## CONTENTS

The Authors vii
Preface ix

1  **Teaching at Its Best, No Matter What the Environment** 1
   Teaching Quality as Key 1
   The Special Challenges of Online Learning 2
   The Special Challenges That Online Faculty Face 4
   Teaching and Learning across Environments 7
   Reflections 15

2  **Setting Significant Outcomes** 21
   The Need for Reflecting on What We Teach 21
   How Content Becomes the Wrong Driver 23
   A Meaningful Destination for the Learning Enterprise 23
   Examples of Significant Learning from Instructional Design 24
   Examples of Significant Learning from College Courses 25
   Examples of Significant Learning from Adaptive Learning 28
   The Process of Reflection 29
   Reflections 30

3  **Designing a Coherent Course** 37
   Online Course Design Standards 37
   Phases of Course Design 39
   Structuring Your Course 40
   Course Templates and Maps: Aids to Course Design 43
   Writing and Sequencing Learning Outcomes 46
   Developing Valid Assessments 49
   Mapping Learning Activities to Outcomes 56
   Choosing Online Course Content 58
# CONTENTS

Online Copyright Guidelines .................................................. 59
The Syllabus: What to Include .................................................. 63
Organizing Your Files for Yourself and Your Students .................. 66
Reflections .............................................................................. 68

4 Applying Cognitive Science to Online Teaching and Learning Strategies ................................................. 79
Twenty-Five Principles of Learning from Cognitive Science .................. 79
How These Principles Can Inform Online Course Design and Teaching .................................................. 82
Reflections .............................................................................. 96

5 Motivating Elements: Course Policies, Communications, Assessments, and More ...................................... 107
Motivation, Effort, and Achievement ........................................ 107
Too Much of a Good Thing? ...................................................... 109
Categories of Motivators: Intrinsic and Extrinsic ......................... 109
Reinforcing and Punishing ....................................................... 110
Capturing Attention .................................................................. 110
Ensuring Relevance ................................................................... 112
Encouraging Goal Expectancy and Self-Efficacy ......................... 115
Creating Satisfaction ............................................................... 120
Fostering Social Belonging ...................................................... 121
Motivating as Our Major Task ................................................ 122
Reflections .............................................................................. 123

6 Developing Interactivity, Social Connections, and Community ................................................................. 131
The Effects of Interactions on Learning ..................................... 131
Student-Instructor Interaction .................................................. 133
Student-Content Interaction .................................................... 136
Student-Student Interaction ..................................................... 150
Interactions with Technology ................................................... 156
Reflections .............................................................................. 158

7 Making Accessibility for Everyone Much Easier ..................... 165
Why Use Student-Centered Design? ........................................ 165
Sources of Obstacles ............................................................... 167
Overcoming Obstacles ............................................................. 167
Guidelines and Standards for Designing Accessibility ................ 169
The Specific How-To’s of Ensuring Accessibility ......................... 171
Additional Resources and Advice ............................................. 187
Reflections .............................................................................. 188

8 Creating a Supportive Culture for Online Teaching ................. 195
The Importance of Quality in Online Courses ......................... 195
Faculty Challenges in Transitioning to Online Teaching .............. 197
Faculty Incentives and Support for Online Teaching ................... 200
Designing Effective Professional Development .......................... 206
Models for a Professional Development Program ....................... 210
Summary .............................................................................. 214
Reflections .............................................................................. 215
Appendix A: Online Course Development Checklist
   Course Beginnings 221
   Technology 224
   Assessments and Grading 225
   Course Materials 227
   Student Interactions with the Content, Instructor, and Peers 228

Appendix B: Accessibility Resources
   Strategies to Make Access to Course Materials Easy 231
   Ways to Make Accessible Document Files 233
   Ways to Design Accessible PowerPoint Presentations 236
   Captioning Resources 236
   Accessibility Checks 237
   Resources for Students 237

Index 241
To Emma, Abby, and Sophia—all future online students—and Leslie J. Briggs, former professor of instructional systems design at Florida State University, who asked the burning question: “What do models of teaching have to do with models of instructional design?”