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
Exceptional faculty
High capacity support
The Many Roles of Instructional Designers

**Relationship Builders**
We are skilled at building relationships and rapport with faculty, staff and clients.

**Evaluators**
We design, develop and evaluate content/instructional materials.

**Communicators**
We collaborate with faculty to ensure course content is communicated clearly and succinctly.

**Project Managers**
We talk about projects and project management constantly. It frames how we think about work.

**Designers**
We design engaging and meaningful learning experiences. At the heart of the matter is often the alignment of objectives, activities and assessments.

**Thinkers**
We brainstorm, experiment. We look for new and better all the time. We think about human psychology. We think about aesthetics, design, user experience, flow, look/feel. We think about the different senses and how they come into play.

**Explorers**
We explore emerging research and tools to promote student learning and engagement.

**Data Analysts**
Data-based decision making is part of what we do.

**Consultants**
We consult faculty on course mapping. We provide expert advice on pedagogy and instructional strategies.

**Builders**
We bring a systematic approach to constructing learning experiences that includes analysis of the audience, environment, objectives, content, technologies, etc. Planning maps, guides, templates, process docs, outlines and storyboards are all part of the way we approach projects.

**Superheroes**
Look! Up in the sky! It’s a media producer! It’s a collaboration expert! It’s an ID! We do great things!

**Trainers**
We provide resources and training on course design, tools and technology.
Design for quality experiences

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

ASU Online Faculty Center

10+ MINUTES FOR EXCELLENCE

- SETTING UP ONLINE COURSES
- DESIGNING INSTRUCTIONAL MATERIALS
- CREATING INSTRUCTOR PRESENCE
- PROVIDING STUDENT FEEDBACK
- MEETING COURSE GOALS
- STRATEGIZING ASSESSMENT

Module 0: Workshop Overview - Welcome to 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 website.

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

ASU Online

Course experience

Dr. Donald Johanson
Founding Director, Institute of Human Origins
Professor, School for Human Evolution and Social Change
Interaction - Instructor Presence

PSY101 - Introduction to Psychology
Dr. Liza Hita
Content - Lab Demonstration

BIO370 - Vertebrate Zoology
Argument Exercise Hypothetical Case and Background
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.

Lab Materials

Attached Files:
- Lab_Manual_Constant_Velocity_Motion_in_One_Dimension.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 printscreen of the graphs, complete lab report.
Interaction - Custom Media

Mayo Medical School
Collaboration - Peer Critique

ART 206 Spring 2018
Digital Photography I
Instructors Ashley Czajkowski, Jane Lindsay, Betsy Schneider

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

"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
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 feminized issue. https://www.chronicle.com/article/Why+-...
Interaction - Accessibility and Usability

"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?"

Nathaniel Hawthorne (the internet)

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

AST111 - Intro to Solar System Astronomy

Dr. Frank Timmes
Personalized Learning

Comparison of Different Cell Types
(a) Nasal sinus cells viewed with a light microscope. (b) Onion cells viewed with a light microscope. (c) White Campanula bacillus cells viewed using a scanning electron microscope. They are from different organisms, yet all share certain characteristics of basic cell structure. (credit a: modification of work by Ed Uthman; credit b: modification of work by Umberto Salvagni; credit c: modification of work by Anthony D'Orsogna; 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’?

27%

I didn’t understand it

I completely understood it

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
Assessment - Formative Feedback

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