



Succeeding in quality online course design, development and delivery

Instructional Design & New Media



Role and responsibility

Instructional design

Quality assurance

Professional development and training

Technology evaluation and implementation

New media production

Partners focused on student success



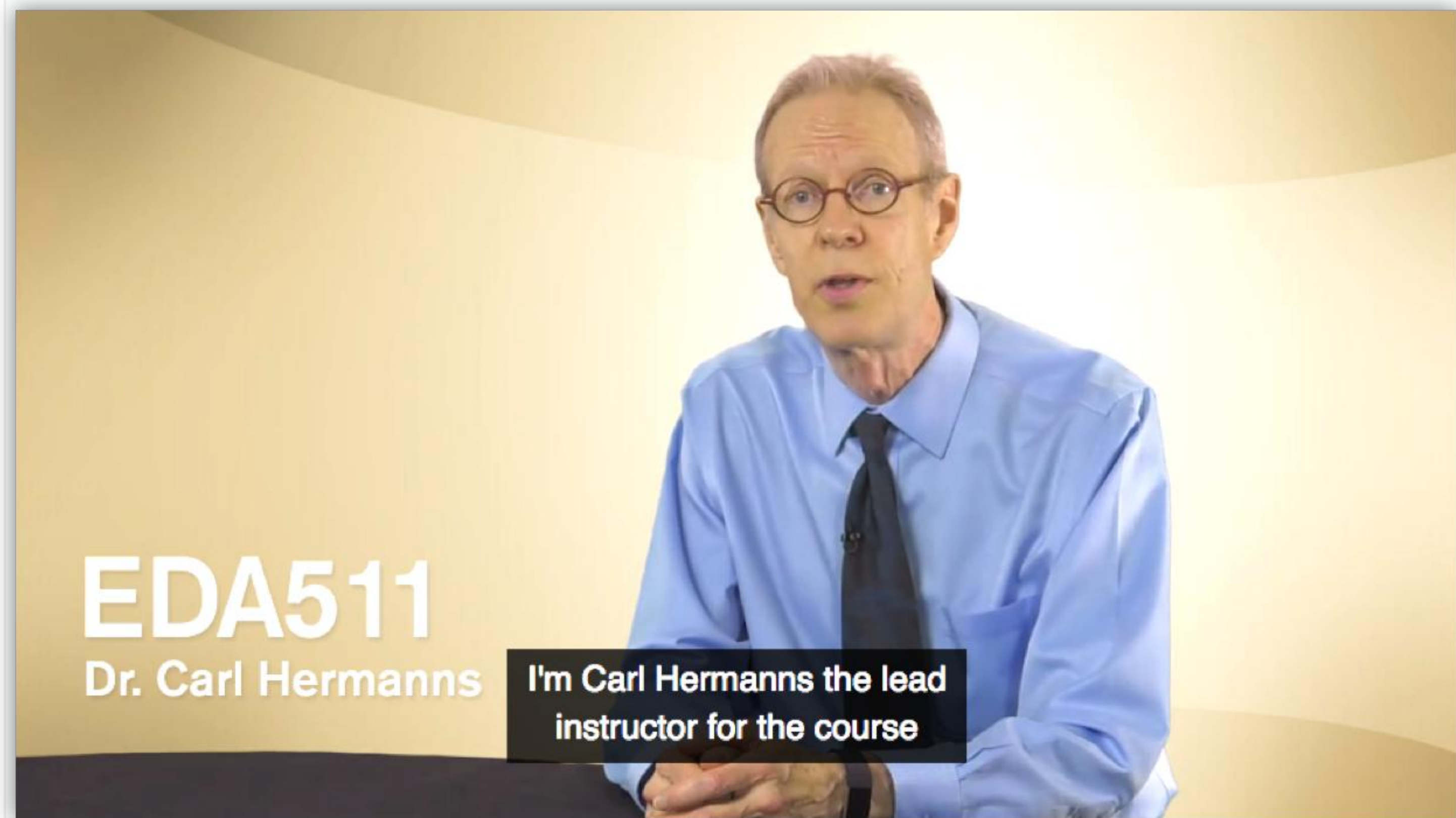
Syllabus

Exceptional faculty

Welcome to EDA 511 - School Law!

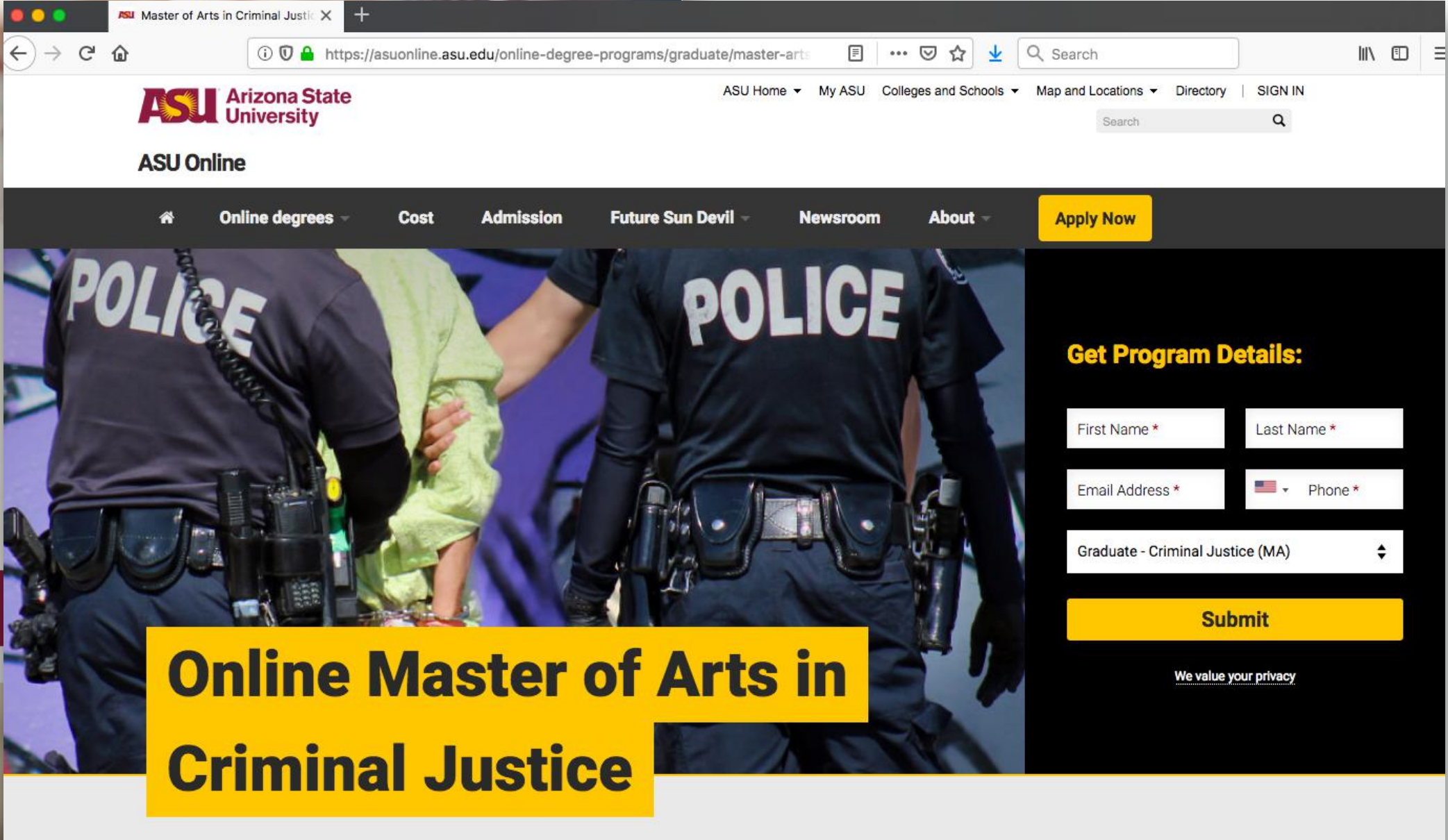
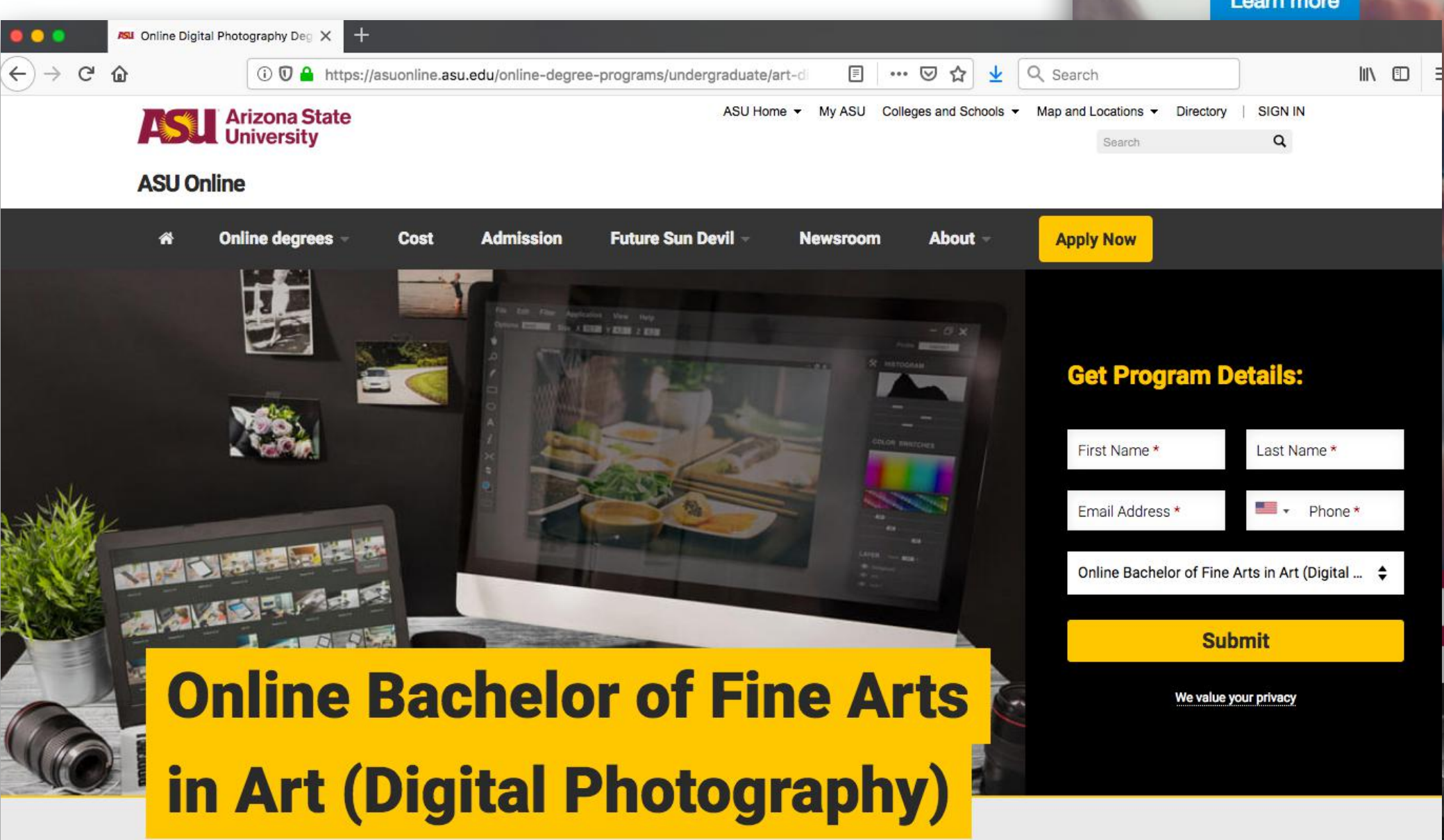
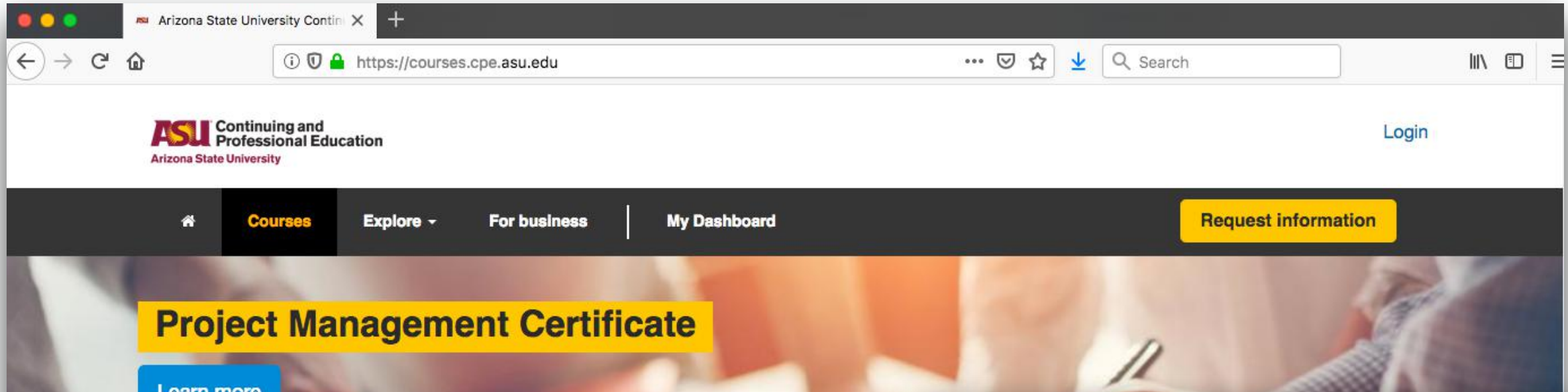


- Welcome
- Getting Started
- Group Assignment
- Teachers College Resources



View the content in each tab above before clicking "Next" at the bottom of the page.

High capacity support



The Bachelor of Fine Arts in Art in Digital Photography at ASU is the first online program from a research 1 university or fine art college in the nation to offer a studio practice-based degree. Working with a faculty of professional artists, students have the opportunity to master technical, aesthetic and conceptual aspects of digital photography.

[Resident tuition](#) | [Non-resident tuition](#)

7.5

Weeks per class

40

Total classes

120

Total credit hours

Health and Wellness Series: Mind and Body I

Co-designed by Mayo Clinic and the ASU Center for Mindfulness, Resilience and Compassion, learners will be guided through a variety of mindfulness, self-compassion, and meaning-making...

Online Master of Arts in Criminal Justice

The Master of Arts in Criminal Justice (MACJ) provides you with the knowledge and skills to advance your criminal justice career. You will study the larger context of crime, why it exists and its impact on society, as well as gain a detailed understanding of the concept of justice and how it's applied.

[Resident tuition](#) | [Non-resident tuition](#)

7.5

Weeks per class

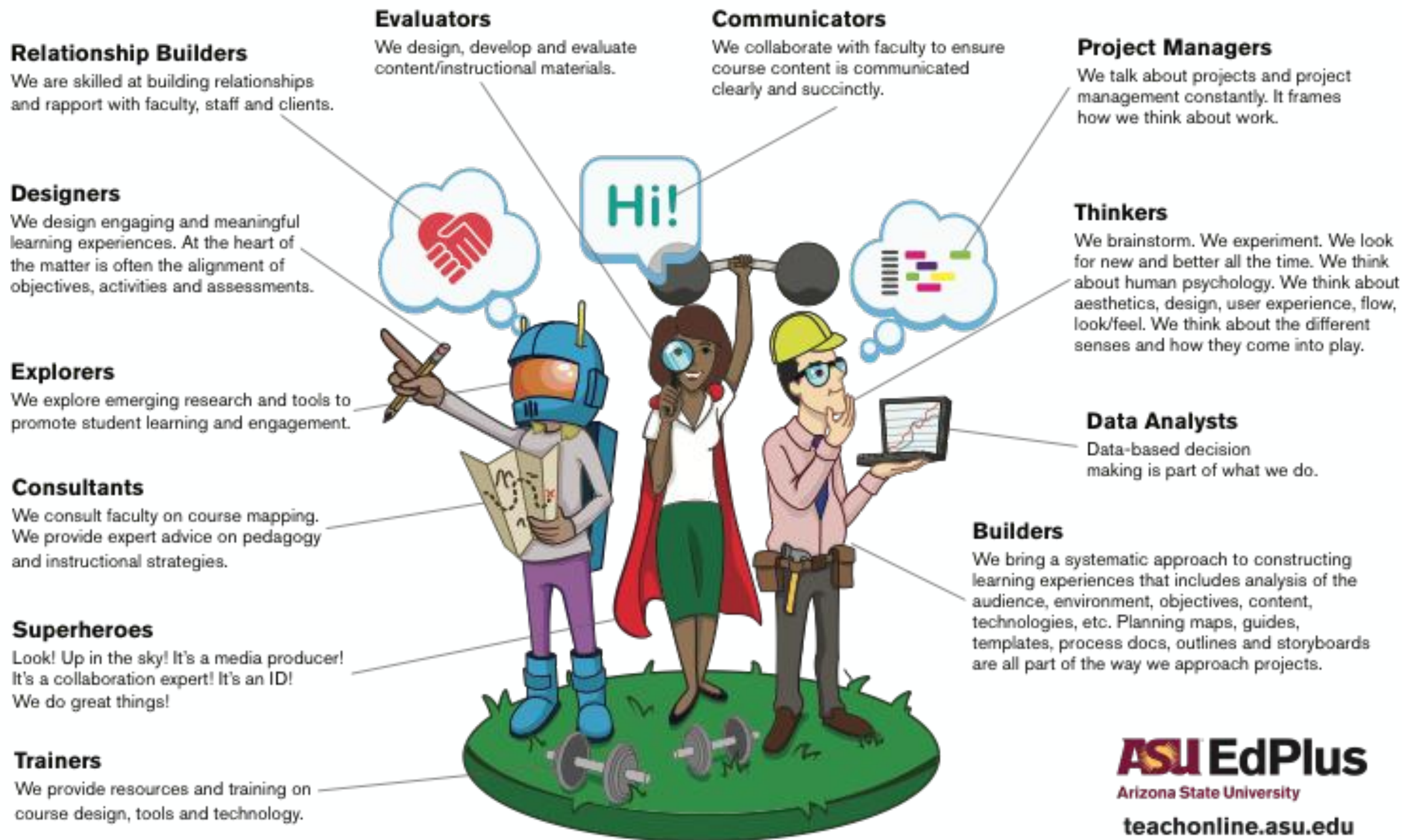
11

Total classes

33

Total credit hours

The Many Roles of Instructional Designers



Design for quality experiences

* Completion is an expectation

Design Standards	Course Development Checklist <small>- Adapted from Quality Matters</small>
ASU Online	<input type="checkbox"/> 1. Course uses ASU Online course template and design theme
	<input type="checkbox"/> 2. Syllabus uses ASU Online syllabus template or includes required syllabus criteria
	<input type="checkbox"/> 3. Course is designed for 7.5 weeks. An instructor guide is highly encouraged http://links.asu.edu/instructorguide
	<input type="checkbox"/> 4. Course includes videos (mini-lectures, demonstrations, interviews) to engage students
Course Overview & Introduction	<input type="checkbox"/> 5. Students are introduced to the purpose, navigation, and structure of course including instructions on how to get started and where to find various course components (QM 1.2)
	<input type="checkbox"/> 6. Instructor Welcome created and placed in course (Instructor welcome video highly encouraged) (QM 1.8)
Learning Objectives	<input type="checkbox"/> 7. Measurable learning objectives exist at the course and unit level (QM 2.1 and 2.2)
Assessment & Measurement	<input type="checkbox"/> 8. Assessments measure stated learning objectives (QM 3.1)
	<input type="checkbox"/> 9. Course grading policy is stated clearly (QM 3.2)
	<input type="checkbox"/> 10. Specific & descriptive criteria (rubrics) are provided for evaluation of student work and tied to course grading policy (QM 3.3)
Instructional Materials	<input type="checkbox"/> 11. Instructional materials contribute to achievement of stated course and unit objectives (QM 4.1)
	<input type="checkbox"/> 12. Instructional materials and a description of how materials are to be used for learning activities are clearly explained (QM 4.2)
	<input type="checkbox"/> 13. All instructional materials are appropriately cited and adhere to copyright guidelines (QM 4.3)
Learner Activities & Learner Interaction	<input type="checkbox"/> 14. Learning activities promote achievement of stated learning objectives (QM 5.1)
	<input type="checkbox"/> 15. Learning activities provide opportunities for interaction that supports active learning (QM 5.2)
	<input type="checkbox"/> 16. Instructor's plan for classroom response time and feedback on assignments is clearly stated (QM 5.3)
Course Technology	<input type="checkbox"/> 17. Tools used in the course support learning objectives (QM 6.1)
	<input type="checkbox"/> 18. Course tools promote learner engagement and active learning (QM 6.2)
Learner Support	<input type="checkbox"/> 19. Technical support information, and how to access it, is provided (QM 7.1)
	<input type="checkbox"/> 20. Course instructions articulate or link to ASU's accessibility policies and services (QM 7.2)
Accessibility & Usability	<input type="checkbox"/> 21. Course navigation facilitates ease of use (QM 8.1)
	<input type="checkbox"/> 22. Course materials are accessible on Mac and PC. Accessibility information is provided for course technologies (QM 8.2)

QUALITY MATTERS



Professional development and training

ASU Online Faculty Center



ASU ONLINE ORIENTATION

10+ MINUTES FOR EXCELLENCE



SETTING UP ONLINE COURSES



DESIGNING INSTRUCTIONAL MATERIALS



CREATING INSTRUCTOR PRESENCE



PROVIDING STUDENT FEEDBACK



MEETING COURSE GOALS



STRATEGIZING ASSESSMENT

JOIN THE DISCUSSION

CREATING INSTRUCTOR PRESENCE

BUILDING COMMUNITY ONLINE

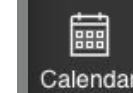
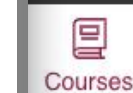
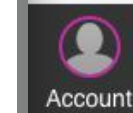
LARGE ENROLLMENT COURSES

MAINTAINING ACADEMIC INTEGRITY

MANAGING TIME FOR TEACHING ONLINE

MASTER CLASS FOR TEACHING ONLINE

CANVAS FOR INSTRUCTORS



- Home
- Announcements
- Syllabus
- Modules
- Yellowdig
- ASU Course Policies
- Resources
- Accessibility
- Grades
- Time in Arizona

Module 0: Workshop Overview - Welcome to Master Class for Teaching Online!



Master Class for Teaching Online

Please Note: This workshop is **NOT** Canvas LMS training. It is designed to facilitate peer sharing of strategies for designing and teaching online courses. For **Canvas Training**, visit the [University Technology Office \(UTO\) Training](#) web site.

Hello, Everyone. My name is **Justin Harding**, Senior Director, Instructional Design & New Media, EdPlus, ASU. I welcome you to the Master Class for Teaching Online. Below you will find a Welcome video from Phil Regier, University Dean Educational Initiatives and CEO of EdPlus.

Watch the following videos to become familiar with the course and to ensure a successful learning experience.

First, watch the Welcome and Introduction video:

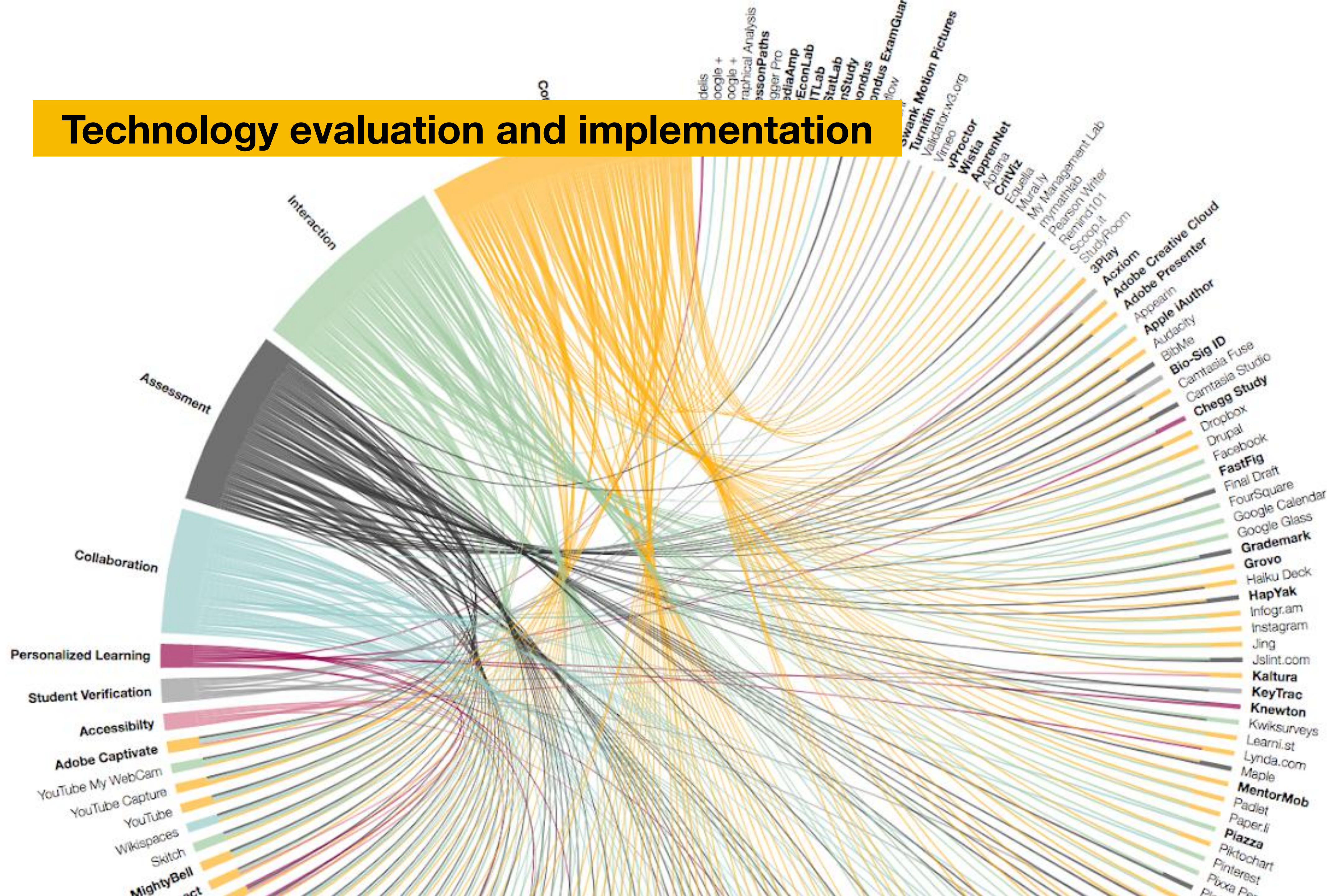


Next, watch the Course Tour video:

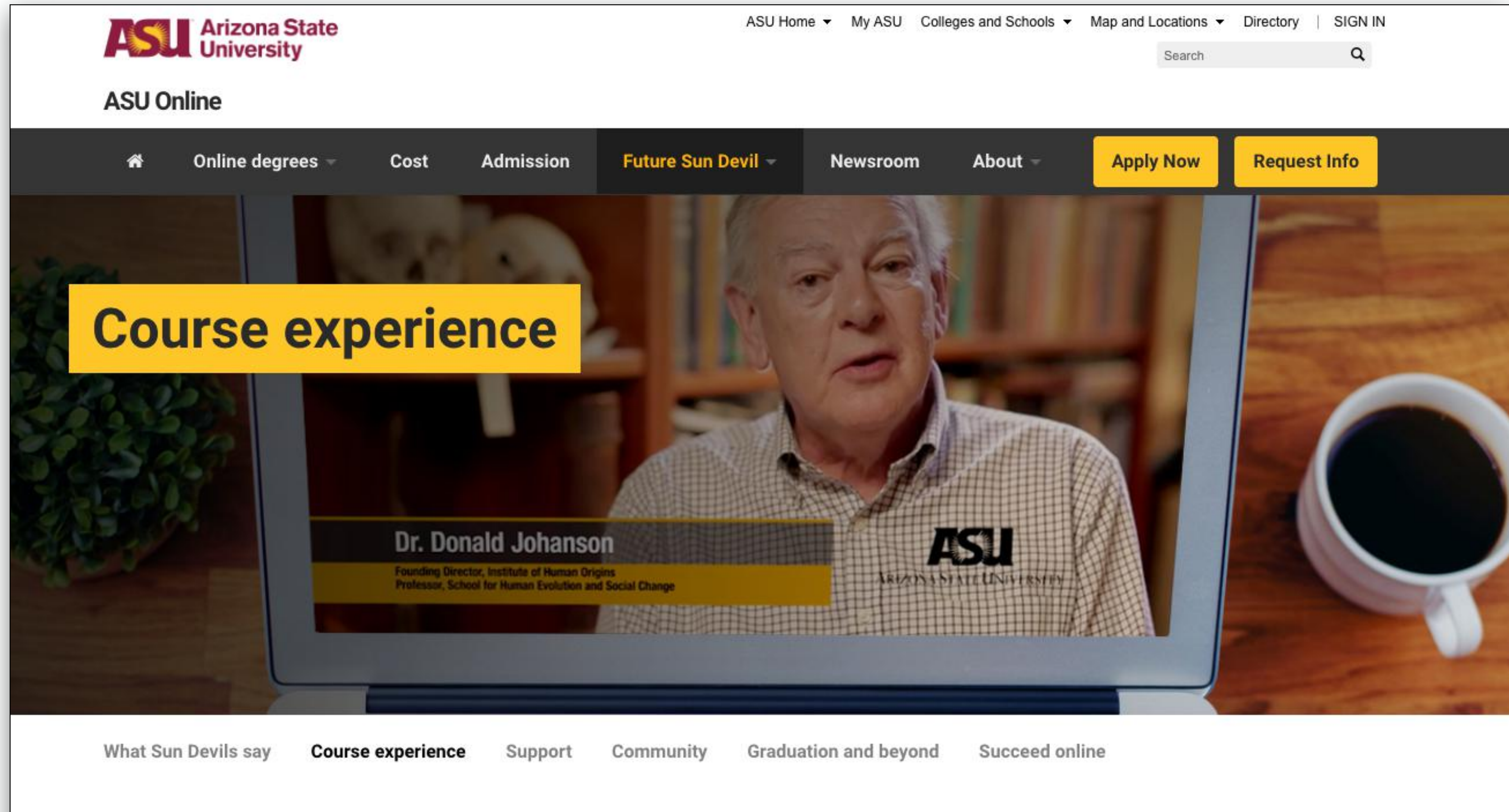
Custom media development



Technology evaluation and implementation



ASU Digital Learning Platform



Interaction - Instructor Presence

START HERE

- Welcome
- Syllabus
- Course Schedule
- Meet Your Instructor
- Textbook Information

COURSE CONTENT

- Week 1
- Week 2
- Week 3
- Week 4
- Week 5
- Week 6
- Week 7

COMMUNICATION



PSY101 - Introduction to Psychology
Dr. Liza Hita

Content - Lab Demonstration

START HERE

[Welcome](#)[Syllabus](#)[Course Schedule](#)[Meet Your Instructor](#)[Textbook Information](#)

COURSE CONTENT

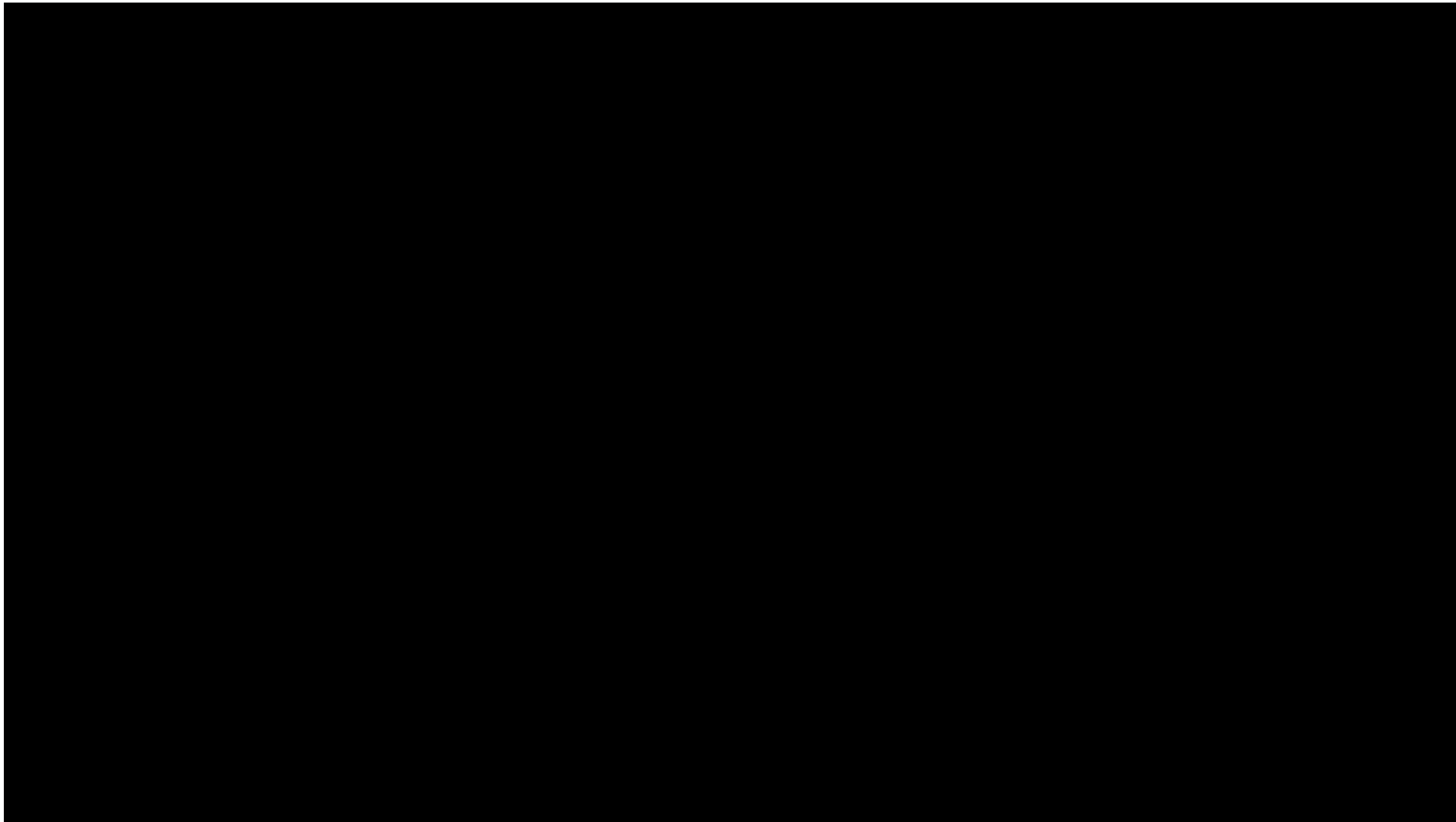
[Week 1](#)[Week 2](#)[Week 3](#)[Week 4](#)[Week 5](#)[Week 6](#)[Week 7](#)

COMMUNICATION



BIO370 - Vertebrate Zoology

Content - Labs Overview



Interaction - Create, Deliver and Review

START HERE

- Welcome
- Syllabus
- Course Schedule
- Meet Your Instructor
- Textbook Information

COURSE CONTENT





- Week 1
- Week 2
- Week 3
- Week 4
- Week 5
- Week 6
- Week 7

COMMUNICATION

LAW 581: US Law & Legal Analysis (MLS Online)

LAW 581: US Law & Leg;

Add your own

		<p>Copy of On behalf of Charlie, Jamie, and Tom</p> <p>Author: Tiffany West</p> <p>Created on: 10/15/2017</p> <p>1 0</p> <p></p>
		<p>Copy of Argument for Marie Beaumont</p> <p>Author: Tiffany West</p> <p>Created on: 10/15/2017</p> <p>2 0</p>
		<p>Behalf of Charlie Jamie and Tom</p> <p>Author: Richelle Hubbell-Hudson</p> <p>Created on: 9/26/2017</p> <p>2 0</p>
		<p>In favor of Marie Beaumont</p> <p>Author: Cherie Aho</p> <p>Created on: 9/26/2017</p> <p>1 0</p>

LAW 581 - U.S. Law and Legal Analysis
Argument Exercise Hypothetical Case and Background

Interaction - Virtual Science Labs

START HERE

- Welcome
- Syllabus
- Course Schedule
- Meet Your Instructor
- Textbook Information

COURSE CONTENT

- Week 1
- Week 2
- Week 3
- Week 4
- Week 5
- Week 6
- Week 7

COMMUNICATION

Blackboard Home

Course Schedule

Logger Pro

Announcements

Discussion Board

Hallway Conversations

Week 1-Introduction

Week 2-CVLM

Week 3-UALM

Week 4 - N2L

Week 5 - CoE

Week 6 - CoM

Week 7 - Bouyancy

Final Week - Thermod

My Grades

Email

Technical Support

ASU Library

For Faculty - Alternative Week Format Information

Courses

Organizations

Help

System Admin

Blackboard Maintenance

Watch Lecture

Intro: Constant Velocity Motion in One Dimension

Lab Objectives:

to distinguish position; distance and displacement as well as speed and velocity;

to be able to model a cart's motion with graphs;

to gain understanding of relationships between position vs. time and velocity vs. time in constant velocity motion.

1:10

Lab Materials

Attached Files:

Lab Manual_Constant Velocity Motion in One Dimension (1).pdf (473.229 KB)

Lab_Report_Template_CVLM.docx (57.639 KB)

Login to KET virtual labs. Follow the procedure in the Lab Manual to complete the lab experiment. Record required experimental data in the Lab template, insert printscreens of the graphs, complete lab report.

Watch Experimental Lecture

PHY122 - University Physics Lab I
Dr. Darya Dolenko

Interaction - Custom Media

START HERE

- Welcome
- Syllabus
- Course Schedule
- Meet Your Instructor
- Textbook Information

COURSE CONTENT

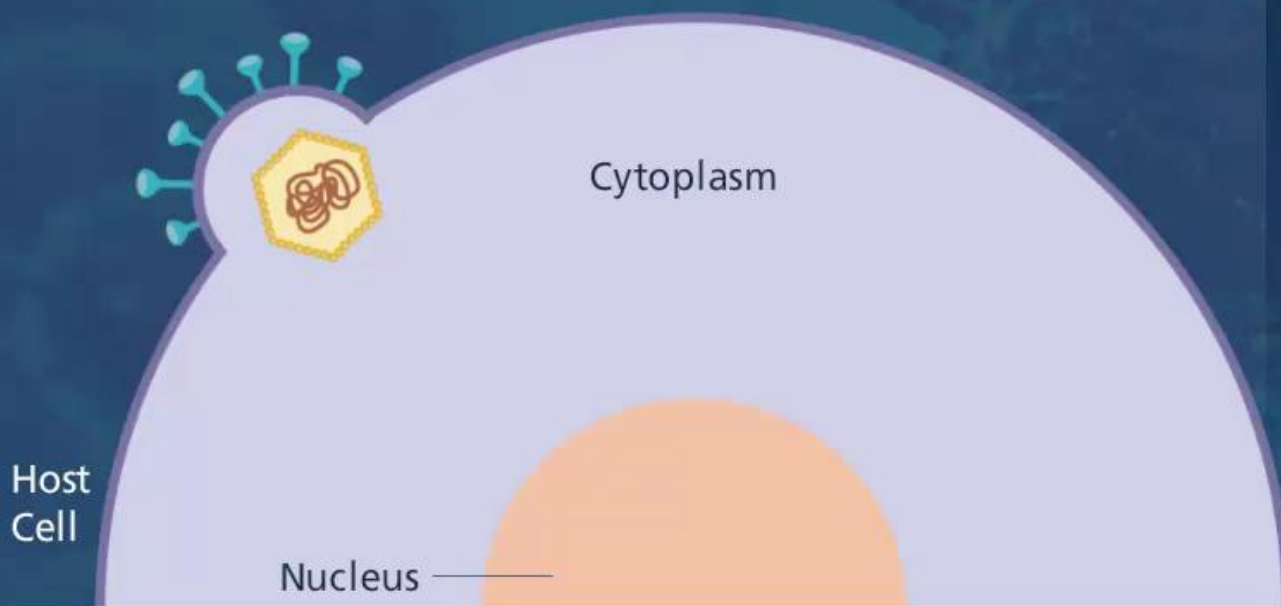
- Week 1
- Week 2
- Week 3
- Week 4
- Week 5
- Week 6
- Week 7

COMMUNICATION

Viral Replication

Life Cycle of a Virus

Step 3: Uncoating



Host Cell

Cytoplasm

Nucleus

Disassembly of the virion to liberate its genomic components into the host cell cytoplasm.

May be initiated by attachment to a host cell receptor.

May be promoted by a decrease in pH or by proteases found in an endosome or lysosome.

Use the slider to view each step of the virus life cycle.

STEP 1

STEP 2

STEP 3

STEP 4

STEP 5

STEP 6

For additional information on viral replication, see the following optional videos:

vid 1

vid 2

< PREV

NEXT >

Mayo Medical School

Collaboration - Peer Critique

START HERE

- Welcome
- Syllabus
- Course Schedule
- Meet Your Instructor
- Textbook Information

COURSE CONTENT

- Week 1
- Week 2
- Week 3
- Week 4
- Week 5
- Week 6
- Week 7

COMMUNICATION

CRTVIZ

Justin Harding

ART 206 Spring 2018

Digital Photography 1

Instructors Ashley Czajkowski, Jane Lindsay, Betsy Schneider

Course

Announcements

Files

Assignments

Portfolio

Critique Assignment 4: Still Life/Staged/Created for the Camera

Critique of assignment “Assignment 4: Still Life, Staged, and/or Performing for the Camera”

Respond to your classmates work--answer all 5 questions below. 3 are ranking and 2 will require a significant amount of writing.

Assignment closed Tuesday, April 10, 2018, 11:59 p.m.

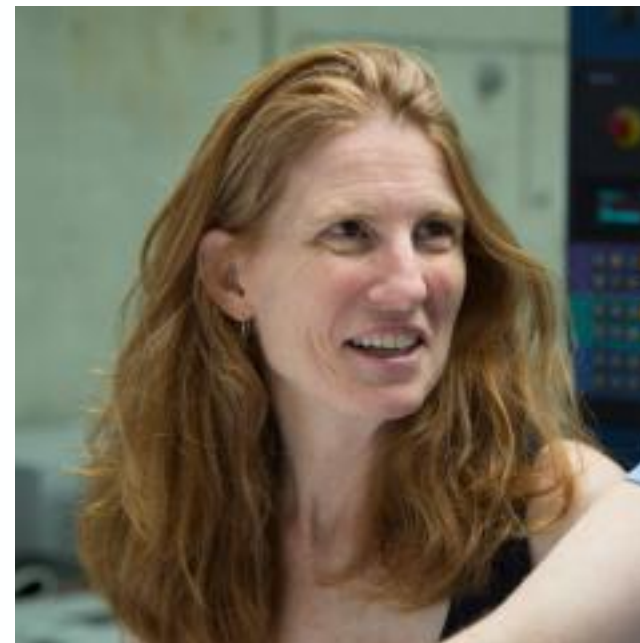
Assignment 4: Still Life, Staged, and/or Performing for the Camera

Assignment 4: Still Life, Staged, and/or Performing for the Camera

“If I knew what the picture was going to be like I wouldn’t make it. It was almost like it was made already..the challenge is more about trying to make what you can’t think of.” – Cindy Sherman

ART206 - Digital Photography I






“The students develop relationships with each other and engage in critical exchange between and among each other as they develop their aesthetic, conceptual and technical photography skills.”








Betsy Schneider
Lecturer, School of Art

Interaction - Student Community

START HERE


- Welcome 
- Syllabus 
- Course Schedule 
- Meet Your Instructor 
- Textbook Information 

COURSE CONTENT

- Week 1 
- Week 2 
- Week 3 
- Week 4 
- Week 5 
- Week 6 
- Week 7 

COMMUNICATION


ASUdig
Network ▾
Help ▾
All Boards ▾
Justin Harding ▾


Kena Ray 11:41 AM MST, 30 Mar Admin

Master Class for..

Why I Teach Online

This article was written by one of our own! What do you think?




It turns out that online instruction is a feminist issue. <https://www.chronicle.com/article/Why-I-...>

BUILDING COMMUNITY/INSTRUCTOR PRESENCE


Permalink

Love it! - 4 Like - 1 Not relevant - 0 Bookmark Save as New 18

Hide expanded Comment(s)


Patrick McWhortor 09:30 PM MST, 30 Mar Reply

I admit that I have been a skeptic of online learning, even as I began teaching my first online course this semester since the early 2000s. After three weeks, I am impressed with the commitment that these students are making to learning, and my impressions seem to be consistent with the sentiments expressed in this article. I am becoming more positive about online learning, even though I do miss the interpersonal connection that happens on-ground. I am still looking for ways of reproducing those connections in the online environment. This article gives me some inspiration to keep trying.


Stephen Kraftt 09:46 AM MST, 01 Apr Reply

+ Pin

Search

Sort by Recent Activity ▾

Add Filters ▾

☐ Unread Only (496)

Interaction - Accessibility and Usability

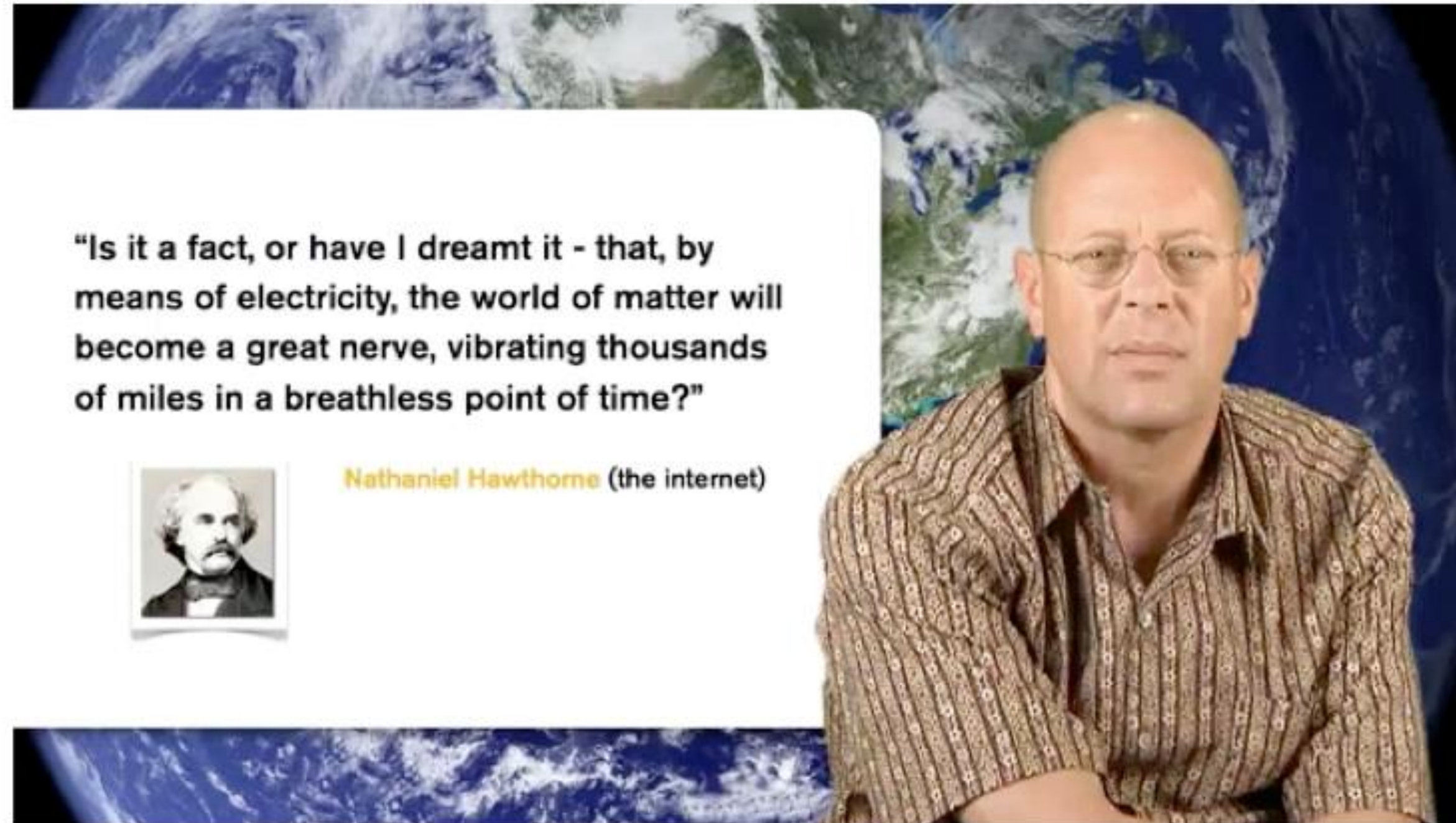
START HERE

- Welcome
- Syllabus
- Course Schedule
- Meet Your Instructor
- Textbook Information

COURSE CONTENT

- Week 1
- Week 2
- Week 3
- Week 4
- Week 5
- Week 6
- Week 7

COMMUNICATION



AST111 - Intro to Solar System Astronomy






Dr. Frank Timmes

FRANK TIMMES: Hi there, Astronomy 111. "Is it a fact, or have I dreamt it-- that, by means of electricity, the world of matter will become a great nerve, vibrating thousands of miles in a breathless point of time?" so wrote Nathaniel Hawthorne on what would become the internet.







Intro to Solar Systems and Astronomy, I'm Frank. Please send me an email, post your stuff on blackboards. I know who you are. And do check the

Personalized Learning

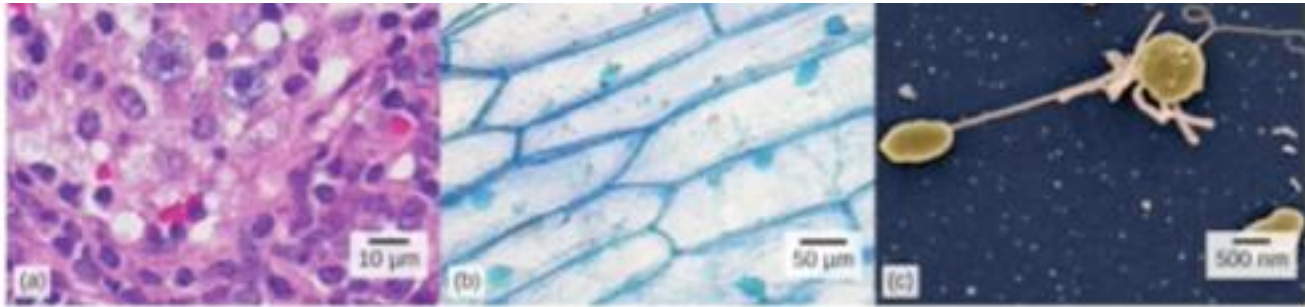
START HERE

- Welcome 
- Syllabus 
- Course Schedule 
- Meet Your Instructor 
- Textbook Information 

COURSE CONTENT

- Week 1 
- Week 2 
- Week 3 
- Week 4 
- Week 5 
- Week 6 
- Week 7 

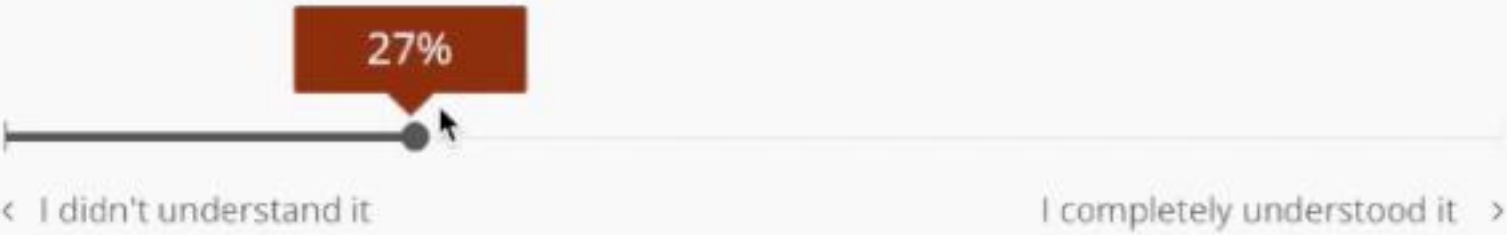
COMMUNICATION



Comparison of Different Cell Types (a) Nasal sinus cells (viewed with a light microscope), (b) onion cells (viewed with a light microscope), and (c) *Vibrio tasmaniensis* bacterial cells (viewed using a scanning electron microscope) are from very different organisms, yet all share certain characteristics of basic cell structure. (credit a: modification of work by Ed Uthman, MD; credit b: modification of work by Umberto Salvagnin; credit c: modification of work by Anthony D'Onofrio; scale-bar data from Matt Russell)

Learning Objective Describe the roles of cells in organisms by contrasting prokaryotic cells with eukaryotic cells, giving examples of each, and plant cells with animal cells.

How well did you understand 'Cell Theory' ?



Still unsure about something?

Use this field to submit questions for your instructor regarding the content you reviewed.



Your question will go to your instructor for this course

Write your question here.

Send

BIO100 - Introduction to Biology

Assessment - Formative Feedback

START HERE

- Welcome
- Syllabus
- Course Schedule
- Meet Your Instructor
- Textbook Information

COURSE CONTENT


- Week 1
- Week 2
- Week 3
- Week 4
- Week 5
- Week 6
- Week 7

COMMUNICATION

Inquiry

Answer the following questions:

- How many possible point lattices are there?*
- How many possible bases are there?*
- How many possible structures are there?*



MSE598 - Materials Science Engineering
Dr. Terry Alford