BEST PRACTICES FOR TEACHING ONLINE

COURSE WORKBOOK

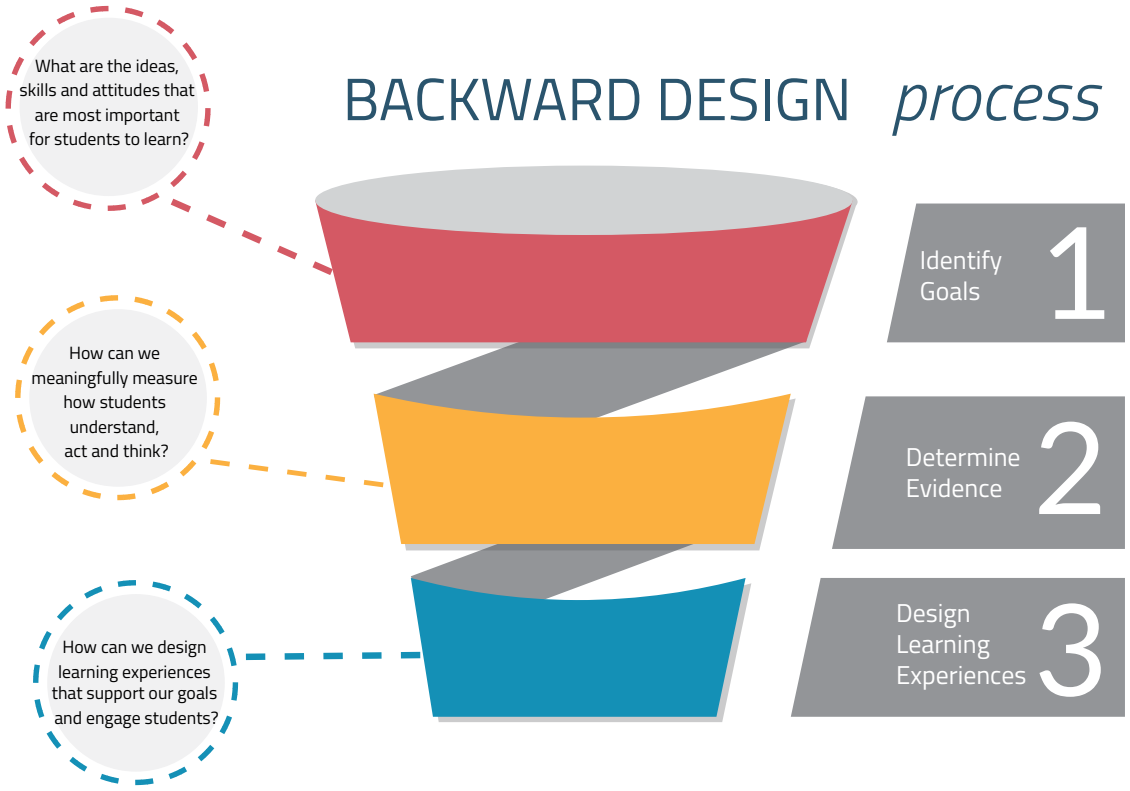
TechChange

INSIDE THIS WORKBOOK

TechChange

PART I: DESIGNING YOUR COURSE

Designing your course starts with having a clear picture of what your goals are and working backwards. In this exercise, we will use the Backward Design Process to map out your course.



TechChange

PART I: DESIGNING YOUR COURSE

STEP 1: IDENTIFY GOALS

This is a static exercise description of the thing you are going to do

Knowledge

By the end of this course, students will understand:

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-
-
-

Skills

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

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-
-
-

Attitudes

By the end of this course, students attitudes and views will have changed:

-
-
-

PART I: DESIGNING YOUR COURSE

STEP 2: DETERMINE EVIDENCE

For each of the goals identified, consider how you will assess students.

Knowledge

Students will demonstrate knowledge by;

-
-
-
-

Skills

Students will demonstrate skills by:

-
-
-
-

Attitudes

Students will demonstrate changes in attitudes by:

-
-
-

PART I: DESIGNING YOUR COURSE

STEP 3: DESIGN LEARNING ACTIVITIES

For each of the goals identified, consider what constitutes evidence of learning.

Knowledge

Students will learn knowledge goals through the following activities

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-
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Skills

Students will demonstrate skills by:

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-
-

Attitudes

Students will demonstrate changes in attitudes by:

-
-
-

PART I: DESIGNING YOUR COURSE

EXERCISE: Defining Learner Characteristics

In this exercise, you will practice defining the important charactoristics of your learners by creating learner profiles. Think critically about what you know and don't know about your learners.

PERSONAL TRAITS	Age Range	
	Prior Education	
	Prior Experience	
	Language/s	Primary language Secondary Languages
	Location/s	
MOTIVATIONS	Why are students taking the course?	Mandatory Training ☐ Optional Training ☐ Career Shift ☐ Personal Interest ☐
RESOURCES	What device/s will students be able to use?	Public Computer ☐ Personal Computer ☐ Smartphone ☐ Shared Computer ☐
	Connectivity	Dial up ☐ Broadband ☐ Hotspots ☐ Wifi ☐ Cell Data ☐

PRIOR KNOWLEDGE WHAT WILL LEARNERS ALREADY KNOW?	KNOWLEDGE	
	SKILLS	
	ATTITUDES	

PART 2: ENGAGING LEARNERS

EXERCISE: Task Analysis

In this exercise, you will practice using task analysis to break down a learning objective into the steps that a student will need to take. Use a learning goal from the defining goals section of the workbook.

LEARNING GOAL

Break it down:

1.

2.

3.

4.

LEARNING GOAL

Break it down:

1.

2.

3.

4.

PART 2: ENGAGING LEARNERS

EXERCISE: Worked Examples

In this exercise, you will practice using worked examples to support students in learning new skills.

SKILL

Example Problem

Example Solution

-
-
-

SKILL

Example Problem

Example Solution

-
-
-

PART 2: ENGAGING LEARNERS

EXERCISE: Make it Interactive

In this exercise, you will practice adding interaction into your course.

KNOWLEDGE CHECK

Where can you add Knowledge Checks?

Knowledge checks are quick checks for understanding that help learners stay engaged and let both learners and facilitators know if they are learning.

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-
-

OPEN-ENDED QUESTIONS

Where can you add Open-Ended Questions?

Open ended questions encourage learners to think creatively, apply knowledge and consider connections with prior knowledge.

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-
-
-

DISCOVERY BASED INTERACTION

Where can you add discovery based interaction?

Discovery based interaction allows learners to be self directed in exploring material, and allow for increased scaffolding of information.

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-
-

PART 2: ENGAGING LEARNERS

CHECKLIST: Effective Multimedia

It can be hard to remember all the multimedia principles. Use this worksheet as a checklist to check that all the mutlimedia principles are being followed as you create your course.

☐	**MULTIMEDIA PRINCIPLE**	Use works and images rather than words alone.
☐	**CONTIGUITY PRINCIPLE**	Align words to corresponding graphics.
☐	**MODALITY PRINCIPLE**	Explain images through narration.
☐	**REDUNDANCY PRINCIPLE**	Avoid redundant text and narartion.
☐	**COHERENCE**	Exclude extraneous materials.
☐	**PERSONALIZATION**	Use conversational style and virtual coaches to mimic human interaction.

PART 2: ENGAGING LEARNERS

EXERCISE: Provide Feedback

In this exercise, you will practice adding meaningful feedback into your course through Feedback Loops. Start with the learning goal, and move through the 3 parts of feedback.

LEARNING GOAL

Learning Activity

Formative Assessment

Feedback Mechanism

Second Chance?

LEARNING GOAL

Learning Activity

Formative Assessment

Feedback Mechanism

Second Chance?

LEARNING GOAL

Learning Activity

Formative Assessment

Feedback Mechanism

Second Chance?

PART 3: CREATING COMMUNITY

EXERCISE: Creating Community

In this exercise, you will find ways to create community within your course.

FACILITATED FORUMS

How can you use facilitated forums in your course?

A forum is an online discussion site where people can hold conversations in the form of posted messages.

GROUP PROJECTS

How can you use group projects in your course?

Group projects can lead to real, long-lasting relationships between students that solidify their learning experience.

PARTICIPANT PANELS

How can you use participant panels in your course?

Participant panels of active students in the course help to introduce students to their peers in the course and encourage participation.

BRAINSTORM:

How can you use other tools and social media to create community?

What are potential barriers?

PART 4: RESEARCH & EVALUATION

EXERCISE: Research and Evaluation

In this exercise, you will find ways to evaluate your course at each of the three levels; engagement, learning and transfer.

ENGAGMENT

Engagement is how the student interacts directly with the interface.

What data can you use to measure engagement?

-
-
-
-

LEARNING

Learning is how the student meets pre-established learning goals.

What data can you use to measure learning? (Think about your assessments)

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-
-
-

TRANSFER

Transfer is how the learning experience impacts the learner outside of the course environment.

What data can you use to measure transfer?

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-
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