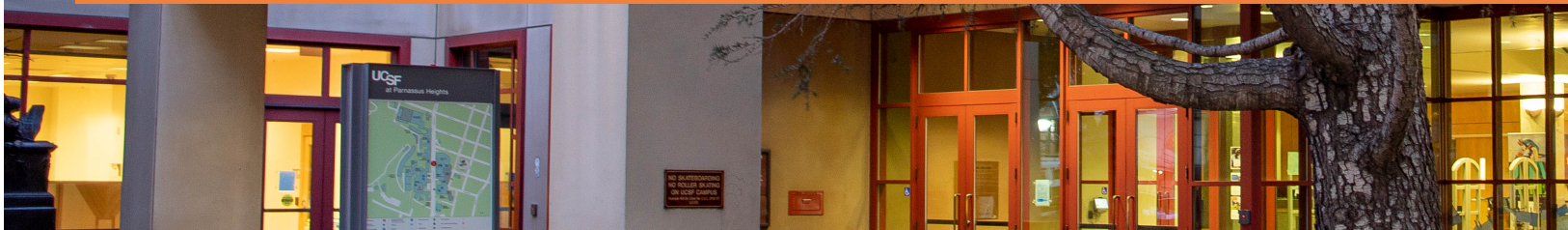


UCSF Library

Library Drop-in Series

Strategies for Faculty to Alleviate Zoom
Fatigue for Students



Drop-In Series

Continue to provide support during campus closure

Twice weekly, various topics (Tue 10am / Th 2pm)

Registration is required

More info: <https://tiny.ucsf.edu/librarydropin>

Survey

Demo followed by Q&A

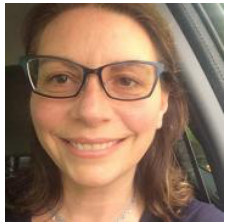
Your hosts for today



Max Ferman
Instructional Designer



Minerva Lee
Learning Tech Specialist



Gina Gaiser
Instructional Designer



Lisa Leiva
Learning Tech Specialist

When poll is active, respond at **PollEv.com/lleiva**

Text **LLEIVA** to **37607** once to join

What is your biggest frustration with Zoom?

Setting Expectations

Course Design

Start with Empathy

Strive for a course organization that is clear, methodical, and intuitive. Help students move through content and activities smoothly and seamlessly, so that their attention remains focused on learning the material.

Navigation

- Use headers or icons to create a system to organize different types of materials
- Avoid scrolling and clicking fatigue by creating sections for videos, assignments, resources and clearly label required vs. optional
- Design and sequence of content and learning activities should be methodical, systematic, and purposeful.

Course Design

THE HOMEPAGE

Welcome Message

A greeting from the professor intended to welcome you to the course.

Welcome!

Class, welcome to this course! My name is Professor Smith and I will be facilitating your course this semester. This means that I will contact you every week to introduce new content, answer your questions, and contribute to online discussion. Watch the video below to learn more about the course.

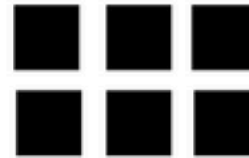


Intro Video

Watch this video to learn more about the purpose and general requirements of the course.

Quick Links

Buttons to easily email your instructor and access important course information like the syllabus, your grades, and exam registration.



Your First Steps

- Read through the Getting Started Module
- Read your Syllabus
- Ensure your notification settings are setup correctly.

Your First Steps

A list of tasks for you to complete before your course begins.

Instructional Design Showcase

CLE Dashboard / My courses / Instructional Design Showcase

Turn editing on



Welcome to Instructional Design Strategies!

Welcome to the Instructional Design Showcase! This course is designed for educators who are interested in developing a new course or thinking about enhancing an existing one. This course offers resources for exploring different options and considerations to help you create engaging learning experiences online.



Welcome and Get Started



Tech Requirements



How to get started

Available but not shown on course page

Placeholder for intro video

Your progress ?



HAVE QUESTIONS?



Contact Lisa Leiva

Whether you are developing a new course or enhancing an existing one, we are available to help you make the best use of CLE and multimedia tools.

GET HELP

► Open all ▼ Close all

► Open all ▼ Close all

Instructions: Clicking on the section name will show / hide the section.

▼ Best Practices in Online Course Design



Weekly Roadmap



Roadmap | Week 1



Video



Why Online Learning is Important (Audio only, 3 min.)



Why Online Teaching is Important-transcript



Best Practices in Online Learning Place Holder



Resources



Standards from the QM Higher Education Rubric



7 guidelines for effective teaching online



Online Course Introduction Video Tips



UCSF Digital Accessibility



Quiz



Best Practices in Online Course Design Quiz

Course Design

Provide Clear Communication

- Make it easy for students to understand what is required of them
- Post a weekly announcement or create a roadmap to provide an overview of the coming week's topic and list objectives and assignments.
- Use the forum to field questions, start discussions and stay connected with students
- Hold Zoom office hours according to a schedule, by appointment, or both.
- Post a quick video to clarify misconceptions about a class topic or assignment.
- Create a video to walk through the syllabus

Roadmap | Week 1



Objectives:

- Identify instructional design concepts for online course design
- Identify different types of online courses
- Describe best practices for delivering online courses
- Compare examples of courses
- Identify resources for evaluating courses

Course Design

Good course design always begins with clarity about your topic, a body of carefully curated content, demonstrations, and assessments to provide students the opportunity to demonstrate mastery of the subject. As seasoned educators, you are probably very familiar with this process but teaching online has an additional layer of challenges and considerations that should be addressed to keep students engaged with the material.

In this section, I'll give you an overview of best practices in online course design and will provide some resources to help guide you in designing a new course or updating an existing course.

How to get started

1. Listen to the audio recording on Why Online Teaching is Important
2. Watch the video on Best Practice on Online Course Design
3. Browse the resources
4. Take the quiz to check your knowledge

Last modified: Wednesday, March 18, 2020, 1:44 PM

Course Design

Use Technology Intentionally

- Share external resources to supplement online learning
- Use different types of modalities: Video, PDF, Podcast, Narrated slides
- If sharing videos:
 - Break up them up into smaller pieces
 - Label them with the length of time it will take them to watch it
- Add a variety of technology if:
 - It supports your learning objectives
 - It creates engaging and meaningful learning experience
 - Promotes engagement by providing different modalities



Poll Everywhere



Course Design

Synchronous learning

- Occurs in real-time, with all participants interacting at the same time
- Requires instructors to facilitate and be available at scheduled times
- Enables a social component to the course
- Helps learners feel like participants rather than isolates

Asynchronous learning

- Allows learners to control the pace, schedule and location of study
- Allows learners to engage in the exchange of ideas or information without depending on other participants' involvement at the same time
- Provides time to consider and refine answers and responses before posting

Example: Student Responsibilities

This course requires online participation from all students to learn and understand the material. All students will:

- Post assignments on time according to the posted [CALENDAR](#)
- Read assigned chapters in the textbook
- Participate in online discussions and feedback
- Post at least 2 constructive comments to other students about their assignments each week
- Review one other students complete protocol at the end of the course
- Complete weekly course evaluations

Example: Weekly Schedule for students

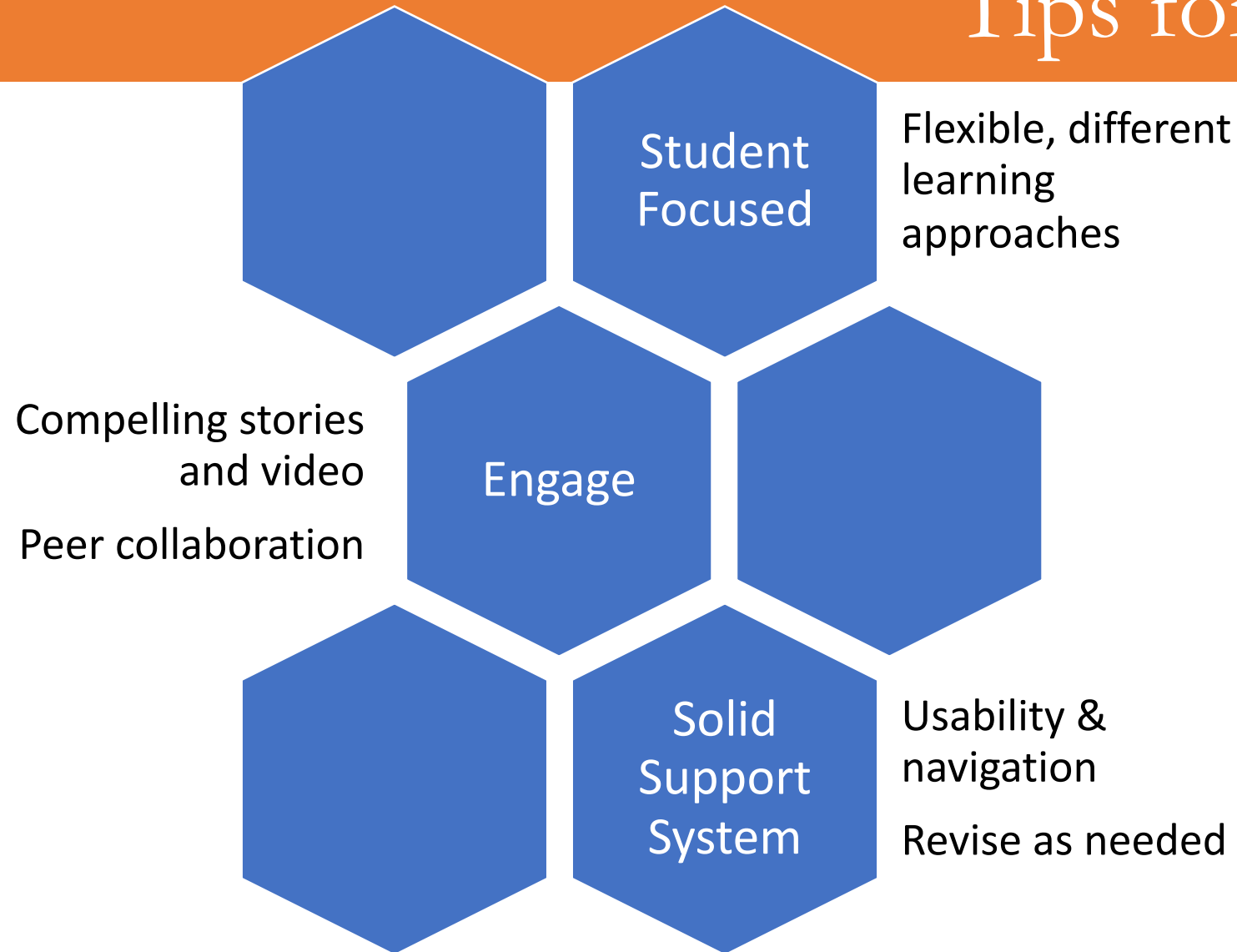
Monday - Wednesday

- Prepare and upload current assignment by **Monday 10pm**
- Provide feedback to two other students' work within your group via the online forum by **Wednesday 10pm**

Thursday – Friday

- Respond to small group leader and student comments via online forum
- Revise your work based on the feedback you received
- Complete assigned readings and view video lectures for the following week

Tips for Success



Tips for Success

