

# What We Do

## CDI: Course Design Institute

The Course Design Institute (CDI) provides opportunities for faculty to meet with peers from different disciplines to work on the development of hybrid and online courses. In working with colleagues outside their usual circles, faculty members focus less on content development, placing greater emphasis on pedagogy.

SDSU received a large grant from Qualcomm in 2004 that was used for six years to incentivize summer institute participation and broader dissemination of outcomes for faculty looking to use technology to enhance instruction. Over those years, the People, Information & Communication Technologies (pICT) program developed a significant cohort of faculty who have become online education “champions” on campus.

Many of these faculty have gone on to develop fully online courses with support from the provost’s office (course release time) – specifically aimed at boosting summer options for students to enroll in high-demand courses.

### Benefits:

- Curriculum reform and improving learning outcomes
- Increase access to courses
- Serve a generation brought up on the Internet
- Address space constraints
- Investigate adaptive technologies
- Faculty need to know WIFM – *What’s in it for me?*
- SDSU is an early tester, but late adopter of emerging technology (*slow is pro*)
- SDSU is taking a strategic approach toward online education by focusing on courses with biggest impact and potential to inform time-to-degree, graduation rates, etc.

### Approach/design rationale:

- Faculty engaging with other faculty during the design and evaluation process
- Faculty need lots of examples
- The annual CDI provides a replicable process that will allow us to sustain momentum
- Leverage technology to increase student learning outcomes

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**<http://its.sdsu.edu>**

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## **TOP:** The Teaching Online Primer

This newly developed online guide is a self-paced approach for instructors preparing to develop and teach a hybrid or fully online course at SDSU. TOP leverages online learning best practices that are grounded in research on teaching and learning. In this on-demand, Blackboard-based experience, participants take part in an SDSU Professional Learning Community made up of ITS faculty fellows with extensive online teaching experience, as well as strategic stakeholders from the Center for Teaching & Learning, the Department of Educational Technology, Library & Information Access, and Student Disability Services.

Faculty members gain skills and accelerate their professional growth by interacting with other faculty with more expertise in teaching online. TOP focuses on the fewest, most widely accessible (ITS-supported) tools and resources. TOP also provides the architecture for peer-to-peer support and collaboration whereby faculty participants can give and receive help (e.g., via live chat, discussion board, ad hoc meetings, etc.)

ITS plays a pivotal role by aggregating and curating online teaching effectiveness resources that are shared freely and accessible independent of time or location. ITS also sponsors, hosts, or facilitates access to open educational resources for faculty developing online and hybrid courses.

### **Benefits:**

- ▶ Approach/design strategies:
  - ▶ Where is the “person?” Becoming a “real” person is an important element of TOP because it’s important for students to get a sense of the instructor’s personality and expectations in an online course
  - ▶ Faculty will consider how students “hear the voice” and “see the face” of the online instructor
  - ▶ Community building strategies e.g.,
    - Student video assignment (ask students to introduce themselves and to include a word-cloud or quote that focuses on a personal aspect)
    - Blogs as place for collecting student work
    - Wikis as proxy for in-class presentations
    - Journal as place for student reflection
    - Asynchronous class lounge where students can help one another before elevating questions to the instructor
  - ▶ Formative and summative assessment and measurement of teaching effectiveness to inform iterative, continuous improvement efforts
  - ▶ Faculty recognition programs and active scholarship of teaching and learning
- Examples/links:** TOP is currently available for access upon request via Blackboard

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