# Learning Design Team Activity Report, July-August 2020

The Rabb School Learning Design Team supports course development at Graduate Professional Studies, Professional Development (Executive Education), and online Summer School courses. Since March 2020, we have widened the scope of course development support to advise faculty in the Arts and Sciences, in the International Business School, and at Heller in the form of presentations and ongoing group meetings to discuss effective teaching practices in online teaching. The team developed an accessible course shell that has been adapted for school-wide use.

Graduate Professional Studies

The team is in the process of developing six courses for Fall 2 and will begin the development of 4 more courses for Spring 1 (not listed here). One course, RSAN 120, not listed here has been pulled out of development as the instructor withdrew. We are in the process of identifying a new instructor to redevelop and teach this course in Spring 2. The courses that indicate 30% have completed the first milestone of approval of a syllabus draft by the program chair.

Progress Course Development
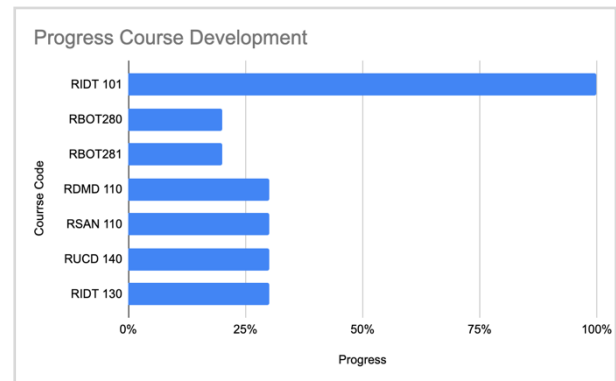
Professional Development/Exec Ed

The first micro-course in the Open Source Community topic area has been completed and the teaching evaluation survey was sent out the weekof August 10. The next micro-course in this topic begins August 12.

The course development is completed. Development of the two micro-courses in OS Development Fundamentals is underway and 30% complete with approval of the syllabi by the program chair. The third topic, Business of Open Source, will begin development as soon as the identified instructor signs the development contract.

OSTM Course Development Progress
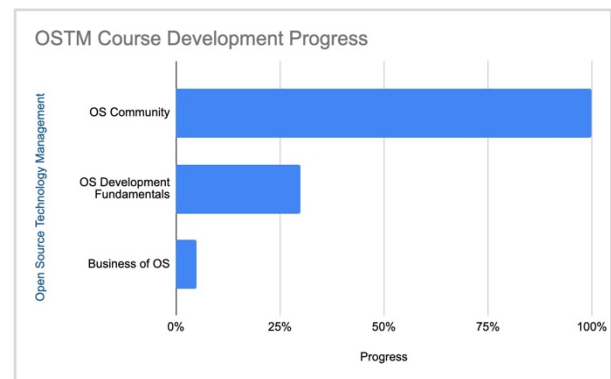
Summer School

At this time of the year, Summer School faculty don't require support other than for some occasional requests that come in. However, it is worthwhile capturing the number of courses, total of 19, that the Learning Design Team helped to develop. Of those courses only eight faculty went through the January training, Foundations in Teaching and Designing Online Courses. The rest of the faculty went through a 6-week group workshop to prepare them for teaching in the summer. Due to some concerns that came up during the January training, we are in the process of developing a new training for campus faculty that can better accommodate their needs. We will begin with a questionnaire to faculty who have taught in the summer about time commitment, preference for engagement in the training, etc.

Introduction to International and Global Studies	Analytical Writing
Women's Health	Academic Oral Communication
Philosophy	Human Origins
The Global Economy	Human Osteology
R for Economics and Finance	Macroeconomic Theory
Financial Economics	Screenwriting Workshop
Intro to Sociology	Introduction to Theater
World History to 1960	Human Physiology
Critical Reading	Intr to International Relations
Undergraduate Writing Seminar	

Wider Campus Support

Gateway Program Support

We were asked to support faculty in course development in the Gateway Program in March. Unfortunately, due to understaffing, we were unable to offer full support. However, we have advised staff on what improvements are needed.

Workshop to develop online courses, Arts and Sciences

Since May, LD1 has been working with 7 A&S faculty (2 math, 2 UWS, 2 Economics, 1 COSI) to develop their online courses for fall. These courses were identified back in May to be offered to freshmen international students in anticipation that they would be unable to obtain visas to come to campus. UWS has requested a webinar on Building an Online Community, which will be offered, August 11.

Student training: Intro to Navigating Health and Safety
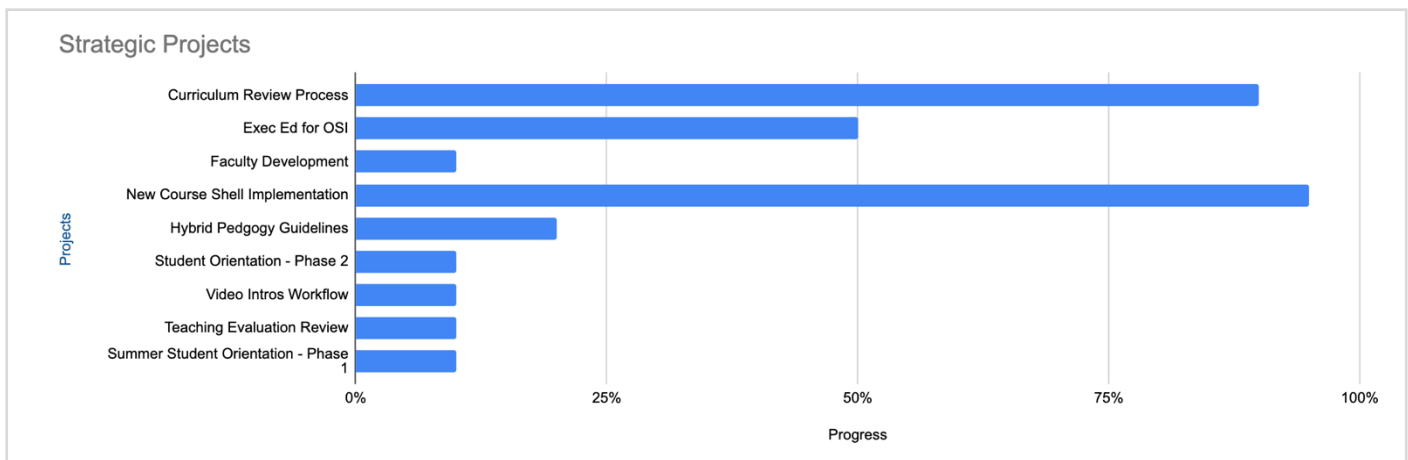
LD3 and LD1 assisted in courseware design and development for a training for students in health and safety compliance for when they are back on campus. It went live on August 3.

Train CTL grad assistants to convert courses to accessible course shell

LD1 developed training documents and video and built a Google Site as tools for the CTL grad assistants to restore the new course shell and import course materials from previous semesters. She also spent 4 hours training the CTL. LD2 and LD1 have been advising the CTL GAs when they ask questions on a shared Slack workspace

Team up with library support

The LD team is now assisting the library in support of faculty preparing for the fall semester. Each teach member is "on call" one day of the week. LD1 and LT1 from the library, offered an introduction to online assessments with IBS staff on August 6. We have estimated that we will support the library 20% of our time (approximately, one day of the work week).

Strategic Projects

Projects (vertical axis), Progress (horizontal axis, 0% to 100%):
- Curriculum Review Process: ~90%
- Exec Ed for OSI: ~50%
- Faculty Development: ~10%
- New Course Shell Implementation: ~95%
- Hybrid Pedgogy Guidelines: ~20%
- Student Orientation - Phase 2: ~10%
- Video Intros Workflow: ~10%
- Teaching Evaluation Review: ~10%
- Summer Student Orientation - Phase 1: ~10%

Strategic Projects

Strategic Projects address ongoing needs in the areas of program and course assessment, faculty training and development, student learning experience support, teaching evaluation, and effective learning design practice in support of course development. The projects are assigned to team members based on their roles and responsibilities and skills and competencies that they offer.

The projects are prioritized by term deadlines and team capacity. Those listed below are the ones currently being addressed.

Redevelop Faculty Training

LD4 is revising the faculty training for online teaching and course design, part of his responsibilities as AD. Based on feedback from faculty and concerns that have arisen in assigning new faculty to teach and design courses, the following revisions are being made:

1. The course length is shortened from six weeks to four. It may be that we will need to introduce one more week.Team members will test the course prior to it being taught for the first time.

2. Instead of a course that is offered in two parts, teaching online and designing courses online, the teaching and designing are integrated. This addresses the concern that we have had faculty go through the teaching training and then when called upon to design are not sufficiently trained.

3. Formative teaching evaluation is integrated into the training along with a summative evaluation.

Migration of courses to new Course Shell

At this point, we have completed user testing and a pilot of the new course shell in two Health Informatics courses for Spring 2. Based on feedback, we adjusted and finalized the shell and on August 5 and 6 presented two webinars introducing faculty to the new course shell. The feedback was entirely positive and several GPS instructors expressed satisfaction with the focus on accessibility. An email was sent on August 7 with a link to the webinar and an introduction to the course migrationprocess. The week of August 10, an email was sent to faculty teaching in Fall 2 to have them sign up for the course migration process. LD3 is managing this project and the graduate assistant will be migrating the courses over.

Phase 2 of Student Orientation

Phase 1 of the student orientation was essentially a revision of existing materials. LD2 will begin adding additional elements to the orientation. We will focus on how to represent the diversity of the student body and faculty through video and images.

Hybrid Pedagogy Guidelines

The LD Team is working on a document that we can refer to when advising faculty on course development. It pulls from our collective knowledge and experience as to best practices in teaching and learning with and without the use of technology. So far, we have developed the following topics: digital tools and resources: learning management systems, other tools; collaboration and peer learning: group work, discussion forums; and rubric development. This is an ongoing project.