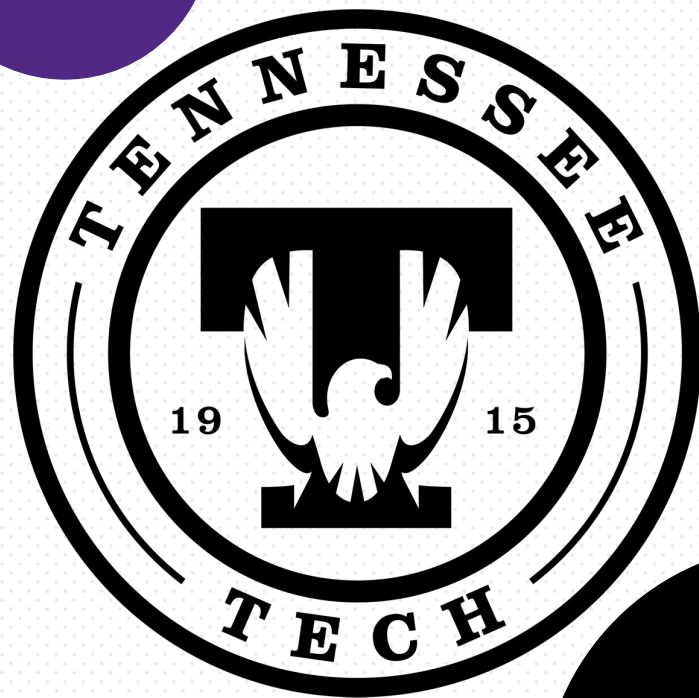




Best Practices Across Course Modalities



CENTER FOR INNOVATION IN TEACHING & LEARNING

Center for Innovation in Teaching and Learning

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[Online Training Academies](#)

[Instructional Technology](#) ▼



Visit [CITL Course Modalities](#)

Agenda

- Meet Your Instructional Designers
- Course Modalities Overview
- Best Practices in Course Design
 - Communication
 - Assessment
 - Content
 - Engagement
 - Accessibility



Meet Your Instructional Designers

We are here to help you implement best practices across all course modalities.



[Heather Rippetoe](#)

All Colleges



[Mallory Matthews](#)

All Colleges



[Taylor Chesson](#)

College of Engineering



[Lacy Means](#)

College of Arts &
Sciences

Course Modalities

Visit [CITL Course Modalities](#) for more information
Policy Central:223 - Online and Distance Education



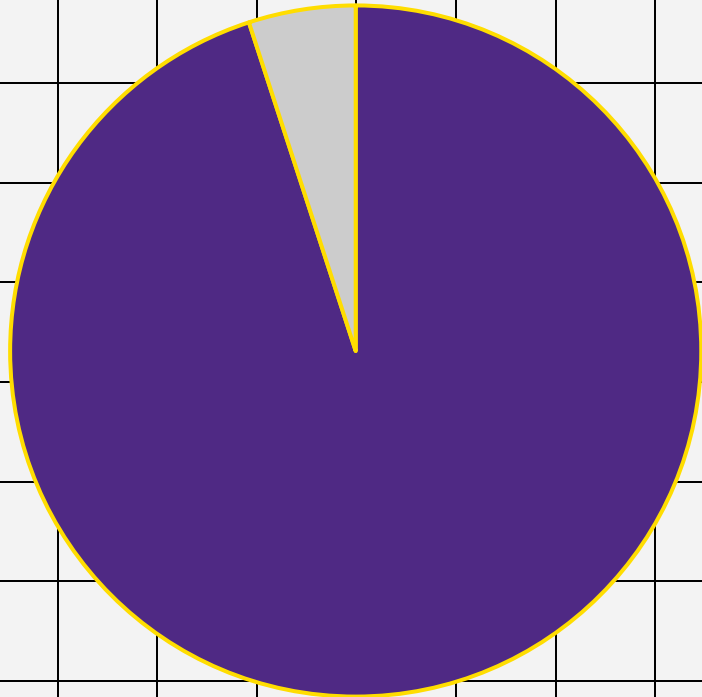
Tech-Direct



Tech-Flex



Tech-Enhanced



Tech-Direct (Online)



Online Education is a formal educational process in which instructional technology is utilized to deliver a large percentage of course components through a learning management system. Online education has no on-campus requirements (exclusive of online program specific on-campus requirements) and instruction and learning may be synchronous or asynchronous.

Synchronous vs. Asynchronous

Asynchronous Online

Complete work each week on student's own schedule.

Receive immediate feedback on quizzes

Schedule group work when it's most convenient for everyone.



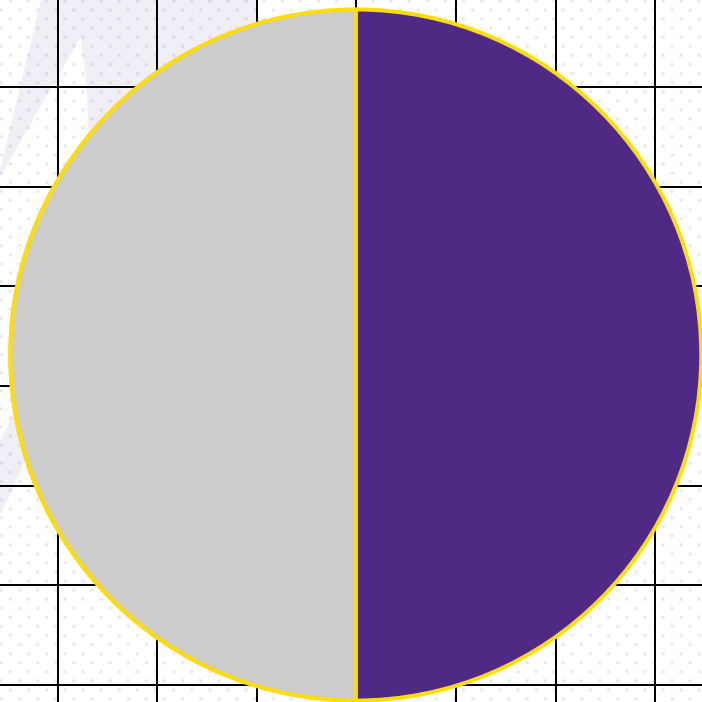
Synchronous Online

Attend class virtually each week with instructors and classmates

Participate in real-time discussions during class time

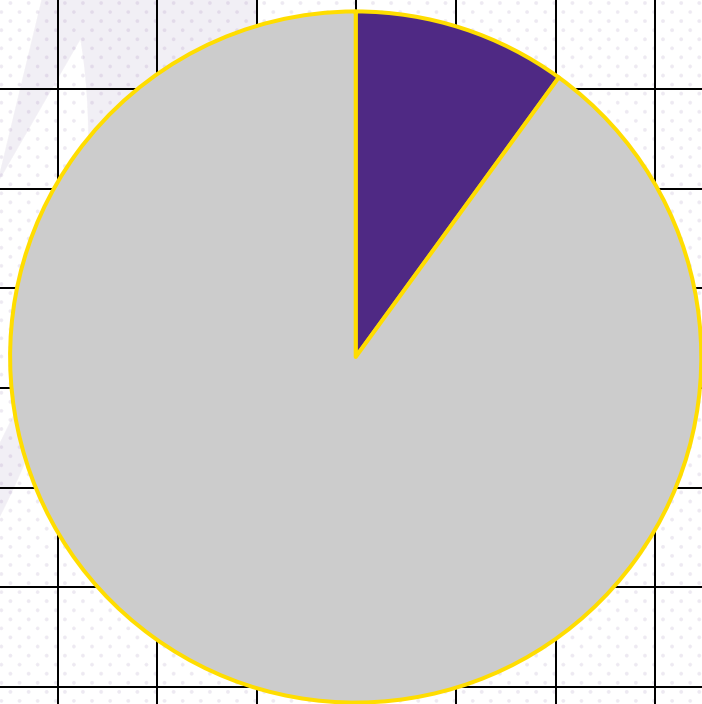
Improve presentation skills





Tech-Flex (Hybrid)

Course content is delivered through both on-campus and online approaches. The online components average 40-60% but no more than 80% of course content is delivered online.



Tech-Enhanced (On-Ground)

A Tech-Enhanced course delivers content to students on-ground, or on-campus, as the primary modality, but uses technology to enhance the course by making course materials available online.



Best Practices in Course Design

1

Communication

- Share Expectations Early
- Communicate Updates Constantly
- Provide Opportunities for Interaction

2

Assessment

- Grading and Feedback
- Academic Integrity

3

Content

- Chunk Information
- Multimodalities
- Consistent Look and Layout

4

Engagement

- Learner-Content
- Learner-Instructor
- Learner-Learner



Communication

Share Expectations Early

Communicate Updates Constantly

Provide Opportunities for Interaction

Share Expectations Early

Include communication expectations in the **syllabus** and as an **iLearn announcement**



Show students [how to turn on iLearn notifications](#)



Reiterate expectations using **Record Video** or **Yuja Media**



iLearn Announcements and Notifications

The screenshot displays the iLearn interface for the course "CITL Summer Intensive 2022". At the top, there is a navigation bar with links for Content, Assignments, Quizzes, Discussions, YuJa Media, Grades, Course Tools, Resources, and Course Management. A notification bell icon is highlighted with a red arrow. Below the navigation bar is a header image showing two people working at a table, with the text "CITL Summer Intensive 2022" overlaid. The main content area features a "Updates" section with 1 unread discussion post and 6 ungraded quiz attempts. A "Course Overview" section contains links for Class Engagement, Course Access, and Tool Access. A "Content Navigator" section is also visible. The "Announcements" section is circled in red and contains a post titled "Welcome to 2022 Summer Intensive" by Taylor Chesson, dated May 13, 2022. The announcement text reads: "Hello **Heather!** Welcome to the 2022 Summer Intensive! We are so happy that you have decided to spend the next two days with us as we do a deep dive into the OLC rubric, course development, and best practices for the classroom." Below the announcement, the date "Day 1: Monday, May 16, 2022" and the sessions "Sessions led by Taylor Chesson and Lauren Neal" are listed, followed by a bulleted list of session topics.

Tennessee
TECH

CITL Summer Intensive 2022

HR Heather Rippetoe

Content Assignments Quizzes Discussions YuJa Media Grades Course Tools Resources Course Management

CITL Summer Intensive 2022

Updates

1 Unread Discussion Posts

6 Ungraded Quiz Attempts

Course Overview

Class Engagement

Course Access

Tool Access

Content Navigator

Announcements

Welcome to 2022 Summer Intensive

Taylor Chesson posted on May 13, 2022 9:12 AM • Edited

Hello **Heather!** Welcome to the 2022 Summer Intensive! We are so happy that you have decided to spend the next two days with us as we do a deep dive into the OLC rubric, course development, and best practices for the classroom.

Day 1: Monday, May 16, 2022

Sessions led by Taylor Chesson and Lauren Neal

- Session 1: Building a Community of Learners
- Session 2: Course Overview and Information

Get Help

Video Note

New Announcement

General

Headline *

Display Author Information

Content *

Paragraph **B** *I* U ~~A~~ Lato (Recom... 19px ...

Availability

Show Start Date

Always show start date

If unchecked, only users with permission to edit announcements will be able to see the start date in the Announcements tool.

Start Date

End Date

Remove announcement based on end date

Attachments

Video Note Announcement Example

Announcements ▾

Welcome! ▾

Awesome Eagle posted on Jan 30, 2023 4:22 PM • 🔄 Edited

Welcome to TN Tech Mascot Central, where we learn to live Wings Up!

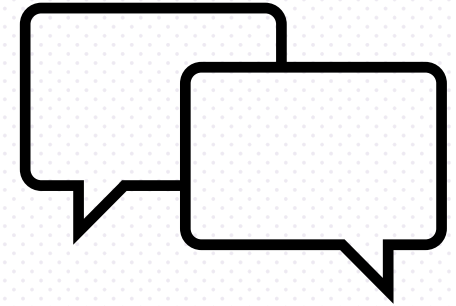


Communicate Updates Consistently

- Provide a regular announcement (at least weekly)
 - Online: use **Record Video**, **Announcement**, or **email**
 - In-person: beginning-of-class update
- Include changes, new content, areas of focus for the week, & highlights of what's going well



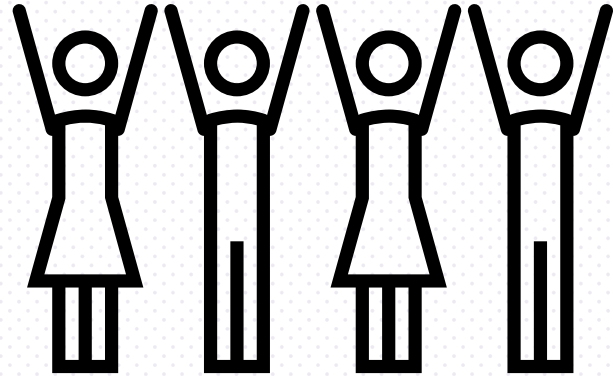
Provide Opportunities for Instructor-to-Student Communication



- Make sure students **know how to contact you** via email, iLearn, Teams, office hours, or other method that works for you
- Remember that **feedback on learning activities** is a form of communication with the student
- Set up **Intelligent Agents** to automate communications based on student activities in iLearn

Provide Opportunities for Student-to-Student Communication

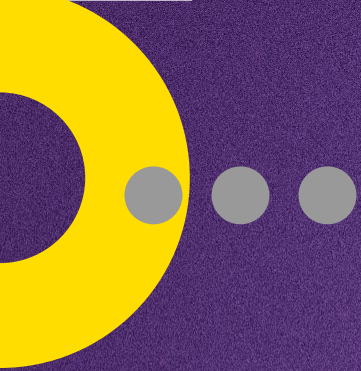
- Show students how to email each other through Classlist
- Online: Set up discussion forums (for critical thinking via writing), Flip boards (for video communication) , or Teams chats (for quick communication)
- In-class: Use think-pair-share and group activities



Communication Bonus Material



"Communication" deep dive presentation, Summer 2022



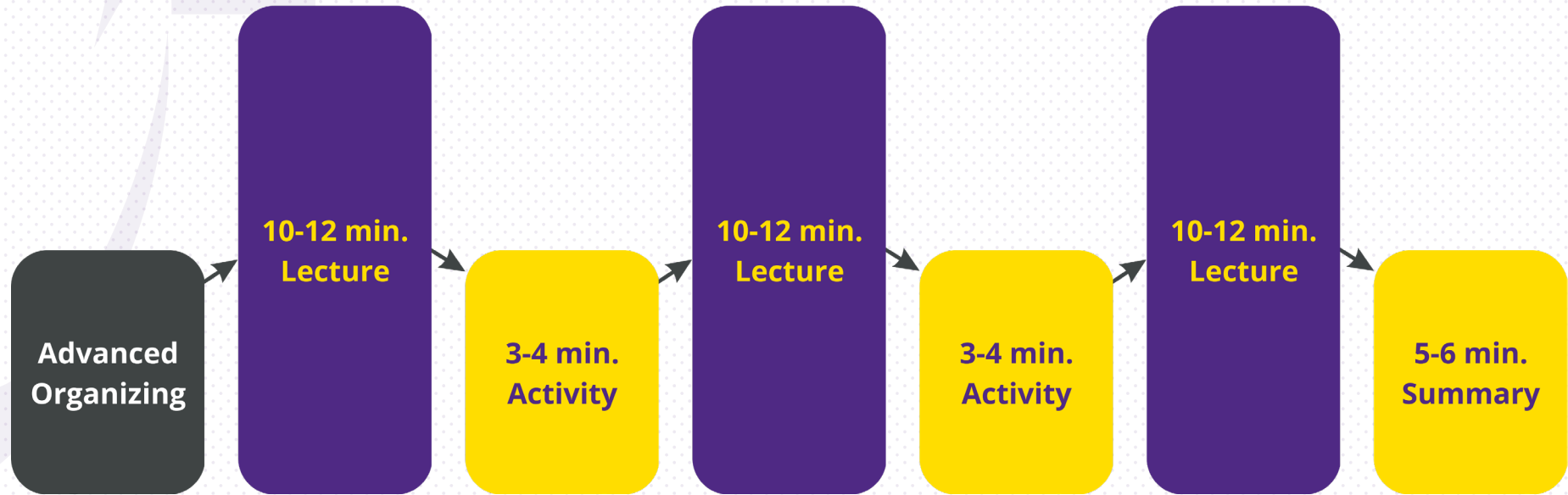
Content

Chunk Information

Multimodalities

Consistent Look and Layout

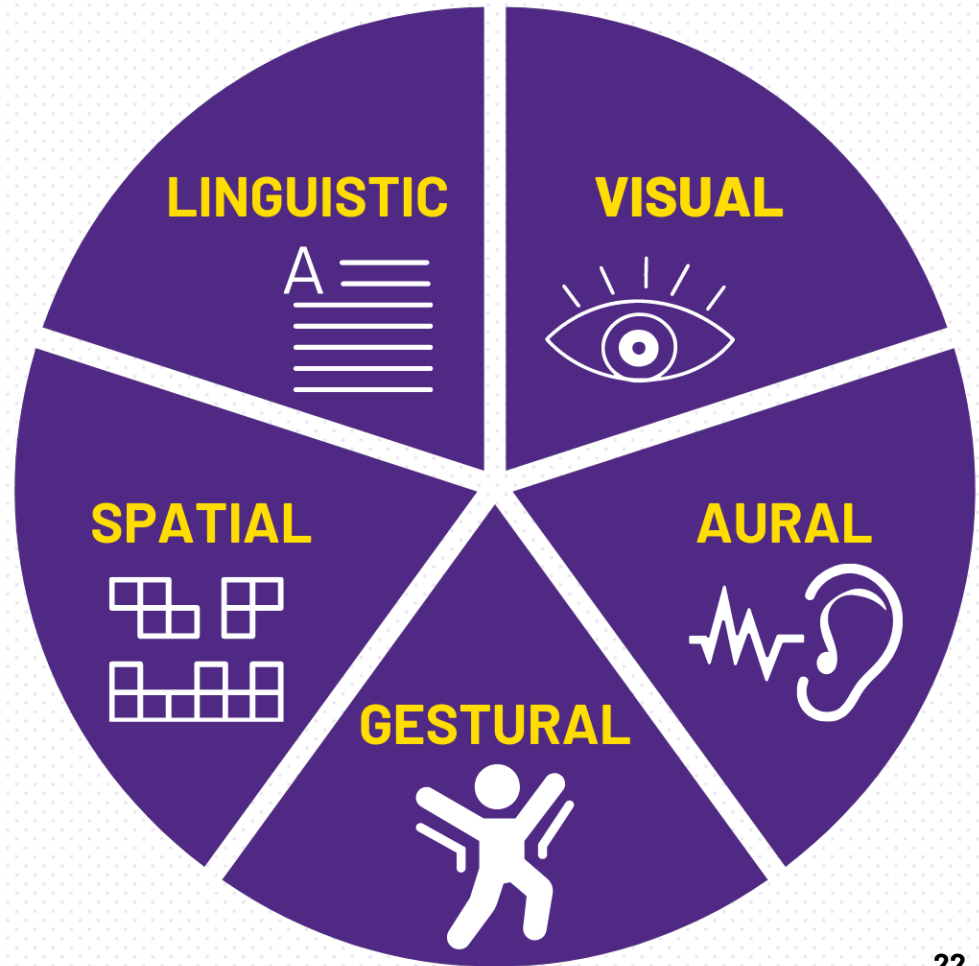
Chunk Information



Multimodalities

- Post materials online
- Use various formats
- Accommodate learning preferences

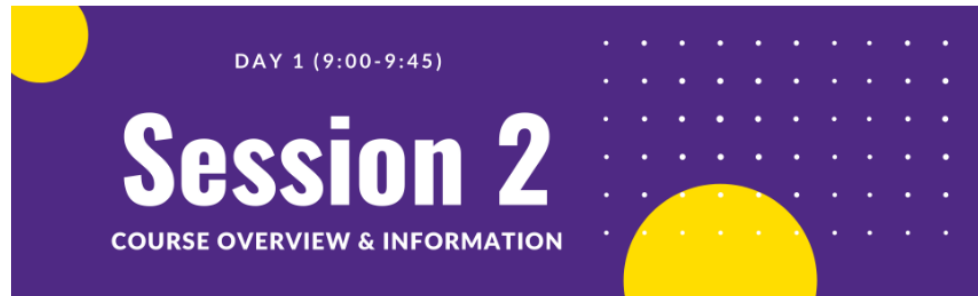
(Adapted from: [Digital Rhetoric Collaborative](#))



Consistent Look & Layout: Organization

- Understandable Consistency
- Release Content
 - [Release Conditions](#)
 - Start Dates
- Remove Irrelevant/Outdated Content

Bookmarks	
Course Schedule	
Table of Contents	68
Session 0: Start Here!	1
Session 1: Welcome	5
Session 2: Course Overview and Information	5
2.1 Introduction Announcement	✓
2.2 Welcome Video	3
2.3 Course Information	✓
2.4 Syllabus	✓
Session 3: Course Technology and Tools	11
Session 4: Design and Layout	14



Overview:

- 2.1 Introduction Announcement
- 2.2 Welcome Video
- 2.3 Course Information
- 2.4 Syllabus

Learning Objectives:

1. Create course introduction (including a video) on iLearn.
2. Design syllabus based on OLC Rubric.

Download

Expand All | Collapse All



66.67% 10 of 15 topics complete

Session 2 PPT

PowerPoint Presentation


Session 2 Recording

Video

Course Overview and Information Standards

Web Page

23



Consistent Look & Layout: Navigation

- Include course “walkthrough” at the beginning of the semester
- Post frequently used links on the course homepage





Assessment



Best Practices for Grading

Types of Assessments

Using Feedback Effectively

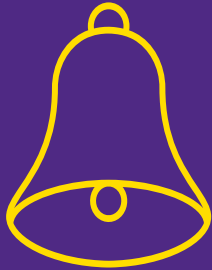
Academic Integrity

Best Practices for Grading

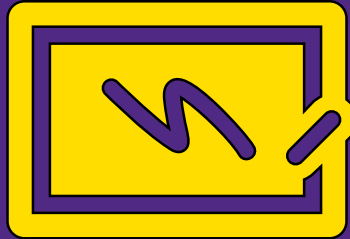
Awesome Eagle's Sandbox

Best Practices for Grading ● ● ●

Communication



Clarity



Consistency





Types of Assessments

Formative

- Occurs during the learning process
- Allows for actionable feedback and lesson adjustments
- Diagnostic

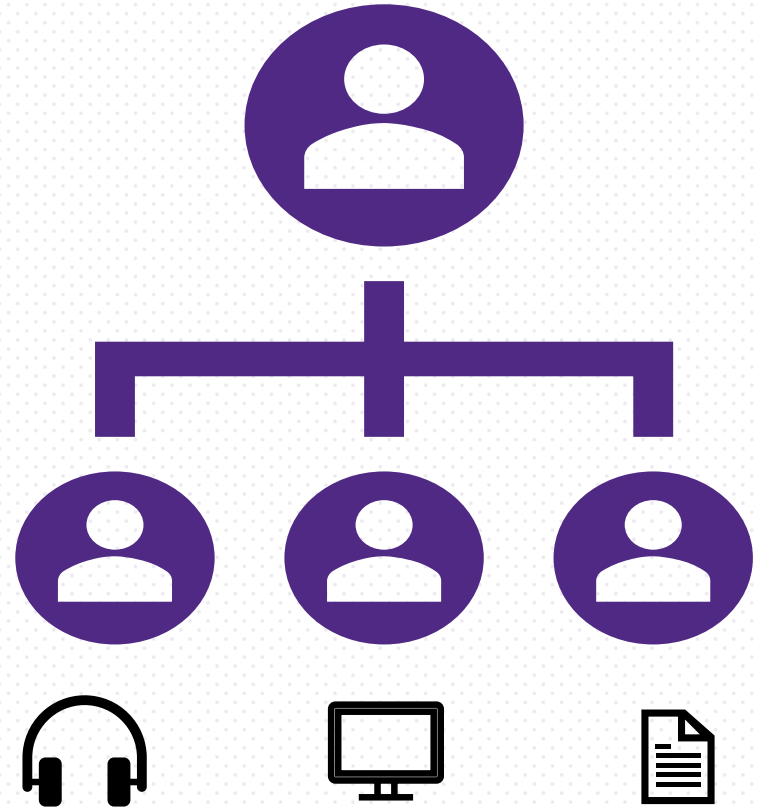
Summative

- Occurs at the conclusion of learning process
- Determine students' achievement of learning goals
- Evaluative

Feedback Process

Design a feedback process that promotes student learning

- Frequent, specific feedback related to learning goals
- Consider using both written and audio feedback (Video Note)



Feedback / Rubrics

Provide opportunities for students to assess their own learning

- Give criteria, examples, or reflective questions to gauge learning
- Supply **rubrics** to ensure criteria is clear to all learners



This is feedback



feedback for learning.org

”

Academic Integrity

Effective course design can help prevent academic dishonesty by creating course content and assessments that suit the online environment and student success goals.



Assessment Best Practices

- Clear expectations and consequences
- Assess learning frequently (Formative Assessments)
- Use a variety of assessment types
- Tools: Respondus Lockdown Browser and Turnitin





Engagement

Learner-Content

Learner-Instructor

Learner-Learner



Tennessee
TECH

Three Types of Interaction



Learner-Content

- Pre-plan engagement strategies

Learner-Instructor

- Welcome students with short and engaging videos

Learner-Learner

- Encourage discussions and interactions

Learner-Content



Interactive Platforms



Poll Everywhere



Active Learning



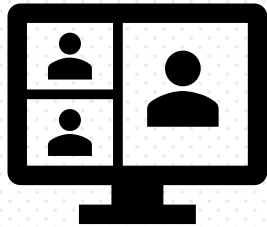
Delivery Formats



Learner-Instructor



Communication



Consistency



Choices



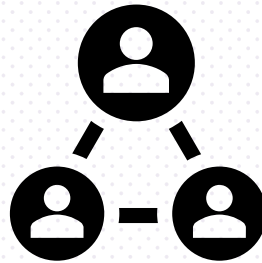
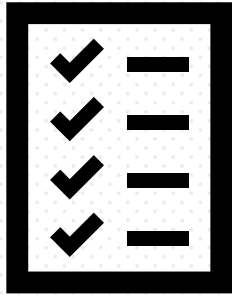
Learner-Learner



Expectations

Incorporations

Designations





Accessibility

[Accessible Education Center](#)



Accessibility

Below you will find resources to help make your course more accessible. If at any point you have questions or would like to know more about the technology available, you can contact the CITL. If you have questions about accessibility in general, you can visit the [Accessible Education Center](#) for more information.

[Learner Success
Resources](#)

[Document
Accessibility](#)

[Syllabus](#)



“Accessibility isn’t extra steps; it’s steps you’ve missed.”

[@NickTillem](#)
Instructional Designer



Thank you!

Questions, Comments, Concerns?