



# **Developing an Award-Winning Online Course**

EDUC\_X987.65

2 Units Winter 2016

## **Class Meeting Information**

This course meets online from January 4, 2016 – March 28, 2016.

Although the majority of the course is delivered in an asynchronous format (meaning there is no set time that you must be logged into the online course), this course does contain optional synchronous sessions that will give you a chance to interact with your classmates and ask questions in real time. The dates/times of these sessions will be announced at the end of the first week of class after you have had a chance to submit your preferences.

## **Instructor Information**

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Website: <a href="http://ce.uci.edu">http://ce.uci.edu</a>

Please note that general questions about the course (content questions, due date clarifications, etc.) via the general Q&A forum on our UCI Learn course site so that all students can benefit from the answer. To reach me regarding questions that are personal in nature (such as a request for an extension due to a family emergency or a request for an incomplete grade), please use the email and phone number listed above.

Dr. Dana Ericson is President of Best Online Educator Ever, a world-renowned consulting firm that provides learning solutions for new and veteran online instructors. Prior to starting her own business, Dana managed online education programs for a number of prestigious universities and ran instructor training initiatives for educational technology companies such as Moodle and Coursera. She earned two bachelor's degrees – in education and psychology – from Harvard and a Ph.D. in Instructional Design from Stanford.

#### **Course Description**

Whether you are an experienced online instructor or new to online teaching, this course will show you how to develop and deliver an award-winning asynchronous educational experience. You will learn how to develop an exceptional syllabus for their own courses and will develop a sample lesson that applies the concepts of narrative thread and design thinking. In addition, you will gain expertise in creating effective learning assessments that align with course-level and lesson-level learning objectives and experiment with various facilitation techniques.





# <u>Prerequisites — Classes or Knowledge Required Before Taking This Course</u>

None. But a passion for quality online instruction couldn't hurt!

## **Course Sequencing**

This course is an elective course in the "Advanced Instructional Design" certificate program.

#### **Course Objectives**

## At the end of this course, students will be able to:

- Distinguish between average and award-winning asynchronous online courses
- Design a sample syllabus that incorporates best practices for online instruction
- Develop a sample lesson that applies the concepts of narrative thread and design thinking
- Create and critique asynchronous learning assessments that align with learning objectives
- Provide critical feedback on asynchronous course facilitation practices and techniques

## **Course Material**

This course utilizes VoiceThread, a web-based tool that allows students to interact with one another via video and audio discussions. As such, students must have access to a microphone/headset and webcam. Smart phones and tablets with these features can also be used to complete these activities. There is no required textbook for this course. Reading assignments will be posted directly on to the UCI Learn course site.

## Course Outline [Note: For this "sample" syllabus, only two weeks are outlined below.]

|        | Topics/Objectives   | Key Topics:   |
|--------|---------------------|---|
|        |                     | Trends in asynchronous instruction  |
|        |                     | 2. Elements of award-winning asynchronous instruction   |
|        |                     | Learning Objectives:  |
| Week 1 |                     | <ul> <li>List the components of an "award-winning" asynchronous online course</li> </ul>  |
|        |                     | <ul> <li>Identify and explain the five strategies to transform average<br/>asynchronous courses into "award-winning" courses</li> </ul> |
|        | Learning Activities | Lecture videos  |
|        |                     | Discussion forums   |
|        |                     | Individual Assignment #1  |
|        |                     |   |
|        | Assignments Due     | 1. Post an original response to both discussion forums by   |
|        |                     | 11:55pm PST on Thursday, January 9 <sup>th</sup> and provide feedback   |
|        |                     | to at least two of your classmates by Sunday, January 12 <sup>th</sup>  |





|  | 2. Complete the "Student Availability" survey by 11:55pm PST on Sunday, January 12 <sup>th</sup> |
|--|--|
|  | Submit your imaginary course description and course level  |
|  | objectives by 11:55pm PST on Sunday, January 12 <sup>th</sup>                                    |

|        | T                   | T  |
|--------|---------------------|--|
|        | Topics/Objectives   | Key Topics:  |
|        |                     | Building an effective syllabus   |
|        |                     | 2. Setting expectations in your online course  |
|        |                     | Learning Objectives:   |
|        |                     | By the end of this lesson, students will be able to:   |
|        |                     | Utilize a standard template to build a semi-final version of<br>the course syllabus  |
|        |                     | <ul> <li>Develop weekly learning objectives based on the course-<br/>level learning objectives and course description</li> </ul> |
|        |                     | Compose succinct guidelines and expectations around  |
|        |                     | student-student and student-instructor communications  |
| W1 2   | Learning Activities | Lecture videos   |
| Week 2 |                     | Case Study #1  |
|        |                     | Small group discussion   |
|        |                     | Optional WebEx session – TBD (date/time will depend on response  |
|        |                     | to student availability survey in week 1)  |
|        | Assignments Due     | 1. Share your responses to the Case Study #1 questions in your   |
|        |                     | small group discussion forum by 11:55pm PST on Thursday,   |
|        |                     | January 16th   |
|        |                     | 2. Have one member of your small group submit your final   |
|        |                     | responses to Case Study #1 questions by 11:55pm PST on   |
|        |                     | Sunday, January 19 <sup>th</sup>   |
|        |                     | 3. Submit your semi-final course syllabus by 11:55pm PST on  |
|        |                     | Sunday, January 19 <sup>th</sup>   |

|        |                   | Key Topics:   |
|--------|-------------------|---|
|        |                   | 1. Narrative thread and design thinking   |
|        |                   | 2. Best practices in content creation   |
| Week 3 | Topics/Objectives | Learning Objectives:  |
|        |                   | By the end of this lesson, students will be able to :   |
|        |                   | <ul> <li>Explain how design thinking relates to the development of asynchronous course content</li> </ul> |





|  |                     | <ul> <li>Apply narrative thread to a sample lesson</li> <li>Develop course content that</li> </ul> |
|--|---------------------|--|
|  |                     | Lecture videos   |
|  | Learning Activities | Selected articles VoiceThread  |
|  |                     |  |
|  |                     | Individual assignment #2   |
|  |                     | Guest speaker – TBD (date/time will depend on response to  |
|  |                     | student availability survey in week 1); students who are unable to                                 |
|  |                     | attend the live session with have access to the recording and are                                  |
|  |                     | encouraged to submit their questions ahead of time   |
|  |                     | Submit your sample lecture recording via VoiceThread by  |
|  |                     | 11:55pm PST on Thursday, January 23 <sup>rd</sup> and provide                                      |
|  | Assignments Due     | feedback to at least two of your classmates' presentation by                                       |
|  | Assignments Due     | by 11:55pm PST on Sunday, January 26 <sup>th</sup>   |
|  |                     | 2. Upload your response to the narrative thread/design   |
|  |                     | thinking worksheet by 11:55pm PST on Sunday, January 26 <sup>th</sup>                              |

# **Evaluation and Grading**

# **Evaluation of Student Performance Weighted as Percentages of the Total Grade**

| Participation in discussion forums    | 20%  |
|---------------------------------------|------|
| Small group case study activities (2) | 20%  |
| Individual assignments (4)            | 40%  |
| Final presentation                    | 20%  |
|                                       | 100% |

# **Grading Scale**

F = 59% or less

**Earning participation points:** Each week will contain an opportunity for you to engage your classmates in one or more discussion forums. Participation in these discussion forums is required and counts as 25% of your final grade. To receive full participation points, you will





need to post a substantive response to the prompt by 11:55pm PST on the Thursday of each week and provide critical feedback to at least 2 of your peers by 11:55pm PST on the Sunday of each week. You will have an opportunity to earn up to 3 points for your participation in weekly discussion forums. The rubric below demonstrates how these points are distributed:

| 0 points | No activity; did not respond to the forum and/or did not respond |
|----------|--|
|          | by the listed deadlines  |
| 1 point  | Provided meaningful feedback to 2 or more classmates but did     |
|          | not craft an original response to the prompt                     |
| 2 points | Crafted an original response to the prompt but did not provide   |
|          | meaningful feedback to 2 or more classmates                      |
| 3 points | Crafted an original response to the prompt and provided          |
|          | meaningful feedback to 2 or more classmates                      |

Although I am not looking for you to meet a specific word count, I am looking for well thoughtout and interesting contributions to the conversation. Simply posting a link to a resource or letting your classmate know that he/she did a "Great job!" will not result in full participation points." A substantive post is generally >100 words and introduces a new idea or is a meaningful response to another person's post. When responding to another person's post, please either 1) expand the thought, 2) add additional insights, or 3) respectfully disagree and explain why.

## **Code of Conduct**

All participants in the course are bound by the University of California Code of Conduct, found at <a href="http://www.ucop.edu/ethics-compliance-audit-services/">http://www.ucop.edu/ethics-compliance-audit-services/</a> files/stmt-stds-ethics.pdf

#### Netiquette

In an online course, the majority of our communication takes place in the course forums. However, when we have a need for communication that is private, whether personal, interpersonal, or professional, we will use individual email or telephone. Our primary means of communication is written. The written language has many advantages: more opportunity for reasoned thought, more ability to go in-depth, and more time to think through an issue before posting a comment. However, written communication also has certain disadvantages, such a lack of the face-to-face signaling that occurs through body language, intonation, pausing, facial expressions, and gestures. As a result, please be aware of the possibility of miscommunication and compose your comments in a positive, supportive, and constructive manner.

#### **Academic Honesty Policy**

The University is an institution of learning, research, and scholarship predicated on the existence of an environment of honesty and integrity. As members of the academic community, faculty, students, and administrative officials share responsibility for maintaining this environment. It is essential that all members of the academic community





subscribe to the ideal of academic honesty and integrity and accept individual responsibility for their work. Academic dishonesty is unacceptable and will not be tolerated at the University of California, Irvine. Cheating, forgery, dishonest conduct, plagiarism, and collusion in dishonest activities erode the University's educational, research, and social roles.

Students who knowingly or intentionally conduct or help another student engage in dishonest conduct, acts of cheating, or plagiarism will be subject to disciplinary action at the discretion of UCI Division of Continuing Education.

## **Disability Services**

If you need support or assistance because of a disability, you may be eligible for accommodations or services through the Disability Service Center at UC Irvine. Please contact the DSC directly at (949) 824-7494 or TDD (949) 824-6272. You can also visit the DSC's website: <a href="http://www.disability.uci.edu/">http://www.disability.uci.edu/</a>. The DSC will work with your instructor to make any necessary accommodations. Please note that it is your responsibility to initiate this process with the DSC.