

Dee Fink & Associates

"Designing Courses for Significant Learning"

"Designing Online And Blended Courses":

Two Ways to Learn How to Do This

For several years, Dee Fink & Associates has been dedicated to helping teachers design significant learning experiences for students in *face-to-face* courses. With the increased demand for *online* or *virtual* courses, teachers have increasingly been faced with the need to design significant **online** and **blended** learning experiences as well.

Dee Fink & Associates is, in addition to its previous workshops, introducing a **new workshop** and a **new online course**, specifically intended to help faculty design or redesign their own online or blended courses. Both of these learning experiences will show how the principles of Integrated Course Design can be used, but they will also provide information about tools and procedures that can be used to meet the specific challenges and opportunities of teaching in an online environment.

Beginning **February, 2011**, *Designing Integrated Online Courses* will be available (a) as a live, Face-to-Face (F2F) workshop or (b) as a facilitated 100% online course.

What Will Be the "Take Away's"?

By the end of this workshop or the online course, participants will:

1. Be able to apply the principles of Integrated Course Design to any online or hybrid courses, so that students have a significant learning experience,
2. Be able to use tools and procedures that are unique to the online teaching environment, and
3. Have one online or hybrid course already put together.

Creators of These Two Learning Opportunities

LINDA JACOBY has over 25 years of experience designing and teaching multiple levels of face-to-face, hybrid and online college-level courses. For the past 10 years, she has been coaching faculty members on how to use the latest and most appropriate web technologies into their teaching and how to design quality online and hybrid learning experiences for their students. In addition, she has facilitated a ten-district consortium task force for online learning for both university and K-12 teachers. At the present time, she works as Coordinator of Online Learning at Minnesota State University, Mankato.

STEWART ROSS is the founding Director of the Center for Excellence in Teaching and Learning at Minnesota State University, Mankato. Currently in his 36th year in higher education, he served as Director of Bands for 21 years and has presented over 50 workshops throughout the country on Integrated Course Design and other topics in

higher education in just the past few years. He holds a Ph.D. in Music Education from Northwestern University.

F2F WORKSHOP on: "Designing Integrated Online/Blended Courses"

This workshop which can take place locally at your institution, is co-facilitated by Stewart Ross and Linda Jacoby. It will provide faculty with information and practice important for designing or redesigning online or blended courses based on the principles of Integrated Course Design and commonly accepted principles of instructional design for online and blended courses.

Topics and the basic agenda for the workshop include

- Day 1 – Morning Session Introduction to the Workshop/Course
 Introduction to Integrated Online Course Design
 The Taxonomy of Significant Learning
 Situational Factors & Pedagogical Challenges
 Developing Goals
 Developing Assessments

- Day 1 – Afternoon Session Developing Learning Activities
 Aligning Unit/Module and Course Goals, Objectives,
 Assessments & Activities

- Day 2 – Morning Session Determining Organizational and Navigational
Strategies
 Designing Course Introductions
 Designing Introductory Activities
 Developing a Syllabus

- Day 2 – Afternoon Session Using Media and Technology
 Ensuring Access and Compliance (ADA & Copyright)
 Assessing an Online or Hybrid Course
 Next Steps
 Feedback

* * * * *

ONLINE COURSE on:
"Designing Integrated Online/Blended Courses"

This twelve-module, asynchronous, online course is delivered 100% online using a "cohort" model, i.e., the course has a specified beginning and ending date and includes

collaborative activities, discussion and assignments. Co-facilitators Stewart Ross and Linda Jacoby actively participate in online discussions and provide specific, individualized feedback on assignments. It is *not* a self-paced online course. It is designed to provide faculty with the information and practice necessary for beginning to design or redesign online courses based on the principles of Integrated Course Design and commonly accepted principles of instructional design for online and blended courses.

The content for the facilitated online course on Integrated Online Course Design includes:

- Module 1 -- Introduction to the Workshop/Course
- Module 2 -- Introduction to Integrated Online Course Design
The Taxonomy of Significant Learning
Situational Factors & Pedagogical Challenges
- Module 3 -- Developing Goals
- Module 4 -- Developing Assessments
- Module 5 -- Developing Learning Activities
- Module 6 -- Aligning Unit/Module and Course Goals, Objectives, Assessments & Activities
- Module 7 -- Determining Organizational and Navigational Strategies
- Module 8 -- Designing Course Introductions
Designing Introductory Activities
Developing a Syllabus
- Module 9 -- Using Media and Technology
- Module 10 -- Ensuring Access and Compliance (ADA & Copyright)
- Module 11 -- Assessing an Online or Hybrid Course
- Module 12 -- Next Steps
Feedback