

Dee Fink & Associates

"Designing Courses for Significant Learning"

"Designing Online And Hybrid 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 *hybrid* 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 hybrid 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/Hybrid 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 hybrid courses based on the principles of Integrated Course Design and commonly accepted principles of instructional design for online and hybrid 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

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ONLINE COURSE on:

“Designing Integrated Online/Hybrid 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 hybrid courses.

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

NOTE: Modules 1 – 6, 14 are the same as in the general course on Integrated Course Design:

Module 1 – Three Important Perspectives

Module 2 – Your Dreams for Student Learning

Module 3 – The Big Purpose of Your Course

Module 4 -- Context & Situation of Your Course

Module 5 -- Writing High Quality Learning Goals

Module 6 -- Identifying Feedback & Assessment Activities

Special Modules for Designing Online & Hybrid Courses (#7 – 13):

Module 7 -- Identifying Learning Activities

- The meaning of “Good” learning activities
- Expanding our range of learning activities
- Rich learning experiences & reflective writing

Module 8 -- Integrating Your Course, Part I

- Functional and chronological integration
- Using organizational strategies
- Hybrid structure
- Online structure

Module 9 -- Integrating Your Course Part II

- Selecting a good teaching strategy
- Culminating project
- Using a string of activities

Module 10 -- Creating a Learning-Centered Grading System

- Different systems and methods for constructing grades
- Converting graded activities into course grades
- Policy questions

- Principles to consider

Module 11 --Identifying Possible Problems in Online/Hybrid Courses

- Presence
- Navigation
- Accessibility
- Copyright

Module 12 --Communicating Your Design

- Engaging students with your plan for the course
- Introducing: Yourself, Your course, Your Students

Module 13A – Evaluating Your Teaching

- Why evaluate your teaching
- Questions to answer
- Analysis
- Sources of information
- When to collect information
- 2 Special questionnaires

Module 13B – Evaluating the Design of Your Online Course

- Criteria and standards
- Performing a “Readiness Self-Check”

Module 14 – Continuing to Learn about Teaching

- Why learn more?
- How can you get better as a teacher?
- What might you learn?
- Published resources
- Contributing to the scholarship of teaching & learning