

The UCI logo is centered on a white, star-shaped background with a decorative, overlapping pattern of light blue shapes. The background is a solid dark blue.

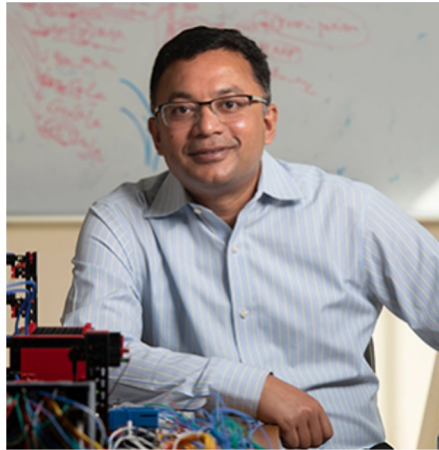
UCI

**Bright Past.
Brilliant Future.**

**PLA Challenge Project:
DTEI Toolkit and Associated Communication Plan for
Support of Online Course Development**

May 1, 2024

Who We Are



Mohammad Al Faruque
Engineering



Danielle Thomsen
Social Sciences



Thomas Martinez
Pharmaceutical Sciences



Kylie Pepler
Education & Informatics



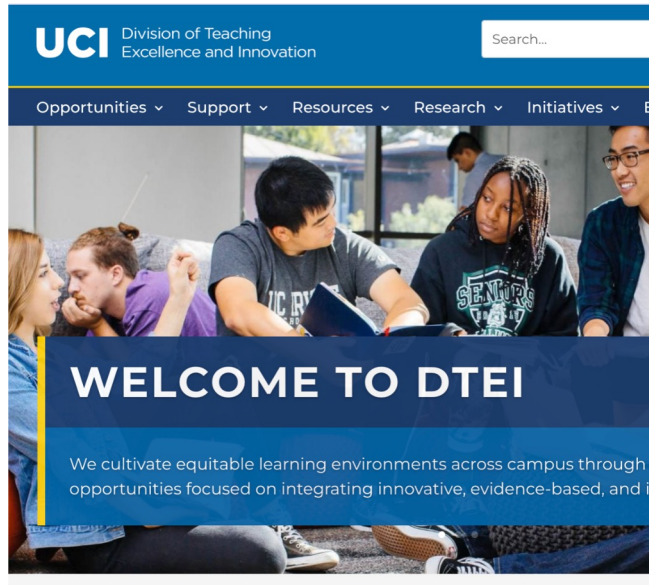
Charlie Zender
Earth System Science



Laura Ewell
Medicine

**Goal: Recommendations for Toolkit and
Communication Plan for Online Course
Development**

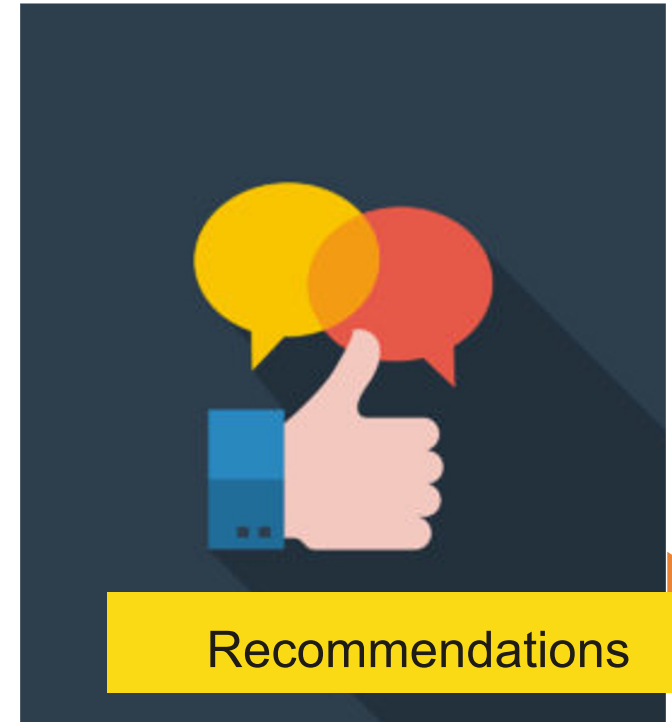
Overview



Review DTEI Resources



Interviews → Personas



Recommendations

1. Review of DTEI Resources

News & Blogs Events Calendar Contact

UCI Division of Teaching Excellence and Innovation

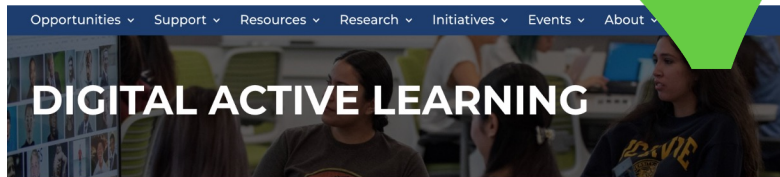
Search... Search

Opportunities Support Resources Research Initiatives Events About

- Pedagogy
- Inclusive Teaching
- Course Development
- Digital Learning
- Active Learning
- Generative AI

WELCOME TO DTEI

We cultivate equitable learning environments across campus through pedagogical development opportunities focused on integrating innovative, evidence-based, and inclusive teaching practices.



Bonwell and Eison describe active learning strategies as “instructional activities involving students doing things and thinking about what they are doing.” According to **Moore (1989)**, there are three types of interactions to focus on when designing active learning strategies: **student to content**, **student to student**, and **student to instructor**. Designing activities around these interactions will help ensure that your students are staying engaged with all aspects of your course. Remember, the goal of active learning is not simply for your students to do things, but to also think about what they are doing. As you learn more about the following strategies, consider how effective each would be in promoting the learning you desire from your students.

Remembering

Can learners recall or remember the content taught?

Engagement Ideas: [Updating Notes/Catch-up](#), [Skeletal Notes/Fill in the Blanks](#)

Understanding

Can learners explain ideas or concepts?

Engagement Ideas: [Check-in Questions](#), [Mind Dump](#), [One Minute Reflection](#), [Muddiest Point](#)

Applying

Can learners use the topic in a new way?

Engagement Ideas: [Role Playing](#), [Think/Write-Pair-Share](#)

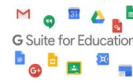
UCI SUPPORTED LEARNING TECHNOLOGIES

While **Canvas** supports many built-in features for teachers and students, third-party vendors add additional features and tools to help faculty further encourage student engagement and collaboration. The following is a list of recommended tools that you can integrate into your Canvas Courses to enhance the teaching and learning experience.



Ed Discussion

Ed Discussion is a powerful threaded online discussion tool that allows instructors with students to interact and helps scale class communication.



Google G-Suite

A free suite of tools offered by Google that enable instructors to better communicate with students, organize instructional content and encourage collaboration in their



Gradescope

A tool that allows handwritten assignments to be graded digitally and streamlines and standardizes the grading of paper-based, digital, and coding assignments.

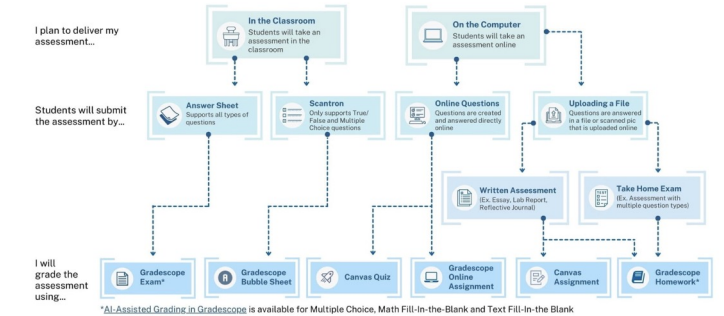


Perusall

A social annotation and collaborative tool that helps students engage with course material and peers. Perusall can be integrated with Canvas for seamless automatic scoring.

OPTIONS FOR ASSESSMENT DELIVERY AND GRADING

The Division of Teaching Excellence and Innovation (DTEI) hosts a **workshop series on Exam Digitization and Grading** to demonstrate how to use tools like Canvas and Gradescope to support the assessment delivery and grading process. Use the flowchart below to determine what online tools are most suitable for digitizing various assessment and grading scenarios.



Download a [PDF version of the Exam Digitization Options Flowchart](#)

Active learning techniques are clear and useful

Great tools, however hard to imagine how to actually use them in Canvas/learning environment

Digitization techniques useful for formatting/grading online assessments



Welcome to [Course Title]!
Instructor's Name | Quarter - Year | Class Time

Course Syllabus | Course Q & A | Emergency Resources

Welcome to your Course!

Here is the place reserved for a short welcome message & course description. You want to keep the paragraph short and sweet and direct them to various menu items and links to acquire important course information. You may also like to remind students to update their [Canvas settings](#) and the desired contact information to receive important course information in a timely fashion.

Please note, there are several homepage designs that are available for you to choose from: [Design 1](#) | [Design 2](#) | [Design 3](#) | [Design 4](#). There are also a variety of Canvas page designs for different uses which can be found in the Modules section of this sample. To learn how to edit these pages, refer to the [How-To Edit the DTEI Canvas Sample Guide](#). Finally, there are [5-week versions of the course sample](#).

DTEI Sample Canvas Course

Additional ideas:

- Template syllabus could exhibit best-practice contents
- Template could include complementary tools like PollEverywhere
- YuJa instructions could be added

Very helpful and professional

Areas to Expand / Improve

- Info on screen fatigue
- Content on podcasts
- Examples of engaging students to create their own digital content
- AI assessments and applications

Use clear and concise language to identify online teaching resources throughout the website. For example, instead of using generic terms like "faculty development," use specific terms like "online teaching workshops" or "online teaching consultations."



2. Faculty User Personas

Introduction of User Personas

Empathy is Important in Design

- Develop a deep understanding of the target audience.
- Decision-making tools by providing a clear picture of the end-users.
- Contributes to an improved user experience.
- Helps teams align communication strategies.
- Aids in identifying pain points and challenges faced by different segments of the community.





Name

Gabriela

Deborah

Peter

Edward

Rank

Professor

Assistant Professor

Associate Professor

Assistant Professor

Years Teaching

20+ years

4 years

11 years

6 years

Teaching Modality

In-Person

Online/In-Person

Online / Hybrid / In-Person /
Asynchronous

Online/In-Person

Years at UCI

2

4

6

6

TEMPLATE



Fictional Name

Background

-
- Prior teaching experience
- Online modalities used in their teaching
- Subject area, course content
- What's their tech proficiency?

Goals & Objectives

-
- What are they trying to achieve?
- What problems are they looking to solve?

“ Key Quote: Zot, Zot, Zot. ”

DTEI Experiences To Date

- Have they worked with DTEI before?
- Any other relevant professional development?

Behaviors & Preferences

-
- How do they design courses?
- What channels do they use to develop new courses?

Pain Points & Challenges

-
- Challenges faced with online teaching.
- What is their motivation to use DTEI to help their online teaching?

DTEI Toolkit and Communication Ideas

- Preferred method to how to find out about DTEI resources and assistance?

Typologies: Four Quadrant Model



Edward

5 years teaching. Technically experienced, looking for assistance with using technology to further equity in his teaching.



Peter

11 years teaching experience. Highly familiar with several online teaching modalities and background in learning theory. Needs help integrating advanced functions into large online courses.



Deborah

New to teaching. Needs help upskilling her teaching practices and learning how to develop an online class.



Gabriela

20+ years teaching experience, no online teaching. Unfamiliar with DTEI resources.

Tech-savviness

Teaching Experience



Peter

Background

Lecturer, 10 years teaching online and in-person
 Fully online (synchronous & asynchronous), hybrid
 Music, with strong understanding of learning theory
 Early tech adopter

Goals & Objectives

Student engagement and peer-to-peer learning
 Rich and helpful learning paths
 Automated means of low-stakes assessments
 Seamless integration of learning technologies with grading

“ Developing online content takes a lot of time and it feels like I have to do it all myself. With a heavy teaching load, the time burden is high. ”

DTEI Experiences To Date

Video production assistance
 Canvas redesign
 Invited to faculty innovation showcase
 Digital learning institute

Behaviors & Preferences

New online courses designed by modifying templates
 Independent research on new third-party learning technologies to integrate
 Designs Canvas sites, shoots/edits own video

Pain Points & Challenges

Need a data-driven dashboard to track student participation and progress (currently doing this in Canvas gradebook)
 All online development is done without TA help
 Departmental funds to cover costs of DTEI video services is rare
 UCI doesn't license his preferred teaching tools

DTEI Toolkit and Communication Ideas

Add licenses for Kaltura, VoiceThread
 Learning analytics
 No cost services associated with new video shoot/edits



Deborah

Background

.....

- New Assistant Professor
- No teaching experience, online or in-person
- School of Education
- Not tech savvy but can pick up new skills

Goals & Objectives

.....

- Make sure every student succeeds
- Learn how to use Canvas
- Learn effective online teaching methods
- Rapidly create new syllabi

Behaviors & Preferences

.....

- Not looking for heavy time investments
- Turns to TA over DTEI to support course development

Pain Points & Challenges

.....

- Short on time but tends to heavily invest time in teaching (e.g., grading, prep)
- Needs help to know how to free up time with teaching

“ I had no experience teaching and was thrown into both online and in-person teaching in my first year. DTEI services looked like they would take a LOT of time. I ended turning to my TAs to help me. ”

DTEI Experiences To Date

None – aware of the services but everything appeared to require too much of a time investment.

DTEI Toolkit and Communication Ideas

Assurances that DTEI involvement wouldn't take a lot of time
 Something like an Apple Genius bar she can walk up to for assistance
 Friendly support with teaching and coaching on when to stop investing in course prep. Pairing with Graduate Pedagogical Fellows.



Edward

Background

.....

Assistant Professor of Teaching
Engineering
Extensive DTEI involvement, considered the “first stop” for those in his department for Canvas help

Goals & Objectives

.....

Accreditation for DTEI upskilling
Capitalizes on DTEI when grants are available to improve his classes
Looking for free assets/grants to use DTEI services

Behaviors & Preferences

.....

Liked getting professional help on videos, etc.
Liked graduate fellows who helped over the summers.
Language in syllabi templates are useful.
Liked training on how to use tools for an equitable stance (pedagogical upskilling)

Pain Points & Challenges

.....

TAs are rarely trained. He has to get them up-to-speed.
department is research-focused, making teaching improvements a second-tier concern

“ Associate Department Chairs should all be familiar with DTEI in order to tap those in department who need support and allot resources accordingly. ”

DTEI Experiences To Date

Active Learning Institute
Video production services
Invited to faculty innovation showcase

DTEI Toolkit and Communication Ideas

Wants a clear understanding of what’s free and what’s for a cost.
Try to get DTEI services and participation valued in P&T review
Targeting Associate Deans/Chairs to be the primary point of contact



Gabriela

Background

.....

Professor
Taught 20+ years, never taught online
Has strong content area expertise
Not tech savvy

Goals & Objectives

.....

Interested in technical support for LMS
Integrated grade reporting. Canvas-to-WebGrades is a challenge for her.
Know how to edit a syllabus before it goes live.

“ I feel like I’m feeling my way through it, but I have no tutorials. ”

DTEI Experiences To Date

None

Behaviors & Preferences

.....

Unaware that DTEI resources exist
Deeply committed to teaching with equity at the core, so less interested in DTEI’s equity resources

Pain Points & Challenges

.....

Not knowing all the features of Canvas
Unaware of tutorials on the platform to show her how to learn the tool
Manually typing grades into Webgrade instead of importing from Canvas.

DTEI Toolkit and Communication Ideas

Popup tutorials (e.g., “what is the Big Blue Button”)

Targeted Recommendations

Tech-savviness



Edward

- Help me not to be the go-to resource for my department. Create infrastructure with my chair or dean so everyone knows what's available with DTEI.
- Come to me when there are innovations to try or free services to leverage
- Let me know how to improve my pedagogy in an equity-based manner.



Peter

- Understand and build on my experience-to-date
- Help me create higher-quality materials, updating old videos, upping production quality
- Leverage my insight
- Come to me when there are innovations to try
- Free services for high-quality production for new courses
- Tap for peer leadership



Deborah

- Recognize that I'm overwhelmed. Services need to be in micro-doses that are highly relevant and just-in-time.
- Pair me with pedagogical fellows
- Sample Canvas sites and peer network
- Help me document these efforts for P&T
- Help me streamline this workload so I have time for research
- Help show my department that new teachers shouldn't have to develop in such a range of modalities



Gabriela

- I need technical solutions and knowhow. Invest in upgrades and Smart Tip enactment in Canvas.
- Develop FAQs around streamlining workloads.
- I can provide expertise in equity minded teaching for peers.
- Tap for peer leadership.

Teaching Experience

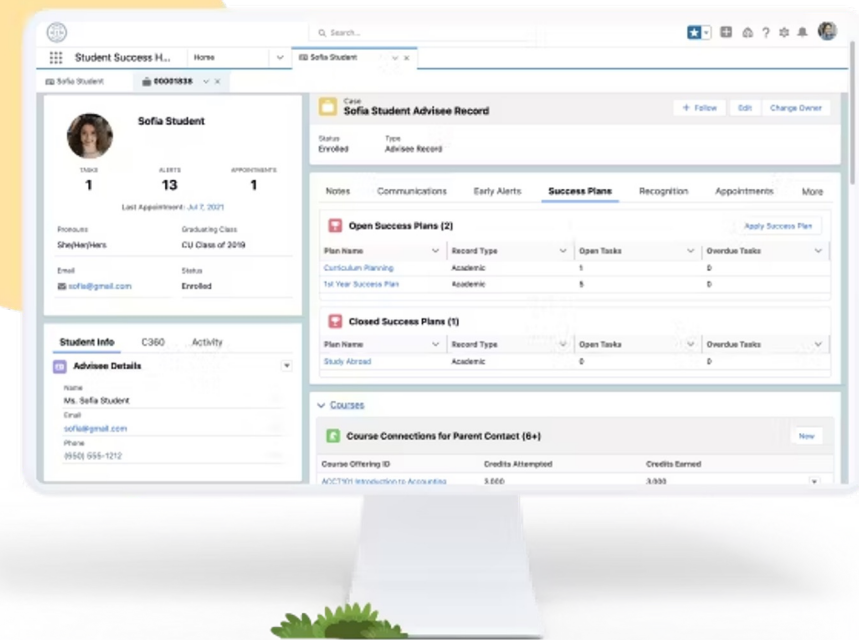
3. Toolkit and Communications Design Recommendations

SalesForce-Powered Communications Solutions

Personalized Professional Development

- How many years of teaching experience? Which courses?
- Online, in-person, or hybrid?
- Which certifications and relevant teaching awards received?
- What are the key pain points?
- Which department?

Ability to match expertise of staff, services, tools and communications materials with faculty needs and desires



Evaluation: Data-Driven Insights

System Usability Scale (SUS)

<i>Direction: Please consider all of your past experiences using DTEI Services</i>						
System Usability Scale						
SUS1. I think that I would like to use the DTEI services for my next course development.						
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
SUS2. I found DTEI services lessons to be unnecessarily complex.						
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
SUS3. I thought the DTEI services were easy to use.						
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree
SUS4. I think I would need additional support to be able to use the DTEI services.						
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree	Strongly Agree

Net Promotion Sc

NetPromotion1. I will participate in a DTEI program in the future if it is available.					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree
NetPromotion2. If a colleague was able, I would suggest they participate in DTEI's learning program.					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree
NetPromotion3. I would recommend that next year's teachers participate in a DTEI program.					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly Disagree	Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Agree

DTEI Toolkit Inspiration

Online Learning Platforms

 coursera



 udemy

 SKILL
SHARE.

 Khan Academy


PLURALSIGHT

 codecademy

 Future
Learn

 UDACITY

Including features like...

Diverse Course Catalog

Self-Paced Learning

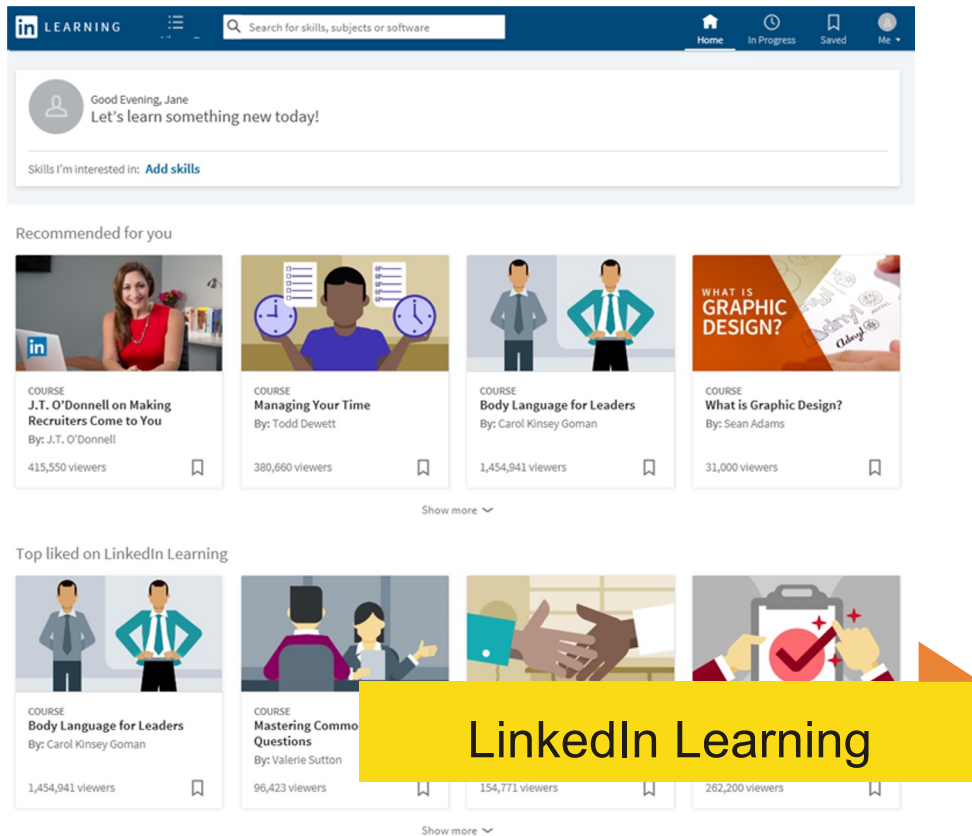
Multimedia Content and Examples

Certification and Credentials

Community Interaction

Specialization Tracks for Various
Typologies

DTEI Toolkit Inspiration



Personalized Professional Development

- "Top picks for [Faculty Name]"
- "Search the top skills for _____"
- "This week's top tech tips"
- "New releases"
- Manage Certifications
- "Trending Topics"
- "My goals"
- "Learning Paths"

Faculty insights / profiles to be paired with bite size resources for upskilling



Thank you!

Mohammad Al Faruque
Engineering

Danielle Thomsen
Social Sciences

Thomas Martinez
Pharmaceutical Sciences

Kylie Pepler
Education & Informatics

Charlie Zender
Earth System Science

Laura Ewell
Medicine