2020-10-15

Making the Move from Reactive to Proactive Online Teaching

Chad A. Turley

Brigham Young University, chad.turley@byu.edu

Making the Move from Reactive to Proactive Online Teaching

Chad Turley

Design & Development Project Report
Instructional Psychology & Technology, Brigham Young University

Purpose

The purpose of this project was to design and develop an online module to support online teachers in the most current, research-based, online teaching best practices and then provide the opportunity to practice them. Online teachers learn the theory behind the best practices, as well as the "how to" steps to implement them in an online course.

BYU Independent Study has historically offered online courses that allow students to progress at their own pace in a self-guided environment. Currently BYU Independent Study (BYU IS) does not have NCAA approval for their online courses. Administration would like to seek NCAA approval which requires online teachers to interact with students in a more proactive environment. Online teachers need training in the pedagogy of best practices for online learning as well as "how to" instructions in the learning management system.

The desired learning goals for this project are:
1. Online teachers will be able to proactively communicate with students through posting announcements, conducting virtual office hours, providing feedback on assignments, responding to discussion boards, and writing email.
2. Design a cost-effective and just-in-time professional development opportunity for 150 online teachers.

Project Needs and Constraints

Learner Background
BYU IS employs about 150 part-time instructors, many of these teachers are employed full-time during the day by school districts as high school classroom teachers. Online learning pedagogy and technology expertise vary greatly among the population. Most of the teachers currently teach online classes for BYU IS with little to no proactive student communication in them. All the teachers have experience using a Learning Management System (LMS) and use strategies like those presented in this training in the regular classroom. Teachers have completed other

online professional development activities in the past. Attitudes toward previous training requirements has varied considerably (see Appendix).

Environmental Analysis
BYU IS currently is not approved by the NCAA to offer online courses to student athletes and would like to seek approval. The discussion and previous attempts to be NCAA approved have been in the works for over a decade. This project is a training module for online teachers to learn the skills necessary of them to meet the NCAA requirements (see Appendix). This project will have support of BYU IS leadership as it directly relates to organizational goals of achieving NCAA approval. Previous online professional development offerings have been implemented in the past, so both leadership and teachers are familiar with them.

No budget constraints to the project are identified at this time. There is a time constraint to complete the project in time for fall semester (see Appendix).

Product Description

This project resulted in an online professional development module, in the Canvas LMS, that instructs teachers how to proactively communicate with students in an online class (see Appendix). Learners take on both the student and teacher role, learning what teachers should do, and acting as students by completing assignments. A small group of teachers piloted the class and will move on to facilitate later sessions. Offering this module in the online modality allows learners to learn and practice in the same environment they teach in. The module will be offered in a facilitated environment. This allows learners to experience the interactions just as their students will. This module was specifically created to help meet NCAA teacher interaction requirements, which BYU IS currently does not meet.

The module contains six sections teaching proactive communication skills, both pedagogically and technically, for online teachers. Modules are made up of instructional material, graded assignments, and facilitated discussion on presented topics (see Appendix). After completing this module learners will be able to:
1. Create a welcome email to students.
2. Create an email to a struggling student.
3. Create an announcement for students regarding course content.
4. Respond to a student post in a discussion board.
5. Grade an assignment and enter student feedback.
6. Create and hold office hours for students.

Design Process and Evolution

Analysis Phase
During the analysis phase I identified the instructional problem and analyzed the current situation of available training. This led to documenting the instructional goals and objectives and performing the learner and environmental analysis. Some of the questions addressed were:
- Who are my learners and what knowledge do they bring? (see Appendix)
- What do I want them to learn?

- What learning constraints are there?
- How could the training be delivered? ([see Appendix](#))
- What are the online pedagogical considerations? ([see Appendix](#))
- What is the timeline and budget? ([see Appendix](#))

Figure 1
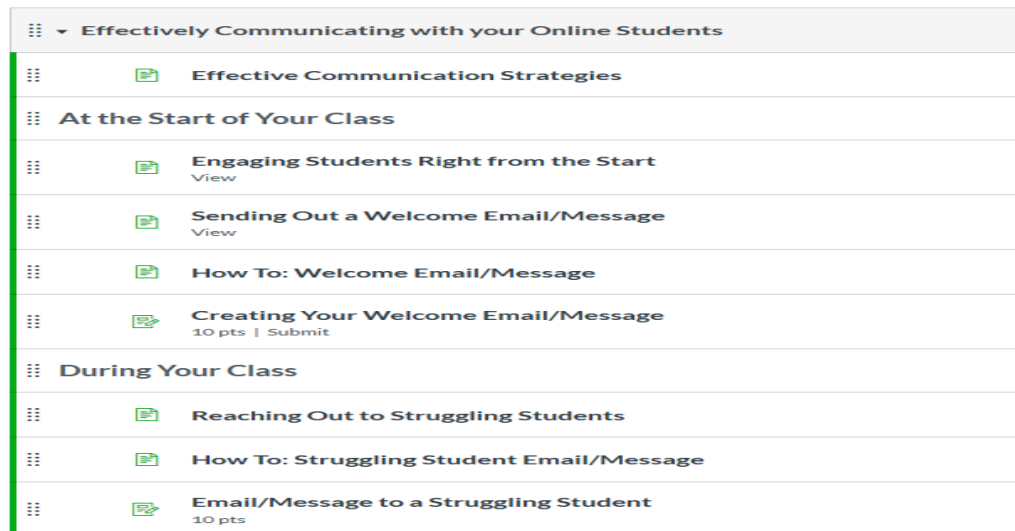
Goals of the Module

Design Phase

During the design phase I tried to be both systematic and specific. This meant designing in a logical, orderly manner by identifying, developing, and evaluating as I designed toward meeting the project goals. I tried to be specific in my design plan, paying attention to detail in all areas. The design phase included developing the learning objectives, lessons, assignments, assessments, and media selection. This training incorporates the interaction equivalency theorem's two theses, which provides guidelines for effective online course design. Thesis one states that meaningful learning may occur if one high level of the three interactions is present (student-teacher, student-content, student-student) in the online course. The other two interactions may be offered at a low level, or not at all, and will not decrease the level of learning. Thesis two states that high levels of two or more forms of interaction will provide a higher level of satisfaction but may be more expensive and involve higher time investment from the teacher. I also put together implementation and evaluation plans.
Some of the steps were:

- Document the project design strategy ([see Appendix](#))
- Conduct task analysis ([see Appendix](#))
- Investigate and apply instructional strategies ([see Appendix](#))
- Design prototype ([see Appendix](#))
- Design user interface and experience

Figure 2

Module Outline

Development Phase
During the development phase I created and assembled all the items that were developed during the design phase. This included created content, resources, research references, and rubric creation. I spent time selecting the right graphics, videos, and pictures throughout the module. I checked and double checked that links opened correctly and that content performed as designed. Time was also invested on checking the course flow, to be sure learner progress seemed logical. A SME review was conducted to check for grammar/spelling errors, learner progress concerns, content flow, learner engagement, and evaluating length of the module (see Appendix).

Figure 3

Selecting Graphics for Module

Just in case the differences and similarities of formative and summative assessment are unclear, check out this lovely visual.

Formative vs. Summative Assessment

Formative Assessment:
Is part of the instructional process.

- Quizzes
- Observations
- Creating T-Charts, Venn diagrams & other student learning evidence
- Classwork/Homework
- Writings & exit tickets
- Helps teacher modify future lesson planning based on learner needs

- Both are ways to assess
- Questioning strategies need to be addressed
- Both need to be used to evaluate a student effectively
- Both can be used for student feedback
- Assist in future lesson planning

Summative Assessment:
Used to determine at a particular point in time what students know and do not know.

- State assessments
- District benchmark or interim assessments
- End-of-unit or chapter tests
- End-of-term or semester exams
- Scores that are used for accountability
- SAT or ACT-type tests

Courtesy user Jzmiyarch

When providing formative feedback for students' assignments, how can we tactfully give accurate evaluations of weak work without destroying

- Avoid using "final language" (Boud, 1995).

- You should especially avoid words like, "disastrous," "appalling," and "incompetent."

Figure 4

Revising Instructor Self-Assessment Rankings after the SME Review

There were plans to have a quality assurance (QA) process take place as part of this project, but our QA department was backed up on other important projects and were not able to participate. This step will need to happen later and has been added to the QA queue.

The specific design decisions I felt were non-negotiable were having the training online and designing the module to allow for learning and then practice of both pedagogical and technical skills. The research mentions multiple times that is an area that is missing from most online teacher professional development.

Product Implementation

The training module was designed online in Canvas, so no physical space was required. The designer had access to Canvas so there was no access cost. Most Utah instructors have access to Canvas in the classroom, and currently use another LMS in teaching for BYU IS, so there were no front-loading activities required. These learners have access to computers with Internet as it is a job requirement. Prior to the pilot, and moving forward with more training sessions, learners are entered into the LMS and received invitations to join the training module.

The product implementation happened in two phases. Phase one was a pilot conducted with those BYU IS instructors interested in being module facilitators later. Phase two is a roll out of the training to the remaining BYU IS instructors during the fall 2020 semester. The pilot was conducted to ensure course function, testing, collecting feedback, and allow the instructors to see if they were interested in facilitating later.

The pilot was conducted with ten instructors and the designer acting as the facilitator. The pilot was implemented using the same expectations that are required of future learners. A welcome email was sent to all learners, along with a course invitation to join the module in Canvas. The pilot allowed the ten instructors the opportunity to become familiar with the module content, assignments, grading expectations, etc., before they become facilitators. After the approval of this training module by BYU IS leadership, a brief review training will be conducted for those wishing to continue as facilitators. The facilitator training will focus on expectations and technical aspects of the module.

The second phase of the product implementation will follow once approval is received from BYU IS leadership. The second phase will include some other small pilot sessions with the facilitators who participated in the first pilot. Email will be sent out looking for volunteers to participate in the second pilot sessions. Participants will receive email explaining the module details and expectations and will be able to choose from different session dates. (see Appendix)

Assessment and Evaluation

Assessment Plan
Learners complete performance and authentic assessment assignments after each lesson. Learners demonstrate skills they have learned, such as writing an email to a struggling student. Assignment rubrics (see Appendix) guide learners in the right direction. Learners need to pass the overall module with a combined score of 80% or higher.
In the pilot group, all ten instructors completed the entire module with an overall score of 80% or higher, with the average being 99.51%.

Learners begin the training module by completing a self-assessment to test prior knowledge and skills taught in the module. At the end of the module, learners take a post-assessment, the same questions as on the pre-assessment, to assess their growth in the skills taught in the module (see Appendix). Below is an example question used on the pre- and post-assessment.

1. I can establish my presence in my course on a regular basis via announcements, feedback, email, online office hours, and various other methods.
   - Never done this
   - I am trying with mixed results
   - I can do this successfully
   - I am an expert and can teach others

Pre and Post results (see Appendix)

After participating in the module, the percentage of instructors who rated themselves as *I can do this successfully* or *Expert and can teach others* of sending a welcome email increased from 90 to 100 percent in creating announcement, providing feedback, emailing struggling students, and establishing overall presence.

After participating in the module, the percentage of instructors who rated themselves as *Doing this successfully* or *Expert and can teach others* of sending a welcome email increased from 80 to 100 percent.

After participating in the module, the percentage of instructors who rated themselves as *Doing this successfully* or *Expert and can teach others* of setting up office hours increased from 70 to 100 percent.

After participating in the module, the percentage of instructors who rated themselves as *Doing this successfully* or *Expert and can teach others* of participating in discussion boards increased from 50 to 100 percent.

Evaluation Plan

Criteria

The Academic Services Director will require a final report from me including the overall percentage of teachers that complete the training and how teacher evaluations results show that teachers are implementing the skills learned.

Procedures

Both formative and summative evaluations were used in this project.

Formative evaluation
The formative evaluation for this project was in two phases. The first phase of the evaluation was a SME review. The reviewer was provided with a notes sheet to use in the review. The instructional goals and objectives were explained. The reviewer and designer went through each lesson discussing strengths and weaknesses of the instructional product. The designer

kept notes of comments and observations made during the review. After review of the last lesson the SME and designer met to discuss the overall module. (see Appendix)
Below are the questions discussed during the SME review.

- Were the instructional goals achieved?
- Were the lessons clear and easy to follow?
- Were the assignments clear and easy to follow?
- Does each lesson contain enough information to meet the learning objectives?
- Were there any mistakes or typos?
- How much time do you feel is needed to complete each lesson?
- Provide any strengths or weakness of the product.

The second phase of the evaluation was a small pilot of the module with the designer as the instructor and interested facilitators as the learners. The module was conducted as designed, with the designer taking notes during the session. After completion, the learners completed the summative evaluation instruments below. (see Appendix)

Summative evaluation
The summative evaluation phase takes place as learners complete the module activities. Learners complete a self-evaluation comparing their pre and post assessments results. Learners complete a module evaluation reporting their overall learning experience (see Appendix).

1. Learners completed an instructor self-evaluation form asking them to compare their pre and post assessment results.
    - Which areas did you improve on?
    - What areas stayed the same?
    - If you could set a goal to improve in a specific area of your online teaching, what would it be?
2. Learners completed a module evaluation form to provide feedback on the overall module learning experience.
    - How many hours did you spend on this module?
    - This course prepared me to be a more effective online instructor.
    - What were the most helpful module components?
    - What topics were not included in the module that might be helpful?

Evaluation data was gathered in each phase and analyzed using descriptive statistics for quantitative data and coding/themes for qualitative data. Observation notes used in each evaluation phase were also analyzed by creating codes and presenting themes.

The skills learned in this module will be added to the teacher evaluation instrument used by administration. The Education Services Manager and Assistant Manager will be observing online classroom interactions actively looking for demonstration of the learned skills in this project. Online teachers are evaluated once a year using a teacher evaluation instrument and random walk-throughs are conducted throughout the year. The evaluations are like a classroom walk-through, done virtually through viewing of recordings and teacher interactions. Teachers not meeting the criteria will be coached for improvement or dismissed.

Evidence

SME Review
The SME review was extremely helpful in getting some feedback and validating I on was on the right track. The SME I worked with has experience in the regular classroom, online teaching, and some instructional design background. This led to revisions in the instructor assessment, updating some content, and fixing grammar issues. The overall review was positive. (see Appendix)

Instructor Self-Evaluation
Participants completed an instructor self-evaluation form asking them to compare their pre and post assessment results (see Appendix). Here are the results:

When asked to select the area(s) they felt they had improved in after the module, three noted discussion boards, four noted announcements, and five noted office hours. Sending email and providing feedback were not selected.

When asked to select the area(s) they felt they stayed the same in or received lower scores in after the module, one noted announcements, two noted email, two noted providing feedback, and five noted none.

When asked to set a goal to improve in a specific area of their online teaching after the module, two noted establishing better overall presence, three noted providing positive feedback, and five noted being more consistent in student communications.

Module Evaluation
Participants completed a module evaluation form to provide feedback on the overall module learning experience (see Appendix). Here are the results:

When asked about how many hours the module required, 80% selected *0-5 hours*.

When asked if the module prepared them to be a more effective online instructor, 30% selected *Agree* and 70% selected *Definitely Agree*.

When asked to list topics covered in the module that were most helpful, 50% noted the Canvas tools, 30% noted the articles, and 10% each chose the additional resources, videos, and assignment rubrics.

Outcomes

Results from the pilot are encouraging and the goal was met of designing an online training module that can be implemented on a larger scale. There is a definite need for a larger sample size for more data analysis and identifying other issues that might be present in a larger group. The results show there was growth in learning, although small, for all participants in the pilot.

The SME review and pilot allowed small revisions to occur before implementing on a larger scale. This also provided feedback that there may be a need to go deeper in some areas of the module or look to design a more advanced module for those that score higher on the instructor

assessment. The pilot also resulted in the identification of instructors interested in facilitating module training sessions moving forward.

Design Knowledge and Critique

Lessons Learned
There were many lessons learned during this project, here are my top lessons learned:

- Research what others are already doing and explore the literature. This process can help frame your design. Learn from the mistakes and successes of others and discover what the user really needs to be successful.

- Decide what you want your students to know. Use backwards design to identify the big ideas you want students to learn, identify how students will demonstrate learning and then develop the materials and activities to achieve that.

- Link theory and practice. Professional development, especially in education, has the tendency to focus on pedagogy and leaves out the practice during the learning process.

- Develop a clear and consistent structure. Beautifully designed courses do not always result in better learning. While aesthetics is important, even more important is that the learner knows what to expect, where to find it, and can navigate without issues.

- Run a small pilot. Pilots can lead to important discoveries such as too complex or simplistic content, activities, and assessments. It may identify information that is not useful for an audience, or that directions are unclear.

- Make time to reflect and revise. Pick an evaluation framework such as ADDIE and use it review your product through the lens of best practices. Use your feedback and notes to make improvements as you go.

Strengths

- The final product. Exiting from this project is a fully functioning online training module that can be adjusted as needed to train future learners.

- The course is online. The beauty of being online has multiple advantages. One is that the training is offered in the same environment that the instructors teach in. As needed, the content can easily be updated and improved upon.

- There are additional resources. Many of the participants of the pilot mentioned liking the ability to read the additional resources to dive deep into a specific topic.

Weaknesses

- Small sample size. Due to attempting this project during summer semester and awaiting approval from leadership to move forward, ultimately there is a need for a larger sample size to collect more data.

- One size does not fit all. This online module is a very basic, beginning level training. When you have a wide range of learners you may not be able to meet all the needs of participants.

- There are not enough hours in a day. Everything always takes longer than you think. Be sure to define your scope, stick to your goals, and always plan time for revisions.

Designing and developing this module was a great experience. It is an amazing feeling to look back at early notes and scribbles during the analysis phase and now see a finish product. Be sure to keep your mind open to new ideas, allow for revisions and iterations, which takes patience and time. This project has shown me so much about my own knowledge and potential.

Appendix

Actual Product

The final product is in the Canvas LMS. Participants begin in a welcome area by reading the goals of the module, meeting their instructor, and learning how the module is structured.

Module Format/Schedule of Assignments

The design of this course is to teach you the pedagogy behind the best practice, how to use the technology, and give you a chance to practice it.

Each new area of learning is designed in this manner:

1. Present the best practice for communicating with your online student.

2. Show you how to use the technology to accomplish the best practice.

3. Give you a chance to practice by doing it.

Assignments Due Dates are:

Participants introduce themselves in a discussion board activity and complete a self-assessment of their online teaching skills before starting the module content.

Quiz Instructions

We want to begin this module by having you take an online faculty self-assessment. At the end of this self-assessment you will see the answers you selected for each question. We suggest that you save your results because you will be taking the self-assessment again at the end of the module and we want you to be able to compare your answers to reflect on the areas you improved in and areas where we could provide more specific training. It should take you about 5–10 minutes to complete.

Question 1   0 pts

I can establish my presence in my course on a regular basis via announcements, feedback, email, online office hours, and various other methods.

○ Not even close

○ I have tried this once

○ I can do this successfully

○ I am an expert and can teach others

The learning areas are set up the same for each topic that is presented. First, participants learn the pedagogy behind a best practice. Second, they learn how to use the technology for the best practice. Third, they practice the new skill, either through an activity or assignment.

Posting a Weekly Announcement

Communicating often with your students is a way to avoid feelings of absence and disconnect. Giving your presence will help students to engage in the course and online community. According to a psychological phenomenon, the mere exposure effect suggests that people develop a preference for things simply because they are more familiar to them than others. Repeated exposure increases familiarity (Zajonc, 2001). Weekly announcements can be key to providing the necessary, repeated contact with your students for online teaching (Coates, 2007). So, how do we create an effective announcement that will address the needs of students, and not end up unread?

1. Make Your Subject Line Interesting- Catch their attention!

Online students can get flooded with various communications, which means that you need to give your students a reason to read yours. Here are some ways to catch your students' attention:

- **Use numbers**: *Week 12: The 2 things you need to know.*
- **Use interesting adjectives**: *Easy Ways to Get Ahead this Week*
- **Use unique Rationale**: *3 Reasons to start on Your Paper Now*
- **Use "What, Why, How, or When"**: *Why you want to begin your interviews now*
- **Make an Audacious Promise**: *How to Get an A on Your Interview Assignment*

How to Get an A on your Presentation

You're announcement is now published. When using Canvas, an email will automatically be sent to your student of the new announcement.

Here is a video with a few other Announcement tips:

Creating an Announcement   ✓ Published   ✎ Edit   ⋮

Now it is time for you to **create your own announcement**. Review the previous page if necessary and refer to the rubric below for the criteria we will be looking for.

Points	8
Submitting	a text entry box or a file upload
File Types	pdf, doc, and docx

Due	For	Available from	Until
-	Everyone	-	-

Creating Your Announcement Rubric   ✎ 🔍 🗑

Criteria	Ratings			Pts
Interesting subject line	2.0 pts Excellent	1.0 pts Needs a little work	0.0 pts No Marks	2.0 pts

At the end of the module learners complete the module evaluation activities. This include retaking the self-assessment after module learning, evaluating how they progress from pre to post module, and completing the module evaluation.

Product Walkthrough

Here is the link to my video walkthrough of my product:
https://youtu.be/HXGncwg1CWA

Learner Analysis

Demographic Information
There are about 150 teachers that currently teach part-time for BYU IS. There are 84 female teachers and 66 male teachers. All the teachers have bachelor's degrees, while 108 have obtained their master's degree, and 6 have a PhD. The teaching online experience ranges from this being the first year, all the way up to 33 years.

Relevant Group Characteristics
The teachers of BYU IS are amazing educators, and all want their students to have success, both in the online classroom and in life. All teachers have the common trait of having a bachelor's degree. Many have obtained master's degrees and are always looking for staff development courses to help them renew their teaching certificates. Most of the teachers teach part-time for a local school district and teaching online is for supplemental income. Teachers have content knowledge that pertains to the subjects they teach. The technology expertise varies greatly among teachers. Many of the seasoned teachers are uncomfortable using new technologies and are often reluctant to using it. Some of the newer teachers come with background knowledge of computer skills and an open mind to trying it. All teachers are pressed for time as their profession is more a lifestyle in that many hours are spent at home preparing and grading. Many of the teachers teach an online class with very little student interaction, mostly they provide assignment feedback and grades.

Many teachers teach online classes that are based on an independent study model. The model in most classes includes little to no teacher graded assignments and only reactive communication with students. A small portion of teachers teach classes where there are synchronous interactions and teacher graded assignments but still reactive communications with students.

Learner's Prior Knowledge of Topic
All teachers have used an LMS either teaching online or in the classroom. Some teachers have used strategies like those that are offered in this training in the regular classroom. Teachers have completed prior online professional developments required by BYU IS.

Entry Level Knowledge
Learners should possess basic computer skills such as controlling a mouse. Learners should be able to log into the LMS. They should have basic knowledge of LMS functions. Learners should be able to effectively use a keyboard to type sentences and paragraphs of information. Teachers that struggle with basic technology skills might need extra attention. Note: Currently BYU IS uses Agilix Buzz but is under a transition plan to move to Canvas. The module was designed in Canvas.

Learner's Attitude
Attitude toward additional training has varied considerably. Some teachers see it as a burden and not relevant to the current course they teach. Other teachers see it as an opportunity to learn something new and become a better online instructor. Some of the teachers feel that they are overloaded as it is, and this is one more thing for them to learn.

In the past professional development opportunities for online teachers have had higher success when it was required. In this instance it could only be required for those teachers involved in courses implementing these best practices. With new courses being released at different times the trainings would need to be completed prior to the new courses going live. With most of the teachers working this job as a second job, there needs to be multiple opportunities for them to participate to help fit their busy schedules.

Items Learned During Design
One teacher that participated in the project testing teaches for another online entity and currently employs many of the skills taught in the module. It was good to have feedback from someone currently using these skills and techniques. A couple other teachers are trying to use some of the skills taught in the module and want additional training.

Environmental Analysis

BYU IS currently offers more than 500 courses that have been accessed in all 50 states and in over 105 countries. Their mission is to provide excellent online courses at the university, high school, and middle school levels. BYU IS is not approved by the NCAA to offer online courses to student athletes and would like to seek approval. This project is an online professional development module in the Canvas LMS, allowing online teachers to learn the skills necessary of them to meet the NCAA requirements.

Learners experience the module as students, completing assignments, participating in discussions, and learning new skills to become better online instructors. Many learners currently

use the Canvas LMS in their regular classrooms and are familiar with other LMSs for teaching online. Some learners may need additional technical support while using new technology tools. The ability to learn from an online student perspective provides learners the opportunity to see things from a student view.

No budget constraints to the project are identified at this time. There is a time constraint to complete the project in time for fall semester (see Appendix Budget and Timeline).

This project will have support of BYU IS leadership as it directly relates to organizational goals of achieving NCAA approval. Learners of this module will see the direct link to being successful in learning new skills related to the new model courses. If learners want to continue as instructors as the organization moves toward a new way of delivering online courses, completing this training will be essential to remaining employed.

The biggest concern/constraint I had was getting the project completed in the quick turnaround time. I was able to get enough teachers to help with the module evaluation and the project deadlines were met.

Consulting Products/Precedent

There are many similar products available for teachers to learn how to become a more effective online facilitator. Some are full courses requiring 45 hours of coursework, others are free and less time intensive. I focused on finding similar products that are offered online as that is the modality I am looking at for this project. Here are a few:

1. Fundamentals of Virtual K-12 Teacher by PBS TeacherLine
   http://www.pbs.org/teacherline/catalog/courses/TECH570/

"This course has been specifically created to give you the tools you need to become an effective virtual teacher. You will learn how to build community, strategies for working with virtual students, and assessment techniques."

This product is a facilitated course, and it is expected to take 45 hours to complete. Learners submit coursework and participate in asynchronous discussions throughout the course term and receive graded feedback. Focuses on both pedagogy and some technology skills.

2. Online Teaching Experiences by University of Wisconsin-Extension Division of Continuing Education
   https://bestinshow.wisconsin.edu/

"Through this website, faculty who are either new or experienced online instructors can learn from other experienced online faculty about how to design, develop, and teach online courses. Instructional overview videos and topic-focused interview videos and tip sheets are provided on a variety of topics."

This product is a free, just-in-time professional development website. It is research based, with videos and additional resources for further readings. It is self-paced and there are no assignments. Focuses on pedagogical skills.

3. Teaching Online Preparation Toolkit by University of Central Florida
https://webcourses.ucf.edu/courses/1246849/modules
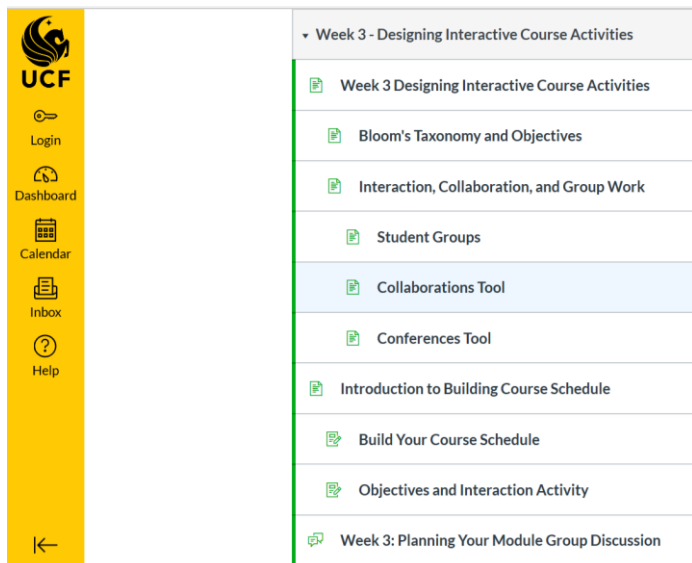
"This course is designed to provide information related to pedagogical, logistical and technical aspects of teaching online. This course will help you prepare yourself, your course, and your students to participate in a successful online teaching and learning experience."

Could be offered as self-paced or instructor led. Focuses on both pedagogy and technology skills. Learners take on both the student and teacher role, turning in assignments and participating in discussions.

There are so many different products that offer a teacher the opportunity to learn and practice how to be more effective online instructor. They are offered in-person, self-study, facilitated for university credit, and so on. Some focus on the pedagogy of online learning, while other include logistical and technical aspects as well.

I like the idea of chunking information on the page, including a related graphic/image, and referencing research-based information.

LISTEN TO THEIR EXPERIENCES

Videos are a great way of avoiding text overload.

After viewing many products, I incorporated the following aspects into this project:
1. Offer the module as instructor led.
2. Include both pedagogical and technical aspects in the instruction.
3. Design content with research-based references.
4. Provide additional resources for extended learning.
5. Module allows participants the opportunity to learn as student and teacher.
6. Participants submit assignments to check their understanding of topics.
7. Participants collaborate through asynchronous discussion boards.
8. Participants practice what they have learned.

Content or Task Analysis

Learners need to gain an understanding of proactive communications in an online class, as well as how to use the tools to communicate with students. There are many ways to proactively communicate with students in an online class, but the decision was made to focus on the available tools in the LMS. The following performance objectives show what a teacher will have accomplished when this instructional module is completed.
1. Given an email, teacher will create a welcome and/or encouraging email/message to students 100% of the time.
2. Given Canvas, teacher will create an announcement for students regarding course content 100% of the time.
3. Given Canvas, teacher will respond to student post in a discussion board 100% of the time.
4. Given Canvas and an assignment to grade, teacher will enter feedback for students 100% of the time.
5. Given Canvas, teacher will create and hold virtual office hours for students 100% of the time.

Task Analysis

1.0 Writing a message in Canvas
    1.1   Log on to Canvas
    1.2   Click on Inbox icon
    1.3   Click on Compose a new message icon
            1.3.1   Select course from dropdown menu

        1.3.2   Add single or multiple users in the To box
        1.3.3   Type message title in Subject box
        1.3.4   Type message to student(s)
    1.4   Click Send button

2.0 Creating an announcement in Canvas
    2.1   Log on to Canvas
    2.2   Select course
    2.3   Click on Home menu item
    2.4   Click on New Announcement icon
    2.5   Enter announcement information
        2.5.1   Enter title of announcement in Subject box
        2.5.2   Type announcement in Rich Content Editor box
    2.6   Click Save button

3.0 Posting response in discussion board
    3.1   Log on to Canvas
    3.2   Select course
    3.3   Click Discussions link menu item
    3.4   Click name of the discussion
        3.4.1   Click the Reply button
        3.4.2   Type response in Rich Content Editor box
    3.5   Click Post Reply button

4.0 Entering feedback on student assignment
    4.1   Log on to Canvas
    4.2   Select course
    4.3   Click Grades link menu item
    4.4   Locate student name and assignment name
    4.5   Click Grade Detail Tray icon
        4.5.1   Type feedback in Comment field
    4.6   Click Submit button

5.0 Setting virtual office hours
    5.1   Log on to Canvas
    5.2   Click Calendar icon
    5.3   Click Create new event button
        5.3.1   Type office hours in title box
        5.3.2   Select date of office hours
        5.3.3   Enter hours in From field
        5.3.4   Enter location in Location field
        5.3.5   Select course in Calendar pull down menu
    5.4   Click Submit button

One difficulty of writing a task analysis for tasks in an LMS, is there are multiple ways to accomplish the goals. For example, there are multiple ways and tools to provide students with feedback on assignments. I tried to show the simplest way for a beginner to accomplish the

task successfully. This same issue became apparent in the course design, as there are many ways to do the same thing.

Annotated Bibliography

Important Domain Knowledge

Interaction has been identified as important to the teaching and learning process. When interaction is moved to the online environment, it changes the way students connect with their learning. Working to keep students engaged with their instructor can take on many forms and continues to be a gap that needs further research. One way to increase student to teacher interactions is to use discussion boards. Discussion boards are simply not posting a question and hoping students respond but require continuous engagement and improvement from the instructor (Baker, 2011). Other engagement strategies include sending regular announcements and providing assignment rubrics (Martin, & Bolliger, 2018). Other studies have shown that proactive communication from the instructor can lead to higher student satisfaction (Turley & Graham, 2019). While interaction is important, professional development needs to be careful not to introduce to many strategies at once as it could overwhelm instructors (York, & Richardson, 2012).

Baker, D. L. (2011). Designing and orchestrating online discussions. Journal of Online Learning and Teaching, 7(3), 401–411.

This article focuses on how an instructor can use discussion boards in an online course to transform the learning to be more student-centered. Through continuous improvement, the instructor can increase student engagement by adapting pedagogical roles in the course. Instructors should strive to keep discussions on track by carefully monitoring them. Also, instructors can keep the discussion fresh by bolstering a student observation or opinion. The author recommends quickly responding to any discussion board concerns which will show students that the instructor is engaged.

Martin, F., & Bolliger, D.U. (2018). Engagement matters: Student perceptions on the

importance of engagement strategies in the online learning environment. Online

Learning, 22(1), 205– 222. doi:10.24059/olj.v22i1.1092

This survey-based research study examined 155 student perceptions on various

engagement strategies used in their online courses. The highest rate engagement

strategy was the teaching sending regular announcements or email reminders. The

second engagement strategy was providing grading rubrics for all assignments. Findings

in the study suggest that online engagement strategies can be included in both the

online course design and in the facilitation of the course. The authors do recommend

that instructors should have solid time management skills to be able to stay on top of

student communications.

Turley, C., & Graham, C. R. (2019). Interaction, student satisfaction, and teacher time

investment in online high school courses. *Journal of Online Learning Research*, *5*(2),

169–198.

This study examines the differences between two high school courses, the first delivered

in an independent study model and the second containing more proactive

communication from the instructor. Students in both courses provided feedback on their

experience through an end of course survey. The course containing more proactive

teacher communications showed students felt they had timelier and more meaningful

instructor feedback, were more satisfied with their experience, and more like to

recommend the course to a friend. Students were also more likely to complete the

course under the second model. The study makes a case that some students can

successfully work independently, but teachers make a difference for most students.

York, C.S. & Richardson, J.C. (2012). Interpersonal interaction in online learning: Experienced

online instructors' perceptions of influencing factors. *Journal of Asynchronous Learning*

Networks, 16(4), 83-98.

This study examines interviews with six experienced online instructors to explore factors

they believe increase interaction between the students and instructor of online courses.

The instructors determine interactions such as group work, course design, establishing

community as important. They also identify the importance of instructor participation,

having communication guidelines, and providing timely feedback. While most of the

interactions are identified in research literature, the only problem is that this study does

not rank by importance the teacher responses. Sharing this information could be

overwhelming for an instructor, especially a novice instructor.

Learning Theories and Instructional Strategies

The articles in this section focus on theories and strategies related to online learning.

Compared to other educational research, online learning has fewer theoretical frameworks

focusing on what makes it so unique. This is evident in two articles suggesting that online

professional development should focus on face-to-face best practice (Burns, 2011) and that

many of the online teacher skills and knowledge are just adapted from face-to-face practices

(Moore-Adams, Monty Jones, & Cohen, 2016). Another article (Yarbrough, 2018) encourages

adapting adult learning theories when designing online courses for adults. The last article

(Miyazoe & Anderson, 2010) focuses on three studies investigating the interaction equivalency

theorem and found that the most valued form of interaction (student-teacher, student-content,

student-student) varied among the studies.

Burns, M. (2011). Distance Education for Teacher Training: Modes, Models and Methods.

Retrieved September 3, 2013, from

http://www.idd.edc.org/resources/publications/modes-models-and-methods

This guide suggests that distance models for teacher professional development should

focus on the same best practices that apply in a face-to-face training. High quality

professional development should focus on content knowledge, pedagogical skill, and

instruction. To be effective it must provide teachers with practice and be applicable to

the classroom. The professional development should provide formative and summative

feedback to improve instruction.

Miyazoe, T., & Anderson, T., (2010). The interaction equivalency theorem. *Journal of*

Interactive Online Learning, 9(2), 94-104.

The article explores studies focusing on the interaction equivalency theorem's two

theses, which provide guidelines for effective online course design. Thesis one states

that meaningful learning may occur if one high level of the three interactions is present

(student-teacher, student-content, student-student) in the online course. The other two

interactions may be offered at a low level, or not at all, and will not decrease the level of

learning. Thesis two states that high levels of two or more forms of interaction will

provide a higher level of satisfaction but may be more expensive and involve higher time

investment from the teacher. The three studies mentioned in the article found (1)

students valued the interaction with teachers and content most highly, (2) students in

face to face valued teacher interaction highest, while online students valued content

interaction highest, with both theses one and two being supported, and (3) not all

combinations of interaction treatments necessarily strengthen achievement and attitude.

Moore-Adams, B. L., Monty Jones, W., & Cohen, J. (2016). Learning to teach online: A

systematic review of the literature on K-12 teacher preparation for teaching online.

Distance Education, 37 (3), 333–348.

This literature review utilized the TPACK framework to examine 26 studies to aggregate

online teaching skills and which elements are addressed in existing training programs. A

total of 116 online teaching skills were identified from the literature in the categories of

technological knowledge, content knowledge, and pedagogical knowledge. The review

found that many of the skills and knowledge are adaptations of face-to-face teaching

practices and not specific to online teaching. The authors believe if the fragmented

practices are not addressed it could result in ineffective online teachers and diminished

student learning.

Yarbrough, J. (2018). Adapting adult learning theory to support innovative, advanced,

online learning-WVMD model. *Research in Higher Education Journal*, 35, 1-15.

Retrieved from https://eric.ed.gov/contentdelivery/servlet/ERICServlet?accno

=EJ1194405

This article encourages the use of adult learning theories when designing an online

course. Specifically, the author recommends Watson's Behaviorism, Vygotsky's Social

Development, Mezirow's Critical Reflection, and Dirkx's Nurturing the Soul. In an online

course an assignment could include portions of each theory. The assignment would

include a desired observable behavior, allow the learner to be active in their learning,

include critical thinking, and involve encouraging support from the instructor.

Instructional Design Approaches

Learning from other's successes and mistakes in a field with less research can be

helpful. Many teachers report very few opportunities for effective trainings in their experiences

teaching online. It appears that it is not a bad idea to ask them for input in what they need in professional development to help them be successful online teachers. Online teachers expressed desire to have synchronous activities in their professional development (Kessler, 2016). Others felt it most important to include technology skills (Archambault & Larson, 2015), having a facilitator that provided feedback and modeled online best practices (Roman, Kelsey, & Lin, 2010), and using the LMS teachers will teach in for the training course (Wolf, 2006).

Archambault, L., Larson, J. (2015) Pioneering the digital age of instruction: Learning from and about K-12 online teachers. *Journal of Online Learning Research* 1(1), 49–83. Retrieved from http://www.editlib.org/p/149852/.

This study surveyed 325 current K-12 online teachers with various questions about how they were prepared to teach online and what they felt were the most important professional development topics. The highest percentage, 38.5%, attended ongoing trainings in the forms of workshops, meetings, and webinars. The next two highest responses were self-taught at 31.3%, and 27% said they were trained at an orientation. Teachers felt the most effective training elements were technology skills at 37.3%, being mentored at 23%, communication skills at 21%, and practicing real life scenarios at 16.7%.

Kessler, G. (2016). *What Can We Learn from Our Colleagues? A Framework for Virtual Classroom Training* [White paper]. Online Learning Consortium. https://files.eric.ed.gov/fulltext/ED589366.pdf

This whitepaper reports the finding of a research study in which 733 teachers with both substantial classroom and online experience. A large percentage of the teachers, 89%, felt that having synchronous activities in their training increased the effectiveness substantially. The teachers surveyed expressed that current trainings place a high

emphasis on technology skills and that it needed to shift to include more pedagogical and content knowledge. Results also showed that teachers felt trainings would be more effective if they gave teachers experience as online students, included a facilitator, and had peer coaching from a colleague.

Roman, T., Kelsey, K., & Lin, H. (2010). Enhancing online education through instructor skill development in higher education. *Online Journal of Distance Learning Administration*, 13(4). Retrieved from

http://www.westga.edu/~distance/ojdla/winter134/roman_kelsey134.html

This article examined a study of a six-week online certificate course developed and delivered at a university for faculty interested in teaching online. The course immersed instructors in the online environment as students to allow them to experience student behaviors and communication practices. Module topics included activities and assignments, best practices, classroom management, and communication techniques. Participants reported that the training increased their technological skills and pedagogical abilities to teach online. Participants expressed praise for the course facilitators for providing timely feedback and modeling online teaching best practices.

Wolf, P. (2006). Best practices in the training of faculty to teach online. *Journal of Computing in Higher Education*, 17(2), 47-78.
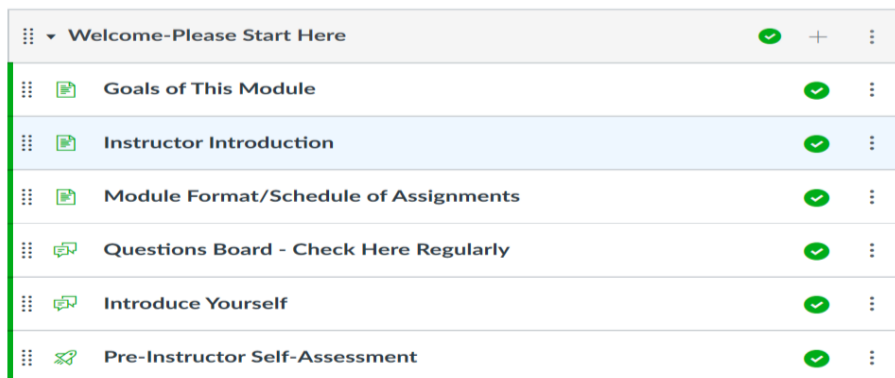
This article focuses on a meta-analysis, case study and interviews reviewing the online teacher training at a university. The meta-analysis describes there is little evidence on what constitutes effective training from the online teacher perspective. The case study and interviews found that well-planned and organized professional development can lead to online program success. Effective professional development included a facilitator leading the training, having participants with existing technology skills, the training

contained in the LMS teachers will be using, and participants are motivated to teach

online.

Design Specifications

The final product could have taken on many forms, including instructional videos, checklists, and in-person training. I decided to design this project as an online module to allow learners to participate in the same environment in which they will be practicing what they have learned. Learners are instructed on best practices for proactive communication in an online class. The online module is housed in the Canvas LMS, contains lessons, assignments, and additional resources. Assignments are graded and given individualized feedback. The module is offered in a facilitated environment. This allows teachers to learn and interact in the same environment as their students.

Learners log in to the module and start with a welcome section to orient them to the requirements of the module. This provides learners the opportunity to get to know their facilitator and the other learners in their session. Learners begin with a pre-assessment to test their current knowledge on the skills they will be learning. They then move through the module content, reading lessons and watching instructional videos to learn the research-based instruction and the how-to steps of performing the task. After each lesson, the learners demonstrate their new knowledge by either participating in discussions or turning in an assignment. At the end of the module learners complete the module evaluation activities.

Quiz Instructions

We want to begin this module by having you take an online faculty self-assessment. At the end of this self-assessment you will see the answers you selected for each question. We suggest that you save your results because you will be taking the self-assessment again at the end of the module and we want you to be able to compare your answers to reflect on the areas you improved in and areas where we could provide more specific training. It should take you about 5–10 minutes to complete.

Question 1	0 pts

I can establish my presence in my course on a regular basis via announcements, feedback, email, online office hours, and various other methods.

○ Not even close

○ I have tried this once

○ I can do this successfully

○ I am an expert and can teach others

This module allows learners to gain the pedagogical and technical knowledge needed to successfully implement the skills learned in their online course. As teachers begin to practice these new skills in the online courses it will allow BYU IS to meet the NCAA teacher requirements. Learners take on both the student and teacher role, turning in assignments and participating in discussions, which allows them to see the learning from two different perspectives. I chunked information on the page, include a related graphic/image, and reference research-based information like some of the precedent products I consulted.

Effective Communication Strategies

A common challenge in the online learning community is the disconnect that can occur between students and online instructor. Because of the lack of face-to-face communication we often assume that getting to know students is a lot harder than the traditional teaching setting. Without many resources, other than a class roster, you may find yourself overwhelmed with the idea of trying to effectively communicate with your students. These feelings are normal, but don't let this daunting task cause you to miss out on experiencing quality interactions with your students. Establishing open communication with students can go a long way in preventing disengagement, dropouts, confusion, poor performance, and more (Angelino, Williams, & Natvig, 2007). Ultimately, it can benefit both you and your students with impactful and genuine experiences.

As we explore how to communicate effectively, we need to remember that it takes time and is a gradual process. Don't be overwhelmed or too hard on yourself if you don't see results right away.

We will cover the following strategies in this module:

- Using email/messages to welcome students and check in on them.
- Posting weekly announcements to keep students informed.
- Using discussion boards to build class community.
- Providing students with timely and individualized assignment feedback.
- Hosting office hours for student questions and concerns.

The NCAA does not have an official checklist of the requirements an online program must meet to be certified but it does offer some generic guidelines such as: "The courses must have ongoing and regular teacher-initiated interaction for the purposes of teaching, evaluating, and providing assistance throughout the duration of the course. This may include synchronous or

asynchronous instructive interaction, including emails, videoconferencing, online chats, phone calls, and feedback on assessments."

Design Representations/Prototypes

Module Learning Outcome	Instructional Material	Activity: Learner Interaction & Engagement	Rubric
1.1 Create a welcome and encouraging email to students.	Readings, videos, and email examples	Creating your welcome email and Creating an email to a struggling student (Graded)	Welcome email rubric and Struggling student email rubric
1.2 Create an announcement for students regarding course content.	Readings, videos, and announcement examples	Creating a weekly announcement (Graded)	Weekly announcement rubric
1.3 Respond to a student post in a discussion board.	Readings, videos, and discussion board examples	Discussion board (Graded)	Discussion board rubric
1.4 Grade an assignment and enter feedback for student.	Readings, videos, graphic, and feedback examples	Providing supportive feedback (Graded)	Providing supportive feedback rubric
1.5 Create and hold office hours for students.	Readings, videos, and office hours examples	Setting up your office hours (Graded)	Office hours rubric

Assessment Reports and Instruments

There are multiple ways in which learners are assessed in meeting the learning goals of this project. First, in the training module learners are assessed on each assignment using a rubric. Please see an example of a rubric used to grade the welcome email assignment in the module.

Example of assignment rubric-Welcome Email

Subject line that gets student's attention	2.0 pts Excellent	1.0 pts Needs a little work	0.0 pts No Marks	2.0 pts
Positive, caring, and welcoming tone	2.0 pts Excellent	1.0 pts Needs a little work	0.0 pts No Marks	2.0 pts
Let students know how to get started in the course	2.0 pts Excellent	1.0 pts Needs a little work	0.0 pts No Marks	2.0 pts
Share tips or expectations	2.0 pts Excellent	1.0 pts Needs a little work	0.0 pts No Marks	2.0 pts
Explain how you will be involved and how students can best reach you	2.0 pts Excellent	1.0 pts Needs a little work	0.0 pts No Marks	2.0 pts
Total				10.0 pts

Learners are required to pass the overall module with a score of 80% or higher. In the pilot, all ten instructors completed the module with an overall score of 80% or higher, with the average being 99.51%.

Learners take a pre-assessment at the beginning of the module to rank their experience with the different skills taught in the module. At the end of the module learners take a post-assessment, the same questions on the pre-assessment, to assess their growth in the skills taught in the module. Below are the questions used on the pre and post assessment.

2. I can establish my presence in my course on a regular basis via announcements, feedback, email, online office hours, and various other methods.
   - Never done this
   - I am trying with mixed results
   - I can do this successfully
   - I am an expert and can teach others

3. I understand the pedagogy behind sending students a welcome email and can send an effective welcome email to let students know I care and want to connect with them.

4. I understand the pedagogy behind sending a struggling student an email/message and can send an effective email/message to let students know I see their struggles and want them to be successful.

5. I understand the pedagogy behind posting weekly announcements and can post an effective announcement to keep students encouraged, revisit course expectations, and focus on upcoming assignments.

6. I understand the pedagogy behind discussion boards and can participate in discussions to act as a mediator to help guide and focus the discussion.

7. I understand the pedagogy behind meaningful feedback and can provide student feedback that is positive, specific, and identifies strengths and weaknesses.

8. I understand the pedagogy behind virtual office hours and can offer office hours that promote and encourage a safe, inviting opportunity for students to ask questions.

Descriptive statistics were used to analyze the data from the pre and post assessments.

I asked the 10 instructors who were interested in being module facilitators to describe their knowledge of these topics before and after the module.
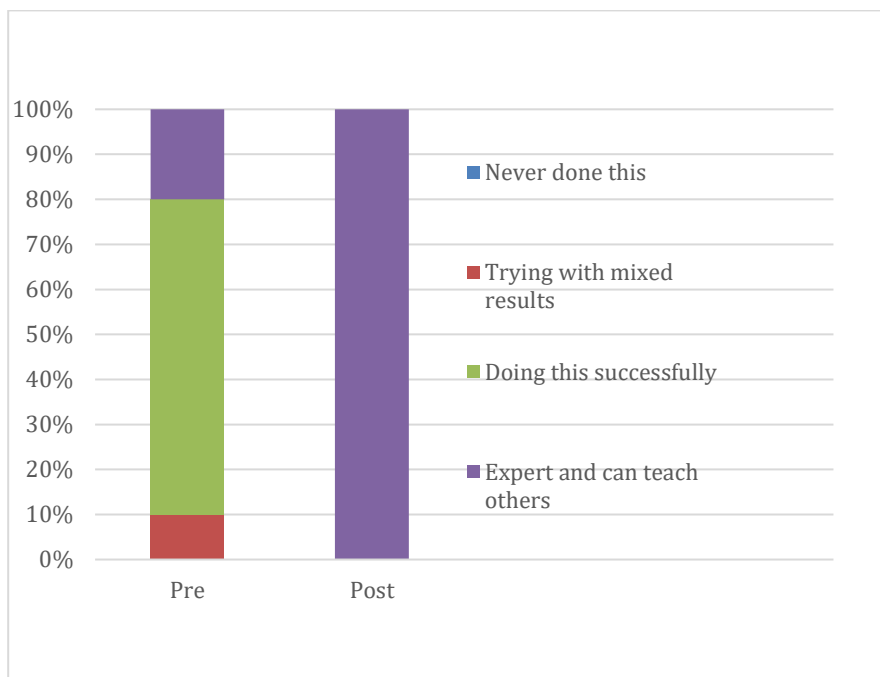
How knowledgeable are you about...?

Welcome Email

After participating in the module, the percentage of instructors who rated themselves as *Doing this successfully* or *Expert and can teach others* of sending a welcome email increased from 80 to 100 percent.
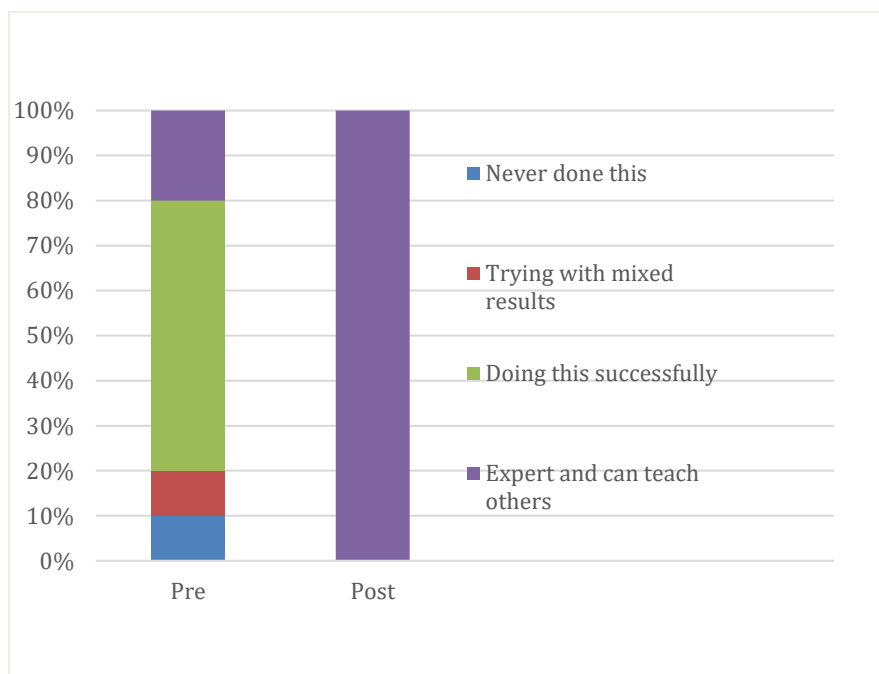
Struggling Student Email

The percentage of instructors who rated themselves as *Doing this successfully* or *Expert and can teach others* of sending a struggling student email increased from 90 to 100 percent.

Weekly Announcements
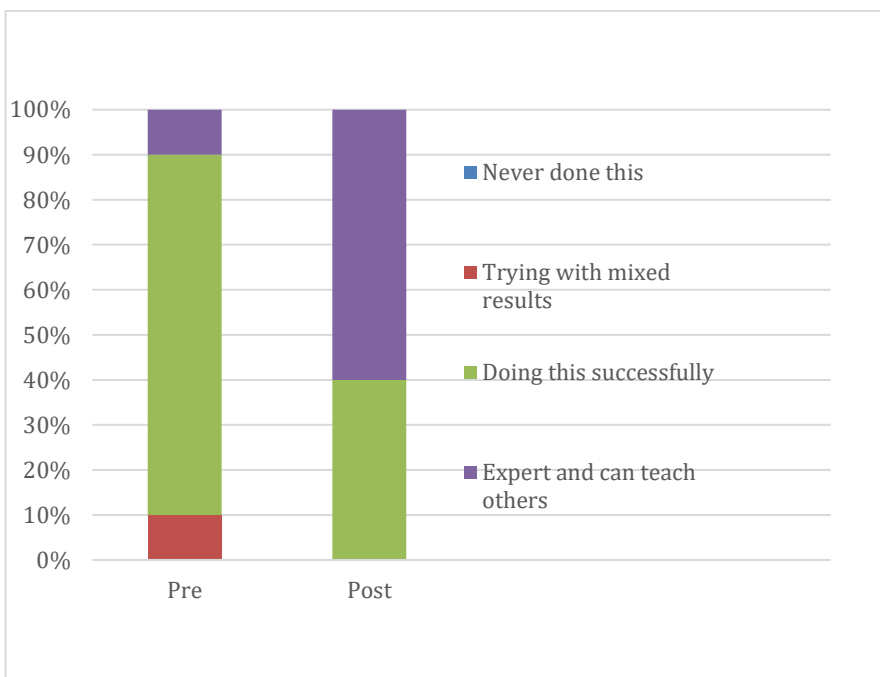
The percentage of instructors who rated themselves as *Doing this successfully* or *Expert and can teach others* of posting a weekly announcement increased from 90 to 100 percent.

Discussion Boards

The percentage of instructors who rated themselves as *Doing this successfully* or *Expert and can teach others* of posting a response in a discussion board increased from 50 to 100 percent.

Discussion boards

Meaningful Feedback

The percentage of instructors who rated themselves as *Doing this successfully* or *Expert and can teach others* of providing meaningful feedback on assignments increased from 90 to 100 percent.

Office Hours

The percentage of instructors who rated themselves as *Doing this successfully* or *Expert and can teach others* of posting virtual office hours increased from 70 to 100 percent.
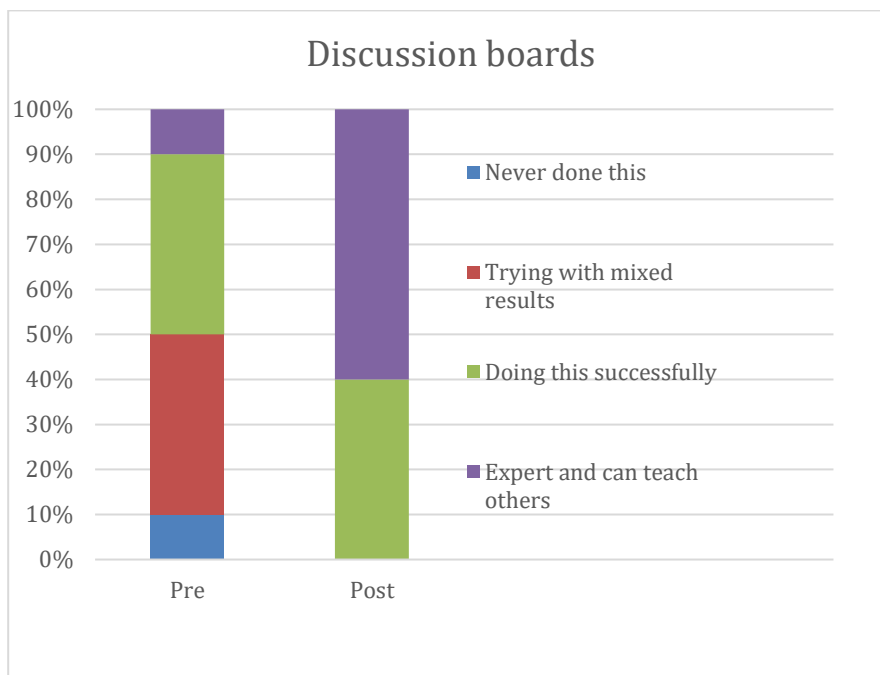

Establishing Overall Presence

The percentage of instructors who rated themselves as *Doing this successfully* or *Expert and can teach others* of establishing overall presence increased from 90 to 100 percent.
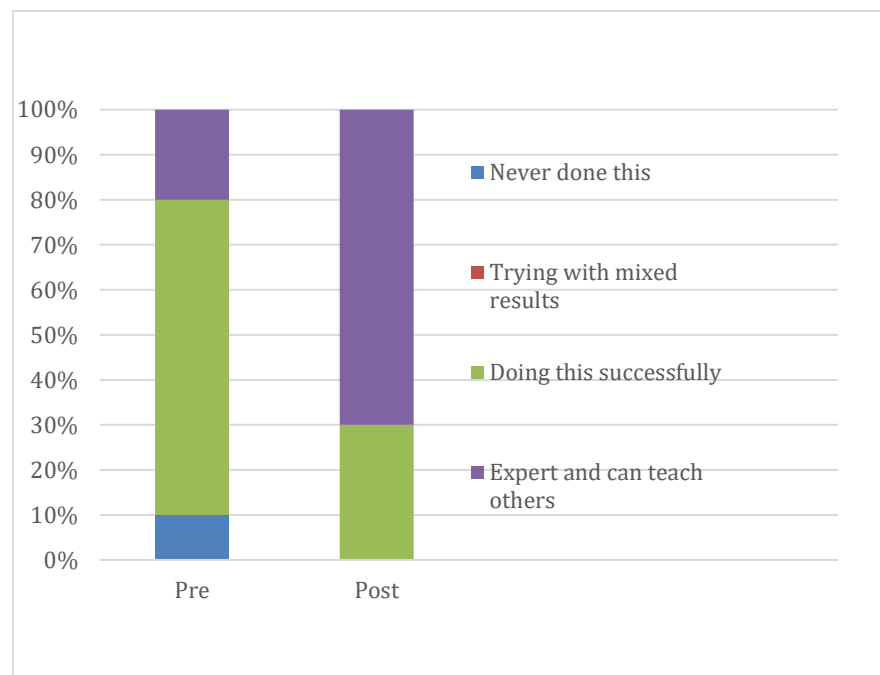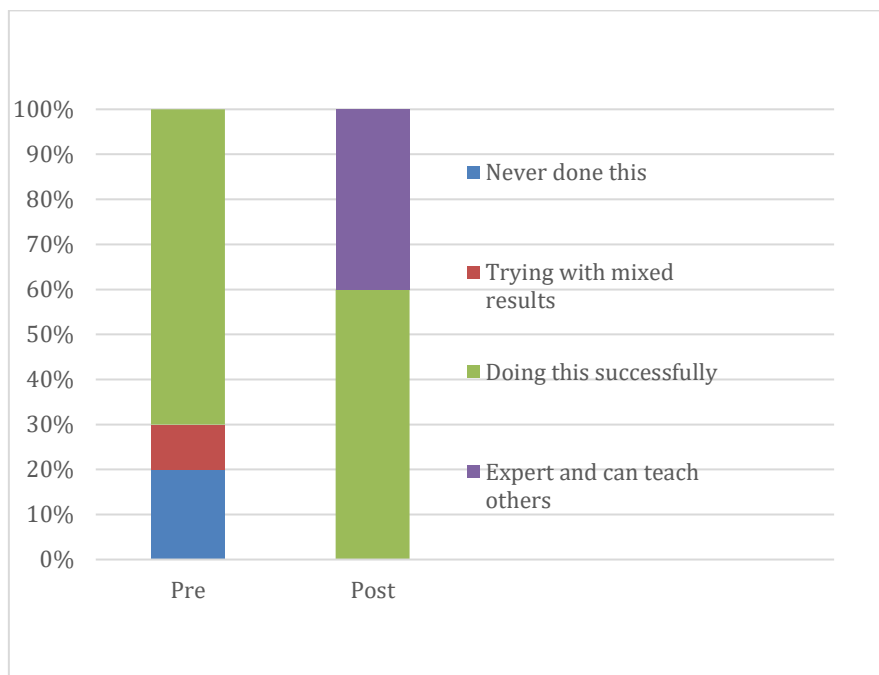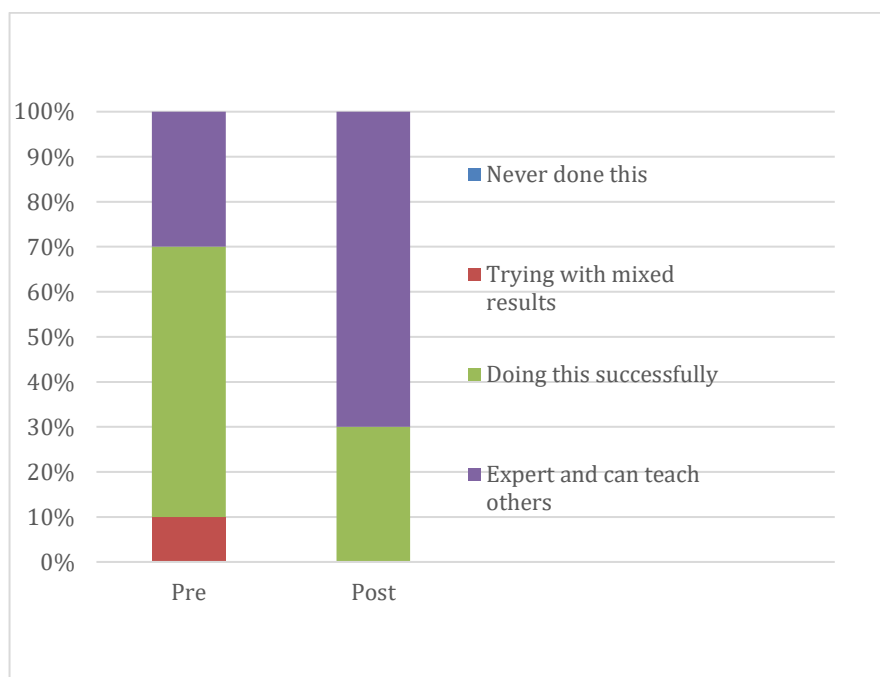

The areas with little knowledge growth (10%) included the welcome email, announcements, feedback, struggling student email, and overall presence. Although, there was overall growth in all these areas moving from *Doing this successfully* category to *Expert and can teach others* category. There was greater growth in the welcome email (20%), office hours (30%), and

discussion boards (50%). The *Expert and can teach others* category showed the most growth in these three areas.

These results could be due to the participants in the pilot who are mostly the teachers teaching our more interactive courses and tend to do some of the skills taught without being asked in their current courses. It could also be that some teach for other online entities that require this, or they practice these skills in the regular classroom. It will be interesting to see how the larger population of BYU IS instructors rate themselves as the majority do not utilize these skills in their current online courses.

Implementation Instruments

Since the module is online in Canvas, there was no physical space required. Learners have prior knowledge of Canvas and other LMSs, so there are no front-loading activities. Learners have access to computers with Internet connection, as it is a current employment requirement. Prior to the start of the module sessions, learners will need to be entered into the LMS. Implementation steps happen in two phases, step one is a pilot with those learners interested in being course facilitators. Step two will be pushing the training out to the remaining learners.

Step one implementation-

1. An email was sent out to all BYU IS instructors recruiting those interested to pilot the module and possible move on to be facilitators of later sessions. Ten learners were selected for the pilot.
2. The designer (me) ran a pilot session with 10 learners, for those interested in later being a facilitator. The designer acted as the instructor and learners completed the module as students. This allowed them to see the module from the student view first, and become familiar with expectations, assignments, and course content. After completion of the module, a brief training for those that wish to continue as facilitators will follow later, focusing on facilitator expectations and technical aspects.

Step two implementation (with approval from supervisor)-

1. A small group of pilot sessions will be conducted by the new facilitators to work out any kinks. An email will be sent out asking for volunteers to participate in the second pilot sessions.
2. Learners will receive an email explaining the module details, module expectations, and how to sign up for the module. Learners be presented with different session dates to sign up for the module.
3. A Google doc sign-up sheet will be created, and teachers will sign up for sessions on first come, first served basis.
4. The facilitator and learners will be enrolled in each section. Learners will be welcomed to the session by an email from the facilitator. This email will contain log in information.
5. The designer will observe sessions to ensure the product is being used as intended.
6. Upon completion of the module learners will receive a completion certificate.

BYU IS instructors are also evaluated on a yearly basis, and the skills learned in this training module will be rated on their instructor evaluation.

Evaluation Instruments

The key stakeholder for this project is my direct supervisor, Veldon Law, Academic Services Director at BYU IS. The evaluation data reported will be how many teachers completed the training and how teachers are being rated on the learned skills in their yearly evaluations.

The formative evaluation for this project was in two phases.
1. The first phase of the evaluation was a SME review. The reviewer was provided with a notes sheet to use in the review. The instructional goals and objectives will be explained. The reviewer and designer went through each lesson discussing strengths and weaknesses of the instructional product. The designer kept notes of comments and observations made during the review. After review of the last lesson the SME and designer met to discuss the overall module. Below are the questions discussed during the SME review.
   - Were the instructional goals achieved?
   - Were the lessons clear and easy to follow?
   - Were the assignments clear and easy to follow?
   - Does each lesson contain enough information to meet the learning objectives?
   - Were there any mistakes or typos?
   - How much time do you feel is needed to complete each lesson?
   - Provide any strengths or weakness of the product.
2. The second phase of the evaluation was a small pilot of the module with the designer as the instructor and interested facilitators as the learners. The module was conducted as designed, with the designer taking notes during the session. After completion, the learners completed the summative evaluation instruments below.

Summative evaluations were conducted as learners participated in activities at the end of the module. Steps of the summative evaluation, instruments, and example questions are included for each activity below.

1. Learners completed an instructor self-evaluation form asking them to compare their pre and post assessment results.
   - Which areas did you improve on?
   - What areas stayed the same?
   - If you could set a goal to improve in a specific area of your online teaching, what would it be?
2. Learners completed a module evaluation form to provide feedback on the overall module learning experience.
   - How many hours did you spend on this module?
   - This course prepared me to be a more effective online instructor.
   - What were the most helpful module components?
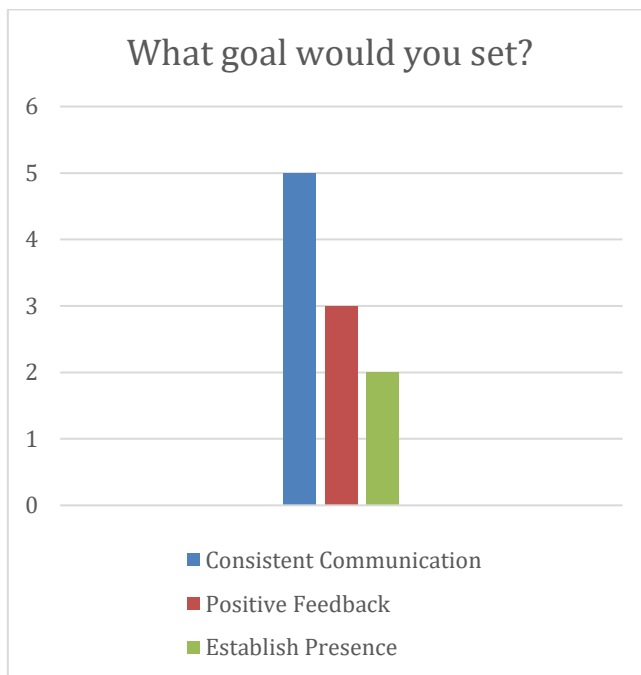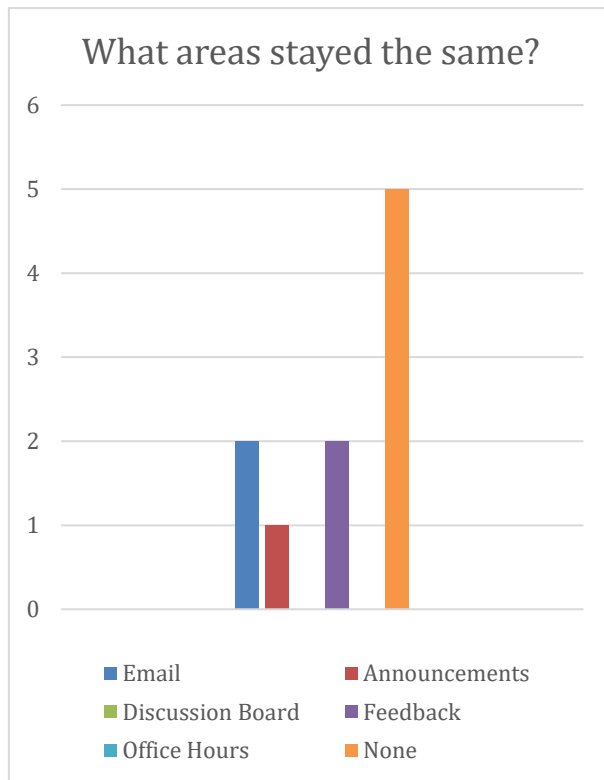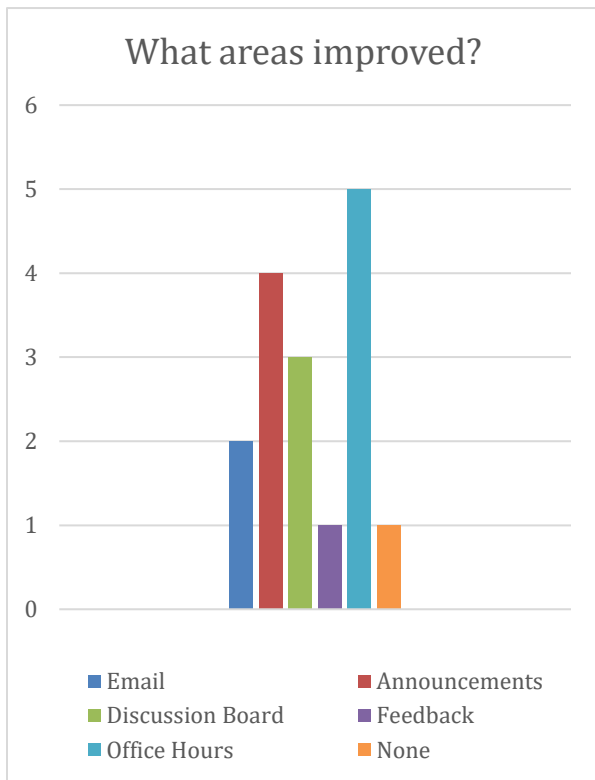   - What topics were not included in the module that might be helpful?

Evaluation data was gathered in each phase and analyzed using descriptive statistics for quantitative data and coding/themes for qualitative data. Observation notes used in each evaluation phase were also analyzed by creating codes and presenting themes.

SME evaluation notes

- Were the instructional goals achieved?
  "Yes, your goals were to teach online instructors how to communicate with students proactively and effectively through a variety of tools. I really like how you teach them theory, then how-to skills, and finally let them do it by practicing the new skill."
- Were the lessons clear and easy to follow?
  "As we discussed there are few areas that could be more concise and get right to the point of what you are trying to say. I believe the lessons are straight forward and easy to follow."
- Were the assignments clear and easy to follow?
  "I like how instructors will get the chance to practice what they just learned. This is applicable to what they will be doing as online teachers. Your rubrics will help guide them to meet your expectations."
- Does each lesson contain enough information to meet the learning objectives?
  "Yes, I think your struggle will be if you have learners that know all this already, as it really is a basic course for beginners. I would suggest updating the How To section on struggling students to include different information than the How To section on the welcome email."
- Were there any mistakes or typos?
  Separate list was compiled to address reference suggestions, typos, address hyperlink consistency, and negativity in self-assessment rating scale.
- How much time do you feel is needed to complete each lesson?
  "It may depend on each individual learner. I think it is reasonable that someone could get through the course in five hours."
- Provide any strengths or weakness of the product.
  "I really like the research references supporting the practice. I love the learn theory, learn tech, then practice model. Again, you may have to develop a more advance course down the road for those wanting to go further. Overall, great job on an effective professional development opportunity for online instructors."

Instructor Self-Evaluation

Learners were asked to compare their results from the pre-assessment to the post assessment.

What areas improved?

■ Email	■ Announcements
■ Discussion Board	■ Feedback
■ Office Hours	■ None

What areas stayed the same?

■ Email	■ Announcements
■ Discussion Board	■ Feedback
■ Office Hours	■ None

What goal would you set?

■ Consistent Communication

■ Positive Feedback

■ Establish Presence

Module evaluation

Learners were asked four questions to gather more data on their learning experience in the module.

Time to complete module

Legend: 0-5 hours, 6-10 hours, 11-15 hours, 16-20 hours

Course prepared me to be a more effective online instructor

Legend: Definetly Agree, Agree, Disagree, Definetly Disagree

Most helpful module items

Category 2

Legend: Articles, Canvas tools, Resources, Videos, Rubrics
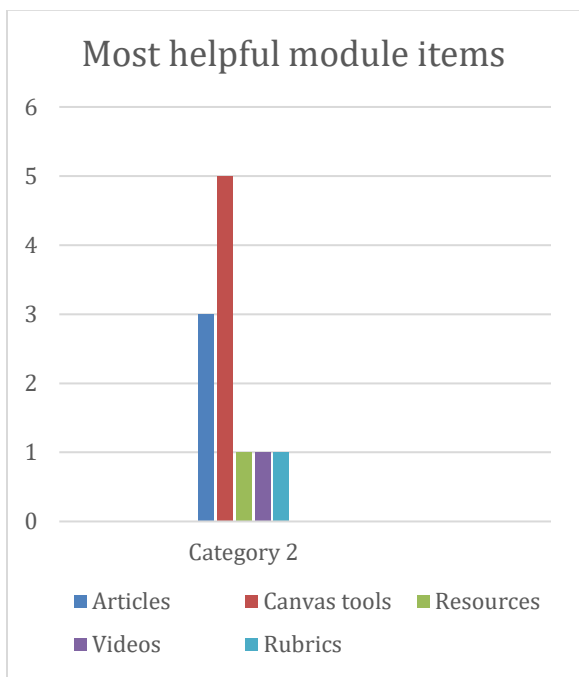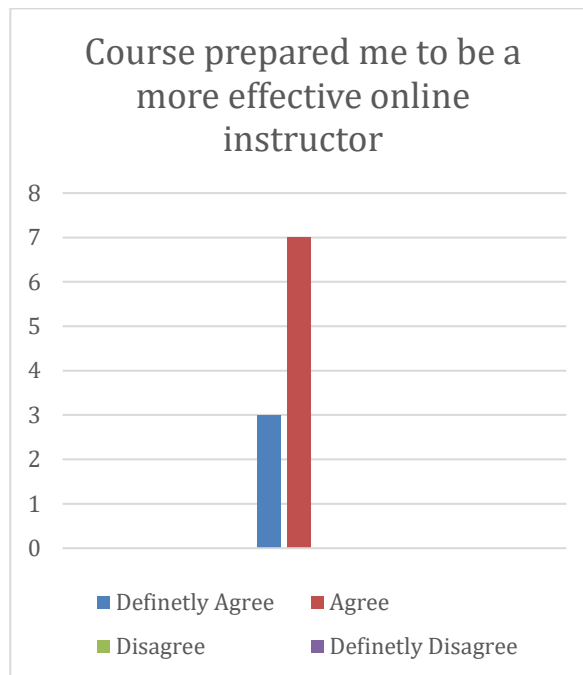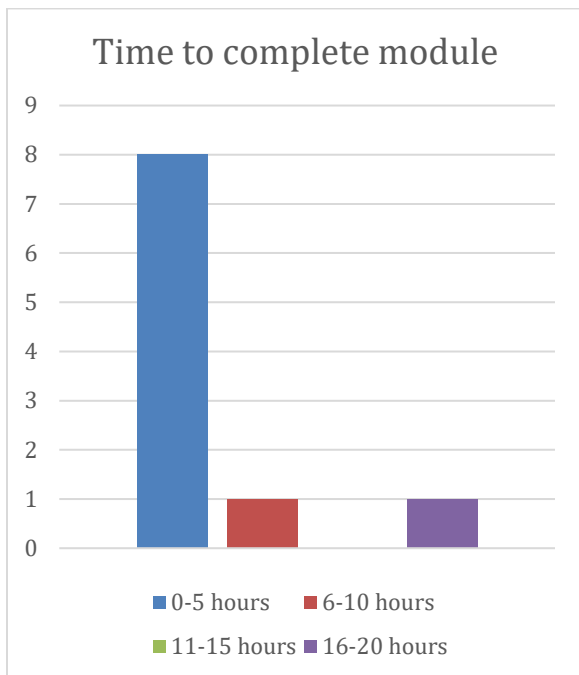
Topics not covered that would be helpful

- Student analytics
- HTML editor
- Teacher workload recommendations
- Course design tips
- Buzz features
- How to create teacher intro
- Share more Canvas tools
- Go deeper in Canvas tools shown
- Verifying student identity
- More assignment feedback tips

Budget and Timeline

Budget

Team roles	Involvement stages	Time	Hourly rates	Total cost
Project manager/ Instructional designer	All	63-72 hours	$40	$2520-$2880
SME	Development	2-3 hours	$25	$50-$75
QA	Development	4-8 hours	$25	$100-$200
Instructor pilot	Implementation	1-3 hours each	$25	$250-$750
Overall Costs				$2970-$4605

Changes from proposal to report
I adjusted the cost for the SME from $20 to $25 an hour to be more accurate. I also neglected to include the cost for instructors participating in the pilot. These changes increased the overall cost of the project between $310-$1465.

Timeline
Work week: Mon-Fri, 9-10 hours/week for 7 weeks
June 22, 2020-August 10, 2020

Week	Dates	Hours	Task Description
1	June 22-June 26	9-10 hours	Analysis phase-identify instructional problem, instructional goals and objectives, learner and environment analysis, and budget/timeline Start project proposal
2	June 29-July 3	9-10 hours	Design phase-Design specifications and representations, assessment, implementation, and evaluation plans Finish project proposal
3	July 6-July 10	9-10 hours	Development phase-create content, sift through research, create assignments, create rubrics, find additional resources
4	July 13-July 17	9-10 hours	Development phase-create content, sift through research, create assignments, create rubrics, find additional resources
5	July 20-July 24	9-10 hours	Development phase-create content, sift through research, create assignments, create rubrics, find additional resources, SME review

			Implementation-Start small pilot group
6	July 27-July 31	9-10 hours	Implementation-Finish small pilot group Module revisions after QA/SME/pilot review Evaluation-Start project report
7	Aug 3-Aug 7	9-10 hours	Evaluation-Finish project report

The only change made to the timeline from proposal to report phases was the addition of the implementation phase.