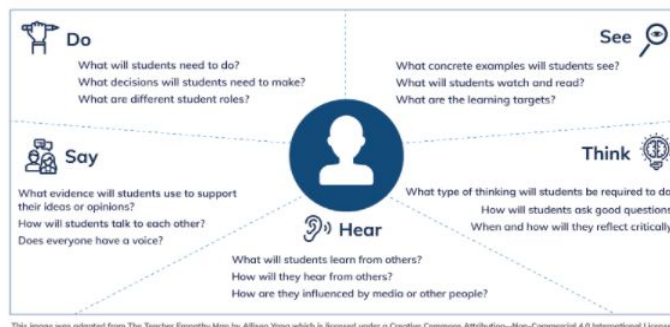


[COTC Jumpstart Canvas course](#)


- Recordings and slides from live sessions
- Explore Modules that cover live session topics and provide additional resources
- Participate in Q&A and topical discussions

[COTC Jumpstart Session One: Purposeful Learning](#)

Learner Empathy



- Who are your students? Past, present, and future.
- [Padlet exercise](#): What do students Do, See, Say, Think, and Hear in your classroom?
- [Padlet exercise](#): Meeting your student's physical, emotional, social, and intellectual needs.
- M2 in Canvas course: Learner Empathy.



Pro Tip: Review your classroom from the student perspective, using the Student View (click on the eyeglasses in the upper right corner of the page)

Purposeful Learning Framework and Scorecard

Purposeful Learning Framework Score Card

1. Critically reflect as to how effectively your course meets the Purposeful Learning Framework by applying the following 3-2-1-0 scale to each of the Core 25 objectives.
2. Use the Notes box at the end of each section to list exemplary elements or ideas for improvement.
3. When finished, calculate your summative score, then divide by 25 for your average score.

Exemplary - 3	Strong - 2	Developing - 1	Insufficient - 0
Criterion evidence is clear and appropriate for the course and demonstrates exemplary practices. Improvement for this objective not necessary.	Criterion evidence present and commendable yet needs improvement to further ensure quality of this design/delivery element and related student experience.	Criterion evidence exists but needs to be presented more clearly or effectively to meet student learning needs. Significant improvement warranted.	Criterion evidence missing or inadequate to support related student success.

- Research-based tool to help you optimize both your teaching and student learning.
- [Purposeful Learning Scorecard](#) (pdf) or [Online Purposeful Learning Scorecard](#).
- Canvas course: M1 Purposeful Learning Framework.

Walkthrough of [O'Donnell Learn Sample MBA Course](#)

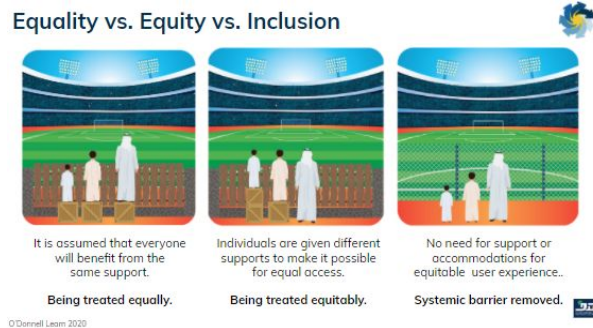
Be a Better Teacher

- [Padlet exercise](#): What are your strengths, challenges, and goals?

COTC Jumpstart Session Two: Humanizing Your Course (recording code: BM\$F6i+%)

Padlet exercise: Course changes resulting from Purposeful Learning Scorecard reflection

Equity and Inclusion



- The COVID-19 pandemic has exacerbated inequities.
- Framing equity and inclusion from different perspectives: Academic, pedagogical, psychological, social, technological.
- [Padlet Exercise](#): Struggles with and promoting equity and equality in your course
- Canvas Course: M3 Equity and Inclusion for Online Learning

Enhanced Syllabus & Course Welcome

- Humanizing through a student-centered teaching philosophy.
- [Enhanced Syllabus Checklist](#)
- [Learner Connectedness Survey](#)
- Canvas course: M4 Enhanced Syllabus & Course Welcome

Pro Tip: Pick 1-3 things to implement in each area, considering what will have the most positive impact on your students. Don't allow perfection to be the enemy of the good.

Learning Begins with Outcomes

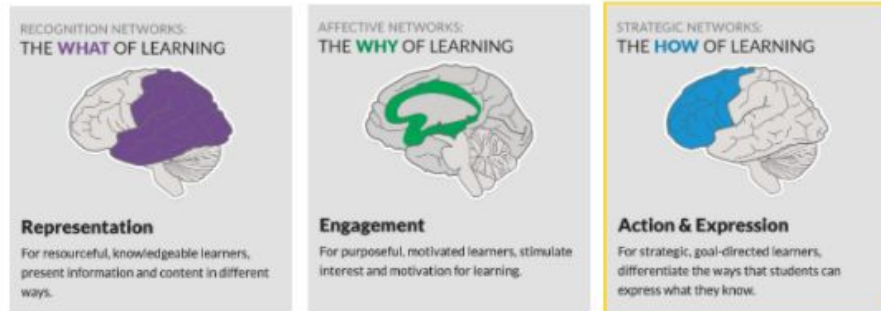


- Effective learning outcomes are SMART: Specific, Measurable, Attainable, Relevant, and Time-bound.
- [Bloom's Taxonomy](#) can help you find the best action words to create clear and measurable learning objectives.
- [Mapping tool](#) for aligning learning objectives, activities, and assessments.
- Canvas course: M5 Effective Learning Outcomes

COTC Jumpstart Session Three: Implementing Effective Assessment

(recording code: 7v!kxFe?)

Universal Design for Learning (UDL)



- Addresses the What, Why, and How of learning.
- Ensure multiple means of expression.
- Canvas course: M7 Universal Design for Learning.

Formative and Summative Assessment

- Low-stakes versus high-stakes assessment.
- Formative assessment
 - [KWHL chart](#): Know, Want (to know), How, Learnings
 - More examples: polls, quizzes, [exam wrappers](#)
- Summative assessment
 - Create a culminating experience without it being too high-stakes.
 - Look for opportunities to provide multiple pathways for students to demonstrate achievement of outcomes.



Name: Anonymous Course: NA

K	W	H	L
What do I already know?	What do I want to know?	How will I find out?	What have I learned?

Pro Tip: Not sure which type of assessment is most appropriate in a particular situation? Remember to link back to the course and module objectives. What is the purpose of the activity? Allow that to determine the nature of the assessment

Rubrics & Authentic Assessment

- Be clear and transparent.
- Use articulated criteria, descriptors for each dimension, and delineated performance levels.
- [Rubric template](#)
- Canvas course: M6 Implementing Effective Assessments

Minimize Cheating

- Focus instead on “How can I best facilitate and assess learning?”
- Roles of policies, communication, scaffolding, and flexibility.

COTC Jumpstart Session Four: Engaging Learners with Active and Authentic Learning (recording code: 9#qvJcU*)

Universal Design for Learning (UDL): Engagement

- Ensure multiple means of engagement.
- [Voicethread](#): A tool for online engagement.
- Canvas course: M7 Universal Design for Learning

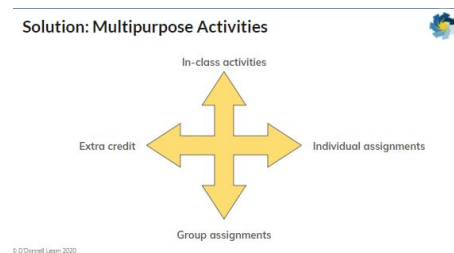
Turning Passive into Active Learning

Passive vs Active Learning



- [AnswerGarden activity](#): What comes to mind first when you think about active learning?
- Examples of techniques:
 - Peer instruction with think-pair-share
 - [Muddiest point](#)
 - [Remote active learning](#)
- Canvas course: M8 Active and Authentic Learning

Authentic Learning



- Making intellectual accomplishments worthwhile, significant, and meaningful
- An assignment is most effective if it:
 - Is realistic and complex.
 - Requires judgment and innovation.
 - Asks the student to “do” the subject.
 - Asks students to practice, consult resources, get feedback, and refine.
- Canvas course: M8 Active and Authentic Learning

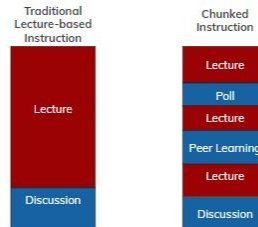
Pro Tip: Students learn better, and more enthusiastically, when they can link what they are learning to their experiences and interests. Look for opportunities to enable your class to draw connections between course material and the “real world.”

[COTC Jumpstart Session Five: Delivering Effective Instruction](#) (recording code: ZLeU.5NZ)

[AnswerGarden activity](#): How many instructional techniques can you name?

Delivering Effective Instruction

Chunking--For Effective Online Instruction



- Weigh the advantages and limitations of lecture.
- Be mindful of cognitive load.
- Chunk content to promote engagement and retention.
- Canvas course: M9 Delivering Effective Instruction

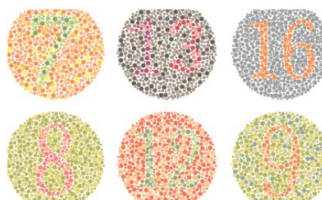
Pro Tip: Student attention drops significantly after 6 minutes. Try to keep videos to no longer than this length, providing multiple shorter videos rather than a single long one. Intersperse lecture videos with insights, questions, and interactive elements.

Leading Vibrant Discussions

- Discussion boards can complement content delivery through lectures and other methods.
- Examples of engaging discussion board activities: Muddiest point; students analyze a case study; students share a real-world example of a course concept; peer review; students pose and answer each other's questions; share strategies (e.g., studying, presentation prep) and resources; small group discussions; ongoing Q&A.
- Canvas course: M9 Delivering Effective Instruction

Instructional Materials Accessibility

Keep in Mind Color Contrast

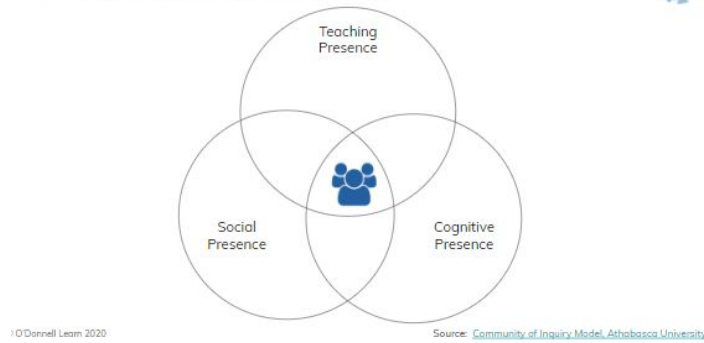


- Basic guidelines for documents: Use headings and lists.
- Basic guidelines for slides: Leverage layouts.
- Provide alternative (alt) text for images.
- Keep in mind color contrast.
- [Ally](#): Free file transformer for students.
- Canvas course: M10 Instructional Materials Accessibility

COTC Jumpstart Session Six: Getting Ready to Go Live (recording code: =JDE52Ki)

Maximizing Community and Social Presence

Creating a Learning Community



- Create a learning community: Teaching presence, cognitive presence, social presence.
- Techniques include:
 - Weekly introduction videos
 - Weekly “bumper” videos
 - [Early-term feedback survey](#)

Building for Maximum Learner Effectiveness/Getting started in Canvas:

- Course settings: Course title and navigation.
- Home page: Why will students benefit from the course?
- Module layout: What is the sequence of course topics?
- Content delivery: How will students engage with the content?
- Canvas course: M11 Building Your Canvas Course

Pro Tip: When building your course, you may wonder how long it will take students to complete each activity and whether the workload across modules is fairly balanced. A [workload estimator](#) can help with this type of analysis.

Course Design Wrap-Up and Showcase