You need this course: A successful online teaching program for online instructors

University of Houston
College of Liberal Arts & Social Sciences
Office of Educational Technology

Fang Fang
Thanh Tran
Jingyuan Fu
We promise to provide quality online learning...

1. Diverse backgrounds

2. Coherent teamwork

3. Supportive Leadership
We promise to provide quality online learning...

Initially, I was skeptical of the course. I assumed that it would turn out to be another “busywork” initiative given to use by the college. However, after reading the lessons and engaging with the material, I have a newfound respect for instructional design.

-- Keven Thompson, AAS
Program Background and Design
I. Background and design
II. Exemplars
III. Implementation and current stage
CLASS OTP is a training program for faculty who are interested in developing online courses.
Mission

To prepare faculty for teaching and developing quality and effective online courses based on best practices.

Objectives for participants

1. Identify the characteristics of quality online courses.
2. Design a plan that demonstrates the alignment between learning objectives, assessments, and activities.
3. Demonstrate how to create a quality-based course with your content in Blackboard.
Designing the CLASS Online Teaching Program (OTP)

Quality Matters
Principle of Backwards Design
Quality Matters (QM)

Nonprofit organization that provides guidance on course quality assurance:
• Trainings that lead to certification of staff and faculty
• Courses certified by peer-reviewers
• Comprehensive rubrics for evaluating online courses

https://www.qualitymatters.org/
# Specific Review Standards from the QM Higher Education Rubric, Sixth Edition

<table>
<thead>
<tr>
<th>General Standards</th>
<th>Specific Review Standards</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Overview and Introduction</strong></td>
<td>1.1 Instructions make clear how to get started and where to find various course components.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>1.2 Learners are introduced to the purpose and structure of the course.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1.8 The self-introduction by the instructor is professional and is available online.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1.9 Learners are asked to introduce themselves to the class.</td>
<td>1</td>
</tr>
<tr>
<td><strong>Learning Objectives (Competencies)</strong></td>
<td>2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2.3 Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>2.5 The learning objectives or competencies are suited to the level of the course.</td>
<td>3</td>
</tr>
<tr>
<td><strong>Assessment and Measurement</strong></td>
<td>3.1 The assessments measure the achievement of the stated learning objectives or competencies.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3.2 The course grading policy is stated clearly at the beginning of the course.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3.3 Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>3.4 The assessments used are sequenced, varied, and suited to the level of the course.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback.</td>
<td>2</td>
</tr>
</tbody>
</table>
Principle of Backwards Design

Design courses in this order:
1. Learning objectives
2. Assessments
3. Learning activities
Traditional vs. Backwards course design

- Readings
- Lectures
- Research
- Presentations
- Discussions
- Homework

Grades

- Papers
- Projects
- Tests

Learning objectives

- Papers
- Projects
- Tests
- Readings
- Lectures
- Research
- Presentations
- Discussions
- Homework
Welcome to the CLASS Online Teaching Program
Please begin the course by clicking the Start Here link below.

Start Here
This folder contains important information about how to begin this course. Please complete this section before beginning any course modules.

Module 1: Developing Quality Online Courses Based on Alignment

Module 2: Aligning Assessment with Learning Objectives

Module 3: Aligning Learning Activities to Objectives and Assessment

Module 4: Organizing Your Course
OTP overview of topics

I. PLANNING (emphasize alignment)
   - Module 1: Developing Quality Online Courses Based on Alignment
   - Module 2: Aligning Assessment with Learning Objectives
   - Module 3: Aligning Learning Activities to Objectives and Assessment

II. STRUCTURE
   - Module 4: Organizing Your Course

III. ACCESSIBILITY
   - Module 5: Text, Media, and Accessibility in Your Course

IV. PRESENCE
   - Module 6: Establishing Instructor Presence
   - Module 7: Ending at the Beginning
Inside a Learning Module
Inside a learning module

Introduction with module objectives
List of QM standards addressed
Learning activities
Assessment
Welcome to the CLASS Online Teaching Program

Please begin the course by clicking the Start Here link below.

Start Here

This folder contains important information about how to begin this course. Please complete this section before beginning any course modules.

Module 1: Developing Quality Online Courses Based on Alignment

Module 2: Aligning Assessment with Learning Objectives

Module 3: Aligning Learning Activities to Objectives and Assessment

Module 4: Organizing Your Course
Module 1 will introduce the research-based principles used in quality online course design.

**Module 1 Learning Objectives**

By the end of this module you will be able to:

- Explain and apply the principle of alignment in your course
- Identify observable and measurable learning objectives
- Write three to five learning objectives for your course

**Overview of Module 1**

1. Quality Matters rubric
2. Alignment in the QM rubric
3. Backwards design
4. Developing a course outline
5. Writing learning objectives
QM standards

This module addresses the following Quality Matters standards:

2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.

2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.

2.3 All learning objectives or competencies are stated clearly, are written from the learner’s perspective, and are prominently located in the course.
Part 3: Backwards design

Video: Alignment and Backward Design 2 min., 52 sec. (MaryAnne Nestor and Carl E. Nestor, 2013)

Video Overview

This video gives an explanation of Alignment and Backward Design as it relates to course design.

While the QM rubric is an excellent guide to the elements that constitute a quality online course, how do you actually go about designing a course to meet these standards? This becomes an especially critical matter in online courses because much more work needs to go into the design of a course well before the course begins than usually needs to happen in traditional course settings.
QUESTION 1

For a learning objective to be acceptable, it should be

- a. observable and high-level.
- b. observable and measurable.
- c. high-level and measurable.
- d. observable, high-level, and measurable.

Click Save and Submit to save and submit. Click Save All Answers to save all answers.
ASSIGNMENT INFORMATION

Points Possible

0

Now that you understand what makes for effective learning objectives, you will complete the main activity of this module. You will write three to five learning objectives for the course you plan to develop. If you are using an existing course, you may need to evaluate your existing learning objectives, and rewrite them as needed. If you do not have a specific course in mind, choose a course you might one day like to teach online.

1. Write three to five learning objectives for the course you plan to develop

2. Input your learning objectives in this dropbox’s text box or attach it as a document

Feel free to download and use the course alignment grid that is attached to this page if it will help you outline your course. You can also leave any questions or comments that relate to this module in this dropbox. An instructional designer will check your submission and provide feedback soon.

When finished, make sure to click Submit. Optionally, click Save as Draft to save changes and continue working later, or click Cancel to quit without saving changes.
Outcomes

Modules 1-3
Produce a course plan that lists objectives, assessments, and activities

Module 4
Create an organized structure in one module of your Blackboard course

Module 5
Apply accessibility recommendations to one component of your course

Module 6
Create a course welcome message

Module 7
Complete the culminating activity
OTP Exemplars
**OTP Exemplars**

1. Showcase some module assignment examples
2. Feature Dr. Melody Yunzi Li’s redesigned course
3. Share tips for applying QM Rubric in course design
### QM standards for learning objectives

- Measurable
- Consistent
- Learner’s perspective

<table>
<thead>
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</table>
In your second objective: “2. Understand the use of basic inferential statistics to be applied to their own future research projects,” remember to avoid using vague verbs like understand in learning objectives. Some other verbs that you can use could be classify, covert, conclude, demonstrate, describe, discuss, explain, or identify. Your objective could be written as: “Identify basic inferential statistics and apply it to their own future research projects.”

In your second objective, “complete independent critical thinking/challenge projects based on theologies from the margins, this objective sounds more like an assessment activity than a learning objective. Please think about what learning outcome/knowledge you want your students to demonstrate by completing this activity, and that will be the learning objective.
• **Express** the basic terminology of macroeconomics.
• **Apply** the tools of supply and demand, applying them to a variety of markets.
• **Analyze** the circular-flow of the economy and GDP and formulate how macroeconomic policy affects it.
• **Discuss** unemployment and inflation; their causes and policy correctives.
• **Be able to debate** in a constructive professional manner macroeconomic controversies.

Christopher Clarke, Department of Economics, UH
Define and analyze the Transnational Cinema theory.
Apply the transnational cinema theory to the works of Alejandro Gonzalez Iñárritu, Guillermo del Toro and Alfonso Cuarón.
Identify the characteristics of each of these three Mexican directors based on the Transnational Cinema theory.
Compare and contrast their cinematography styles based on the Transnational Cinema theory.

Daniel Centeno, World Cultures & Literatures, UH
QM standards for assessment and measurement

- Alignment
- Clearly stated and explained to students
- Multiple ways to provide assessment
- Timely feedback
**Applied QM Rubrics - Assessment and Measurement**

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course learning objectives describe outcomes that are measurable.</td>
<td>The assessments measure the stated learning objectives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students will be able to . . .</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paraphrase the main thesis of assigned texts and summarize the texts' supporting evidence.</strong></td>
<td>Short written assignment paraphrasing an assigned text’s main thesis and summarizing it’s supporting evidence. <strong>Feedback:</strong> Individual, written. <strong>Frequency:</strong> Once per unit.</td>
</tr>
</tbody>
</table>

| Evaluate the credibility of assigned texts by assessing logical structure, transparency and reliability of sources, and ethical use of persuasive techniques. | Self-check tests assessing student understanding of assigned text’s logical structure, transparency and reliability of sources, and ethical use of persuasive techniques. **Feedback:** Automatic grading with pre-recorded feedback giving the correct answer and reasons why it is correct. **Frequency:** Once per week. |

| Write an essay synthesizing two or more assigned texts. | Essay assignments asking students to synthesize two or more assigned texts. **Feedback:** Rubric plus optional conferences; conferences incentivized with small extra credit bonus. |

Rhianna Brandt, Literature & Creative Writing, UH
A Redesigned Online Course by Our First OTP-Certified Faculty Member

CHNS3396
CHINESE POPULAR CULTURE
DR. MELODY YUNZI LI

Certificate of Completion
Is hereby granted to
Dr. Melody Yunzi Li
For successful completion of:
College of Liberal Arts and Social Sciences
Online Teaching Program
April 18, 2019

Dr. Linda Ries
Dean
M. D. Anderson Professor in Hispanic Studies

Dr. Linda Ries
Director, Educational Technology
Applied QM Rubric – Course Overview, Usability, and Instructor Presence

QM standards for course overview and introduction

- Clear start page
- Alignment is explained
- Easy navigation
- Instructor presence

### Course Overview and Introduction

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Score</th>
</tr>
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<tbody>
<tr>
<td>1.1</td>
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<td>1.9</td>
<td>Learners are asked to introduce themselves to the class.</td>
<td>1</td>
</tr>
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</table>
Applied QM Rubric – Course Overview, Usability, and Instructor Presence
Applied QM Rubric – Course Overview, Usability, and Instructor Presence

Week 2 Introduction

The Butterfly Lovers is a famous folktale in China that is widely compared to the story of Romeo and Juliet. In its 2008 film version, Liang Shanbo and Zhu Yingtai are lovers who cannot be together due to social constraints, and by the end of the story they can only be together in the afterlife. This story is remade into a lot of movies and videos. As you watch the movie, consider how this Chinese story is similar to different from its Western counterpart and how each story demonstrates elements of their respective cultures. What makes the Butterfly Story a Chinese story and its media production a popular culture?

Week 2 Objectives:
1. Discuss the movie adaption of traditional Chinese love story
2. Compare Chinese and Western Butterfly lover stories and how they reflect their respective cultures

Week 2 Checklist
1. Watch the film "The Butterfly Lovers".
2. Complete Discussion Board, post your response to the prompt questions, read and comment on others' posts. Posts MUST be submitted by this Friday (Aug 30) 11:59pm, or your weekly score would be zero.
3. Watch your student's presentation, grade/comment on Google form (your participation is counted). Your reviews MUST be submitted by this Friday 11:59pm. (Goal of the week: getting familiar with weekly tasks including presentation and grading, think about how Chinese stories are adapted into movies)

The Butterfly Lovers

Before completing Discussion Board Post, See Assignment Guideline

Week 2 Discussion
Find out one or two adaptations of "The Butterfly Lovers" story, and explain what it tells you about unique Chinese culture, or do you think it's similar to some Western Love tales? (100-300 words)
Instructor Presence

1. Introduction Video
2. Padlet
3. Zoom group meetings twice (Signup Genius)
4. Discussion Boards
5. Feedback
6. Emails
Hi all,

This week we are going to look at Chinese dance, a subject that I love. Hope you find the same joy in it as I do!

Modern Chinese dance is a unique piece of today’s Chinese culture because it blends together elements from past and current Chinese dance history as we will read in the text by Emily Wilcox this week. As you go through the dance videos below after reading the text, pay attention to the dancer’s props, costumes, expressions, and movements and how they demonstrate elements of Chinese culture and history.

**Week 7 Objectives:**

1. Describe in detail the types of dance shown in the videos and discussed in the article
2. Analyze how the dance movements, props and expression of the dancers show their culture
3. Recognize the circumstances that allowed for the development of modern Chinese dance

This week’s checklist:

1. Watch three dance videos (links below)
2. Read Emily Wilcox’s article.
3. Complete Quiz by Friday 11:59pm.
4. Watch and grade/comment on classmates’ presentations.
5. Mid-term Group Meetings (Please follow this link to see your own meeting time: [https://www.signupgenius.com/go/70a0444a8ab2ca1fa7-midterm1](https://www.signupgenius.com/go/70a0444a8ab2ca1fa7-midterm1))

P.S. If you are interested in my Chinese dance works, type "Melody Li" on youtube and hope you find some interesting. Feel free to discuss my dances in your discussion board post too.

Best wishes,

Dr. Li
# Applied QM Rubrics - Learner Interaction, and Course Technology

<table>
<thead>
<tr>
<th>Learning Activities and Learner Interaction</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 The learning activities promote the achievement of the stated learning objectives or competencies.</td>
<td>3</td>
</tr>
<tr>
<td>5.2 Learning activities provide opportunities for interaction that support active learning.</td>
<td>3</td>
</tr>
<tr>
<td>5.3 The instructor’s plan for interacting with learners during the course is clearly stated.</td>
<td>3</td>
</tr>
<tr>
<td>5.4 The requirements for learner interaction are clearly stated.</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Technology</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 The tools used in the course support the learning objectives or competencies.</td>
<td>3</td>
</tr>
<tr>
<td>6.2 Course tools promote learner engagement and active learning.</td>
<td>3</td>
</tr>
<tr>
<td>6.3 A variety of technology is used in the course.</td>
<td>1</td>
</tr>
<tr>
<td>6.4 The course provides learners with information on protecting their data and privacy.</td>
<td>1</td>
</tr>
</tbody>
</table>

QM standards for learner interaction and course technology

- Active Learning
- Effective technology integration
### Applied QM Rubrics - Learner Interaction, and Course Technology

<table>
<thead>
<tr>
<th>Activities</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using discussion board sharing views on particular topics each week.</td>
<td>Blackboard discussion tool (points for both posts + comments)</td>
</tr>
<tr>
<td>Watch YouTube videos about Chinese pop Culture</td>
<td>YouTube, Kanopy</td>
</tr>
<tr>
<td>Share research and findings about Chinese pop Culture Terms</td>
<td>Padlet, Flipgrid</td>
</tr>
<tr>
<td>Projects and guest speakers</td>
<td>ZOOM</td>
</tr>
</tbody>
</table>
Major accessibility issues in online courses

- Scanned PDFs need to be OCRed
- Videos missing closed caption
- Images missing Alt text
## Solutions

<table>
<thead>
<tr>
<th>Accessibility Concerns</th>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCRed PDF</td>
<td>Adobe Acrobat Pro DC</td>
</tr>
<tr>
<td>Caption / Transcript</td>
<td>▪ Interpreting/captioning service at UH Disability Center</td>
</tr>
<tr>
<td></td>
<td>▪ YouTube Closed Caption</td>
</tr>
<tr>
<td></td>
<td>▪ Google Voice Typing</td>
</tr>
<tr>
<td></td>
<td>▪ Office 365 Dictation</td>
</tr>
<tr>
<td>Accessible documents/images</td>
<td>Cheat sheet</td>
</tr>
</tbody>
</table>
Accessibility report for 2019FA-25401-CHNS3396-Chinese Popular Culture

Last updated: 3 hours ago

Total content created: 119

Overall accessibility score:
- Without Ally: 34%
- With Ally: 95%
<table>
<thead>
<tr>
<th>ID</th>
<th>Name</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>anonymous</td>
<td>Yes. Things are divided up weekly which makes things easy to anticipate</td>
</tr>
<tr>
<td>2</td>
<td>anonymous</td>
<td>Yes. The checklists and separated weeks are clear.</td>
</tr>
<tr>
<td>3</td>
<td>anonymous</td>
<td>Yes, as the syllabus succinctly described the requirements.</td>
</tr>
<tr>
<td>4</td>
<td>anonymous</td>
<td>Yes, the content is arranged clear and logically as each section of culture has dedicated weeks and these weeks all follow and overarching themes.</td>
</tr>
<tr>
<td>5</td>
<td>anonymous</td>
<td>it is clear</td>
</tr>
<tr>
<td>6</td>
<td>anonymous</td>
<td>Yes, the guidelines outline the due dates nicely</td>
</tr>
<tr>
<td>7</td>
<td>anonymous</td>
<td>I think the content arrangement is clear and logical! Each week, we transfer from topic to topic and they all relate pretty well! For example, last week we discussed on traditional Chinese music and how it’s intertwined with pop culture. Now this week, we’ve covered modern pop music and famous singers.</td>
</tr>
<tr>
<td>8</td>
<td>anonymous</td>
<td>I like how the content is presented, how all of the weeks are visible and the due dates are clear as well.</td>
</tr>
<tr>
<td>9</td>
<td>anonymous</td>
<td>The content arrangement was pretty clearly and easy to understanding.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------</td>
<td>-----------------------------------------------------------------</td>
</tr>
<tr>
<td>10</td>
<td>anonymous</td>
<td>Yes. I like the way the information is set up on blackboard.</td>
</tr>
<tr>
<td>11</td>
<td>anonymous</td>
<td>It was clear, because all topics and objectives are listed in each week's folders.</td>
</tr>
<tr>
<td>12</td>
<td>anonymous</td>
<td>Yes, the layout is very easy to understand and all the assignments are organized by week.</td>
</tr>
<tr>
<td>13</td>
<td>anonymous</td>
<td>The content arrangement is pretty clear and well-organized</td>
</tr>
<tr>
<td>14</td>
<td>anonymous</td>
<td>It is very logical and allows us to deeply examine individual facets of Chinese pop culture.</td>
</tr>
<tr>
<td>15</td>
<td>anonymous</td>
<td>very clear, everything is very organized and it helps to always stay on top of assignments</td>
</tr>
<tr>
<td>16</td>
<td>anonymous</td>
<td>Yes, the progression of understanding Chinese culture has been handled effectively.</td>
</tr>
<tr>
<td>17</td>
<td>anonymous</td>
<td>Yes, everything was placed under their intended due date tab.</td>
</tr>
<tr>
<td>18</td>
<td>anonymous</td>
<td>The content arrangement is clear and logical</td>
</tr>
<tr>
<td>19</td>
<td>anonymous</td>
<td>Yes, it provided us with very informative information as well as information to keep the audience intrigued rather than bland examples.</td>
</tr>
<tr>
<td>20</td>
<td>anonymous</td>
<td>Yes</td>
</tr>
<tr>
<td>21</td>
<td>anonymous</td>
<td>Yes</td>
</tr>
<tr>
<td>22</td>
<td>anonymous</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Program Implementation and Current Stage
# Online Teaching Program Implementation Schedule

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Goals</th>
<th>Tasks Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>October – December 2018</td>
<td>Soft Launch</td>
<td>1. Tested and reviewed by the associate deans and TAs 2. Added FERPA 3. Fine tuning</td>
</tr>
<tr>
<td>November – December 2019</td>
<td>OTP Revision</td>
<td>1. Added more tutorials on accessibility check tools 2. Fine tuning</td>
</tr>
</tbody>
</table>
Online Teaching Program Promotion

- Dean’s office and departmental chairs/directors
- Faculty who were first adopters of online teaching
- University of Houston instructional designer community
- University events and other related offices
Overview of the faculty workflow

1. Registration at the OET Website
2. Work on modules as guided or self-paced
3. Receive certificate upon completion
4. Unenrolled if the instructor request or can’t complete.
5. Continue coursework in the next session
6. Apply for online course design grant
7. Work with OET to design a course
8. Evaluate the online course
9. Apply OTP lessons to online teaching
176 instructors enrolled in the class in 10 sessions since January 2019.
Representing about 15 departments/programs in CLASS and 6 other colleges.
Completes:

2019: 6
2020 Spring: 6
2020 Summer: 21
2020 Fall: 1
## Online Teaching Program Data 4

### Enrollment and Completion

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>33</td>
<td>6</td>
</tr>
<tr>
<td>2020 Spring</td>
<td>39</td>
<td>6</td>
</tr>
<tr>
<td>2020 Summer</td>
<td>79</td>
<td>21</td>
</tr>
<tr>
<td>2020 Fall</td>
<td>25</td>
<td>1</td>
</tr>
</tbody>
</table>

### Graph: 2019 - 2020 OTP Enrollment and Completion

- **Y-axis**: Enrollments and Completes (0 to 90)
- **X-axis**: 2019, 2020 Spring, 2020 Summer, 2020 Fall
- **Legend**:
  - Blue: Enrollment
  - Red: Completes
Three grant winning faculty designed online courses from scratch and ran them since 2019 Fall.
## Online Teaching Program in Pandemic

<table>
<thead>
<tr>
<th>Problems</th>
<th>OTP Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sudden switch to online teaching with short notice</td>
<td>Fast training for faculty to understand online teaching essentials</td>
</tr>
<tr>
<td>Few ready-to-use online teaching materials</td>
<td>Providing tools and examples to build quality assessments, activities, navigation, etc.</td>
</tr>
<tr>
<td>Department requirement that online teachers need to be well prepared</td>
<td>OTP is endorsed by the Dean’s office</td>
</tr>
<tr>
<td>Lack of support for increasing online teaching demanding</td>
<td>Close communication and feedback in the program with instructional designers.</td>
</tr>
</tbody>
</table>
Instructors’ Reflections

I usually adapted what I was using in f2f courses...The OPT offered me clear, systematic, step-by-step guidelines to develop new, quality online courses.

Having designed online courses without proper instructional designed support, I now understand that some of the things I was doing were not quite in line with this simple concept of alignment.

Actually, I realized that well-used technology can go even further than a face-face class.

For years, I had taught the same courses, using many of the same assignments and readings without truly asking what I wanted students to learn and how I would assess their learnings. This is probably the single greatest lesson I take from this course.

The Online Teaching program gave examples of how to maintain the interactive nature of my face-to-face teaching through innovative approaches.
Accomplishments

Demonstrate the critical design approaches to new online faculty.

Change faculty’s attitude toward online learning.

Support faculty to learn new online teaching technologies and strategies.

Encourage faculty to rethink/redesign the online class.

Promote the collaboration between instructors and instructional designers.
Questions and Discussion