

University of California Los Angeles - DRAFT -
Online Course Planning Guide - Self-Supporting Online Degree Programs

This guide sets out academic considerations to be addressed when planning a series or program of online-based courses using specific modes of delivery.

At the Program level, consider the sequence of course modalities through the program. Will all courses offered be of one common modality? If varied, what will be the student experience of taking courses in different modalities in parallel, and in sequence?

Mode	Fully Online	Remote	Blended/hybrid	Dual Mode/Hy-Flex
Criterion				
Academic Rationale				
	<ul style="list-style-type: none"> - Flexible learning, carried out on the students' own time; consider: - student demographics & needs - commitments: family, employment, etc. - residence / location - esp. remote students & broadband access - time to degree completion - departmental curricular & pedagogical goals, class sizes. 	<ul style="list-style-type: none"> - Emergency strategy (cf. the pivot to remote teaching in March 2020); - Replicating live in-class lecturing with live lecturing through video-conference; -Some adjustments to be made to learning assessments: convert proctored exams to alternatives - Less planning/set-up time needed than a typical online course. 	<ul style="list-style-type: none"> - Live, in-person classes allow for spontaneity, and responsive discussion of sensitive topics; - Asynchronous online engagement in forum discussions allows for thoughtful testing and sharing of ideas, and more carefully crafted writing. - Hybrid formats allow the intentional blending of the best of live and online modalities. 	<ul style="list-style-type: none"> - See Fully Online. - Provides student with choice - Accommodates students who are unable to travel to campus and be present in a classroom (location, disability, health concerns, caring commitments, etc).
Pedagogy	<i>What are the essential features of this modality?</i>			
	<ul style="list-style-type: none"> - No in-person meetings with an intentionally designed online experience - Can be fully-asynchronous or there can be some synchronous online sessions - Asynchronous learning may include recorded lectures (replayable); online discussions, quizzes, blogs, group work, meta-reflection. 	<ul style="list-style-type: none"> - An online modality introduced by the pandemic, indicating a rapid shift to distance learning that relies heavily on video conferencing and may or may not have a substantial LMS (LMS) component 	<ul style="list-style-type: none"> - Live in-person lectures + asynchronous online study - Both modes should connect and cross refer, eg. continue an in-person discussion in online forum; discuss forum posts in class 	<ul style="list-style-type: none"> - Combining in-class and remote students simultaneously during the class session - Course content and online activities provided in LMS. - See this UCI guide. (Merage School of Business).
Overall Goal + Learning Outcomes or Objectives	<p>Program level goals are distributed and articulated across program courses; Course level goals are student-centered, achievable, measurable, aligned with the learning assessments.</p> <ul style="list-style-type: none"> - Learning outcomes measure learning and achievement, in place of "time in class". 			<ul style="list-style-type: none"> - See Fully Online, Blended. In Dual Mode courses, course learning outcomes or objectives must be equally achievable whether the student attends live classes, participates remotely (or watches lecture videos later, if an option).
Course Design <i>What are key elements of the course design, teaching & learning?</i>	<ul style="list-style-type: none"> - Clear instructions, prompts, layout - Clear, consistent learning pathway through course modules or weeks 	<ul style="list-style-type: none"> - Live video-conference lectures, with readings and content on LMS or class website 	<ul style="list-style-type: none"> - Intentional course design, planning and sequencing of student engagement with lecture content, materials, and each other. 	<ul style="list-style-type: none"> - Live lectures: You may need to stand or sit on the same spot for video streaming (if only one camera, and no camera operators). Do check ahead.

	<ul style="list-style-type: none"> - Formative assessments for regular feedback. - Record any live sessions and make available online. 	<ul style="list-style-type: none"> - video-conference lectures should be broken up with “active learning” activities, group work, breaks, student interaction 	<ul style="list-style-type: none"> - Clear, consistent learning pathway through course modules or weeks - Formative assessments for regular feedback. 	<ul style="list-style-type: none"> - See Section D: DUAL MODE INSTRUCTION: “Teaching Students Here & There Simultaneously” in this document. - See Fully Online
Instructor-student Interaction <i>How will the instructors communicate with students, and vice-versa?</i>	<ul style="list-style-type: none"> - Instructor is more visible and intimate in replayable lecture videos and informal videos (eg. weekly overview) - Instructor ‘presence’ in the course site, responding to posts, curating and adding resources - Communication via LMS: announcements, messages, feedback - Feedback: via rubrics & comments (posts, assignments, reflections) 	<ul style="list-style-type: none"> - video-conference ‘presence’; synching delays and freezing can happen - Verbal communication of content, concepts and instructions in lectures - Regular, on-campus style communication practices + - Communication via LMS, if used: announcements, messages, feedback 	<ul style="list-style-type: none"> - Instructor ‘presence’ in the course site, responding to posts, curating and adding resource, - Regular, on-campus style communication practices + - Communication via BruinLearn: announcements, messages, feedback -Feedback: via rubrics & comments (posts, assignments, reflections) 	<ul style="list-style-type: none"> - Regular, on-campus style communication practices + - Instructor ‘presence’ in the course site, responding to post, curating and adding resources - Communication via BruinLearn: announcements, messages, feedback - Feedback: via rubrics & comments (posts, assignments, reflections)
Student-Student Interaction <i>What types of student interaction are well supported?</i>	<ul style="list-style-type: none"> - Online interactions: st-st discussion forums, pair- and group-work, peer response and feedback - interactions support community building, student engagement and learning. 	<ul style="list-style-type: none"> - Break-out rooms in video-conference - LMS can support online interaction (see Fully Online, left) 	<ul style="list-style-type: none"> - In-class interaction + - Online interactions: st-st discussion forums, pair- and group work, peer response and feedback - Interactions support community building, student engagement and learning. 	<ul style="list-style-type: none"> - See Blended/Hybrid. - St-St interaction and peer support can make the difference in Dual Mode course - encourage study buddies (support pairs) - create groups that comprise local and remote students - Students can support communication in the class; use Slack for quick messaging, groups.
Faculty/ TA Training & Support	<ul style="list-style-type: none"> - LMS training - Pedagogical & Technical (tools) training with an instructional designer - Seek out your local IT support 	<ul style="list-style-type: none"> - Instructor: video-conference training - TA training in video-conference (Some TAs manage video-conference for the instructor) 	<ul style="list-style-type: none"> - LMS training - Pedagogical & Technical (tools) training with an instructional designer 	<ul style="list-style-type: none"> - See Fully Online, Blended/hybrid. - TA can support the instructor - For Ped. Strategies: email support@online.ucla.edu .
Technology / Equipment <i>What hardware, software, and technical support are needed?</i>	<p>LMS course site</p> <p>Reliable Internet bandwidth for watching streamed lectures or live video-conference sessions</p> <p>Reliable hardware: computer with updated operating system, browsers, required software.</p> <p>Microphone + webcam</p>			<ul style="list-style-type: none"> - Classroom: equipped with camera/s for live streaming the lecture/class - Remote students: See Fully Online, Blended/hybrid. - Everyone: use the LMS course site.
Staffing <i>What support do faculty need to be successful in the chosen modality?</i>	<p>Dependent on class size;</p> <p>TA support is desirable, and adds another layer of support and feedback:</p> <p>TA or student support is helpful in video-conference sessions</p> <p>NOTE: Students can also lead discussions, crowd-source material (with guidelines), self-organize.</p>			<ul style="list-style-type: none"> - Technical support needed for rehearsals, and first days/week, perhaps all quarter, depending on instructor experience, technical confidence & skills.
Budget <i>What costs are incurred on the part of the department? instructor? students?</i>	<p>Students & Instructor: computer, software, internet provider costs</p> <p>Instructor: camera, tripod, greenscreen and editing software for home recording (not using video-conference);</p> <p>Department: some departments may provide laptops, and other equipment for instructors.</p>			<ul style="list-style-type: none"> - Students: see Fully Online, Blended. - Instructor/department: If the classroom is not set up: purchase a video camera, microphone, tripod, box/backpack.

Diversity, Equity, Inclusion	<ul style="list-style-type: none"> - Online, students engage more with ideas, than bodies (in person) - Consider group composition (random, instructor-selected, student-selected) & rotate roles. - See Blended Modality 	<ul style="list-style-type: none"> - Costs can be a barrier - Online proctored exams do not follow or reflect DEI principles - Students may need to turn off cameras (location, privacy, shame) 	<ul style="list-style-type: none"> - Blended course design can provide students more options for receiving content (text, video, live lecture, links, etc) and producing assignments in different formats - Choice supports equity & inclusion. 	<ul style="list-style-type: none"> - Student choice supports equity and inclusion. - As for Blended/hybrid format.
Accessibility <i>See Universal Design for Learning (UDL)</i>	<p>Provide material in multiple formats. All videos: captions, transcript Captioned lectures; lecture transcripts Attention to formatting (use styles;) colors and fonts Provide screen reader-accessible .pdfs CAE accommodations: note-taking, charts, diagrams.</p>			<ul style="list-style-type: none"> - As for Fully Online, Blended, Remote. In addition, provide live captioning in video-conference.
Copyright	<p>Acknowledgements as necessary; if course is for profit, copyright requirements need to be addressed (UCLA Library: Copyright)</p>			
Other considerations	<ul style="list-style-type: none"> - Instructors and students may need support with time management (when and how often to go to the course site) - More student-centered, and enabling of student independence, autonomy. 	<ul style="list-style-type: none"> - Long, live lectures are tiring for all - Thought needs to be given to student engagement, active learning, interaction 	<ul style="list-style-type: none"> - Plenty of opportunity for student-led discussions in the f2f- live and online context. 	<ul style="list-style-type: none"> - Rehearsal & practice are essential - Takes a lot of mindful concentration and energy - Be (a)ware of paying more attention to the students <i>there</i>, than <i>here</i> (or vice-versa)!

Remote

- An online modality introduced by the pandemic, indicating a rapid shift to distance learning that relies heavily on video conferencing and may or may not have a substantial LMS (LMS) component

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- Live video-conference lectures, supported by a syllabus, and readings and content on
 - LMS or class website
- video-conference lectures should be broken up with “active learning” activities, group work, breaks, student interaction
- Record the video-conference lectures and make available online after class.

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 - Communication via LMS, if used: announcements, messages, feedback
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- Break-out rooms in video-conference
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 - Instructor: video-conference training
 - TA training in video-conference (Some TAs manage video-conference for the instructor)
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- Costs can be a barrier
 - Online proctored exams can discriminate based on race
 - Students may need to turn off cameras (location, privacy, shame)
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- Long, live lectures are tiring for all
 - Thought needs to be given to student engagement, active learning, interaction