TOPICS FOR INSTRUCTOR “MINI-MOMENTS”

GOALS

To provide quick (i.e. one paragraph) instructional design tip/advice that instructors will read and possibly incorporate into their course design.

Assumes that both strategic (e.g. the benefit of student engagement) or tactical (e.g. how to set audio levels for quality recordings) topics are suitable for the goals of the publication.

TOPIC SUGGESTIONS

**Online Tests I**: Opportunities for Cheating in an Online Course

Describe ways that students can cheat on tests in online courses.

**Online Tests II**: Types of Assessments to Reduce Cheating

Describe how tests can be administered in an online course (Word doc, Bb test, etc.) and the cheating pitfalls of each.

**Online Tests III**: Test Parameters that Reduce Cheating

Suggestions for setting test parameters in an online course (duration, open window, etc.)

**Online Tests IV**: Effective Assessment Alternatives to Tests

Present a list of alternative to tests that are commonly used in an elearning environment. Make it clear that rubrics are an integral part of any assessment.

**Lecture Videos I**: The 7-Minute Generation: Online Learner Expectations for Videos

Describe what online learners will expect in term of video length, content, and focus. This may be best illustrated by example. Find a representative video on the web that illustrates the “good points” you want to highlight and then bullet the 2 or 3 three things that make it resonate with learners.

**Lecture Videos II**: Size Matters, The benefits of streaming and optimal video sizes.
Point to the same video. Show what size it is natively to the viewer. Indicate that a streaming video will work better than download a large .mp4. This actually sets the stage for the next two segments rather than stand well by itself.

**Lecture Videos III:** Formats, themes and fonts for effective lecture videos

Use “good points” video example. Show what fonts, themes are used. Simple color scheme, minimal font usage. What fonts were used to create this (bigger than in classroom presentation). White text on dark background punches better. Incorporate points from Clineman document regarding slide formatting.

**Lecture Videos IV:** Less is More – Slideshow content for effective lecture videos

Use “good points” video again. Also provide link to a wordy video. Incorporate points from Clineman document regarding slide content.

**Lecture Videos V:** Snap, Crackle, and Pop. Recording quality audio for lecture videos.

How to set audio levels for recordings + what to say and what not to say (No dates, No seasons, no sequencing). Don’t read what is on the slide!

**Getting Engaged I:** Getting Engaged Online

A quick discussion of the benefits for knowledge acquisition of student engagement and how it differs in an online course.

**Getting Engaged II:** Student Introductions

Recast of existing material

**Getting Engaged III:** Group Discussions

The purpose of discussion forums in fostering student engagement.

**Getting Engaged III:** Asynchronous Discussion Forums

The pragmatics of discussion forums: due dates, number of posts, quality of posts, netiquette.

**Getting Engaged IV:** Synchronous Discussions

Situations when you might want to set up a videoconferencing session for students to get together for a discussion. How to moderate and assess a synchronous forum.

**Getting Engaged V:** Group Project/Assignments

What is the benefit of group projects? How do you set them up in Bb? How do you grade them? What sorts of activities are conducive to group projects? Might be more than 1 mini-moment.

**Motivation I: Clear Instructions & Feedback**
Goal orientation and clear instructions. Learners should know what they will be able to do at the end of the course. Also, instructions should be clear, sample, and easy to understand.

**Motivation II: Variability**

Another important factor is to increase learners’ attention is using variety of methods in presenting material to account for individual differences in different learning styles.

**Motivation III: Learner Control**

Learners should feel some degree of control over their learning process.

**Motivation IV: Real or Simulated Setting**

Providing opportunities to use newly acquired knowledge in real or simulated settings to enhance the satisfaction.

**Assessments I: Are Ye Able?**

Instead of focusing on the importance of learning outcomes, recast it as a required activity to designing decent assessments. Before figuring out what assignment or assessment will meet a learning outcome, you answer this question for each topic:

“ At the end of this module, the student will be able to __________________________.”

**Assessments II: SMART**

At the end of this module, the student will be able to __________________________.

For each piece of that answer:


**Assessments III: Name 3 ways....**

For each of the learning outcomes for the module, name three ways (activities) could learn how to do this. Only one of the three ways can be lecture or reading.

**Assessments IV: Name 3 more ways....**

For each of the learning outcomes for the module, name three ways (activities) could show how they know this. Only one of the three ways can be a test/written submission

**Assessments V: A rubric by any other name....**

Why use a rubric in assessments. Where to get rubrics.

“Are you using Firefox?” : Browser Compatibility in Bb 9.1

A brief description of the types of problems seen when not using Firefox for Bb 9.1 courses and details on how to handle this with students.

**Paste Text**: Issues Formatting Pasted Text in Bb 9.1
Faculty Presence 1: Virtual Office Hours

Faculty Presence 2: Timely Feedback and Response

Faculty Presence 3: Tone

Faculty Presence 4:

Recast of existing material describing ways to effectively paste from other applications into Blackboard course templates.

TOPICS DONE