Planning Your Online Spring Courses
Optimal Online Learning

• Is planned
• A developed instructional design and strategy
• Community development and engagement is built into the learning
• Various support systems are in place for the learner at the start
• Quality assurance for learning is an ongoing part of the process
• Ensures equity

What Online Students Want

• CET Resource
Self-Reflection

Consider how you successfully transformed face-to-face strategies to the online environment.
Online Course Structure
• Align course learning objectives to the assessments and content to provide relevancy.

  • Course Alignment Grid

  • Consistent expectations across courses and sections (e.g. grading, content, policies).
• Guidance on engagement with course content
  • Structure/Where can I find information?
    • syllabus, due dates, assignments, content, discussion board
    • Adding tools to the course menu

• Navigation for the course
  • Welcome
  • Getting Started/Navigating
• Clear assignment instructions and expectations
  • Guiding questions for online content
  • Assignment template
  • Grading Criteria
  • Support materials
    • USC Libraries Research Guides
    • USC Libraries Citation Guides

• Scaffolding
  • Online practice tests (formative assessments)
  • Draft submissions for project feedback
  • Semester project broken into parts
• Access to student support and services
  • [USC Student Health](#)
  • [USC Keep Teaching Student Toolkit](#)
  • [Blackboard Help for Students](#)
  • [Kortschak Center for Learning and Creativity](#)
  • [Campus Support and Intervention](#)
Self-Reflection

Consider something you did…and did not like.

What would happen if you did not do it again?

Is there another way?
• Opportunities for feedback while working on assignments
  • Scaffolding
  • Peer Feedback
  • General Feedback
  • Examples

• Equitable and clear feedback
  • Rubrics
  • Share instructor expert knowledge in feedback
  • Providing Effective Instructor Feedback

• Personalized, not standardized feedback
  • Feedback banks
  • Use names
• Grades and feedback returned on previous submission before the next submission is due
  • Timely*
  • Let students know the schedule

• Use of the learning management system gradebook for grades and feedback
  • [Grading in Blackboard](#)
  • [Setting Up Your Blackboard Grade Center](#)

Interactions
• Faculty are accessible to students
  • Office Hours (TAs)
  • Slack
  • Blackboard discussion question area—subscribe
  • Email
    • Faculty responsiveness

• Email communications from the instructor
  • Weekly announcements
  • Slack
  • Assignment reminders (announcements/emails/BB grade center)
• Interaction with peer students
  • Asynchronous and synchronous activities
    • Deciding Between Synchronous and Asynchronous Modes of Teaching
    • OERs (Open Educational Resources)
    • USC Libraries Streaming Media
  • Icebreakers

• Effective Group Work
Reflection

1. Consider what went well in your fall online classes.
2. How can you create more of that?
3. Consider what you would like to improve in your online classes.
4. What is one thing you can implement?
Be Prepared
Be Structured
Be Transformative
Be Available
• Blackboard
  • blackboard@usc.edu

• Zoom
  • consult@usc.edu

• USC Subject Matter Librarians

• CET
  • Individual consultations, workshops, teaching institutes
  • usccet@usc.edu