

2020 Distance Teaching & Learning Conference Workshops

Workshops (Friday, August 7, 12:45 – 2:15 pm)

Instructor-Agnostic Courses

Janna Wrench, Instructional Designer, Marquette University and
Dan Freer, Instructional Designer, Marquette University

Marquette University, a Midwest medium-sized Jesuit institution, recently began offering its first fully online undergraduate degree program and is expanding its online undergraduate and graduate programs and certificate offerings. This session will provide faculty and designers strategies to building instructor-agnostic courses as well as ways to equip instructors to facilitate and personalize courses they may not have developed. Sharon Guan stated on her blog, [iddblog](#), that university instructors need a formal process and support to provide standardized high-quality online courses that are “... evolving from narrated PowerPoints for every single module to an interesting amalgam of movie segments, YouTube Videos, TED talks, online articles, and class blogs. In a course where a variety of resources are pulled together, the role of instructor will be more of a curator” and facilitator. Through the process of creating new online classes or converting face-to-face classes to online classes, the Office of Digital Learning (ODL) collaborates with various university academic stakeholders to develop master online courses that can be facilitated by an instructor who was not involved in the development of the course. We call these courses, “instructor-agnostic”. Additionally, through collaboration across academic resources ODL produces courses with content that has been masterfully curated to achieve “ruthless efficiency” and artfully aligned objectives, resources, activities so that course facilitators can focus on student’s needs and meaningful feedback. During the master course development process, ODL collaborates with as many department stakeholders as possible. The course development stakeholders (aka: subject matter experts/SMEs) develop course content and activities in collaboration with the expertise of their entire academic department alongside the ODL departmental experts who include instructional designers and academic media production specialists. This collaboration results in a variety of academic stakeholders appearing in a creating course content in the form of videos with experts throughout the university and city at large, to working in collaboration with other faculty about best practices within their area of expertise, or collaborating on content that is designed with the MU graphic designer.

Key takeaways:

- Identify strategies to build instructor-agnostic courses that allow for space to personalize.
- Identify strategies that equip instructors to facilitate and personalize a course they may not have developed.

Customized Lab Kits and eLearning Portal to teach Science Online

Rahul Kane, Professor, Century College

This talk will discuss the presenters' experience in designing multiple completely online lab-based science courses. The interactive part will allow the audience members to perform an anatomy & physiology experiment and also experience how students would be able to perform similar experiments at home. The pedagogical approach of designing and teaching a pure science course online will also be discussed.

Key takeaways:

- Have experience in using a lab kit to design a lab-based online science course.
- Experience what a student taking a lab-based science course would experience using a kit to perform experiments at home.

Set the Bar: Establishing Learning Expectations on Day 1

Katherine Robbins, Senior Instructional Designer, SYKES TalentSprout

It is common on Day 1 to do things like ice breakers and have students create house rules. Those are explicit rules we establish that focus on community and how to behave together. What is less common is that on Day 1 we as teachers set our expectations about the learner's role in their own education. In online education, setting learner expectations about their role is even more critical for creating ownership.

In my current job as an Instructional Designer, I learned the value of how setting those expectations upfront help create a better experience throughout. For one, setting an expectation of accountability on Day 1 can help build motivation to stay engaged—as long as that accountability happens from the beginning and applied consistently throughout.

Given my own experiences learning the value of setting expectations, I created this 90-minute workshop called “Set the Bar: Establishing Learning Expectations on Day 1.” This is a Design Thinking approach rather than a more traditional workshop structure as it is meant to get everyone participating the whole time. Participants will use a modified Lightning Decision Jam structure to help each other brainstorm problems and solutions for setting learning expectations. At the end, every participant will come out of the workshop with actionable ideas they can implement in their own classes starting in the fall of 2020.

Key takeaways:

- Reflect on learning expectations that you have for your students and create a list of expectations you have for how students should see their role as learners.
- Develop one actionable idea to execute on Day 1 to model student learning expectations.

Requires: LAPTOP/TABLET

Improv Your Way to Better Faculty / ID Relationships

Penny Ralston-Berg, Senior Instructional Designer, Pennsylvania State University - World Campus and

Jana Hitchcock, Instructional Designer, Penn State World Campus

If you've seen "Whose line is it anyway?" you know the skits are all about personal relationships and situations. What if you, the Instructional Designer/Technologist, were placed in a situation with a new Subject Matter Expert/Faculty member? How would you handle a spontaneous situation handed to you? Join us in a humorous approach to relationship building, while learning more about yourself and your approach to sometimes challenging situations. You'll not only laugh -- but also learn more about yourself and your approach to sometimes challenging situations. Improv is important because: Improv is an offer followed by a response It's all about Yes vs. No Denying or saying no will end a scene It's about listening and not shutting down ideas, but finding ways to make ideas work It helps us respect, accept, take the idea somewhere else It's about finding a positive and collaborative path By incorporating these techniques into daily practice, we can learn to think in the moment more readily and become better communicators.

Key takeaways:

- Respond to challenging situations in a positive way that keeps the conversation moving forward.
- Use the methods practiced in the workshop to improve faculty (SME) and designer relationships at their home institutions or organizations.

Redesign Course On a Dime

Carissa Gober, Assistant Professor of Teacher Education, Missouri Southern State University and

Jennifer Stegail, Assistant Professor, Missouri Southern State University

Are you tired of traditional, one-dimensional student responses? Have you been looking for ways to create a more engaging and interactive course? Does a course redesign overwhelm you? Learn how to incorporate videos, Flipgrid, Edpuzzle and Nearpod tools which have redefined traditional online courses and increased course evaluations. Bring your device, receive rubrics and get started redesigning during the session.

Key takeaways:

- incorporate and create engaging and relevant experiential videos into courses.
- create an interactive course by integrating the free tools of Flipgrid, Edpuzzle and Nearpod.

Requires: LAPTOP/TABLET

Using Design Thinking to Create a Makers Project in an Online Course

Jackie Wickham Smith, Senior Learning Designer, Northwestern University School of Professional Studies and

Jeanne Kerl, Learning Designer, Northwestern University School of Professional Studies

Learn about our experience walking through the design thinking process to implement a maker's project in an online neurobiology course. We'll share how we Empathized: considered what objectives might be challenging for students and benefit from a creative assessment strategy Defined the problem: settled on an objective to assess using a makers project Ideated: developed several different strategies for project implementation Prototyped: built and tested the project as well as the assessment instructions Tested: launched the project with our first group of students Then, we'll give you an opportunity to walk through creating your own makers project.

Key takeaways:

- Brainstorm creative assessment strategies based on course learning objectives.
- Explain the steps involved in creating, assigning and assessing a maker's project in an online course.