

Video-Introduction Transcripts

Module 1

Video-Introduction Transcript

“Congratulations on going through the “Start Here” page and completing the preface to Module 1. You will find that preface useful and increasingly meaningful as the course progresses.

As you notice, DOTS looks quite different from the Blackboard courses you may be more familiar with. The cosmetic and delivery differences complement deeper important differences, related to the design process and quality standards employed.

This first module introduces you systematically, but also by example, to both the design process, established in the 1980s under the name Backward Design, and the quality standards that guided us, outlined by Quality Matters, a faculty-centered course-enhancement process, sponsored by a consortium of Maryland colleges and universities and utilized nationally.

For the next seven days, we will work together online to build our online course community. You will be asked to

- introduce yourselves and tell us what you hope to get out of this course,
- use the module’s resources to interpret a short version of the Quality Matters standards and apply it to the evaluation of a sample online course, and finally
- work together with your colleagues and the facilitators to come up with a commonly agreed upon short-list of pros and cons within the reviewed course, which you can justify with the help of the module’s resources and can have inform your own work.

By the way, don’t let the fact that I was also the instructor of the reviewed course stop you from being as critical as you can. Please be critical!

We expect all online activities to be completed by early Friday morning, in time for our first face-to-face meeting, on Friday the 24th, which will conclude the module.

As will be the case with all our face-to-face meetings, we’ll have a full schedule, wrapping up our online week with your comments and concerns and participating in presentations and workshops that address the tools showcased in the online portion of the course.

Highlights for this upcoming Friday include introductions by the program directors, a remote presentation by Professor Rebecca Weintraub from the University of Southern California, and a workshop familiarizing you with your new tablet computer.

So, let’s proceed with Module 1.

I’ll be with you throughout this online week and look forward to seeing you in person on the 24th.”

Module 2

Video-Introduction Transcript

“Module 2 represents probably the most important online portion of the DOTS course and will take two weeks of our time. Consistent with backward design, introduced in the previous module, this module addresses three topics:

- First, distilling the course-level learning goals into sets of clear, focused, interrelated, and progressive module-level learning objectives.
- Second, creating high-stakes (*i.e.* graded) student activities that efficiently, effectively, and in imaginatively varied ways assess whether the learning objectives have been accomplished.
- And third, identifying and making available to students engaging resources that are both necessary and sufficient to assist them in their successful completion of the assigned activities.

The three tasks just outlined are the most time-consuming portions of the course design process, with the success of a course depending largely upon their successful completion. After these tasks have been successfully completed, your online courses are actually ready, missing only an admittedly large “cherry” on top. This “cherry” involves:

- presenting your students with clear course-progression, technical, and interaction guidelines,
- offering access to multimedia-rich resources,
- presenting concepts in a variety of contexts,
- encouraging collaborative student work, and
- producing an attractive, user-friendly, and sophisticated online interface.

These important practical components will be illustrated with examples throughout the online portion of DOTS. More importantly, workshops that address them will take up most of our face-to-face meetings, including our next meeting, on Friday, May 8th, when we will be working with video and synchronous online-interaction tools.

Let’s begin Module 2 and I’ll see you all in two weeks.”

Module 3

Video-Introduction Transcript

“As you delve into online teaching, you will find that the process has the potential to be far more time consuming for you, more confusing to your students, and more frustrating for everyone involved than you might have initially anticipated. Unless, that is, certain important steps are taken, some in advance and some during an online course.

We will spend this module exploring what you can do in the course-design stage to support a clear, satisfying, and successful student experience and to most effectively and efficiently use your time.

Everything we’ll do in this module can be summarized in the following statement:

‘Reflect on and recognize the assumptions underlying communication in your face-to-face courses, organize them in logical categories, and communicate them to your online students explicitly and in the appropriate context.’

A shorter way to say the same thing would be:

‘Assume nothing, deliberately structure most things, and explicitly communicate everything.’

DOTS models such an approach, as do, to some extent, the sample courses it introduces. Let’s work together in this module to create the types of guiding resources that will help structure your students’ experience, manage their expectations, and improve their success and satisfaction, while saving you precious time.

As you know, the wrap-up meeting for this module will take place online. For details, see the appropriate section in the module’s materials.”

Module 4

Video-Introduction Transcript

“Whether we teach in a traditional, face-to-face setting or online, it is important to empower students with opportunities and the necessary tools to assume more ownership of their learning. This entails creating contexts where students are more collaborative, take more control, and simply do more of the work than they did in a teacher- and lecture-centered classroom.

Research tells us that to really learn something it takes a combination of attention, practice, effort, connection, and reflection, in an environment that supports learning through discovery. It is up to us to both create such an environment and lay down a solid, course-related discovery path for students to follow. Assuming successful creation and communication of learning objectives that are tightly aligned with learning activities and resources, and of clear and succinct course-progression expectations and instructions, it is all a matter of laying down a discovery path that is marked by frequent assessment of team-and project-based learning activities. This module will examine strategies and practices that help us accomplish this goal.

A pivotal step for success in our task is creating productive and engaging course-related interaction contexts, where students learn from each other and take advantage of instructor feedback during the assignment-drafting process. Along with our online activities devoted to this step, we will wrap up the module by exploring technologies that support engagement in online conversations.

Good luck working on this module and I’ll see you all on Friday.”

Module 5

Video-Introduction Transcript

“When we teach online, we can and must provide access to multimedia resources that highlight our course’s important concepts and are integrated with more traditional text-based resources. This becomes even more important in the case of counterintuitive concepts, where extra help is necessary in order to support expert-like student intuition on the subject at hand. In addition, we can and must produce a sophisticated and engaging online-course interface that will communicate professionalism to the students and increase their motivation to do well in the course.

This module addresses the reasons for and the practical steps involved in accomplishing these tasks. The Web is abundant with already-created multimedia resources that you may identify and incorporate in your courses as they are or with minor modifications. If you are unable to find exactly what you need, we can help you design and develop appropriate custom multimedia resources. DOTS and several of the sample courses reviewed provide relevant examples meant to give you multimedia and course-interface ideas that you can implement in your own courses. Producing a sophisticated and engaging course interface can be accomplished with increasing ease, thanks to a multitude of user-friendly Web-design applications. During the wrap-up meeting for the module, we will explore some multimedia and course-interface-creation tools and will outline relevant DePaul services that are available to you.”

Module 6

Video-Introduction Transcript

“We have now reached the sixth and concluding module of DOTS. During the online portion of the module, you will apply as much of what you’ve learned as possible to your sample online courses. Most previous assignments were designed to help you create course elements that you can now fine-tune and bring together. The resulting draft course will ideally serve as a template for your upcoming online courses, facilitating your future course-design efforts.

You will have the opportunity to present your draft course to our group, while at the same time practicing your *Wimba* presentation skills. Details on this synchronous online meeting are available within the module’s materials.

Our last face-to-face meeting will include an exploration of blogs and wikis as learning tools, a technology-skills catch-up, and an outline of the course development and review steps that follow conclusion of the DOTS workshop.

It has been a pleasure facilitating this course for you and I look forward to our final wrap-up meeting on Friday.”