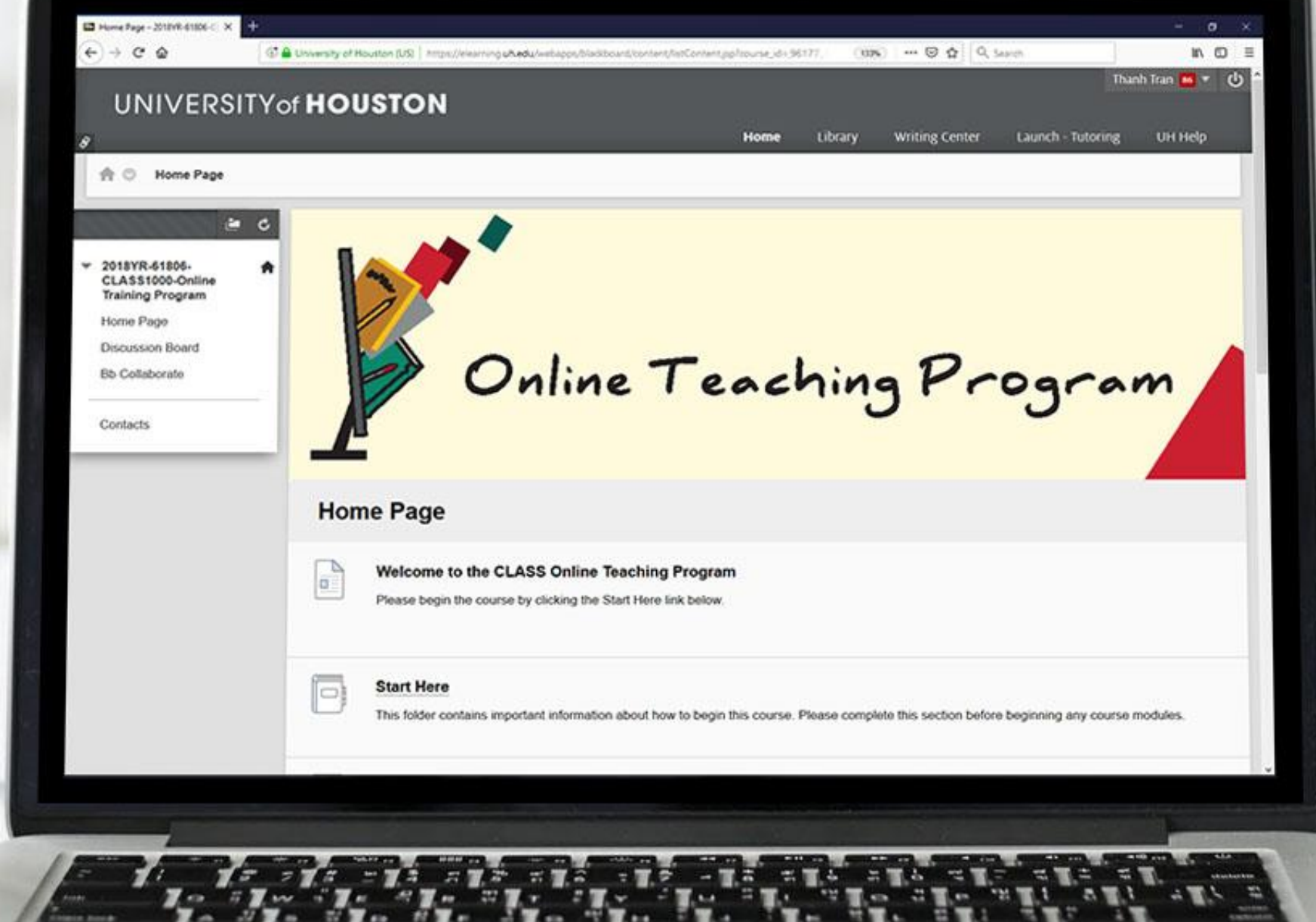
-- Keven Thompson, AAS

Program Background and Design

Content

I. Background and design

II. Exemplars

III. Implementation and current stage

CLASS OTP is a training program for faculty who are interested in developing online courses.

Mission

To prepare faculty for teaching and developing quality and effective online courses based on best practices.

Objectives for participants

1. Identify the characteristics of quality online courses.
2. Design a plan that demonstrates the alignment between learning objectives, assessments, and activities.
3. Demonstrate how to create a quality-based course with your content in Blackboard.

Designing the CLASS Online Teaching Program (OTP)

Quality Matters

Principle of Backwards Design

Quality Matters (QM)

Nonprofit organization that provides guidance on course quality assurance:

- Trainings that lead to certification of staff and faculty

- Courses certified by peer-reviewers

- Comprehensive rubrics for evaluating online courses

https://www.qualitymatters.org/

HE Specific Review Standards from the QM Higher Education Rubric, Sixth Edition

General Standards	Specific Review Standards	Points
Course Overview and Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 Learners are introduced to the purpose and structure of the course.	3
	1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.	2
	1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.	2
	1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	2
	1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated.	1
	1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.8 The self-introduction by the instructor is professional and is available online.	1
	1.9 Learners are asked to introduce themselves to the class.	1
Learning Objectives (Competencies)	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
	2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3 Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.	3
	2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.	3
	2.5 The learning objectives or competencies are suited to the level of the course.	3
Assessment and Measurement	3.1 The assessments measure the achievement of the stated learning objectives or competencies.	3
	3.2 The course grading policy is stated clearly at the beginning of the course.	3
	3.3 Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.	3
	3.4 The assessments used are sequenced, varied, and suited to the level of the course.	2
	3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback.	2

Principle of Backwards Design

Design courses in this order:

1. Learning objectives
2. Assessments
3. Learning activities

Traditional vs. Backwards course design
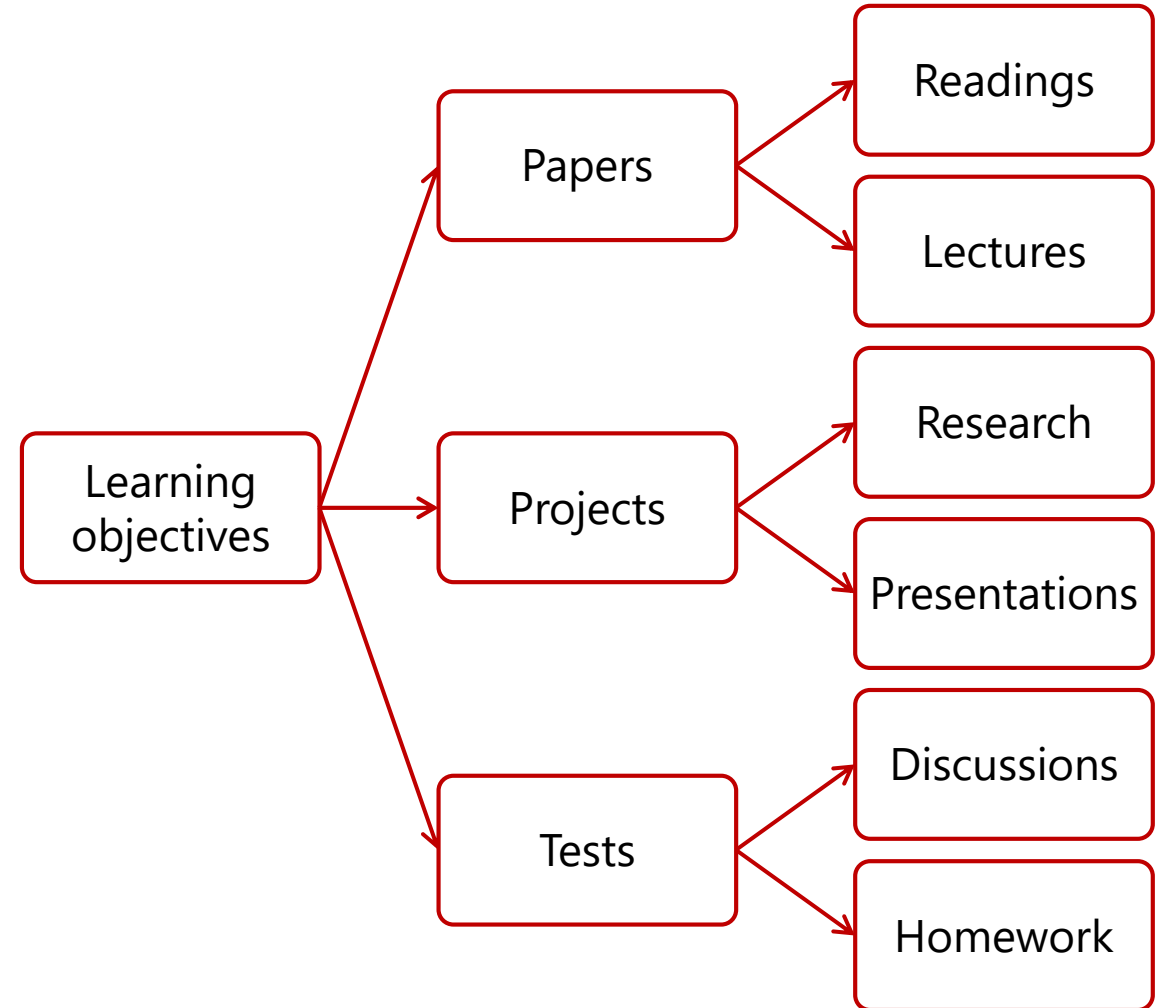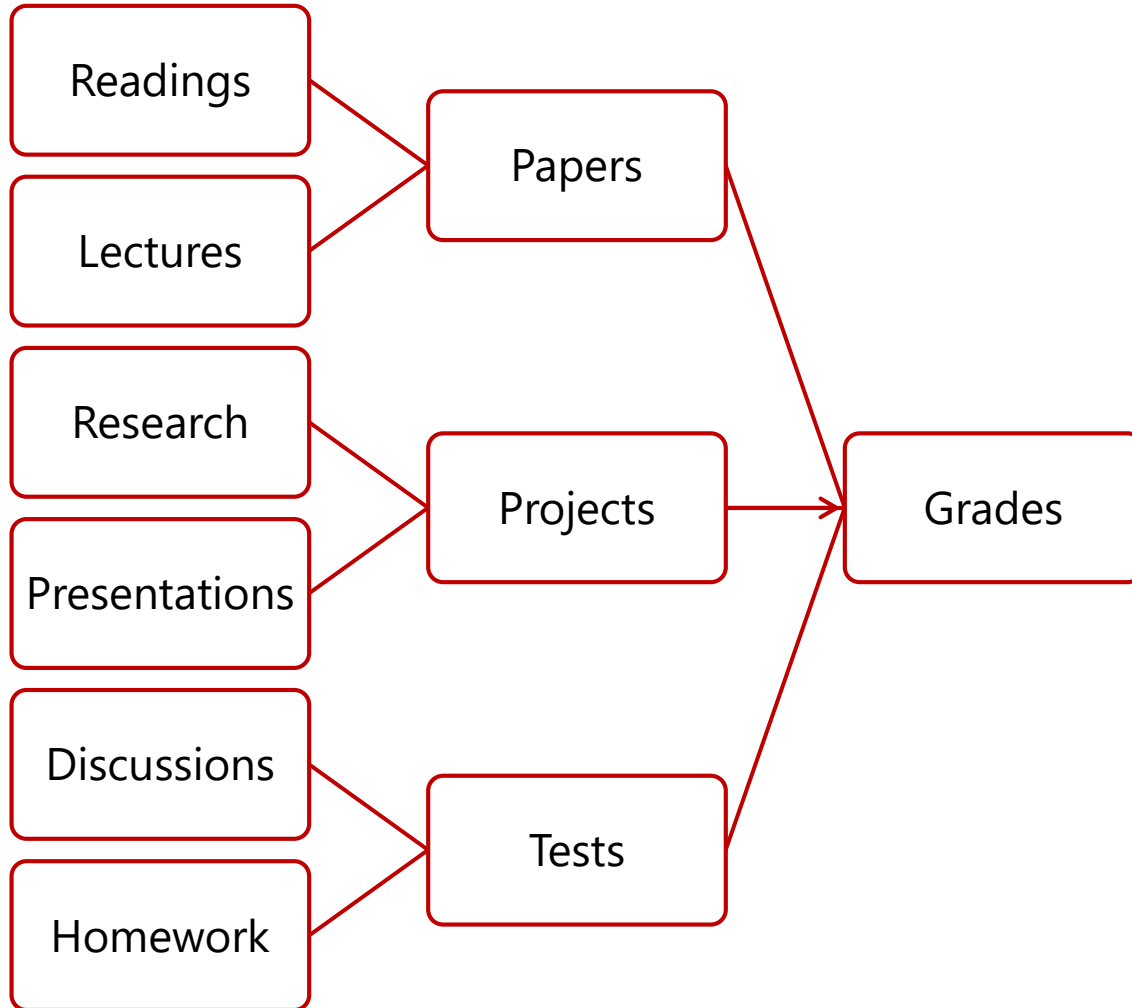
Readings, Lectures → Papers

Research, Presentations → Projects

Discussions, Homework → Tests

Papers, Projects, Tests → Grades

Learning objectives → Papers → Readings, Lectures

Learning objectives → Projects → Research, Presentations

Learning objectives → Tests → Discussions, Homework

Online Teaching Program

Home Page

Welcome to the CLASS Online Teaching Program

Please begin the course by clicking the Start Here link below.

Start Here

This folder contains important information about how to begin this course. Please complete this section before beginning any course modules.

Module 1: Developing Quality Online Courses Based on Alignment

Module 2: Aligning Assessment with Learning Objectives

Module 3: Aligning Learning Activities to Objectives and Assessment

Module 4: Organizing Your Course

OTP overview of topics

I. PLANNING

(emphasize alignment)

Module 1: Developing Quality Online Courses Based on Alignment

Module 2: Aligning Assessment with Learning Objectives

Module 3: Aligning Learning Activities to Objectives and Assessment

II. STRUCTURE

Module 4: Organizing Your Course

III. ACCESSIBILITY

Module 5: Text, Media, and Accessibility in Your Course

IV. PRESENCE

Module 6: Establishing Instructor Presence

Module 7: Ending at the Beginning

Inside a Learning Module

Inside a learning module

Introduction with module objectives

List of QM standards addressed

Learning activities

Assessment

Online Teaching Program

Home Page

Welcome to the CLASS Online Teaching Program

Please begin the course by clicking the Start Here link below.

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This folder contains important information about how to begin this course. Please complete this section before beginning any course modules.

Module 1: Developing Quality Online Courses Based on Alignment

Module 2: Aligning Assessment with Learning Objectives

Module 3: Aligning Learning Activities to Objectives and Assessment

Module 4: Organizing Your Course

2018YR-61806-CLASS1000-Online Training Program

Home Page

Discussion Board

Bb Collaborate

Contacts

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Page 1 of 13 >

Introduction

Module 1 will introduce the research-based principles used in quality online course design.

Module 1 Learning Objectives

By the end of this module you will be able to:

- Explain and apply the principle of alignment in your course
- Identify observable and measurable learning objectives
- Write three to five learning objectives for your course

Overview of Module 1

1. Quality Matters rubric
2. Alignment in the QM rubric
3. Backwards design
4. Developing a course outline
5. Writing learning objectives

Table of Contents

QM standards

This module addresses the following Quality Matters standards:

2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.

2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.

2.3 All learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.

Part 3: Backwards design

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Video - *Alignment and Backward Design* 2 min., 52 sec. (MaryAnne Nestor and Carl E. Nestor, 2013)

Video Overview

This video gives an explanation of Alignment and Backward Design as it relates to course design.

While the QM rubric is an excellent guide to the elements that constitute a quality online course, how do you actually go about designing a course to meet these standards? This becomes an especially critical matter in online courses because much more work needs to go into the design of a course well before the course begins than usually needs to happen in traditional course settings.

2018YR-61806-CLASS1000-Online Training Program   🏠

Home Page

Discussion Board

Bb Collaborate

Take Test: Module 1: Self-check Quiz

⌃ **Test Information**

Description
Instructions
Multiple Attempts   This test allows multiple attempts.
Force Completion   This test can be saved and resumed later.

⌃ Question Completion Status:

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |

QUESTION 1   0 p

For a learning objective to be acceptable, it should be

○ a. observable and high-level.

○ b. observable and measurable.

○ c. high-level and measurable.

○ d. observable, high-level, and measurable.

Click Save and Submit to save and submit. Click Save All Answers to save all answers.

SAVE ALL ANSWERS   S

Thanh Tran 8

of **HOUSTON**

Home   Library   Writing Center   Launch - Tutoring   UH Help

ule 1: Developing Quality Online Courses Based on Alignment > Upload Assignment: Assignment: Write learning objectives for your course

Upload Assignment: Assignment: Write learning objectives for your course

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ASSIGNMENT INFORMATION

Points Possible

0

Now that you understand what makes for effective learning objectives, you will complete the main activity of this module. You will write three to five learning objectives for the course you plan to develop. If you are using an existing course, you may need to evaluate your existing learning objectives, and rewrite them as needed. If you do not have a specific course in mind, choose a course you might one day like to teach online.

1. Write three to five learning objectives for the course you plan to develop

2. Input your learning objectives in this dropbox's text box or attach it as a document

Feel free to download and use the course alignment grid that is attached to this page if it will help you outline your course. You can also leave any questions or comments that relate to this module in this dropbox. An instructional designer will check your submission and provide feedback soon.

*When finished, make sure to click **Submit**.*
*Optionally, click **Save as Draft** to save changes and continue working later, or click **Cancel** to quit without saving changes.*

CANCEL   SAVE DRAFT   SUBMIT

Outcomes

Modules 1-3

Produce a course plan that lists objectives, assessments, and activities

Module 4

Create an organized structure in one module of your Blackboard course

Module 5

Apply accessibility recommendations to one component of your course

Module 6

Create a course welcome message

Module 7

Complete the culminating activity

OTP Exemplars

OTP Exemplars

1. **Showcase some module assignment examples**

2. **Feature Dr. Melody Yunzi Li's redesigned course**

3. **Share tips for applying QM Rubric in course design**

Applied QM Rubrics – Learning Objectives

Learning Objectives (Competencies)	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
	2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3 Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.	3
	2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.	3
	2.5 The learning objectives or competencies are suited to the level of the course.	3

QM standards for learning objectives
❑ Measurable
❑ Consistent
❑ Learner's perspective

Assignment feedback

In your second objective: "*2. **Understand** the use of basic inferential statistics to be applied to their own future research projects*," remember to avoid using vague verbs like *understand* in learning objectives. Some other verbs that you can use could be ***classify, covert, conclude, demonstrate, describe, discuss, explain, or identify***. Your objective could be written as: "Identify basic inferential statistics and apply it to their own future research projects."

In your second objective, "***complete independent critical thinking/challenge projects based on theologies from the margins***, this objective sounds more like an **assessment activity** than a **learning objective**. Please think about what learning outcome/knowledge you want your students to demonstrate by completing this activity, and that will be the learning objective.

EXAMPLE

- **Express** the basic terminology of macroeconomics.
- **Apply** the tools of supply and demand, applying them to a variety of markets.
- **Analyze** the circular-flow of the economy and GDP and formulate how macroeconomic policy affects it.
- **Discuss** unemployment and inflation; their causes and policy correctives.
- **Be able to debate** in a constructive professional manner macroeconomic controversies.

Christopher Clarke, Department of Economics , UH

Applied QM Rubrics – Learning Objectives

EXAMPLE

➢ **Define** and analyze the Transnational Cinema theory.
➢ **Apply** the transnational cinema theory to the works of Alejandro Gonzalez Iñárritu, Guillermo del Toro and Alfonso Cuarón.
➢ **Identify** the characteristics of each of these three Mexican directors based on the Transnational Cinema theory.
➢ **Compare and contrast** their cinematography styles based on the Transnational Cinema theory.

Daniel Centeno, World Cultures & Literatures, UH

Applied QM Rubrics - Assessment and Measurement

Assessment and Measurement	3.1 The assessments measure the achievement of the stated learning objectives or competencies.	3
	3.2 The course grading policy is stated clearly at the beginning of the course.	3
	3.3 Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.	3
	3.4 The assessments used are sequenced, varied, and suited to the level of the course.	2
	3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback.	2

QM standards for assessment and measurement

❑ Alignment

❑ Clearly stated and explained to students

❑ Multiple ways to provide assessment

❑ Timely feedback

Applied QM Rubrics - Assessment and Measurement

EXAMPLE

Learning Objectives The course learning objectives describe outcomes that are measurable.	Assessments The assessments measure the stated learning objectives.
Students will be able to . . .	
Paraphrase the main thesis of assigned texts and summarize the texts' supporting evidence.	Short written assignment paraphrasing an assigned text's main thesis and summarizing it's supporting evidence. Feedback: Individual, written. Frequency: Once per unit.
Evaluate the credibility of assigned texts by assessing logical structure, transparency and reliability of sources, and ethical use of persuasive techniques.	Self-check tests assessing student understanding of assigned text's logical structure, transparency and reliability of sources, and ethical use of persuasive techniques. Feedback: Automatic grading with pre-recorded feedback giving the correct answer and reasons why it is correct. Frequency: Once per week.
Write an essay synthesizing two or more assigned texts.	Essay assignments asking students to synthesize two or more assigned texts. Feedback: Rubric plus optional conferences; conferences incentivized with small extra credit bonus.

Rhianna Brandt , Literature & Creative Writing, UH

CHNS3396

CHINESE POPULAR CULTURE
DR. MELODY YUNZI LI

UNIVERSITY of
HOUSTON

COLLEGE of LIBERAL ARTS & SOCIAL SCIENCES

Certificate of Completion

Is hereby granted to

Dr. Melody Yunzi Li

For successful completion of:

College of Liberal Arts and Social Sciences

Online Teaching Program

April 18, 2019

Dr. Antonio D. Tillis
Dean
M. D. Anderson Professor in Hispanic Studies

Dr. Linda Davis
Director, Educational Technology

Applied QM Rubric – Course Overview, Usability, and Instructor Presence

Course Overview and Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 Learners are introduced to the purpose and structure of the course.	3
	1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.	2
	1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.	2
	1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	2
	1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated.	1
	1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.8 The self-introduction by the instructor is professional and is available online.	1
	1.9 Learners are asked to introduce themselves to the class.	1

QM standards for course overview and introduction

❑ Clear start page

❑ Alignment is explained

❑ Easy navigation

❑ Instructor presence

Applied QM Rubric – Course Overview, Usability, and Instructor Presence

Applied QM Rubric – Course Overview, Introduction and Instructor Presence

Applied QM Rubric – Course Overview, Usability, and Instructor Presence

Instructor Presence

1. Introduction Video
2. Padlet
3. Zoom group meetings twice (Signup Genius)
4. Discussion Boards
5. Feedback
6. Emails

Applied QM Rubric – Course Overview, Usability, and Instructor Presence

2019FA-25401-CHNS3396-Chinese Popular Culture: Welcome to Week 7

○ **Melody Yunzi Li - mli35@uh.edu <do-not-reply@elearning.uh.edu>**

Monday, September 30, 2019 at 1:21 AM

Show Details

Hi all,

This week we are going to look at Chinese dance, a subject that I love. Hope you find the same joy in it as I do!

Modern Chinese dance is a unique piece of today's Chinese culture because it blends together elements from past and current Chinese dance history as we will read in the text by Emily Wilcox this week. As you go through the dance videos below after reading the text, pay attention to the dancer's props, costumes, expressions, and movements and how they demonstrate elements of Chinese culture and history.

Week 7 Objectives:

1. Describe in detail the types of dance shown in the videos and discussed in the article
2. Analyze how the dance movements, props and expression of the dancers show their culture
3. Recognize the circumstances that allowed for the development of modern Chinese dance

This week's checklist:

1. Watch three dance videos (links below)
2. Read Emily Wilcox's article.
3. Complete Quiz by Friday 11:59pm.
4. Watch and grade/comment on classmates' presentations.
5. Mid-term Group Meetings (Please follow this link to see your own meeting time: https://www.signupgenius.com/go/70a0444a8ab2ca1fa7-midterm1)

P.S. If you are interested in my Chinese dance works, type "Melody Li" on youtube and hope you find some interesting. Feel free to discuss my dances in your discussion board post too.

Best wishes,

Dr. Li

Applied QM Rubrics - Learner Interaction, and Course Technology

Learning Activities and Learner Interaction	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3
	5.2 Learning activities provide opportunities for interaction that support active learning.	3
	5.3 The instructor's plan for interacting with learners during the course is clearly stated.	3
	5.4 The requirements for learner interaction are clearly stated.	2
Course Technology	6.1 The tools used in the course support the learning objectives or competencies.	3
	6.2 Course tools promote learner engagement and active learning.	3
	6.3 A variety of technology is used in the course.	1
	6.4 The course provides learners with information on protecting their data and privacy.	1

QM standards for learner interaction and course technology

❑ Active Learning

❑ Effective technology integration

Applied QM Rubrics - Learner Interaction, and Course Technology

Activities	Tools
Using discussion board sharing views on particular topics each week.	Blackboard discussion tool (points for both posts + comments)
Watch YouTube videos about Chinese pop Culture	YouTube Kanopy
Share research and findings about Chinese pop Culture Terms	Padlet Flipgrid
Projects and guest speakers	ZOOM

Accessibility Improvement

Accessibility* and Usability		
	8.1 Course navigation facilitates ease of use.	3
	8.2 The course design facilitates readability.	3
	8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.	3
	8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.	2
	8.5 Course multimedia facilitate ease of use.	2
	8.6 Vendor accessibility statements are provided for all technologies required in the course.	2

Major accessibility issues in online courses

- Scanned PDFs need to be OCRed

- Videos missing closed caption

- Images missing Alt text

Accessibility Improvement

❑ Solutions

| Accessibility Concerns	Tools
OCRed PDF	Adobe Acrobat Pro DC
Caption / Transcript	- Interpreting/captioning service at UH Disability Center - YouTube Closed Caption - Google Voice Typing - Office 365 Dictation
Accessible documents/images	Cheat sheet

Accessibility Improvement

Accessibility report for 2019FA-25401-CHNS3396-Chinese Popular Culture
H_20193_CHNS_3396_25401

Last updated: 3 hours ago

31   Go to course

Total content created

119
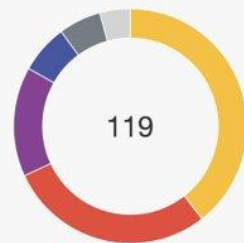
Overall accessibility score

Without Ally: **94%**

95%
With Ally

Was the content arrangement clear and logical? Why or why not?

ID ↑	Name	Responses
1	anonymous	Yes. Things are divided up weekly which makes things easy to anticipate
2	anonymous	Yes. The checklists and separated weeks are clear.
3	anonymous	Yes, as the syllabus succinctly described the requirements.
4	anonymous	Yes, the content is arranged clear and logically as each section of culture has dedicated weeks and these weeks all follow and overarching themes.
5	anonymous	it is clear
6	anonymous	Yes, the guidelines outline the due dates nicely
7	anonymous	I think the content arrangement is clear and logical! Each week, we transfer from topic to topic and they all relate pretty well! For example. last week we discussed on traditional Chinese music and how it's intertwined with pop culture. Now this week, we've covered modern pop music and famous singers.
8	anonymous	I like how the content is presented, how all of the weeks are visible and the due dates are clear as well.
9	anonymous	The content arrangement was pretty clearly and easy to understanding.

Was the content arrangement clear and logical? Why or why not?

10	anonymous	Yes. I like the way the information is set up on blackboard.
11	anonymous	It was clear, because all topics and objectives are listed in each week's folders.
12	anonymous	Yes, the layout is very easy to understand and all the assignments are organized by week.
13	anonymous	The content arrangement is pretty clear and well-organized
14	anonymous	It is very logical and allows us to deeply examine individual facets of Chinese pop culture.
15	anonymous	very clear, everything is very organized and it helps to always stay on top of assignments
16	anonymous	Yes, the progression of understanding Chinese culture has been handled effectively.
17	anonymous	Yes, everything was placed under their intended due date tab.
18	anonymous	The content arrangement is clear and logical
19	anonymous	Yes, it provided us with very informative information as well as information to keep the audience intrigued rather than bland examples.
20	anonymous	Yes
21	anonymous	Yes
22	anonymous	Yes

Program Implementation and Current Stage

Online Teaching Program Implementation Schedule

Timeline	Goals	Tasks Completed
October – December 2018	Soft Launch	1. Tested and reviewed by the associate deans and TAs 2. Added FERPA 3. Fine tuning
January – October 2019	Online faculty preparation	1. Guided learning through emails in a session 2. Assignment review and feedbacks 3. Real course evaluation 4. Worked with grant-winners
November – December 2019	OTP Revision	1. Added more tutorials on accessibility check tools 2. Fine tuning
January – October 2020	1. Onine faculty preparation 2. Assisted faculty's needs for online adoption in pandemic	1. Guided learning through emails in a session 2. Assignment review and feedbacks 3. Real course evaluation

Online Teaching Program Promotion

Dean's office and departmental chairs/directors
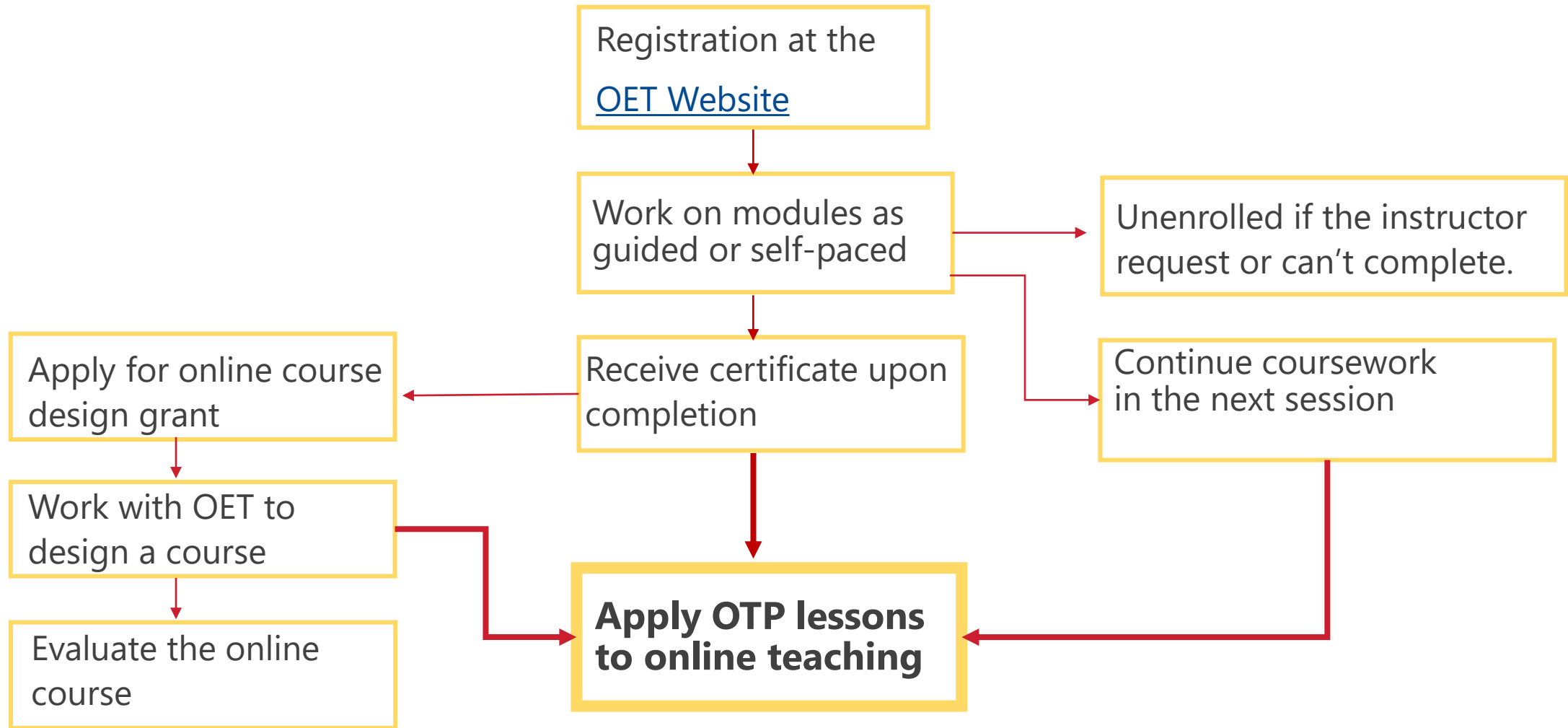
Faculty who were first adopters of online teaching

University of Houston instructional designer community

University events and other related offices

Overview of the faculty workflow

Registration at the [OET Website](#)

↓

Work on modules as guided or self-paced → Unenrolled if the instructor request or can't complete.

↓

Receive certificate upon completion → Continue coursework in the next session

← Apply for online course design grant

↓

Work with OET to design a course

↓

Evaluate the online course

Apply OTP lessons to online teaching
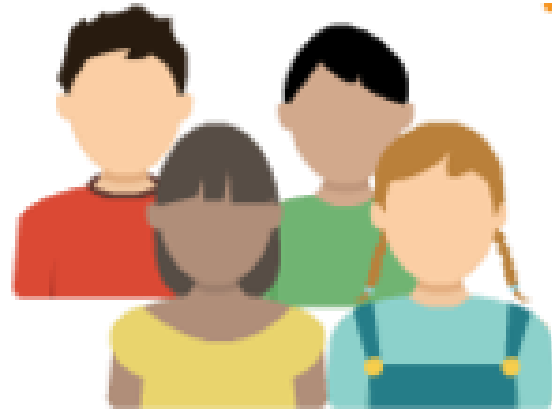
176 instructors enrolled in the class in 10 sessions since January 2019.

Business

Psychology

History English Spanish

Chinese

Communication

Sociology

Economics

French

Education

....

Representing about 15 departments/programs in CLASS and 6 other colleges.
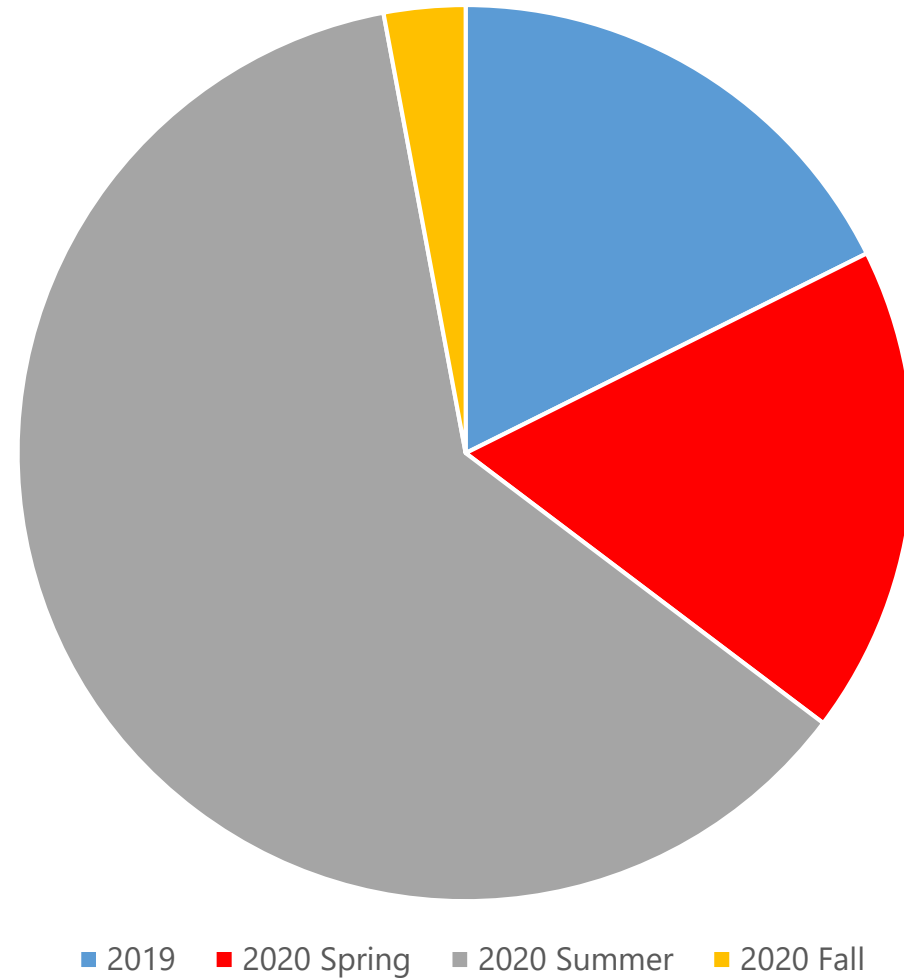
Online Teaching Program Data 3

Completes:

2019: 6

2020 Spring: 6

2020 Summer: 21

2020 Fall: 1

Legend: ■ 2019 ■ 2020 Spring ■ 2020 Summer ■ 2020 Fall

Online Teaching Program Data 4

	Enrollment	Completion
2019	33	6
2020 Spring	39	6
2020 Summer	79	21
2020 Fall	25	1

2019 - 2020 OTP Enrollment and Completion

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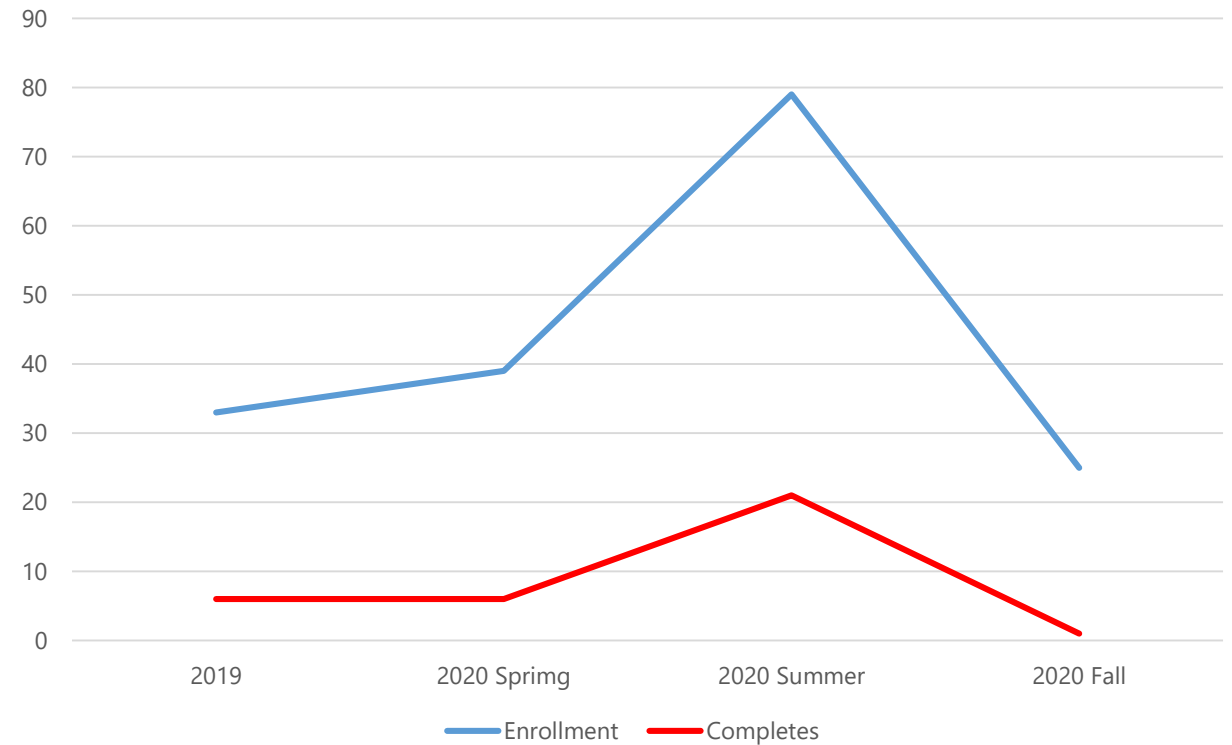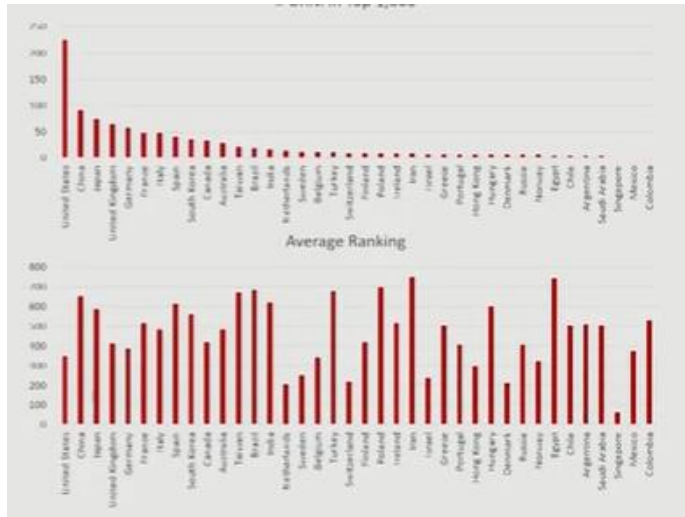
Three grant winning faculty designed online courses from scratch and ran them since 2019 Fall.

Online Teaching Program in Pandemic

Problems	OTP Solutions
Sudden switch to online teaching with short notice	Fast training for faculty to understand online teaching essentials
Few ready-to-use online teaching materials	Providing tools and examples to build quality assessments, activities, navigation, etc.
Department requirement that online teachers need to be well prepared	OTP is endorsed by the Dean's office
Lack of support for increasing online teaching demanding	Close communication and feedback in the program with instructional designers.

Instructors' Reflections

I usually adapted what I was using in f2f courses...The OPT offered me clear, systematic, step-by-step guidelines to develop new, quality online courses.

For years, I had taught the same courses, using many of the same assignments and readings without truly asking what I wanted students to learn and how I would assess their learnings. This is probably the single greatest lesson I take from this course

Actually, I realized that well-used technology can go even further than a face-face class.

Having designed online courses without proper instructional designed support, I now understand that some of the things I was doing were not quite in line with this simple concept of alignment.

The Online Teaching program gave examples of how to maintain the interactive nature of my face-to-face teaching through innovative approaches.

Accomplishments

Demonstrate the critical design approaches to new online faculty. ✔

Change faculty's attitude toward online learning. ✔

Support faculty to learn new online teaching technologies and strategies. ✔

Encourage faculty to rethink/redesign the online class. ✔

Promote the collaboration between instructors and instructional designers ✔

Questions and Discussion