UH Online

CCAO July 2018
Why 5 Week Course?

- Working adults: great intentions but life happens
- Programs delivered as cohorts
- Concierge student services
- Degree pathways structured as 2 + 2 program
- Template for courses
  - Consistency for student
  - Faculty can focus on content & pedagogy versus technology
- Continued commitment to current work
Staffing

• UHCC (new)
  - Program coordinator
  - Support Specialist
  - CTE/ Workforce Certificates
  - Instructional Designer Coord (housed ITS?)

• ITS
  - Program Manager
  - Student Services (new)
  - Faculty Development Specialist (new)
  - Course Redesign Project Manager (new)
    • Instructional Designers (2 new + 3 old)
    • Web Applications Developer (new)

• Campuses
  - Curriculum Design
  - Academic Advising
Week 3 Topic

You are at Week 3 in this 5-week online course.

Introduction / Overview

A couple of sentences that will introduce the learners to what they will learn in this module.

OR one or two paragraph overview of the module of what learners are doing in this module and why.

Learning Outcomes

By the end of this week, you will be able to assign to the Course SLO's:

1. SLO 1
2. SLO 2
3. SLO 3
4. SLO 4

Estimated Time: 15 hours

Week 3 Checklist

Be sure to check off each item as you complete it. When you have checked off all items in this list, you are ready to move on to week 4!

☐ Read and watch the entire page first.
☐ Activity #1
☐ Activity #2
☐ Activity #3

Learning Space (Activities)

Engage

- Read Strunk & White, pp. 10-26
- Review the following Resources
  - A PDF File in Resources
  - Read this PDF Tis/next for additional information/instructions.
  - A URL is a Part of One
  - Read and use as a reference for your essay.
  - PowerPoint Slides
  - "Deleted"
Week 3: Faculty Development Screenshot

Introduction / Overview

Congratulations! You have successfully completed two weeks of the Applying the Quality Matters Rubric (APPMR) training. In Week 3, we continue with activities that support your course design and development. We will first discuss the foundational knowledge and concepts needed for building and facilitating an online accelerated class. We will also work on meeting Standard 1 of the Quality Matters (QM) Rubric and discuss how you can apply it in your own Overview and Introduction pages of your course.

Welcome to Week 3!

If the video does not appear above, link to https://www.youtube.com/%.20

Estimated Time: 6 hours

Week 3 Checklist

Be sure to check off each item as you complete it. When you have checked off all items in this list, you are ready to move on to Week 4!

- Read and watch each section of this page.
- Forum #3 - Navigating 5.0, DUE 05/08, 6 pts.
- Forum #3 - Read at least 2 peers' posts, DUE 05/10, 4 pts.
- Quiz - Rules & Regulations, DUE 05/10, 25 pts.
- Assignment #3.1 - Create/revise Rubric, DUE 05/10, 10 pts.
- Assignment #3.2 - Create a Course Card & Overview Page, DUE 05/10, 10 pts.
- Check-in WEEK #3 & Check-in with your campus Instructional Designer (ID), DUE 05/10, 10 pts.

Learning Outcomes (LO)

By the end of this week, you will be able to:
1. Identify instructional design strategies that best support accelerated online learners.
2. Identify key federal, state, and ACCJC - Accrediting Commission for Community and Junior Colleges, and the Family Educational Rights and Privacy Act (FERPA) requirements in distance education (DE).
3. Define Direct Educational Resources (DER).
4. Demonstrate basic understanding of copyright and Creative Commons.
5. Create a detailed syllabus that will serve as a contract with students and apply QM Standard 1.
6. Create an informative Overview page and a course card (course title image for your Laulima Overview Page) and apply QM (Standard 1).
7. Identify the role of an Instructional Designer in designing/developing an online course.

Let's jump in!

Learning Space (Activities)

In this section you will find learning activities that help you achieve the learning outcomes (LOs) of the week. All activities are REQUIRED. When you complete each activity, the asterisk (*) will automatically turn into a green check mark (✓).

Instructional Design Strategies for Teaching a 5.0 Class

Institutions of higher education and adult learners find accelerated courses attractive for several reasons, both pedagogical and logistical (Kohroff, 2013).

When instructors are designing courses, there are certain instructional design strategies and course attributes that yield to higher learning outcomes for online learners. These strategies and attributes directly correlate with how the accelerated online learners tend to be. Briefly review the three resources. They provide suggestions, strategies and attributes that, when evaluated, revealed that students had more positive learning experiences.