

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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