



NOTES/TIPS | FACULTY DEVELOPMENT LUNCH AND LEARN  
MAY 6, 2015 | WEDNESDAY | 11:30-1:00

<i>Topics</i>	<i>Practical Tips for Teaching Online and Hybrid Courses</i>
Course Design and Course Site Development	<ul style="list-style-type: none"><li>• Design the learning so that it is distributed in location and time.</li><li>• Remind students that courses are not self-paced in nature. A course schedule, including deadlines, is in place.</li><li>• Use learning outcomes as foundation for the course design. Think about how the outcomes can be interpreted on a topic or unit level or weekly timeline.</li><li>• Plan for contingencies around student personal emergencies so that students know how to deal with late or missed work.</li><li>• Use Sakai formatting for text content. Microsoft Word formatting is inherited when text is copied/pasted into Sakai.</li><li>• Create an intensive week schedule that includes interactivity and community building, in addition to instruction (lecture) time.</li><li>• Ask students for suggestions on how to improve the course.</li></ul>
Discussions	<ul style="list-style-type: none"><li>• Form student teams to help structure the conversations: whose post to read, when to reply, or to determine the number of required replies. Forum discussions through posts and replies can be either required or optional, or graded via a rubric or ungraded, depending on the roster size, the desired learning outcomes, and number of teaching assistants, if any.</li><li>• (See other attachment for more about Andy's conversation model.)</li></ul>
Readings and Assignments	<ul style="list-style-type: none"><li>• Use different criteria for selecting readings for online/hybrid courses, i.e. type of reading, frequency of assigned reading, number of pages.</li><li>• Communicate pre-course assignments with sufficient lead time.</li><li>• Orient students to the readings (as scaffolding) to help move them toward understanding.</li><li>• Provide options in the types of student submissions, such as videos, narrated slides, or text. Also, consider the implications of these options on institutional assessment.</li></ul>

Communicating Expectations	<ul style="list-style-type: none"> <li>• Communicate often, clearly, and early what is expected of students around active participation, deadlines, and graded assignments.</li> <li>• Determine what is expected of teaching assistants around moderating discussions, tracking of student participation, and grading.</li> <li>• Communicate to students whom to contact (and through what means) when requesting technical support, depending on the type of issue.</li> </ul>
Use of Video/Media Gallery in Sakai	<ul style="list-style-type: none"> <li>• Build social presence in a course through video-based lectures and assessment. The medium of video allows students to have a greater sense of instructors as real and relatable.</li> <li>• Use the integrated webcam recording feature in Media Gallery to record videos on the fly and without the need to use another software or process.</li> <li>• Technology can occasionally fail to function, so have a back-up plan.</li> </ul>
Zoom Videoconferencing	<ul style="list-style-type: none"> <li>• Use Zoom for periodic check ins with students, especially as deadlines for major assignments are approaching. Do this in both small and large groups.</li> <li>• Use Zoom for weekly “embodied,” synchronous (real time) instruction, which can be recorded for later viewing.</li> <li>• Students live in different time zones. Consider this when scheduling synchronous meetings.</li> </ul>