College of the Arts Digital Learning Guidelines

1. The College of the Arts and Digital Learning Innovations affirm that a high-quality digital learning experience is of critical importance for our students' success.

2. Courses scheduled for Online Synchronous, Hybrid, or Asynchronous modalities are to utilize an approved D2L build listed on the KSU Course Modality Database.

3. As individual teaching assignments encompass all facets of a course's preparation, it is the scheduled faculty member's responsibility to ensure that they are using an approved D2L asynchronous, hybrid, or synchronous modality course shell.

4. New, unreviewed, and 5-year renewals of D2L course builds can be assessed and added to the KSU Course Modality Database by requesting an Instructional Designer to conduct a course review.

5. COTA Office of Dean will assess Instructional Designer reviews to make a final determination for endorsement and listing a course on the KSU Course Modality Database, enabling unit leaders to schedule a class in an approved modality.

6. Acknowledging the value of D2L course assets, an approved asynchronous build can be used to support the course's delivery in a lighter online modality (i.e. hybrid, synchronous) without requiring a rereview, although enhancing a synchronous or hybrid course to be offered as asynchronous would require a review.

7. Due to the unique nature of special topics, directed studies, and minimal D2L course components expected in ensemble, independent student research, thesis, and internship courses, COTA DLAC representatives and unit leaders (Chairs, Directors) may jointly authorize individual course sections to be scheduled without being listed on the KSU Course Modality Database.

8. Faculty are encouraged to pursue online instructional PD through DLI Professional Development, Owltrain D2L, or 1:1 Instructional Designer/UITS consultation.

9. Enclosed are COTA Guidelines, best practices, and strategies to help optimize your Face to Face, Online, Synchronous, Hybrid, and Asynchronous modality courses.

Guidelines and best practices for Face to Face, Online Synchronous, Hybrid, and Asynchronous Modalities

Face to Face, Online Synchronous, Hybrid, and Asynchronous COTA courses should include the following:

Define Your Learning Objectives:
When designing an asynchronous, synchronous online, or hybrid course identify clear and measurable course learning objectives and module learning objectives using Bloom's Taxonomy Verbs. What do you want students to learn and achieve by the end of the course? These objectives will guide your course design. What should students achieve in each module to accomplish the course learning objectives?

Content Selection and Organization:
Determine the core content that needs to be covered in the course. Organize it into modules or units, ensuring a logical flow of topics. Consider what content is best suited for each format (asynchronous, synchronous online, or hybrid).

Course Learning Materials:
Develop a variety of learning materials, including presentations, readings, videos, and interactive activities. These materials should align with your course and module learning objectives while engaging students. Regardless of instructional modality, a course syllabus shall be uploaded to D2L and made accessible to registered students no less than one workday before the first scheduled class meeting of the semester (one work day before the first day of the semester for classes with no scheduled meeting time (i.e. asynchronous)).

Assessment Strategies:
Design assessments that align with your course and module learning objectives. Consider different assessment types like quizzes, essays, projects, and group discussions. Ensure that assessments are adaptable to each format (asynchronous, synchronous online, or hybrid).

Instructional Strategies and Tools for Each Course Modality

Face-to-Face:
For in-person classes, plan interactive activities, discussions, and hands-on exercises. These activities can also be posted on the learning management system (D2L). Create physical and online materials and resources as needed. Ensure that the classroom environment is conducive to learning.

Online Synchronous:
Develop a schedule for live online sessions using video conferencing tools. Ensure that these sessions are interactive and engage students in discussions, group work, and activities. Record sessions for later access. Make sure students can access the assessments. Organize content into modules or units, and make it accessible 24/7.

Asynchronous:
Use the learning management system, D2L to host course materials. Organize content into modules or units, and make it accessible 24/7. Provide discussion forums, assignments, and quizzes with clear instructions.

Hybrid:
Determine how you'll blend face-to-face and online components. Define which parts of the course will be delivered in each format. Ensure seamless transitions between the two. Organize content into modules or units, and make it accessible 24/7. Make sure students can access the assessments

Instructional Tools and technology:
Identify and integrate the necessary technology and tools for each format. This may include video conferencing software, learning management systems, multimedia tools, and collaboration platforms.

Accessibility and Inclusivity:
For all course modalities (face-to-face, asynchronous, online synchronous, and hybrid) ensure that all online course materials and activities are accessible to students spanning a range of abilities and learning styles. Provide alternative formats for content, closed captions for videos, and accessible design. Use your universal design report to see areas for continuous improvement.