



KENNESAW STATE
UNIVERSITY

New Faculty Orientation

Digital Learning Innovations

Sustainable Course Design

D2L Demonstration

Multimodal Facilitation Checklist

DCR

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Presenters



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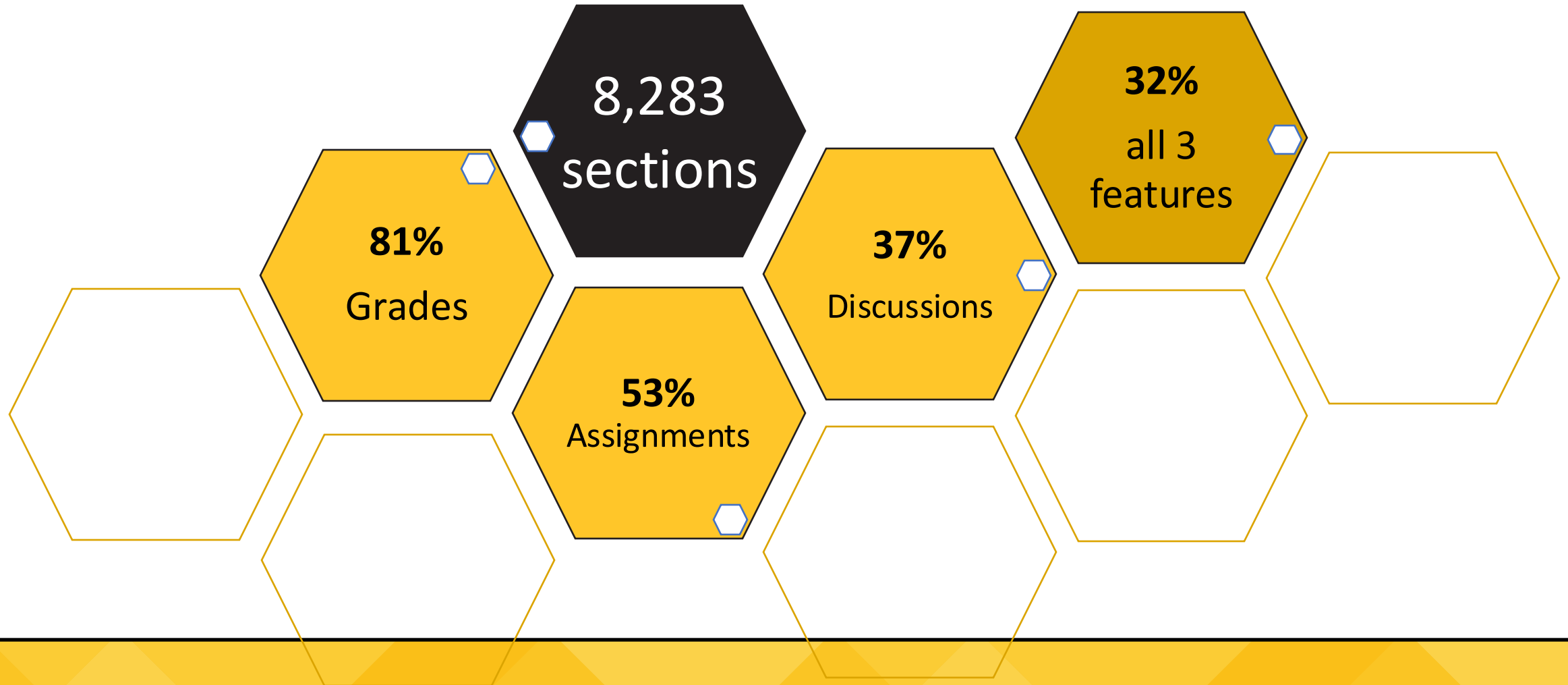


DLI – Who we are

Team of Instructional designer and multimedia specialists who support faculty at KSU in the following areas:

1. Instructional Design and Development
2. Course Facilitation
3. Course Review
4. Accessibility Services
5. Multimedia Services
6. Faculty Development Workshops

D2L Brightspace Instructor Activity




Sustainable Course Design: What is it?

What is sustainable course design?

- a. Designing your course in D2L using "sustainable" components
- b. Create a foundation course (online asynchronous) which can be tweaked to be taught in different modalities.
- c. Design components that can be selectively hidden and released to fit the modality and schedule of your course.

What is the benefit?

- a. Invest your time up front to save time and improve course quality.
 - b. Use HIDE and SELECTIVE RELEASE of content to fit the modality and schedule of your section.
 - c. Optimize—don't redesign. Use one course design for all modalities and all semesters.
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Why Sustainable Course Design?

Additional Benefits:

- Provide all students in all sections structure and dialogue.
- Ready-to-go make-up resources to students who miss class.
- Students can make informed drop decisions by viewing gradebook.
- Assignments submitted in D2L don't get lost.
- Announcements go to all students even as enrollments change.
- Use data to make small changes, but impactful as you go...

KSU Framework for Sustainable Digital Course Design & Facilitation

		COMMON COURSE FACILITATION MODALITIES				
Instructional Interactions and Engagement Activities (Gagne, 1965)	Asynchronous Template Course design module components all appear in D2L.	Synchronous	Hybrid	Hyflex	Flipped	Technology Enhanced
Modality Scheduled in OwlExpress	Online	Online	Hybrid	Co-Scheduled Online and On-Campus	Hybrid or On-Campus	On-Campus
Gain Attention	Announcement, Survey, Video, or Voice Thread	LIVE (virtual)	D2L or LIVE (classroom)	LIVE (virtual and classroom)	D2L or LIVE (classroom)	LIVE (classroom)
Inform Students of Objectives	Module or Topic Objectives	D2L	D2L	D2L and LIVE (virtual and classroom)	D2L	LIVE (classroom)
Stimulate Recall of Prior Learning	Discussion Forum	LIVE (virtual)	D2L or LIVE (classroom)	D2L or LIVE (virtual and classroom)	D2L or LIVE (classroom)	LIVE (classroom)
Present the Content	Recorded Lecture	LIVE (virtual)	D2L or LIVE (classroom)	LIVE (virtual and classroom)	D2L	LIVE (classroom)
	Multimedia, Extension Readings	D2L	D2L	D2L	D2L	D2L
Provide Learning Guidance	Rubric, Assignment Checklist	D2L	D2L	D2L	D2L	D2L
Elicit Performance (Formative Practice/ Comprehension Check)	Assignment	D2L	D2L or LIVE (classroom)	D2L and LIVE (classroom)	LIVE (classroom)	D2L and LIVE (classroom)
	Quiz	D2L	D2L	D2L	D2L	D2L and/or LIVE (classroom)
Provide Feedback	Gradebook	D2L	D2L	D2L	D2L	D2L
Summative Key Assessment	Capstone, proctored final exam, Project, etc.	D2L	D2L or LIVE (classroom)	D2L and LIVE (classroom)	LIVE (classroom)	D2L and LIVE (classroom)
Learning Support	Virtual Office Hours	LIVE (virtual)	LIVE (virtual or office)	LIVE (virtual or office)	LIVE (office)	LIVE (office)

Sustainable Course Design Components and Alignment

1. Course Alignment

- a. Student Learning Outcomes
- b. Create Learning Assignments
- c. Develop Learning material

2. Gagne's Nine Events of Instruction

- a. Guides development and facilitation of course modules
- b. Facilitates instructional interactions and engagement activities

3. Course Syllabus, Communication, and Feedback



D2L Demonstration

- Login and Edit D2L Profile
- Basic Navigation
- How to Add a(n):
 - Announcement
 - Content Module
 - File
 - Assignment
 - Discussion Forum
 - Gradebook Item
- How to Hide a D2L Component in a Sustainable Course Design

Multimodal Course Facilitation Checklist

Part 1: Pre-Semester Course Preparation

- Have an approved course copied into your D2L course section.
- Update the syllabus. Make sure all university policies are included. State your class policies that address topics like late work, AI (Artificial Intelligence) use, and expected behaviors.
- Course Schedule: Plan the course schedule in a way that evenly distributes workload throughout the semester. Update all dates and time in the LMS to match the syllabus.
- Content Preparation: Ensure all course materials, including readings, assignments, and multimedia resources, are prepared, and organized. Double check all links within the course shell.
- Plan Sustainable Course Facilitation: Based on the section's modality, identify the content in your sustainable course design that you will hide from students and when you will release it to be viewed.
- Accessibility: Make sure all materials are accessible to students with disabilities using the Ally score. Ask an instructional designer if you are unsure.
- Check for smooth navigation, broken links, closed captions for videos, transcripts for all media and use your Ally score for working on contrast issues in documents, and alt text for images used.

Part 2: Presence and Communication

- Instructor Introduction: Start the semester with an engaging introduction that establishes your presence and sets the tone for the course. Use your instructor introduction page for asynchronous course and your Face-to-Face time during synchronous, Hybrid, and FTF sessions.
- Student Introduction: Based on course modality create a discussion forum for asynchronous courses and have students introduce themselves during online or Face to Face sessions. Participate in discussion boards and forums to facilitate student engagement.
- Instructional Hook: Begin your course with an activity related to the course but which does not require students to have any in-depth knowledge regarding the topic. For example - showing a YouTube video of a current space launch before a class on Aerospace Engineering.
- Check on students who have not engaged within the first week and monitor attendance and logins using emails and intelligent agents in D2L for online courses.
- Use the Announcement tool in D2L for asynchronous, synchronous and hybrid and communicate clearly during FTF classes regarding assignments, deadlines, logins, and sessions.
- Office Hours: Schedule and adhere to regular office hours for student consultations.

- Use Teams and/or Zoom for synchronous sessions.
- Create instructor presence checking for students' understanding of learning content and concepts during FTF and online sessions. This can be done through quizzes (e.g. Kahoot!), polls e.g., (Mentimeter, MS Teams), Discussion Boards, and assessments.
- Check course alignment based on student queries and feedback - for example if students have questions/confusions regarding assignments, content, or objectives.
- Promptly respond to student emails and queries within one business day.
- Make Accommodations: Provide alternate formats for course content and options for course assignments. Work efficiently to provide appropriate accommodations to students who need them. Work with an Instructional Design or Student Disability Services if necessary.
- Express Care: Provide students with individual messages of encouragement and care through emails, calls, discussion posts, or announcements.

Part 3: Grading and Feedback Practices

- Transparent Grading: Clearly communicate grading policies, use rubrics, and ensure that grading is fair and consistent. If you grade on a curve communicate this early and frequently provide students with estimates of where their grade falls.
- Timely Feedback: Set student expectations for when they will receive feedback on each assignment and meet those expectations. Ideally feedback will be provided within a week.
- Feedback Quality: Make sure feedback is personalized, specific, actionable, and supportive to promote student learning and improvement. Balance constructive feedback with strengths and encouragement.
- Feedback Type: Provide individual and generic feedback based on how students perform on assignments. Use audio, video, D2L Gradebook, hybrid sessions, or individual appointments to provide feedback, based on what you observe.
- Discussions: For sensitive topics, be ready to moderate discussions (online and FTF) to maintain fairness, consistency and appropriate professional tone. Add a point value or rubric to help assess discussions in D2L.
- Continuous Improvement: Regularly solicit feedback from students on your teaching and make necessary adjustments through midterm evaluations, module level Qualtrics surveys, or end of lesson/module reflections/surveys.
- Use the D2L gradebook: Grades must be updated regularly, and students should be able to track their own progress and success to make informed decisions about dropping the course without filling your inbox.

Need further assistance? Make a one-on-one appointment with a [DLI Instructional Designer](#).

Multi Modal Course Facilitation Checklist

- Create an engaging learning environment that meets the needs of all learners.
- Can be used with all course modalities.
- Improve your presence within the course.

• [MultiModal Course Facilitation Checklist](#)

Distinguished Course Repository (DCR)

The *KSU Distinguished Course Repository* is a new academic journal that highlights exceptional course designs from Kennesaw State University and promotes access to these course designs for increased collaboration among teaching faculty.

The *DCR* focuses on:

- *promoting exceptional course designs*
- *faculty collaboration in support of Kennesaw State University and their commitment to student success.*
- *finding innovative course designs to incorporate in your teaching while at KSU.*
- *Conducting reviews of submitted courses and publishes twice annually.*

Currently, inclusion in the journal is limited to courses designed at Kennesaw State University.

[Distinguished Course Repository Link](#)

Questions?

Your feedback is welcome and much appreciated!



Thank you!
