ADDIE Webinar

Resources

On ADDIE and Course Design

Baldwin, S.J., Ching, Y. An online course design checklist: development and users' perceptions. *Journal Computing in Higher Education 31*, 156–172 (2019). doi-org.myaccess.library.utoronto.ca/10.1007/s12528-018-9199-8

This article provides a researched checklist of things one should think about in online design.

Baldwin, S.J., Ching, Y.-H., & Friesen, N. (2018). Online course design and development among college and university instructors: An analysis using grounded theory. *Online Learning*, *22*(2), 157-171. doi:10.24059/olj.v22i2.1212

This article presents a study that shows that even if instructors who participated in the study did not know the ADDIE model, most were actually already following ADDIE in their online course design.

Branch, R. (2007) *Instructional Design: The ADDIE Approach*. Springer

This text provides an overview of ADDIE and it can support instructional design principles.

Czerkawski, B.C., & Lyman, E.W. (2016). An Instructional Design Framework for Fostering Student Engagement in Online Learning Environments. *Tech Trends 60*(6),532-539. doi-org.myaccess.library.utoronto.ca/10.1007/s11528-016-0110-z

The article highlights strategies to keep students engaged in your online course.

On Online Student Experiences and Preparation

Fairmont State University. (n.d).Online student reflective check
https://www.fairmontstate.edu/academics/distancelearning/successful_student.asp

This resource gives points that students should think about as they are preparing for online learning.

Veletsainos, G. (2020). *Learning Online: The Student Experience*. Johns Hopkins University Press. https://muse.jhu.edu/book/73824

This e-text provides many demographic example of online students and learners to highlight how there is not just one kind of student who learns online.

Online Teaching

Darby, F. (2020). *Small Teaching Online*. Jossey-Bass.
This book is a continuation of Lang's *Small Teaching* but focused on online learning. It provides many tips and strategies to implement in your online course design and facilitation.

Darby, F. (2020). How to Be a Better Online Teacher. *The Chronicle*.
https://www.chronicle.com/interactives/advice-online-teaching
This article highlights 10 essential principles and practices for teaching online.

Nilson, L. and Goodson, L.A. (2017*). Online Teaching at Its Best: Merging Instructional Design with Teaching and Learning Research*. Jossey-Bass.
This book intersects pedagogy and instructional design to demonstrate how both inform inclusive online course delivery.

I'm missing the Online Courses 101. It would be helpful to have just some basic explanation of the key differences between online and offline courses. I'm sure my perspective is informed by the fact that I'll be teaching an elective, not a course with pre-determined knowledge/skill outcomes.
Even courses that are electives have goals and outcomes but this is a good point. There are key differences between online and offline courses and this centres around synchronous or asynchronous delivery. F2F (face-to-face) courses are synchronous and students attend courses at a certain time; this is not true of online courses. Another key difference is there is more flexibility in terms of modality of assessment and content delivery and design in online courses, meaning that you can implement more multimodal engagement pieces more readily. In addition, communication aspects are different in online courses this means that it is important to have clearly defined channels to communicate with students in whatever means you are the most comfortable.

Is there one place we can go to find out all the different ways to teach online?
How you teach online is going to be personal to your pedagogy. There is not one way or different ways to teach, it would be reflective of your pedagogy and what you feel is a priority in your course. We encourage everyone to go to the UTM Teach Anywhere site on Quercus. If you don't have access to this site, then please email fiona.rawle@utoronto.ca.

What particular skill(s) do I need to work on before teaching my fall course online?
Platform literacy is very important, so we encourage you to become comfortable with the Quercus platform. Another useful skill is to practice recording videos for asynchronous delivery. This can be done as a voice over on PowerPoint or by using tools like SnagIt.

Tools for Teaching Online

Are there major differences between Blackboard Collaborate and Zoom?
The main difference is capacity. Zoom meetings can hold up to 300 but you can ask for 1000 students through I&ITS; whereas Bb Collaborate has a cap of 250. Please look at the information on the Quercus Teach Anywhere page for more information about this.

How do I add polls in online lectures?
Bb Collaborate Polling:
https://help.blackboard.com/Collaborate/Ultra/Moderator/Moderate_Sessions/Polling

Zoom Polling: https://support.zoom.us/hc/en-us/articles/213756303-Polling-for-Meeting

Small vs Large Class Sizes

Will you directly address class sizes --i.e. what is possible in a class of 20, 60, 100, and the differences between these?
Yes, there are different assessments that work for different class sizes and we will speak to this in the third webinar on April 23rd.

Helping your Students Get Prepared, and Creating a Classroom Community

How can we help students get prepared to learn online?
As we think about our own best practices, we can also help students by providing them with a clear road-map on how to best navigate online courses. Also please refer students to this resource: https://library.utm.utoronto.ca/students/quercus/learn-anywhere

How should we introduce ourselves to the students in our online class?
If you feel comfortable, you can record a short video to introduce yourself. One strategy is to share one thing that interests you with the class so that they know a bit more about you and that your personality will be apparent. This could be a hobby, a sport, a pet, or anything you feel comfortable with.

Should we send our students a survey at the beginning of the course to ask about their access to webcams and prior experience with online courses?
Yes you can create an anonymous poll in Microsoft Forms at the beginning of the semester so that you can have that information as you continue with the course. You can also create an anonymous survey through Quercus.

Synchronous vs Asynchronous Delivery

Are there some resources/best practices for synchronous/asynchronous delivery?
A mixture of synchronous and asynchronous works well and tends to be more equitable for the students and for the instructor. For example, a synchronous one hour lecture can be supplemented with asynchronous lecturettes (small 4-6 minute videos) about key concepts in the course, or can be presented as problem sets.

Should all the recorded lectures be loaded at once or sequentially?
It is often best to have as much material available to the students so they can see what is coming however we very much realize this is not tenable in this situation as you are preparing a full semester course with just one month of prep time. Therefore, we suggest you upload at least two weeks work of asynchronous material for the students to see.

Is there a risk to frontloading all my material? Will this not allow for more spontaneous choices during the course of the term?
There is very much an opportunity for more spontaneous and creative activities based on discussions and interactions in the course. Not everything needs to be planned out exactly but the framework based on learning goals and outcomes needs to be there.

Student Engagement in Online Courses
How do we keep students engaged in an online lecture format?
Polls/Chats are good to keep track of students' insights and so that they are engaged. You can also use discussion posts or reflection pieces to help engage students (such as 1 minute papers). We'll be talking about this in more detail in the webinar on April 14th when we discuss Learning Outcomes and alignment with Learning Activities.

Groupwork in on Online Course
Here is a resource on the value of online groups: https://www.insidehighered.com/digital-learning/article/2018/04/25/group-projects-online-classes-create-connections-and-challenge

How do I do peer groups online?
This is a Quercus question that can be answered through Instructional Technology support. We also encourage you to check the UTM Quercus Teach Anywhere page.

What about an activity where you pair students up and expect them to meet online to peer review their papers and discuss? Is that too much pressure for students right now?
This is a great idea and can certainly help interaction and engagement for the students. During our webinar we talked a fair bit about expectations for students and how students can feel overwhelmed. Just make sure your expectations are clear from the start of the course.

Activities in Online Courses
In terms of "What are the students doing" - can you provide advice/resources on what activities are best suited for online courses?
Activities would be very dependent on the program and the course and we will be speaking about this further in the second and third webinar in the series.

Is there a repository of online activities?
This will be shared as a resource in the third webinar on April 23rd as it is dependent on your goals.

Internet Access, Webcams and Student Videos

Can we require the students to have their cameras on during the synchronous interactions?
(Context: When my seminar students had their cameras off, it was a disorienting and surreal teaching experience for me. It was like talking into a void.)
No you cannot require students to have their cameras on for equity reasons. Some students may not have a space where they feel comfortable to show their camera. Some professors encourage students to use zoom backgrounds so that they don't show their living space. In addition, some students may feel more comfortable sharing video in a small tutorial group rather than a large lecture.

Participant response: I had an opportunity to have my students do their final presentations through collaborate and it was a group and they collaborated very well. Most of my students prefer to present without the video and only audio with PowerPoint. I find it a challenge unless the student is willing to do this (e.g. extroverted people).

Can we expect that students will have consistent internet access?
The summer semester is different from the winter semester as all students will be taking these courses knowing that they will be online. Therefore, they should have internet access in some capacity but we cannot mandate a specific consistent Internet speed.

Academic Integrity

How do I promote academic integrity in an online course?
We will be addressed this in the third webinar on April 23rd. There has been a lot of information on this posted to the UTM Quercus Teach Anywhere site:

- Talk to your students openly about academic integrity and what this means in the context of an online final exam.
- Be very clear on what is and isn't allowed during the online final exam.
- Consider the types of questions you are asking. Recall and knowledge questions are more easily "google-able" than application and synthesis type questions. Ensure that the questions on the exams are addressing the upper levels of Bloom's Taxonomy, such as apply, analyze, evaluate, and create.

Privacy

General questions about protecting student privacy (say, with recorded lectures that include an element of student participation).
Always let the students know when you will be recording and what will be posted.

Protection of My Instructional Material

I do not want to end up on the web. How am I to ask students to not disseminate my (copyrighted) lectures/slides/etc?
You can make an announcement about intellectual property but there is no way to prevent this from happening.

Will our students have access to bookstore textbook orders?
We encourage instructors to make sure that there is an e-version of their textbook available, either through the library or for purchase through the bookstore.

Comment from participant: I found out that my students would be unable to get access to the required textbook because it was not published in an e-version and the publisher's warehouse is closed. Oxford U Press was able to host an online copy of my text and allow students to rent it for relatively cheap. Just wanted to share.

Online Teaching

*O*bjective *R*esponsibility *E*xpectation *O*rganization

Asynchronous learning
Teachers create learning experiences for students to work at their own pace and take time to absorb content

Synchronous learning
Teachers and students meet online in real time through videoconferencing or live chatting

Do This 👍

Not That 👎

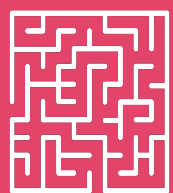| Do This	Not That
Less is more Assignments likely take twice as long to complete at home because of different factors; prioritize and be realistic	**Being unrealistic** Assign "class work" and 'homework" every day and request students to complete according to short timelines
Give explicit instructions Outline deliberate instructions and specify the length of time to complete the session of learning	**Being unclear and vague** Communicate in lengthy paragraphs with instructions that may be difficult to follow or tasks that are overly vague
Specify expectations Specify task requirements and length clearly (e.g. 2 minute audio recording with a bulleted checklist)	**Being too open-ended** Assign tasks that are too open ended (e.g. make a video about the moon; write an essay about pollution)
Be empathetic Assign a reasonable workload; encourage students to balance online with offline and connect with one another	**Be overly task-oriented** Assign online classwork followed by extra homework without a clear focus on student wellbeing
Communicate consistently All instructions and assignments **must** be communicated via ManageBac, our online hub	**Mixed communication** Use multiple platforms inconsistently (e.g. email followed by Google Classroom w/ MB submission)
Be online for 'office hours' Be online during office hours to provide support, answer questions, or clarify confusion via a *system*.	**Stand by at all times** Respond to every email right away and leave no break for yourself (unless it's urgent, it can wait until office hours)
Seek student feedback Seek student feedback about their workload, emotional state, learning preferences, and learning pace	**Use the same approach** Teach in a way that does not give students voice and/or choice, leaving them feeling overwhelmed
Boost learning retention Curate multimedia materials to boost learning retention and use digital tools to create interactive lessons	**Try new & unused tools** Trying new tools that you've never used may lead to technological difficulties and increase challenge
Identify lesson objectives Be intentional and identify clear learning objectives and assessment outcomes (formative and summative)	**Give random activities** Keep students busy doing online activities and do not think about the lesson objectives and assessments