

Teaching Online: I Have a Course, What Do I Do Now?

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Agenda

Topics that we'll address today.

3 stages of teaching online

- Preparation
- Intermediary
- Ending

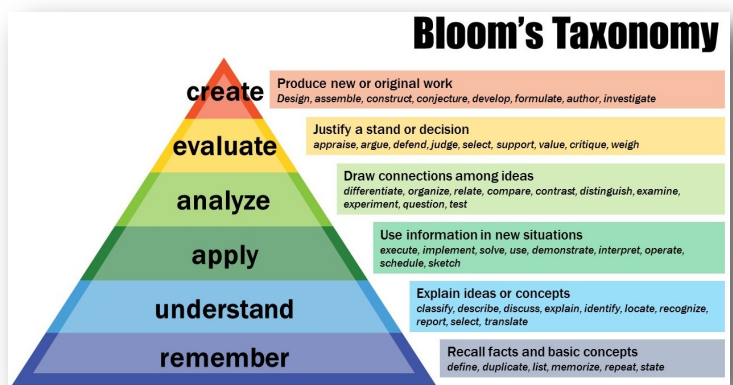


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Preparation Stage

Course Map

- Use as guidance for course creation and mapping
- Use Blooms Taxonomy for creating module objectives
- Legacy knowledge on course layout
- Check with program director for existing course map
- FLDOE website – cross reference



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Course Map - Template

Course Map		Educational Design & Technology USF Health College of Nursing, Copyright © 2021
Course Name:		
Instructor Name:		Date (last saved):
Program (Bachelor, Master, DNP, PhD):		Modality (Online, Face-to-Face (F2F), Blended):
Instructions: Verify the course description, objectives, and learning outcomes from the syllabus match what is found on the FLDOE SCNS website . If they match, copy them below. If they do not match, work with the program director to determine which is correct.		
Course Description:		
Course Objectives: (List course objectives stated in the course syllabus)	CO1: CO2: CO3: CO4: CO5:	
Learning Outcomes: (List learning outcomes stated in the course syllabus)	LO1: LO2: LO3: LO4: LO5:	



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Course Map - Template

Modules (Include an overview of the module including the name and topics) Provide Major Topics/Topical Outline from syllabus.	Module Objectives (State each module objectives and align these to the learning outcomes) QM Specific Review Standards 2.1, 2.2, & 2.3 Align to Learning Outcomes (LO) MO=Module Objective	Instructional Materials (Outline the materials used in the course which contribute to achieving the stated course/module objectives) QM Specific Review Standards 4.1 & 5.1 Provide citations for the readings following the latest edition of APA. Align to Module Objectives (MO)	Assessment/Non-Graded Activities (Outline the learning assessments which measure learning objectives, learning outcomes, and are consistent with instructional materials and learner activities) QM Specific Review Standards 3.1 & 5.1 Align to Learning Outcomes (LO)
Module Name: Major Topics:	LO_: MO_:	Reading(s): MO_: Presentation(s): MO_: Video(s): MO_:	Discussion: LO_: Assignment: LO_: Quiz: LO_:
Module Name: Major Topics:	LO_: MO_:	Reading(s): MO_: Presentation(s): MO_:	Discussion: LO_: Assignment: LO_:



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Syllabus

- Syllabus archive
- Syllabus mandate by state
 - 45 day (for general education courses*)
- Syllabus mandate by USF
 - 7 day
- Syllabus template (Past)
 - Canvas> CON Team Member Resources
Course>Academic Affairs Resources>
Modules Template
- Simple Syllabus – coming soon!



*As of 10/27/22 - subject to change

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Demo Course (Sandbox)

- Non-live course
- Make all changes necessary for your course
- Make updates along the way
- Share with others
- Helps you to prepare for the future
- Simulated environment
- Review from student view and testing

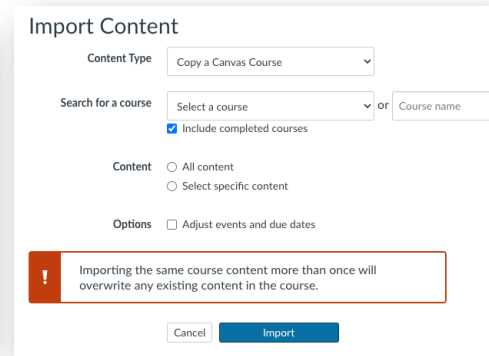
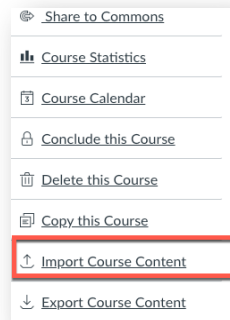


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Importing Course Content

- Existing course material
 - Course copy
 - Demo course, previous course
- Adjust course meeting dates and assignment due dates
- Weighted grades
 - Ensure Assignment groups are checked



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EDT Course Template (Live Demo)

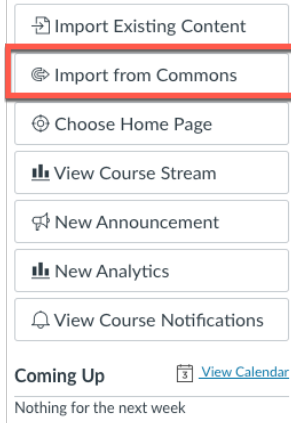


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EDT Templates

- What is included?
 - Module pages
 - Syllabus Quiz
 - Discussion
 - Home page
 - Start Here module
- Course Commons
 - Honorlock module
 - University-wide
 - Evaluation module



Import Existing Content

Import from Commons

Choose Home Page

View Course Stream

New Announcement

New Analytics

View Course Notifications

Coming Up [View Calendar](#)

Nothing for the next week



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Best Practices of Online Courses

- Motivation level and design
 - Online learning is more student driven, both internally and externally
- Instructional materials differ
 - Online learning should be broken into smaller pieces
- Online instructors must take more technical responsibility
 - Training and development (EDT services and resources)
- Accessibility matters
 - Webinar series outlining
 - Tools and resources to check



View our past webinar on Teaching Online.

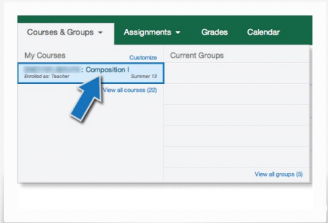
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Intermediary Stage

Submitting eGrades: Midterm

- For more help on eGrades submission visit the EDT Confluence support page, under Canvas tutorials for faculty

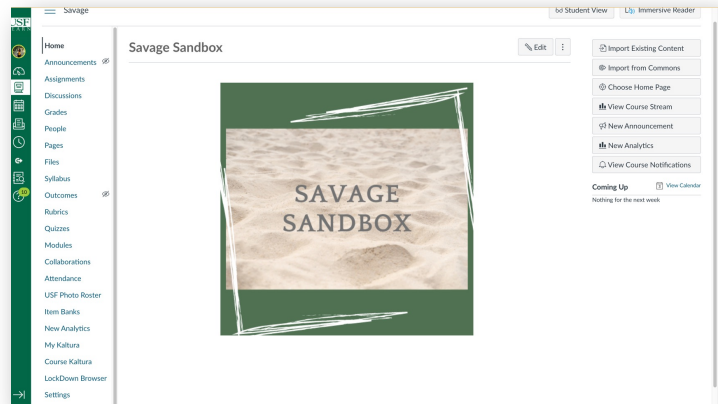


SUBMITTING EGRADES VIA GRADEBOOK
Step One

From the **Courses & Groups** section, select the course you wish to record eGrades for.

Consistent Revision

- Use your demo course (sandbox) to make changes:
 - Assignment updates
 - Upload new files
 - Change grading weights
 - Modify modules
- Consider Student feedback

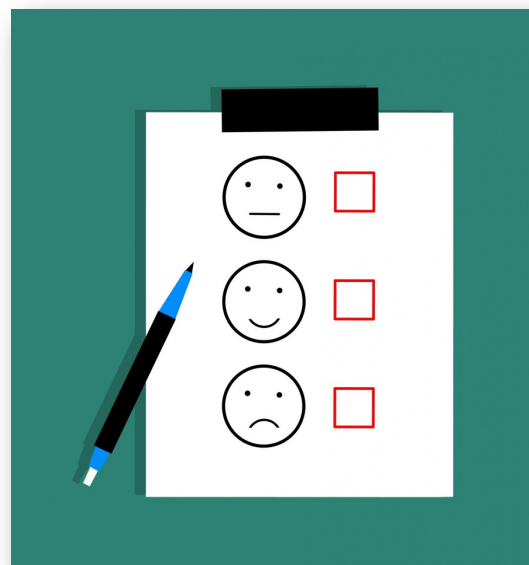


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Student Feedback

- Conduct mid-semester feedback survey
 - Informs of the efficacy of course and teaching methods
 - Provides insight into unique challenges students may be facing
 - Helps identify areas for instructor professional development



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Other Ways to Gather Student Feedback

- Hold Office Hours (virtual or in-person)
- Post well thought out announcements regularly (recaps)
- Review information for emphasis
- Outreach to struggling students
- Provide suggestions for improvement



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**Ending
Stage**



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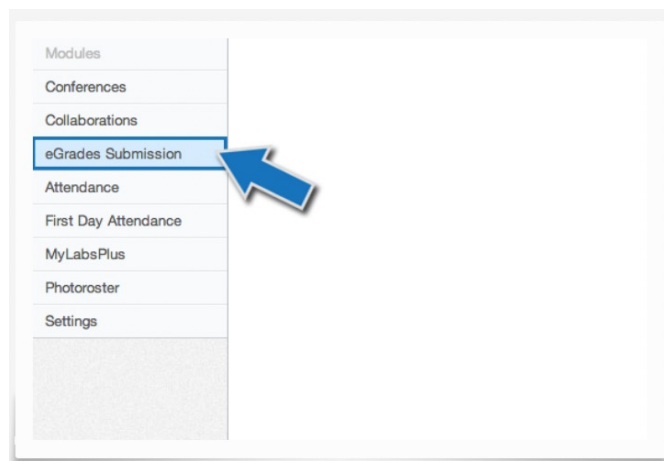
Evaluations

Two types of standardized Evaluations available:

- CON evaluation module
 - Administered by USF CON Assessment and Evaluation team
- Don't stop there!
 - Think about how you can best evaluate your learners along the way to best help you prepare for next semester or even the next module. Some ways to this:
 - Virtual temperature check
 - Receive live real-time feedback from students in class

Submitting eGrades: Finals

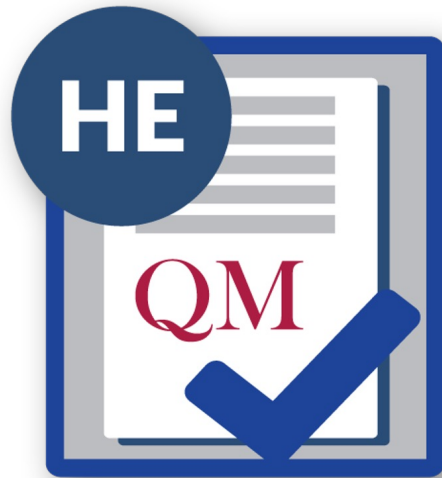
- Same process as midterm grades
- Ensure your gradebook is accurate and up to date
- Aim to submit early in case you need assistance



Quality Matters

Definition

- Quality Matters is a national faculty-centered, peer review process designed to certify the quality and course design of online and blended courses. Includes eight general standards and 42 specific review standards that describe best practices in online course design*



*Higher Ed - Sixth Edition Rubric



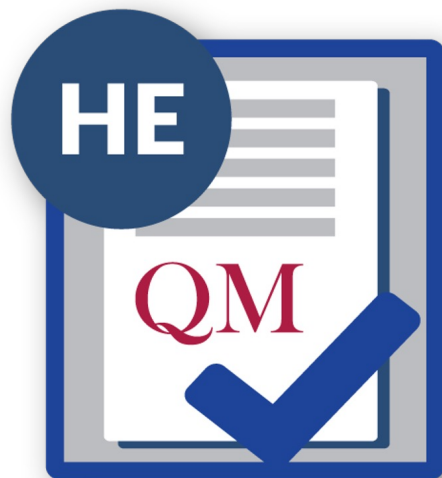
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Quality Matters

Why We Use It

- Provides recommendations for improving quality of course
- Ensures alignment of course and module objectives with materials, activities, and assessments
- Improves student engagement and interaction with the course
- Ensures content is accessible
- Enhances the outcomes for faculty



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Quality Matters Review/Course Reviews

- Once an online course has been facilitated for the first time or revised, it should be QM'd
- Our goal is to QM all online courses and have a determined schedule based on the last time a course was QM'd
- Normal course reviews can be conducted on an as needed basis



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Educational Design & Technology team

- We can help you!
- We have a full service team with many resources to assist you with your course facilitation
- Online resources located on our website
- Schedule a live 1 to 1 training session for gaps in your needs



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Resources/References

- <http://usfweb.usf.edu/courseresources/tutorial/canvas/egrades/egrades.html>



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Thank you for joining us!

We will open up for Q&A

Need help from the EDT team?

[Visit our website](#)

[Submit a consultation/support request](#)

Email edtservices@usf.edu



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Tell us how we're doing by completing the [webinar survey](#).



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