OLC Workshops

This list provides a brief overview of each workshop. Please refer to the OLC Institute Schedule link for further detail on learning objectives, key takeaways and scheduled start dates. Semi-private cohorts and private cohorts may be scheduled for any of our workshops. Please contact your Partnership Manager for further details and minimum attendance.

[OLC Institute Schedule](#)

Topic Description	Levels	Track
Accessible Course Design Using WCAG	**Beginner, Intermediate**	**Accessibility**

How accessible is your online course? What steps can you take to make it more accessible? As the amount of offerings moving online continues to grow and various accessibility initiatives become more stringent, it is crucial that accessibility for all students be a focal point of the course design process. Most of the accessibility components are simple to understand and implement once the designer is aware of the tools and techniques available to them. During this asynchronous, week-long workshop take a deeper dive into the principles and guidelines of the Web Content Accessibility Guidelines 2.0 that course instructors and instructional designers need to consider when creating online courses. The heart of this workshop will focus on ways to meet accessibility criteria through three important components including general universal design practices, creating accessible multimedia, and creating accessible documents. This workshop is sure to add helpful techniques and tools to your accessibility toolkit in order to become compliant and inclusive.

ADA & Digital Accessibility (SELF-PACED)	**Beginner, Intermediate**	**Accessibility**

Improving access to online education means, among other things, ensuring that your online course materials, teaching and learning activities, and assessments are accessible for all learners. This workshop will help you better understand the legal framework for accessibility in online education and how learners with disabilities participate in online classes. You will also explore the practical application of procedures that instructional designers, instructors, developers, and administrators follow when they create ADA compliant online courses.

Adaptive Learning Strategies and Tools	**Intermediate, Advanced**	**Online Design**

Adaptive learning is an emerging technology that has been shown to increase student engagement and student learning. The Horizon Report frequently identifies adaptive learning technologies as one of the key educational technologies shaping the future of teaching and learning that will have the greatest impact on institutions of higher education. Adaptive learning systems are automated systems that use machine learning to provide questions to assess student knowledge, give immediate feedback on responses, and provide scaffolding to support learning. In this course, you will explore why adaptive learning is so promising, how it works, why it works, how to make it work for your students, properties of an adaptive learning system, as well as what to look for when selecting an adaptive learning tool.

Artificial Intelligence Demystified	**Intermediate, Advanced**	**Online Design**

Throughout higher education, we see a great deal of excitement around the potential of AI, though we've yet to develop a common vocabulary around it to more clearly communicate to institutional leaders the potential value. Nearly all of our stakeholders, from senior administrators to newly-admitted students, want to be consumers of AI-driven insights (mention "AI-driven dashboards" to an administrator, and you get almost immediate buy-in), but few people outside of the computer and data science fields have an accurate understanding of what it takes to create and/or deploy AI software in different contexts. AI is an umbrella term, much like data science, and encompasses a wide range of approaches and techniques. If we want to examine how AI can impact education, we first need to build a shared understanding of the things that fall under AI, allowing us to have more knowledgeable conversations. While AI as a field is decades old, the advent of machine learning coupled with greater computational power and the availability of big data has led to rapid advancements in the field over the last decade. This workshop will serve as a bridge for those individuals who seek to engage in AI-driven initiatives by helping to develop a common vocabulary and understanding of popular AI methodologies. In order to build our common understanding, we will focus our attention on specific applications of AI, and provide examples of these applications used for educational purposes.

Assessment Strategies that Engage Students   Beginner   Online Design

An important component of successful online teaching is developing efficient assessment strategies and methods. In this workshop, you will explore formative and summative assessment techniques used in online education and develop assessment strategies suitable for your online course. You will create a plan to help align learning objectives and activities with assessments. You will explore the differences between summative and formative assessments, and discuss strategies for implementing them. Integrating multiple forms of assessment allows students more opportunities to evaluate their performance.

Assessment Strategies that Engage Students (SELF-PACED)   Beginner, Intermediate   Online Design

An important component of successful online teaching is developing effective assessment strategies and integrating multiple forms of assessment in order to provide students with diverse opportunities to evaluate their performance. In this workshop, you will discover a multitude of formative and summative assessment techniques used in online education, including both traditional and alternative assessments, and how to find an appropriate balance between the two. You'll dig deeper into the flaws commonly present in multiple-choice questions that can affect student performance and learn best practices for developing higher quality questions. You will also have the opportunity to explore popular assessment tools and feedback criteria that can be incorporated within the online environment. Throughout the workshop, you will work on developing assessment strategies suitable for your online course and create a plan to help align course learning objectives, instructional activities, and assessments.

Augmented and Virtual Reality in Higher Ed   Intermediate, Advanced   Online Management

Augmented reality and Virtual reality have been actively implemented in the classroom as a new way to motivate and engage students. In this workshop, you will discover and discuss best practices, suggestions, and lessons learned for incorporating AR/VR content in higher education institutions. You will have the opportunity to practice and evaluate mostly free or low-budget tools and apps that can be used AR/VR content (with little or no programming) to view on mobile device, Google Cardboard, Oculus, or HTC Vive headsets.

Blended Learning: Creating Your Own Blend (SELF-PACED)   Beginner, Intermediate   Online Design

This course focuses on examining various types of blended learning models and selecting one that allows you to meet your course goals and learning objectives. Promoting best practices in course design will assist teaching faculty members, instructional designers, and institutional executives develop a blended module design plan. The topics of the modules include a framework for blended learning, evidence-based best practices, and quality course design. At the conclusion of the workshop, participants will have completed a module design plan that can be further built out and implemented at their respective institutions.

Competency-Based Education   Beginner, Intermediate, Advanced   Online Design

Competency-based education measures student achievement of stated outcomes, rather than time spent on specific learning activities. In this workshop, you will explore the elements of competency-based education to better understand how you can structure self-paced, learner-focused, outcomes-driven learning environments which measure student achievement through the collection of learning artifacts. You will develop an understanding of how to define competencies and how to set up ways for students to then demonstrate their ability to meet those competencies.

Copyright & Fair Use, Part I: The Fundamentals   Intermediate, Advanced   Online Management

Having a working knowledge of copyright compliance and fair use is a professional necessity for instructors who teach online. In this workshop, you will be introduced to the basic framework of copyright and fair use law in the context of course design and delivery. After dispelling the ten most common myths and misconceptions, you will examine these laws through the Six Rules of Course Design. The Six Rules organize the law in relation to the types of materials and resources educators use in the course design and delivery process rather than simply explain what the law says. Mini-cases will also be examined to illustrate the application of these basic rules.

Copyright & Fair Use, Part II: From Court Decisions to Best Practices — Intermediate, Advanced — Online Management

Copyright infringement lawsuits against colleges and universities are no longer hypothetical – they are a reality. Numerous universities around the country have been sued for everything from illegally posting book chapters in e-reserves and learning management systems, to improperly streaming video and digitizing books to facilitate research and provide accessible resources to students. In this workshop, participants will learn how courts resolve such cases, in addition to examining the application of copyright and fair use rules in relation to the most commonly used course materials, such as those that are faculty-generated as well as library collections, textbooks, free websites and media, open access repositories, and personal collections. Finally, the growing collection of "Best Practices in Fair Use" will be explored through a mini-case.

Digital Accessibility: Developing a Strategic Plan — Intermediate, Advanced — Accessibility

The question of how to make online/digital content accessible is emerging as one of the top concerns among online educators, and for all institutions that provide online education or other information via the Internet. Research trends show that while there is a greater awareness of Section 508 accessibility compliance requirements, most campuses lack the resources they need to address these issues quickly and comprehensively. A much-anticipated ruling from the U.S. Department of Justice regarding websites and implementation of the updated Section 508 standards (which directly referenced WCAG 2.0 Level AA) was set to go into effect as of January 2018. Although the legislation has been placed on the inactive list, the uncertain legal landscape has led to a drastic increase in lawsuits and demand letters. The broad areas addressed in the Web Content Accessibility Guidelines (WCAG) 2.0+ standards call for content that is Perceivable, Operable, Understandable, and Robust. Translating those standards into a strategic plan, by using best practices from colleges and universities that have already navigated those waters, makes this task an easier process. This workshop will provide participants with the knowledge, tools, and strategies they need to develop a working draft timeline and proposal to implement a digital accessibility plan in their own institution.

Digital Badges — Beginner, Intermediate — Online Design

Although digital badges stemmed from the gaming world, and then found their way into MOOC frameworks, badges have now found their way into wider uses in education and the use of badges has been gaining momentum in recent years. Badges can carry with them evidence of achievement of skills and competencies; therefore, badging can also empower learners by allowing them to share evidence of their accomplishments and skills with broader communities. However, implementing a digital badging system should be carefully thought-out. Badges should be designed in a way to efficiently link to evidence of the learning, and they should carry value. In this workshop, we will explore the benefits and challenges of implementing badging and explore the potential for your own course or institution by thinking about specific guidelines and evaluation criteria to establish the value of the badge.

Engaging Learners in Online Discussions (Self-Paced) — Beginner, Intermediate — Online Learners

Well-designed online discussions address a number of research-based strategies critical to effective online learning and improved learning outcomes. Through online discussions, student-student and student-content interactions increase, and both faculty and students collaborate in the learning process as they explore unique perspectives. This workshop delves into strategies for engaging learners in meaningful discussion through setting expectations, designing good questions, and effective facilitation techniques. You will also explore various discussion tools that can be employed to foster learner engagement and improve learning outcomes. Throughout the workshop, you will contribute to an action plan for creating engaging and effective online discussions in your courses.

Essentials of the OLC QCTIP Scorecard — Beginner, Intermediate, Advanced — Online Management

The Quality Course Teaching and Instructional Practice (QCTIP) Scorecard is the latest addition to the OLC Quality Scorecard suite. This comprehensive rubric addresses primarily online pedagogy and instructional practices that online instructors can use to self-evaluate and improve practice. However, because good course design is inherent to good teaching, the QCTIP scorecard also addresses components of quality course design. This workshop will introduce the QCTIP Scorecard, provide some of the foundational research used in the development and cover the fundamentals of the quality rubric. There will also be an hour-long optional (recorded) live session where you will get a chance to meet your facilitator, Dr. Kaye Shelton, the QCTIP researcher, to ask further questions.

Evaluating Online Faculty
Intermediate, Advanced   **Online Management**

With the change in format from ground-based courses to online and hybrid courses, different criteria may need to be considered for the evaluation of faculty effectiveness. In this workshop, you will focus on designing or refining evaluations used for online faculty, which can consist of student evaluations, peer evaluations, and overall evaluations. You will learn about different models for evaluation, theory, and strategy with a focus on evidence-based methods for effective evaluations.

Facilitating Live, Online Sessions
Intermediate, Advanced   **Online Design**

With the growth of technologies that support live, online sessions (e.g. Zoom, GoToMeeting, Adobe Connect, etc.), the term distance learning is becoming a misnomer. More of us are meeting, teaching, and presenting in face-to-face, synchronous (real-time) online sessions where we can feel closer than ever to students and colleagues in online learning environments. Instructional sessions with groups of students, individual "office hours," webinars, meetings, and trainings can all take place in a live, online session. While presenting online is an in-demand skill, few people have been taught how to conduct this type of learning experience. Not to worry — this workshop will turn you from novice to expert online facilitator in just three days. You'll gain the skills needed to present to students, faculty, and/or staff. Strategies will include best practices in online engagement built on a foundation of enjoyment, inspiration, and passion for teaching. Brain-based teaching strategies will help you keep people engaged and focused, harnessing the knowledge of how the brain learns best to boost your attendees' learning and growth. In addition to the live session that will model effective online presentation skills, attendees will also participate in asynchronous online discussions and complete assigned readings on effective presentation skills to maximize their learning from this event.

Flipped Learning Course Design
Intermediate   **Online Design**

Flipped learning is a model of teaching in which the more passive learning activities such as watching lectures, happen outside of the classroom, saving more in-person class time for interactive activities. Flipping the classroom is currently one of the most popular trends in education at all levels! In this workshop, you will explore different flipped design models and the educational benefits of the flipped design. You will gain a deeper understanding of how to implement this strategy into your own teaching.

Giving Effective Feedback (SELF-PACED)
Beginner, Intermediate   **Online Learners**

According to research, feedback on learning is a key factor for improving learning outcomes and student satisfaction. While giving effective feedback can help drive your students towards success in your course and help them to better understand the material, it can also take a lot of time. In this workshop, you will identify different feedback strategies along with effective methods for efficiently providing feedback to your students. Many of the practices explored in this workshop can also help increase student engagement and improve faculty satisfaction and workload management.

Game-Based Learning
Intermediate, Advanced   **Online Design**

Game-based learning and gamification are two very different–if very effective– instructional phenomena. In this workshop, the companion to the (Level 1) Gamification Principles and Strategies workshop, you will implement the theories, principles, and specifically the mechanics of gamification to create your own games on a topic of your choice. By building an educational or serious game, you can leverage the power behind our innate desire to play. Among the topics covered in this workshop are why games help us learn so efficiently, "good" game principles for learning, basics of game design and development, and choosing the right platform for your content.

Gamification Principles and Strategies
Intermediate, Advanced   **Online Design**

Game environments encourage collaboration, inquiry-based learning, repetition, practice and control. In this workshop, you will use theories and principles from game design to develop learning environments that motivate and engage students in a creative way. By understanding elements of game design theory, you will begin to adopt and incorporate these elements which promote engagement into your online and blended courses. You will explore elements such as role-playing, point systems, competition, and collaboration.

Getting Started with Research
Beginner, Intermediate

Have you ever wanted to conduct research to answer key questions in your work (i.e., does this learning technology or teaching strategy impact student learning?), but didn't know how to get started? This four-week workshop will provide you with the building blocks to uncover prior research, apply prior research to your areas of interest, create effective research questions, collect data using a variety of approaches, and analyze information you collect in a way that is useful for your audience. During this workshop you will have the opportunity to apply what you are learning each step of the way, building a mini-study to get hands-on experience conducting research.

Hybrid-Flexible (HyFlex) Course Design
Beginner, Intermediate   **Online Design**

Hybrid-Flexible (HyFlex) learning provides opportunities for students to participate in classes either as a fully online student, a classroom student, or in any blend of participation modes. Students have the freedom and responsibility to choose an appropriate path for learning based on their situation – experience, learning progress, schedule, and other commitments. Faculty are challenged to provide an effective learning path online and, in the classroom, so that any choice of participation mode will lead to achieving learning outcomes. In this workshop, you will begin the process of designing your first HyFlex course.

Increasing Interaction & Engagement Self-Paced Workshop (SELF-PACED)
Beginner, Intermediate   **Online Learners**

Student engagement can be one of the most influential factors for student persistence and success, especially in the online learning environment. In this workshop, you will learn about the barriers to engagement and how you can best address these challenges to lead to greater student involvement and engagement. You will delve into various theories and practices that foster student engagement, including interactive discussion techniques and collaborative group involvement. You will also explore popular Web 2.0 tools for increasing student-instructor, student-student, and student-content interactions.

Infographics for Learning
Intermediate, Advanced   **Online Learners**

Infographics use data and graphic design to tell stories, teach concepts, and present information. Online activities integrating visual data can develop content literacy and analytic thinking. In this workshop, you will learn how to locate, evaluate, and integrate infographics into your teaching, as well as explore the possibilities for creating infographics with your data. You will review the research behind what makes infographics so compelling, and why they are effective cognitive tools for communicating information and data.

Interactive Video Tools
Intermediate, Advanced   **Online Tools**

Interactive video content encourages active learning and participation from students. In this workshop, you will explore free online video tools and easy to implement strategies for creating interactive video. The interactive video format enables you to add quizzes, embed resources, and place discussion questions directly into your videos, transforming the learning experience from passive to one that is engaging for students.

Learning Analytics
Beginner   **Online Management**

This workshop provides an introduction to the field of learning analytics, geared mainly towards faculty, instructional designers and other professionals who are interested in exploring the fundamentals of learning analytics. Learning analytics is a growing area of interest across the academy. New technologies can enable faculty and administrators to gather data about how students are interacting with digital learning environments, such as the campus LMS, and other institutionally provided platforms. This data can be used to inform the future design of courses, platforms and even the development of predictive tools that can guide individual students towards success. However, the understanding of a practical approach for educators is often missing. During this one-week workshop, we will learn about the fundamental concepts and approaches used in this quickly evolving field and review basic terminology and concepts related to learning analytics. We will look at analytics from an individual teacher's perspective as well as program or institution-wide uses. Designed with the practitioner in mind, this applied analytics workshop will include examples of learning analytics approaches and projects happening within higher education as well as highlight methods of building capacity towards an analytics project or strategy. Participants will learn how to identify small scale, proof-of-concept learning analytics projects and methods that they can try at their own institutions. In addition, they will see practical examples of learning analytics to help track student engagement, early warning alerts and other methods of "in-semester" uses of analytics and create a mini project to apply the concepts learned in the workshop.

Liquid Syllabus Design **Intermediate, Advanced** **Online Design**

The syllabus is one of the most essential elements of any college-level course; however, students often overlook the syllabus and therefore miss out on key information about the expectations of your course. In this workshop, you will explore a variety of tools that can be used to design a syllabus that is better organized, visually more interesting, and engaging for your students. By adding a clear navigation structure, multimedia, and interactivity, you can grab students' attention, improve their ability to access the information, and clearly convey your key points.

LX Design Methods, Part I: Personas **Beginner, Intermediate** **Online Design**

Learner Experience (LX) Design utilizes well-established user experience (UX) design, service design, and design thinking methods to focus the design of synchronous and asynchronous learning experiences on those who matter most: the learners. Try as we might, no course design is perfect for every learner. Drawing from methods used in user experience design, learning design, and service design, this introductory workshop provides a basic overview of what LX Design is, and a taste of how it can help you identify and solve some of the difficulties your students may encounter in your course.

LX Design Methods, Part 2: Experience Mapping **Beginner, Intermediate** **Online Design**

Learner Experience (LX) Design utilizes well-established user experience (UX) design, service design, and design thinking methods to focus the design of synchronous and asynchronous learning experiences on those who matter most: the learners. In this workshop, you will learn basic methods for thinking about how your learners (and other stakeholders) make their way through your course or program, and how to design the best path for them to have a successful experience. You will learn about what an experience map is, and engage in hands-on activities that will culminate in a student journey map that you can use in your teaching and instructional design.

Managing Workload and Reducing Burnout **Intermediate, Advanced** **Online Management**

While online faculty value the flexibility of online teaching, the reality of the 24/7 classroom can be daunting in terms of faculty workload and faculty burnout. In this workshop, you will explore research-based strategies to assist faculty in managing their time more effectively and in reducing the risk of burnout. You will review practical workload management tips and tools for both new and veteran faculty. Finally, you will develop a workload management plan that will help improve the online faculty experience.

Multimodal Course Design **Intermediate, Advanced** **Online Design**

Multimodal course design creates a learning environment that is conducive to various learning preferences by delivering the same content in multiple formats. In this workshop, you will explore strategies for developing content in various formats by using visuals, audio, and video to engage a diverse set of learners. You will explore the research-based foundation of why this approach to learning design is effective while viewing examples from best practices in multimodal content design.

Neuro, Cognitive & Learning Sciences: Regular and Substantive Interaction, Policy & Practice **Beginner, Intermediate, Advanced** **Online Learners**

In this workshop, you will explore the connection between the neuro, cognitive, and learning sciences and Regular and Substantive Interaction (RSI) within a range of disciplines and course formats. RSI is part of the Distance Education and Innovation regulations, issued by the U.S. Department of Education, that went into effect on July 1, 2021. The RSI requirement has endured as an ongoing focus of conversation in higher education, and RSI policies generally align with pedagogical practices and the science of learning related to engagement and interactivity in online courses. In addition, you will have access to tools for determining how to balance student workload against institutional credit hour requirements to mitigate cognitive overload and increase student mastery while meeting regulatory and accreditation requirements. Walk away from this workshop with practical strategies and key resources for meaningful interaction with your students!

Neuro, Cognitive and Learning Sciences, Part I: Bringing Theory

Beginner, Intermediate, Advanced   **Online Learners**

This highly interactive workshop engages participants in "applying" neuro, cognitive, and learning sciences-based practices to a current or planned course. Participants will review concepts and practices related to the principles of human learning, metacognitive development, and mindfulness. They will also have the opportunity to work individually and in small groups to review their course and reflect on how content, activities, and assessments align with research regarding attention, memory, cognitive load, and transfer of learning. This workshop is designed for eLearning professionals who work as instructors, professional development administrators, or instructional designers and who have completed the first workshop, Neuro, Cognitive and Learning Sciences, Part I: Bringing Theory to Practice.

Neuro, Cognitive and Learning Sciences, Part II: Applying Theory

Beginner, Intermediate, Advanced   **Online Learners**

This highly interactive workshop engages participants in "applying" neuro, cognitive, and learning sciences-based practices to a current or planned course. Participants will review concepts and practices related to the principles of human learning, metacognitive development, and mindfulness. They will also have the opportunity to work individually and in small groups to review their course and reflect on how content, activities, and assessments align with research regarding attention, memory, cognitive load, and transfer of learning. This workshop is designed for eLearning professionals who work as instructors, professional development administrators, or instructional designers and who have completed the first workshop, Neuro, Cognitive and Learning Sciences, Part I: Bringing Theory to Practice.

OER, Part I: Exploring Open Educational Resources

Beginner, Intermediate, Advanced   **Online Design**

The term open educational resources (OER) was first adopted by UNESCO in 2002 to describe materials used to support education that can be freely accessed, reused, modified, and shared in order to improve the quality of curricula and teaching and reduce costs. In this workshop, you will learn where to find high quality, openly licensed materials and how to reuse them. We will also cover creative commons licensing, attribution of open educational resources, and accessibility considerations.

OER, Part II: Implementing Open Educational Resources

Beginner, Intermediate, Advanced   **Online Design**

This workshop shares best practices and strategies for implementing the use and creation of open educational resources (OER) in an educational setting. The goal of this workshop is to develop a practical understanding of how to engage and support teaching faculty in adopting, adapting, and creating OER at a course and/or program level.

Online Leadership 1: Starting and Expanding Online Programs

Intermediate, Advanced   **Online Management**

In this workshop, participants will learn about organizational structures used for building or expanding an online program.

Online Leadership 2: Developing Online Programs

Intermediate, Advanced   **Online Management**

In this workshop, participants will explore and draft policies and procedures to develop, sustain, and grow online programs.

Online Leadership 3: Sustaining Online Programs

Intermediate, Advanced   **Online Management**

In this workshop, participants will explore several financial models for sustaining and growing online programs.

Online Presentation Tools

Beginner, Intermediate   **Online Tools**

Presentations are an important method for delivering content to students in the online environment. In this workshop, you will explore web-based presentation tools that leverage the 2.0 potential to engage learners, build communities, and promote continuing dialogue. You will explore techniques for making presentations more interactive and meaningful for students, and hold their attention in asynchronous environments.

Online Teaching Essentials 1: Getting Started — Beginner — Online Design

An essential component of successful online teaching is experiencing online learning for yourself. This workshop will provide you with an important online learning experience as you explore the basics of online teaching and learning. You will learn the critical differences between online and face-to-face courses, including faculty and student expectations, role adjustments, and course design and evaluation. Your explorations will include research-based readings, presentations, and discussions with other new online teachers. There will also be an hour-long optional (recorded) live session where you will get a chance to meet your facilitator to discuss important topics related to online teaching and ask your questions.

Online Teaching Essentials 2: Converting Your Course — Beginner — Online Design

Converting face-to-face classroom materials for use in an online course can be challenging. Decisions such as what formats to use and when to use synchronous or asynchronous strategies are an important part of course design. In this workshop, you will develop strategies for migrating content from the face-to-face to the online environment. You will learn to determine when to use asynchronous or synchronous methods, and you will explore tools for easily converting various types of content into web-appropriate formats.

Online Teaching Essentials 3: Course Design Basics — Beginner — Online Design

Online teaching can be exciting yet challenging as you explore the many opportunities that online teaching can present. To take advantage of those opportunities, you'll need a great online syllabus, some strategies for designing effective online learning activities, and an understanding of the course design process. This workshop will help you identify important considerations in the development of an online course syllabus, learning activities and assessments that promote Regular and Substantive Interaction (RSI), and will provide you with the fundamentals of the course design process with special emphasis on Backward Design. You will also learn strategies to build accessibility, principles of Universal Design for Learning (UDL), Diversity, Equity, and Inclusion (DEI) into your course design.

Online Teaching Essentials: ADA & Web Accessibility — Beginner — Accessibility

Improving access to online education means, among other things, ensuring that your online course materials, teaching and learning activities, and assessments are accessible for all learners. This workshop will help you better understand the legal framework for accessibility in online education and how learners with disabilities participate in online classes. You will also explore practical application of procedures for instructional designers, instructors, developers, and administrators to create ADA compliant online courses.

Online Teaching Essentials: Engaging Learners In Online Discussions — Beginner, Intermediate — Online Learners

Well-designed online discussions address a number of research-based strategies critical to effective online learning and improved learning outcomes. Through online discussions, student-student and student-content interactions increase, and both faculty and students collaborate in the learning process as they explore unique perspectives. Join an expert facilitator from the OLC Institute in this seven-day asynchronous workshop to learn strategies for engaging learners in effective discussions as well as tools that can be employed to foster learner engagement and improve learning outcomes. Throughout the workshop, you will develop a plan for creating engaging and effective online discussions in your courses.

Online Teaching Essentials: Giving Effective Feedback — Beginner, Intermediate — Online Learners

According to research, feedback on learning is a key factor for improving learning outcomes and student satisfaction. While giving effective feedback can help drive your students towards success in your course and help them to better understand the material, it can also take a lot of time. In this workshop, you will identify different feedback strategies along with effective methods for providing feedback to your students efficiently. Many of the practices explored in this workshop can also help increase student engagement in the class and help with faculty satisfaction and workload management.

Online Teaching Essentials: Increasing Interaction & Engagement — Beginner, Intermediate — Online Learners

Student engagement can be one of the most important indicators for a successful class experience. In this workshop, you will explore theories and practices that foster student engagement in your own courses, including the use of multimedia feedback, discussion techniques, and group involvement. You will learn about the barriers to engagement, and how you can best address these challenges, and develop a plan for your course which will lead to greater student involvement and engagement.

Podcasting for Teaching and Learning (SELF-PACED)   Beginner, Intermediate   Online Tools

This self-paced workshop will walk you through the steps necessary for developing a publishable podcast, from ideation to hardware to recording best-practices to publicizing your work.

Practical Applications for Universal Design for Learning (UDL)   Beginner, Intermediate   Accessibility

People teaching and designing online courses, professional development, and other content encounter a diverse student/user population with various learning preferences and needs. Instead of creating a one-size-fits-all approach to teaching, consider designing and delivering your content using a framework that provides flexible instructional goals, methods, activities materials, and assessments with embedded choices and scaffolds to meet the needs of your diverse learning population. Universal Design for Learning (UDL) takes into consideration that people learn differently and, therefore, should be provided with different options for learning materials and for demonstrating learning. This workshop will help you understand the core concepts of UDL and apply them to an online course setting.

Project Management for Instructional Designers   Beginner, Intermediate, Advanced

The instructional designer role encompasses more than course design, faculty training, and technology innovation. Many instructional designers juggle multiple projects at a time, contributing to key aspects of each project, and often managing more than just one. Project management competencies are essential for instructional designers to effectively contribute to project success and, even more imperatively, to provide leadership throughout the process. This course provides instructional design community members with an introduction to the lifecycle of a project, spanning project initiation to closing/evaluation, as well as key knowledge areas necessary to successfully achieve project outcomes within the context of a team. Upon completion of this course, participants will have developed key competencies embodied in the project management knowledge areas by exploring practices, tools, and techniques associated with each area. Additionally, participants will be able to apply relevant project management methodologies that can be tailored to meet the needs of a variety of projects.

Reframing Disability: Language, Media, and Universal Design   Beginner, Intermediate   Accessibility

As we increasingly use online and remote options for teaching, learning and engagement, it is more important now than ever to create spaces that are not only accessible, but inclusive to disabled and diverse constituents. Scheduling interpreters, captioning your videos, and utilizing compliant software are important ways to ensure access - but beyond accessibility, we must challenge ourselves to think more deeply about disability to create the most equitable experience for all users. This workshop will engage participants in reflection on how disability is framed in society and in education, how we have been socialized to understand disability, and how we can consciously make different choices in our design and planning to create equitable and inclusive online spaces.

Relationship-Building for Effective Collaboration with Faculty/SMEs   Intermediate   Online Design

Instructional designers in higher education collaborate with faculty in the creation of courses and curricula. Their roles are often misperceived: instructional designers are seen as technology support specialists, course developers, trainers, visual designers, and a host of other roles or titles. This misperception can make it challenging to advocate for their value as experts in pedagogy and learning design, as well as to collaborate with faculty as equals with shared investment in the learning and well-being of our students. In this workshop, you will learn how to put relationships at the center of design rather than product or process by integrating the Collaborative Mapping Model (CMM) into your design practice. We will explore the theoretical and practical influences on the concept of relationship-centered instructional design and the CMM—a flexible framework for collaborating with faculty—and strategies for building shared investment and professional advocacy in your work as a higher education instructional designer. The workshop culminates in a practical application: developing a collaborative course map, then reflecting on the ways you can use the strategies to positively influence the practice and perception of instructional design at your institution.

Retention Strategies for Online Programs
Beginner, Intermediate, Advanced   **Online Management**

Today, one of the biggest challenges in online education is the high rate of students who do not complete their programs. In this one week asynchronous workshop, join an expert facilitator from the OLC Institute as you identify the most significant retention challenges and learn how research-based strategies can be employed to increase retention and improve student satisfaction and success. With your colleagues from the field, you will evaluate evidence-based best practices from other institutions as you develop a plan that will increase student retention in your own institutional setting.

Rubric Design for Effective Assessment
Beginner, Intermediate, Advanced   **Online Design**

Rubrics are an effective tool to evaluate learning and promote effective feedback practices. In this workshop, you will learn how to create and use rubrics to efficiently and consistently evaluate student work. You will discuss the qualities that make a rubric successful while exploring best practices for grading and assessing students in the online environment.

Supporting Online Adjunct Faculty
Intermediate, Advanced   **Online Management**

Adjunct and non-tenured faculty play a pivotal role in the success of online programs. Whether they are industry specialists, retired academics, freelancers or scholars, an institution's ability to effectively orient and engage part-time faculty in the institutional culture is even more important online. In this workshop, you will explore strategies for providing effective support for these faculty, including training, faculty development, and recognition for quality work. You will learn how to develop effective faculty support strategies for their own programs and institutions.

YouTube for Teaching & Learning
Intermediate, Advanced   **Online Tools**

Are you looking for new multimedia strategies for your virtual or blended classroom? Join experts from the OLC Institute as we explore an easy-to-use online video delivery platform, YouTube. You will learn how to navigate through the Creator Studio in YouTube as well as organize video content to support your instructional goals in just about any classroom environment. In this collaborative learning environment, you will learn to create a video, determine the best licensing and privacy settings, implement an interactive component to the video and manage closed captioning for accessibility purposes.