



Summer Online Course Design Institute

Inver Hills Community College and
Dakota County Technical College
June 8-24, 2020

This 3-week online teaching institute draws upon the book *Designing Effective Teaching and Significant Learning* to assist faculty who are creating a new course, improving a current course, or modifying a course to deliver it online.

Expert facilitators will lead participants through the elements of course design utilizing Zoom for synchronous sessions and D2L Brightspace for course content and asynchronous discussions. Online pedagogy will be emphasized to help faculty build effective online courses and provide significant learning for students.

The course will model and demonstrate how to use Brightspace tools, such as checklists, discussions, calendar, assignments, quizzes, rubrics, groups, and intelligent agents. Participants will also learn how to utilize tools external to Brightspace, such as Zoom and Kaltura MediaSpace, to improve communication and increase student engagement.

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

- Identify the key elements of the integrated course design principles and process. (Foundational Knowledge)
- Analyze standards for evaluating course design established by self- and peer-reviewed rubrics. (Application)
- Develop engaging and accessible learning activities and assessments for courses. (Application)
- Assess the quality of course design. (Application)
- Align course learning outcomes, activities, and assessments through the integrated course design model. (Integration)
- Integrate course communication to build community and increase retention. (Integration)
- Reflect the effect integrated designed course has on the ability to improve teaching. (Human Dimension - Self)
- Describe a variety of best practices from colleagues, experts and resources used in course design. (Human Dimension – Others)
- Express the value to students of significant learning course design. (Caring)
- Select items from Course Design Action Checklists to implement in the future and/or gain additional training. (Learning How to Learn)

Facilitators

Zala Fashant

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As a faculty member, faculty developer, dean and course design coach, Zala Fashant understands how course design plays a major role in student success and retention. He has seen first-hand the importance in designing an environment where every student grows and succeeds. Working with faculty through Dee Fink, he has shared these course design strategies nationally via workshops and online courses.

Zala Fashant has taught face-to-face, blended and online courses for 30 years and presented at many national conferences and faculty development workshops about using course communication to increase student engagement. Zala has helped faculty design quality assessments that lead to improved teaching and learning. As a dean, he utilized his departments' assessments to promote each program's goals and performance. He has taught college faculty in online credentialing courses for course design and assessment techniques and has developed assessment tools to measure institutional learner outcomes. Zala has evaluated faculty courses as a Quality Matters peer reviewer. He has worked closely with faculty in both liberal arts and career and technical education programs.

Zala Fashant developed campus- and system-level faculty development programming for over 20 years for thousands of college and university faculty via conferences, campus workshops and webinars. He provided over 25 highly-rated presentations at international conferences on teaching and learning.

Karen LaPlant

Karen LaPlant has taught face-to-face, blended and online courses for 30 years. Her work in her institution's Center for Teaching and Learning as a campus leader has impacted the quality of courses and learning for 1000s of students. She has presented at many national conferences and professional development workshops for faculty and administrators in course communication, Integrating Technology, Classroom of the Future and accessibility of course materials to increase student engagement. She worked on the Minnesota State Captioning Project to develop a toolkit of resources for institutions considering video captioning.

Karen has evaluated faculty courses for years as a Quality Matters peer reviewer. She also served as a master reviewer for a team of peer reviewers, managing the course review process from beginning to end and coaching faculty in getting their courses certified. As the chair of her institutional professional development committee for years, Karen promoted course design review for over 200 faculty on two campuses and secured funding to get over 50 courses certified. She chaired the campus curriculum committee and developed a course approval system to help faculty streamline the process of getting courses approved. She developed a syllabus template providing all courses with the campus information required by the Quality Matters' standards. She has seen first-hand what improvement can happen at an institution when faculty measure their courses for quality.

Linda Russell

Linda Russell honed her teaching skills as a developmental educator, having taught high school, junior high school and college reading and English classes. This experience provides a unique perspective as to how students transition through K-12 to higher education. She also co-coordinated the Learning Center at her community college for sixteen years. Over the years of working closely with non-traditional learners and underprepared learners, she has gained considerable knowledge about best practices for working with at-risk students. Since many of those students do, eventually, matriculate into the regular college curriculum, it is imperative that all faculty become skilled at working to improve the success of all types of students.

Linda served as the Center for Teaching and Learning campus leader conducting many in-class assessments, consultations, and presentations on various topics related to effective learning and teaching. She also created workshops to develop new faculty portfolios as a part of campus faculty performance evaluation. Linda helped faculty design course assessments that led to improved teaching and learning experiences. As a faculty member, she participated in several department related assessments, which led to curriculum changes and improvements over the years. Linda Russell has shared her expertise during highly-rated presentations at international conferences on teaching and learning.