How Do I Offer This Course?

ACTIVITY #1
Select a seat and write your name/department on the whiteboard “seat map.” Once the workshop begins, vote for one person at your table to direct late comers to also enter their names on the board.

60 Minutes report on Khan Academy —“The format is so simple!” https://youtu.be/9kh60v5PxMk

INTRODUCTION
In the past, course delivery mode decisions were simple, with few options outside of face-to-face. Today there are multiple course delivery alternatives, and little information to guide faculty decision-making. Does the thought of teaching online suck the intellectual joy out of you? This workshop will provide you resources to help you make sound pedagogical decisions related to teaching hybrid or online courses that students find engaging and relevant. Find out how active learning pedagogy, paired with hybrid online delivery, and embedded student support services, can create an educational experience everyone benefits from.

WHAT ARE THE DRIVING ISSUES FOR TEACHING AND LEARNING IN 2016? LET’S TAKE A LOOK...

Resources
• 2016 Key Issues in Teaching and Learning
• Digital Divides and Today’s Technology
  It hasn’t disappeared, it just morphed into mobile devices serving as provisional computers.
• Digital Learning Design Team, Stanford University
  If you design for a broader audience, your outcomes will be more effective.

Let’s look at 3 EXAMPLES: Wendy Norris (all online), Nancy Stucker (web-enhanced), Rebecca Smith (hybrid)

ACTIVITY #2
2-4 minute group discussion: Has anything inspired you at this point? What was it? If not, no worries...we still have time to inspire you!
SHOULD I OFFER MY COURSE AS A HYBRID OR ONLINE? 3 PHASES OF DISCOVERY

**Explore Phase**

Increase familiarity and comfort with educational technology tools and approaches to digital teaching and learning.

Identify and articulate course learning objectives in a framework compatible with online learning spaces. (e.g. discussion forums)

Scope out potential learning “objects” and activities consistent with learning objectives.

Understand available online platforms and their suitability to particular characteristics of the course/learning objectives and audience.

**Design & Develop Phase**

Plan and execute course development, clarify necessary resources, scheduling, deliverables, personnel, compliance issues, and other requirements.

Understand and make proper use of particular tools within the online space to best achieve learning objectives.

 Appropriately transform learning activities/experiences in the f2f/traditional environment to compliment activities/experiences in the online space.

  Extend students' learning activities/experiences beyond what can be done in the f2f/traditional space.

  Develop blended/hybrid/flipped courses by strategically coupling use of tools in the online learning space with suitable in-class activities.

  Explore the online assessment space, tailor and customize assessment modalities relative to the particulars of course content and learning objectives.

**Deliver, Evaluate & Enhance Phase**

Monitor all aspects (technical, pedagogical, operational, administrative, etc.) of live courses, addressing, resolving, or coordinating the resolution of any issues in real-time.

Refine and improve online course content and activities.

Gather and analyze student and course data, determine and implement corresponding course modifications for future iterations.

**ACTIVITY #3**

Reflect on where you are in the design process. Write yourself a to-do memo for the top 3 things you’d like to accomplish this semester.
WHAT DOES THE RESEARCH SAY?
Active learning pedagogy, paired with hybrid online delivery, and embedded student support services, provides students better opportunities to be successful in school.

- Reduces seat time for students
- Engages them directly in the learning process
- Provides flexibility of scheduling around family obligations/work
- Reduces time to graduation

MODELS FOR COURSE REDESIGN
Content originally published by the National Center for Academic Transformation (NCAT), *How to Redesign a College Course Using NCAT's Methodology*.

**Readiness Checklist**

- Have you clearly identified the problem the redesign will solve? Do you have data to support the extent of the problem? Do others on campus also acknowledge the problem?
- Do you have sufficient resources to support the redesign? Have you identified sources of external or internal funds to support the redesign?
- Do administrators who make funding and space decisions understand the needs of the redesign? Do they have sufficient information to make appropriate decisions?
- Have you visited other campuses that have implemented successful redesigns, or have you had telephone discussions with their faculties and administrators? Were others who might have reservations about the redesign invited to join the visits or the phone calls?
**ACTIVITY #4**

List of models on separate handout.

Discuss the models for course redesign and pick one you are interested in. List three features of the model you think fit well with the course you teach.

1. __________
2. __________
3. __________

How will students benefit from this model?

**WHO’S YOUR TEAM?**

Getting ready to redesign.

**ACTIVITY #5**

Write down contact information for the following:

- Faculty in your discipline who are also experts (both at Cabrillo and other colleges)
- Managers/Administrators
- Technology professionals
- Assessment experts
- Instructional designers

Share your contact information with at least 2 other people at your table. Did you select people in common? Are there other individuals you learned about that can help you as well?

This will be your redesign team, and they need to understand the scope of your project.

**ACTIVITY #6**

For this activity, include everyone at your table. How will you develop a plan to secure technology support before beginning an actual redesign plan?

**TECHNOLOGY TOOLS**

*Intro to Canvas Self-Paced Course*

*Cabrillo Canvas Template Course*

To access the template course and upload into your own Canvas shell, do the following:

1. Log into Canvas, cabrillo.instructure.com
2. In the blue global menu on the left side of the window > click on “Commons”
3. Type “Cabrillo” in the search field of the main window
4. There are two templates: The “Cabrillo Template Course (weekly overview format)” is the most current version
5. Click on the course name and use the green button the next screen to import into your course shell (see below)

How would you add a Khan video? (Hint: open the content editor)

Set up a free Lynda.com subscription – for Cabrillo employees (Sponsored by the Chancellor's Office...thanks California!)

Adobe Apps for Education (a chart of apps vs. application)