Online Course Design and Delivery (OCD²)
Fall 2021

Course Credit hours – equivalent to a 3-credit-hour course
EDUC 1996 S. 501 is the credit bearing name and number of the course

Instructor Information:
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I will check email Monday mornings through Thursday afternoons unless there is a university holiday, often on Fridays, and usually on Sunday afternoons unless I am out of town. Expect a response within 24 hours to email messages sent Sunday afternoon through Thursday. If you send me a message on Friday or Saturday, expect a message no later than the following Monday.

Figure 1 Photo by Adam Solomon on unsplash.com

Instructor-Led Help Sessions:
- Online scheduled instructor-led help sessions will be in this Zoom room: https://unm.zoom.us/j/99306957046
- Password to enter Zoom room: HelpMe
- Hours:
  - Tuesdays　　　　　10:00 to 11:00 AM and 12:00 Noon to 2:30 PM
  - Thursdays　　　　　10:00 to 11:00 AM and 12:00 Noon to 2:30 PM
- I will likely add at least one evening hour during first week of class
- Other times by appointment
- ***I am quite happy to be available in the evenings and on Sunday afternoons if you let me know you want to meet***. We may also set up a scheduled once-a-week meeting time in the evening if folks would like that real-time interaction.
- ***Be sure to check my weekly schedule posted in Learn to make sure I have not changed availability. Occasionally I may have an unexpected or impromptu meeting come up that takes me away from "the office." It is a good idea to let me know you are coming so I don't run off.***

Course Overview
This Online Course Design and Delivery course introduces current and future instructors to literature-based best practices for teaching in the online environment. The focus is on design, delivery, and course management, and includes practice with some of the tools you can use to build a quality online experience for students. The readings, assignments, online activities, and application of theory are designed to give participants an integrated view of the components of online learning and the context that can make it an effective learning paradigm. You will also experience the joys of being a student in an online, asynchronous course.

Contents

Course Prerequisites

There are no official prerequisites for this course, however, this course is for teachers so there is an expectation that you have at least a bachelor's degree in the area you teach.

Student Learning Outcomes

By the end of this course, participants will be able to:

1. Provide clear expectations and guidance to learners in an online course.
2. Develop student-centered, measurable unit/module-level (and possibly course-level) learning objectives that establish the foundation upon which the course is built.
3. Plan a robust online learning experience for students with substantive and timely interaction from the instructor and opportunities for interaction with other learners in the course as appropriate.
4. Identify, discuss, and explain various educational theories and practices that are pertinent to the online learning environment.
5. Identify, discuss, and analyze various policies concerning authentication, copyright, and other areas of concern in an online learning environment.
6. Incorporate appropriate tools and technologies into the course that will assist learners in achieving the stated learning objectives.
7. Discuss and provide peer critique of various completed assignments that build toward a START HERE unit and at least one content unit.
8. Apply universal design methodologies throughout.
9. Observe and identify with many of the pitfalls that get in the way of students succeeding in online courses.

These outcomes will not necessarily be addressed sequentially, they are just numbered for ease of reference.

Text and Tools

- **Required Text:** *Effective Online Teaching: Foundations and Strategies for Student Success*, 1st edition (Jossey-Bass: an imprint of Wiley, ISBN 9780470578384). There should be a couple of copies in the UNM-Valencia bookstore, or you can order online.
- **Supplemental Text (optional):** *Essentials of Online Course Design: A Standards-Based Guide*, by Marjorie Vai and Kristen Sosulski (Routledge, ISBN 9780415873000). This is a great user's guide to have for a reference, analogous to the Chicago Manual of Style for those who do much writing. I will have a PDF version of this text available for download.
- **Internet and Computer (required):** You will need reliable access to a computer, high-speed internet, and the ability to upload free software to access the online materials. All the programs we use should be fully compatible with mobile devices – phones, tablets, laptops, etc. – but some programs just work better on a computer. You will also need administrative rights to download free
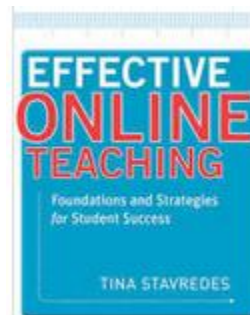
software or plug-ins or add-ons on the computer you plan to use for this course. If you do not have rights to update or download software, be sure to contact the appropriate technical support folks to help you download those programs.

- **UNM Learn (required):** You will need access to Blackboard UNM Learn. This is the primary program we will use for communication in the class. You will use your UNM NetID to log into UNM Learn. You may access it directly via http://learn.unm.edu
- **Adobe Reader (required)** (a free download), preferably the Adobe Acrobat Reader DC version or better. If you have the full Adobe Creative Cloud or Adobe DC all the better!
- **Microsoft Office Suite or Compatible (required):** You should be able to use Word, Excel, and PowerPoint or the equivalent if you use Linux-based or Google products. We will also use MS Teams which comes with the MS Office 365 suite available to you as faculty at The University of New Mexico.

Time for this Course

The time you allot to this course should be equivalent to what you would expect from a three-credit-hour course. Plan to spend a minimum of *4 to 6 hours per week* for this class. This time should not all be lumped on the weekend or in one day; you will need to spread out the time you allot to this course.

Course Grade

I am incorporating "un-grading" in this course so you will notice an alternative way I am using to determine completion of the learning objectives (instead of putting points on every assignment). I am leaving points you earned out of total possible on the reading quizzes so you will know if you got all the answers correct or not. Other assignments will either earn a check indicating it was completed or I will enter a short phrase stating where you are with that (i.e. half done). Be sure to check for comments on all "graded" assignments since I will likely enter more extensive comments for each assignment.

There are a total of nine units split among three modules. Due dates are approximate (about 90% confident) so be sure to check in Learn in the individual modules/units in case the due dates have shifted.

- **Start Here Module**   **Approx. Dates for Unit**
    - U1: Preliminaries   Aug. 30 through Sept. 7
    - U2: Online Community   Sept. 8 through 16
    - U3: Building Your Start Here Unit   Sept. 17 through 28
- **Content Creation Module**
    - U4: Learning Objectives   Sept. 29 through Oct. 5
    - U5: Presenting the Content   Oct. 6 through 17
    - U6: Activities, Assignments, Assessments   Oct. 18 through 28
- **Finishing Up and Unit Review**
    - U7: Student Behavior and Support   Oct. 29 through Nov. 4
    - U8: Universal Design   Nov. 5 through 11
    - U9: Finish your content unit and review   Nov. 12 through 23

You should plan to complete at least 90% of each unit. There are approximately six to seven tasks to complete in each unit, so you would need to attempt all of them to achieve the 90% completion. In each unit there may be one or two assignments you *must* complete to earn the 90% completion designation. Those will be indicated, but all assignments are required unless noted otherwise.

In order to receive a completion certificate for this course, you need to complete at least 90% of the units at the 90% or better level of completion. This constitutes an overall completion rate of 81% but requires you to attempt (almost) everything in every unit.

 EDUC 1996 S. 501: If you have registered for the credit-bearing version of this course, I suggest you select the Credit/No Credit grade mode. If you need an actual A, B, C, etc. grade, let me know. If you have not registered for the credit-bearing EDUC 1996 course, you do not need to do so unless you want the course to appear on a transcript or you are faculty at a campus other than UNM-Valencia.

W grade: If you decide this is not the semester for you to complete this course you will need to ask me to remove you from the course. You will only receive a W grade if you decide to drop after Friday, Sept. 10 and if you are signed up for the credit-bearing EDUC 1996 class. If you are signed up in the credit-bearing EDUC 1996, then the W grade is the same as for regular for-credit courses. Plan to decide to drop in the first week or two in order to avoid the W grade and to receive a reimbursement of tuition.

Reasons I will drop you from the course:
- Student who does not log into Learn and complete course agreement by the second week of the semester or by the end of the first week registered in the class.
- If you specifically request me to drop you from the course.

If you do not log into Learn and complete the course agreement during the first week of the class (or first week you are in the class), you will be dropped.

How to Complete Work for This Course
The assignments you need to complete for this course include group discussion postings, documents you will create, work you will do in *your* online course shell, activities using tools outside of Bb Learn, group critique of elements of an online course, and reading quizzes. It is important for you to keep up with deadlines, in particular for the discussion postings and group critique. We cannot have discussions if people are not posting.

Temp Course Shell
During the first week of this course, we will need to make sure you have access to a temp course shell in Learn or you may use the course you plan to teach online in an

upcoming semester. ***This should be an empty shell that does not have students working in it.*** During the Preliminaries unit in the Start Here module you will be asked to make sure we have this set up.

What you get out of this course

The products you will bring away with you from this course are a beginning of your own START HERE unit and one completely built (or mostly built) content unit or module. You will be building these as you go through the content units of this course and your Start Here unit as well as the chosen content unit will then go through a mini course design review by at least one peer in this course. We will be using the adopted rubrics/worksheets used by the UNM-Valencia Faculty Online Teaching and Review Committee to conduct this mini review.

Alignment Map

The foundation of any course consists of the learning objectives – what are students supposed to learn. As we go through the units of this course you will create an alignment map for a single content unit. Use this mapping strategy to help you in building the remainder of your content units.
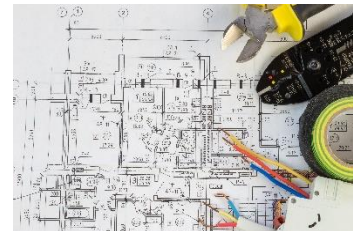
Readings and Quizzes

During this course we will read through all 18 chapters of the required text. I will also provide in Learn other articles and web site articles for you to read. You will have a few quizzes and discussions based on these required readings. I will also provide some additional information for you to look at as you are able. This course will close at some point, so if you want to make note of any of the linked documents, articles, or websites I give you in the class, be sure to record these somewhere before we are done.

Discussions and Peer Critique/Feedback

Discussions will mainly occur in the Discussion forums in Learn, but we will also use the Blog, Journal, and Group tools in Learn for comments from the instructor and your peers. It is important for you to post by deadline so that other people in the class can respond on time. Please also plan to go back and revisit past forums in case there are new postings.

Other Assignments

Other assignments you will complete will all contribute to
- creating either your START HERE unit or your content unit,
- helping you make your materials accessible to all students,
- creating an active learning environment in your course while maintaining confidentiality,
- and helping you understand the importance of instructor presence and participation in an online course.

Working Ahead and Late Assignments

It is conceivable that you may be able to work ahead on your assignments. This is a good idea, especially if you anticipate that you will be away from the course for more

than a few days. If, on the other hand, you find yourself falling behind, contact me as soon as possible. I will allow you to complete some assignments later than the posted deadline, but only if you have contacted me and made arrangements.

All assignments turned in to me will received feedback within a couple of days of the official due date for the assignment, definitely within a week. Some assignments are designed for you to receive peer feedback in which case my comments may be delayed until your peer(s) have given that feedback.

Support

Instructor-Led Help Sessions

Feel free to come into the Zoom conference room for help sessions or make an appointment to get help. I can also be available online via Zoom in the evening or on Fridays or Sundays if you let me know ahead of time you would like to meet.

Study Groups

You may work together with other members of our class. However, for work meant to be done individually, if the results are too much alike, none of the parties involved will receive credit for completion until we clear up the issue. Let me know if you want to collaborate so we can work out the logistics.

Tutoring

By the nature of this course the tutoring offered at UNM-Valencia will likely not be appropriate. However, some of our student tutors know various tools in Learn, Zoom, or MS Teams better than you might, especially if you are new to online teaching or conferencing tools. Also, you may wish to ask for help from other instructors who teach online. Be aware, not all people who teach online have had training, and, as you know, not all people who teach do things in the way you would do them or would consider "best practices." But seek out a mentor who fits your personality and teaching style if that will help you.

Student Services

There are various services provided in our Student Services Department. See below about equal access. Also, we have a testing center, advising, and career placement available: http://valencia.unm.edu/students/student-services.html

Other Important Information

Equal Access

If you have a documented disability, please provide me with a copy of your letter from Equal Access Services as soon as possible to ensure that your accommodations are provided in a timely manner. It is up to you to obtain documentation of a disability. If you are a Valencia campus student, contact Equal Access Services at Valencia Campus (505)925-8910 and http://valencia.unm.edu/students/advisement-and-

counseling/equal-access-services.html. If you are a main campus student you can receive documentation from the main campus Accessibility Resource Center http://as2.unm.edu/ . I will not guarantee accommodation without the appropriate documentation.

Netiquette and Behavior Expectations

One of the overriding principles in online conversations is to "craft your responses effectively." It is sometimes difficult to remember that there are real people reading posted messages. This is especially true of online communication where others do not have the opportunity to see body language or hear tone of voice; therefore, misunderstandings are more likely.

Please, follow these guidelines in *all* of your online responses and discussion postings.
- Honor everyone's right to an opinion.
- Respect the right of each person to disagree with others.
- Respond honestly but thoughtfully and respectfully; use language which others will not consider foul or abusive. You may also use emoticons to convey a lighter tone.
- Respect your own privacy and the privacy of others by not revealing information which you deem private and which you feel might embarrass you or others.
- Be prepared to clarify statements which might be misunderstood or misinterpreted by others.

A Special Note about Anger
- Do not send messages that you have written when you are angry, even anonymous ones. In the online world, angry messages are known as "flaming" and are considered bad behavior. Venting and flaming are two different things. It is possible to vent without becoming "ugly." Stick to the facts of what is causing you frustration.
- Do not send messages that are written all in upper case; this is the visual equivalent of SHOUTING. It is considered aggressive and is considered bad behavior. If you ever feel like shouting a message, take a deep breath and wait until you have calmed down before responding. Then, respond in a calm and factual manner.

In the discussion threads in Blackboard Learn I will provide a thread for venting. These postings will be anonymous and will allow you to vent any frustration you are feeling about the course, but netiquette rules still apply. Sometimes I may answer these posts if there is an issue that needs addressing.

Plagiarism and Not Doing Your Own Work

It is a bad idea to plagiarize or to have other people do your work for you. UNM has specific policies concerning academic dishonesty: https://policy.unm.edu/regents-policies/section-4/4-8.html There are various tools now developed to help determine if the person enrolled in an online course is actually the person completing the work. We

will talk about them, but I will not implement any of these tools unless there is an obvious need to do so.

Don't Cheat! Cheating, in my opinion, is any behavior that short circuits *your* learning. This can range from mindlessly mimicking what you see in the readings or examples, to simply copying someone else's solution, to paying someone to complete the course for you. I won't always be able to detect when you have cheated, at least not at the time you cheat, but the chance of you becoming an effective online teacher goes down considerably the more you cheat. Save yourself some time and money and put in the effort now to learn the material for the course.

Title IX

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered "responsible employees" by the Department of Education (see pg 15 - http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf).   This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: https://policy.unm.edu/university-policies/2000/2740.html

Semester Deadlines
FALL 2021
- Monday, August 30: First day of class, classes available in Blackboard Learn.
- Friday, September 3, by 5:00 PM NM time: Last day to add a class or to change credit hours or grade mode in LoboWEB.
- Friday, September 10: Last day to drop without "W" grade and with 100% refund on LoboWEB.
- October 14 and 15: Fall Break
- Friday, November 12: Last day to drop *without* Dean's permission on LoboWEB. Will receive "W" grade and will be responsible for tuition for the course.
- November 25 -28: Thanksgiving Break
- Friday, December 10: Last day to change grade mode w/form, Last day to add w/form, Last day to drop w/ Dean's permission w/ form.