Teaching from the Edge

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Introduction

• About KU & KU Libraries
• About LA&S 292
  • Traditional course
• Transition into online environment
  • Reviewing past courses
  • Syllabus review and previous instructors feedback
Course Design from Scratch

• Course development
• Instructional design method
• Course objectives
Backwards Design

• Why backwards design?
• Three Guiding Principles
  • Identify desired results
  • Determine acceptable evidence
  • Plan learning experiences and instruction
Rubric Selection

• Quality Matters™ Rubric
  • Standard for evaluating online courses
  • Utilized by KU’s Center for Online & Distance Learning (CODL)
The Eight General Standards for Online and Hybrid Courses:

1. Course Overview and Introduction
2. Learning Objectives (Competencies)
3. Assessment and Measurement
4. Instructional Materials
5. Learner Interaction and Engagement
6. Course Technology
7. Learner Support
8. Accessibility
Technology & Software

• Course Management System
  • Blackboard
  • Modules explained
• Activity: Engagement
  • Jing and Captivate
  • YouTube tutorial videos
• Soft Chalk – hands on activities
• Quizzes (BB)
Before the Class begins and after Course Design is Completed

- Solicited feedback from:
  - Current & former instructors of LA&S 292
  - Colleague & instructor outside Library Instructional Services
  - Student Perspective - student assistant
  - CODL
When the Difficulties are Technical

- Blackboard issues
  - Formatting issues
  - Broken links
- Soft Chalk issues
  - Integrating with Grade Center in Blackboard
Online Communication and Challenges to Student Learning

- Online learning easy for some
  - Others find it challenging
- ESL & Non-Traditional Learners
  - In-class and online
- Challenges of “teaching” online
  - Not about technology
Lessons Learned

• Technology lessons
  • Double check
    • Links
    • Activities
  • PC/MAC compatibility
Future Changes in LA&S 292

- Review and revamp summer 2012
- Inclusion of critical thinking activities
- Review syllabus and assignments for clarity in direction
- Considering hybrid and/or both hybrid and online course(s)
Things We’ll Continue

• Solicit feedback from multiple reviewers/perspectives
• Entire course development completed before 1st day of class
• Quick turnaround on student questions & constructive feedback on assignments
View Blackboard Course & Questions

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