



COURSE TITLE	Introduction to Online Teaching for Art and Design			
COURSE MNEMONIC	CEED 110	SECTION #	SU01	
DATE(S)	June 8 to July 13 2021	LOCATION	online	
DAY + TIME	Tuesdays / 1:00pm to 2:00pm			
NUMBER OF SESSIONS	6	DURATION	24	See "Delivery Mode" Section
INSTRUCTOR	Micaela Kwiatkowski	EMAIL	mkwiatkowski@ecuad.ca	

COURSE CONTENT

Instructors regularly create interesting and innovative courses based on their expertise in one or various fields. Shifting curriculum to an online environment for online or hybrid delivery changes the role of the instructor and how they approach a course. This course is designed to introduce instructors to the principles and processes of teaching art and design online. We will look at best practices for transitioning face-to-face content online including organization strategies, building interactive and multimedia content, and using various learning technologies. Students will participate in a variety of community-building activities, and be exposed to online facilitation strategies and assessment techniques. Students will learn how to use Moodle, Camtasia, and other collaborative tools to develop an online learning environment that is both engaging and inclusive. By the end of the course students will have had the opportunity to apply these skills and strategies to an upcoming online course.

After completing this course students will:

- Have an understanding of the key principles of online learning and teaching;
- Understand the key differences and opportunities between face-to-face and online teaching;
- Be able to design and teach select course content in both synchronous and asynchronous online learning environments;
- Understand how to promote student engagement and motivation in online classes;
- Be able to design and implement video content and simple interactive activities;
- Gain experience and comfort with Moodle, Kaltura, Camtasia and collaborative learning tools.

Delivery Mode

The course will include 4 hours of instructional time each week, with an additional 2-6 hours of student directed work. This course will primarily be self-paced with weekly deadlines and one hour of face to face discussions each week. All of the course work and activities will be completed online.

Required Reading

Required reading is available on Moodle

Recommended Reading:

Boettcher, J. V., & Conrad, R. (2016). *The online teaching survival guide: Simple and practical pedagogical tips*. San Francisco, CA: Jossey-Bass.

EVALUATION CRITERIA

This course is Pass/Fail (P/F). To successfully Pass the course, students are expected to:

- Participate in all of the discussion forums.
- Complete the weekly activities outlined in Schedule of the Instructional Delivery.
- Complete the weekly assignments outlined Schedule of the Instructional Delivery.

Schedule of Instructional delivery

SESSION	CONTENT (TOPIC/ACTIVITY)
1	<p>Module 1: Introduction to Online Teaching</p> <p>Watch (1 HR): (1) Welcome video (2) Review Faculty Moodle Guide “Getting Started” Section</p> <p>Reading (1.5 HRS): (1) <i>The online teaching survival guide: Simple and practical pedagogical tips</i>, pg.8-13; pg. 43-57. (2) “Eight Roles of an Effective Online Teacher,” https://www.facultyfocus.com/articles/online-education/eight-roles-of-an-effective-online-teacher/</p> <p>Activity (30 MINS): Miro Icebreaker: What is your teaching style? How do you build community in your classroom?</p> <p>Assignment (2 HRS): (1) Explore your Moodle shell (2) Share details about the online course you will be developing throughout this course. Reflect on potential challenges or questions you have about building courses online. Post these details in your group discussion forum. You can share through text, audio, or video. (3) Book a one-on-one with TLC</p> <p>Zoom (1.5 HRS): Step-In Activity, Moodle 101 & Kaltura 101</p>
2	<p>Module 2: Developing your Online Course</p> <p>Watch (1 HR): (1) Micro Video “Student Supports” (2) Review Faculty Moodle Guide “Moodle Activities” Section</p> <p>Reading (1 HR): (1) “Distance learning: 6 UDL best practices for online learning” https://www.understood.org/en/school-learning/for-educators/universal-design-for-learning/video-distance-learning-udl-best-practices (2) “Chapter 4: Addressing Diversity in Design of Online Courses,” http://www.colfinder.net/materials/Education_for_a_Digital_World/Education_for_a_Digital_World_complete.pdf</p> <p>Activity (2 HRS): Complete UDL Activity (using Moodle lesson plan).</p> <p>Assignment (2-3 HRS): (1) Upload static content to your course, (2) build weekly outlines, (3) Share 1-2 ways you are using the organization of your course to build instructor presence in your group discussion forum. You can share through text, audio, or video.</p> <p>Zoom (1 HR): Discussion: Instructor Presence & the Value of Organization in the online classroom.</p>
3	<p>Module 3: Community Building Online</p> <p>Watch (1 HR): Miro & Jamboard Tutorials</p> <p>Reading (1-2 HRS): (1) Chapter 2: Designing Online Engagement, <i>Engaging the Online Learner</i> (Chapter 3-5 Optional). (2) How to Structure Your Online Class for Inclusion https://www.facultyfocus.com/articles/online-education/online-student-engagement/how-to-structure-your-online-class-for-inclusion-part-1/</p>

	<p>Activity (1 HR): Contribute to the Icebreaker Glossary</p> <p>Assignment (2 HRS): (1) Create a community-building activity using Moodle or another collaboration tool (ex. Miro, Jamboard). Add it to your Moodle course. (2) Share your activity and rationale to the group discussion forum. You can share through text, audio, or video.</p> <p>Zoom (1 HR): Step-In Activity, Discussion (screen on/off), other modes of student participation.</p> <p>Optional Zoom (1 HR): FIPPA & Collaboration tools workshop</p>
4	<p><u>Module 4: Micro-videos, creating & editing short videos</u></p> <p>Watch (1-2 HRS): Camtasia Tutorials on Moodle</p> <p>Reading (30 MINS): Chapter 3: Using Media and Technology Tools, <i>Small Teaching Online</i>.</p> <p>Activity (30 MINS): Why is video content important to include in an online course? What does it do that writing / images do not? Share your thoughts in your group discussion forum. You can share through text, audio, or video.</p> <p>Assignment (3-5 HRS): Create your own micro-video (demo, welcome video, concept etc) and upload it to the Moodle Workshop activity.</p> <p>Zoom (1 HR): What are Micro-videos? What can we use them for? Using Camtasia to create micro-videos. Camtasia and other video editing tools, benefits of micro-videos over long lecture videos.</p>
5	<p><u>Module 5: Critiques</u></p> <p>Watch (1 HR): (1) The Room of Silence, https://vimeo.com/161259012; (2) Tutorial on Moodle Workshops</p> <p>Reading (1 HR): (1) Chapter 4: Building Community, <i>Small Teaching Online</i>. (2) Review AGP Resources</p> <p>Activity (1 HR): (1) Complete Peer-review workshop on Micro-videos (2) How are you going to facilitate critique? What learning tools will you use? What challenges might you face? Share a summary of your critique proposal in your group discussion forum. You can share through text, audio, or video.</p> <p>Assignment (3 HRS): Critique Proposal (see assignment on Moodle)</p> <p>Zoom (1 HR): Guest Speaker</p> <p>Optional (2 HRS): Group Agreements Workshop (Recording) & Resources (available on Moodle).</p>
6	<p><u>Module 6: Getting Feedback & Assessments</u></p> <p>Watch (1 HR): Watch tutorials (1) Using feedback form (2) Using scheduler (3) Using Quizzes</p> <p>Reading (2 HRS): (1) "Online Assessment, Best Practices, & Tips for Faculty," https://www.rit.edu/academicaffairs/outcomes/assessing-student-learning-outcomes-online-environment</p>



- (2) UDL & Assessment http://udloncampus.cast.org/page/assessment_udl
- (3) *The online teaching survival guide: Simple and practical pedagogical tips*, pg. 295-305.
- (4) Additional Reading * Chapter 5: What Kinds of Practice & Feedback Enhance Learning?, *How Learning Works*.

Activity (2 HRS):

- (1) Review Sample Assignment with Rubric
- (2) Review Quality Guideline Checklists
- (3) Complete the survey for this course &
- (4) Select, find or create a Quality Guidelines Checklist for your course. Use it to review the components of your course that you have completed. How did the checklist work for you? What did you learn throughout the process? Are there any specific changes you made? Share your thoughts to the group discussion forum.

Assignment (2 HRS):

Create a Moodle activity in your course for receiving student feedback. You may want to use quizzes, feedback, or the scheduler for this assignment. Post a description of your activity and rationale for using it in the Feedback glossary.

Zoom (1 HR):

Discussion: Overview of the course, course review checklists, next steps.

Complete Closing Section (see last section of the course)