

Opportunities for Professional Growth

Moving Your Course Online

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August 14, 2020

Please be aware that this session is being recorded.

This session is being recorded and registrant information may be requested by the Learning Technology Assistant meeting co-host (Jeanette Wu) via private chat.

Territory Acknowledgement

We acknowledge with respect the Lekwungen peoples on whose traditional territory the university stands and the Songhees, Esquimalt and *WSÁNÉĆ* peoples whose historical relationships with the land continue to this day.

Today's Plan

- 1 Overview of the Course
- 2 Principles for Online Learning
- 3 Course Design:
 - ▶ Learning Outcomes
 - ▶ Assessments
 - ▶ Content Delivery
- 4 How to make use of these investments in future courses?

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I am not giving you a lecture today. Think of it more as a framework for discussion. You are free to jump in via the chat or raise your hand and share your own experiences.

ECON 204: About the Course

- 2nd Year Intermediate Macroeconomics.
- Part of the core of our program.
- Math/Graphing based (but with an emphasis on the big picture).
- I have taught the course 6 times at UVic.
- Enrolment is 90 students. Mostly business and economics students. Roughly 50% international students.

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My underlying motivation is to treat this as the last macroeconomics course a lot of students will take!

Principles for Online Learning

- ① Flexibility
- ② Innovation and Conservatism
- ③ Structure
- ④ Academic Integrity

Principles for Online Learning

1 Flexibility

- ▶ Assumption: My students may be living anywhere in the world, in a variety of situations. They may have jobs or problematic roommates. They may have internet connection issues.
- ▶ In addition, we know that students have different learning styles and levels of commitment.
- ▶ Application 1: This principle guided my choice of an asynchronous learning style.
- ▶ Application 2: My exams were open for periods of 48 hours.

2 Innovation and Conservatism

3 Structure

4 Academic Integrity

Principles for Online Learning

- 1 Flexibility
- 2 Innovation and Conservatism
 - ▶ There is a tension between my desire to be innovative and the safety of being conservative in course delivery choices.
 - ▶ Application 1: I didn't commit to fully asynchronous or synchronous on the syllabus.
 - ▶ Application 2: Not a good time to introduce sweeping changes to course content.
- 3 Structure
- 4 Academic Integrity

Principles for Online Learning

- 1 Flexibility
- 2 Innovation and Conservatism
- 3 Structure
 - ▶ My past experience with online courses taught me that, more than ever, structure is important. Students need to know how to navigate the course!
 - ▶ Application 1: Set up course in small modules and clearly delineate readings, suggested problems and how they are related to assessments.
 - ▶ Application 2: There is some sort of assessment every week, even if it is small.
- 4 Academic Integrity

Principles for Online Learning

- 1 Flexibility
- 2 Innovation and Conservatism
- 3 Structure
- 4 Academic Integrity
 - ▶ It is important to maintain academic integrity. This means being clear about what this means!
 - ▶ Application 1: I allowed “open book” on exams and quizzes. However, I made it clear that working with or copying other students was unacceptable. First question of the exam made this clear.
 - ▶ Application 2: I backed it up by investing a large amount of time in exam creation. Variety of questions and problem styles.

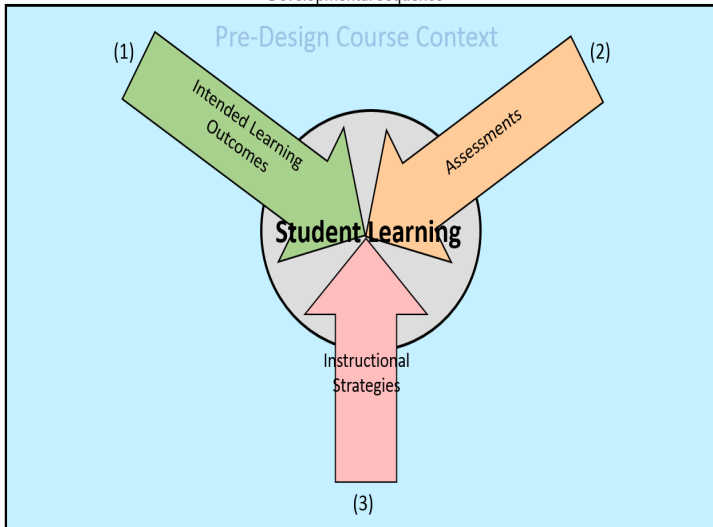
Principles of Online Learning

- ① Flexibility
- ② Innovation and Conservatism
- ③ Structure
- ④ Academic Integrity

Am I missing anything?

The Learning-Centred Approach to Course Design

Developmental Sequence



Intended Learning Outcomes

- A Confession: I cheated here!
- I picked the “topics” instead of the learning outcomes. This is quicker, but I think it weakened the course.
 - ▶ Creating Exam Questions: I start from the learning outcome I want to test and design the question appropriately.
 - ▶ Course Content: I lecture with more purpose and clarity when I have clear learning outcomes designed.
- There is an opportunity to improve the course here. However, in a 6 week course that I was adapting on the fly for online use I had to triage.

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I didn't live up to two of my principles: Innovation and Structure. Opportunity for future growth in course design.

Assessments

Component	Scheme 1	Scheme 2
Quizzes (Best 3 of 4)	15%	0%
Problem Sets (Best 3 of 4)	15%	0%
Midterm	30%	50%
Final	40%	50%

- Week 2,3,5,6: Quiz before lectures and Problem Set at end of the week.
- Week 4 and 7: Exams

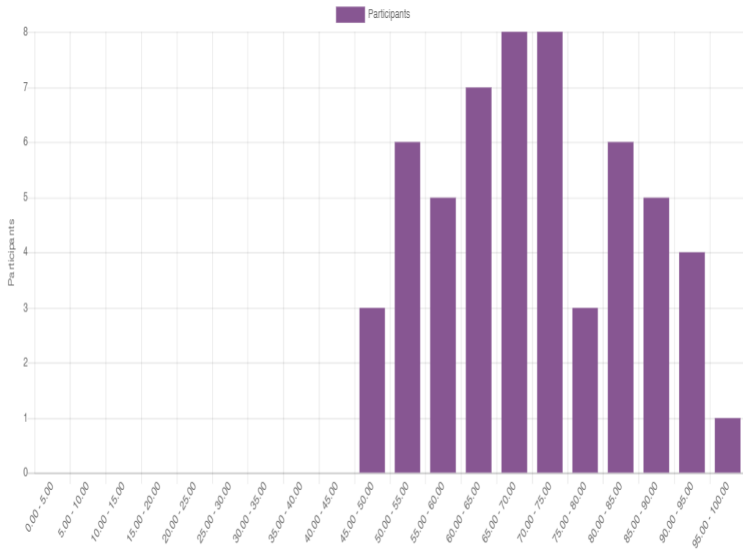
Exams

- Flexibility: Open for a 48 hour window.
- Academic Integrity:
 - ▶ Timed Exam. Only view one question at a time.
 - ▶ Academic Integrity Statement at the beginning of exam.
 - ▶ 3 styles of question: MC, TFU, Problem Solving (attach work as .pdf, .doc or .jpg file)
 - ▶ Every question had an “exam bank” of 4 randomized questions. Scramble the answers. Basically, no two students wrote the same exam, but the questions within the bank tested the same “learning outcomes”.
 - ▶ I created a practice exam with unlimited attempts and same features so students could adapt to this new test taking style.

Examples:

- 1) The Cobb-Douglas Production Function is a useful way to think about aggregate supply because the shares of income going to income and capital are always constant over time.
- 2) The Cobb-Douglas Production Function is a useful way to think about aggregate supply because it captures the fact that aggregate productivity is relatively constant over time.

Overall number of students achieving grade ranges



Exams

- Downside:
 - ▶ Lots of work creating the exam.
 - ▶ I still caught some cheaters, though they didn't prosper.
 - ▶ Hard to have TA mark TFU questions.

Does anyone have relevant experience with other “styles” of exam problem that are easy to adapt to online learning situations and also easy to have TAs mark objectively?

Content Delivery

- Course structured as 6 week long “units”.
- Broken up into smaller sub-units.
- Within each unit I created short instructional videos. I also show the relevant readings, problems, etc.
- Twice a week I “lecture”. I record the lectures and post after (flexibility). I am using a much more “flipped” style in these lectures. Heavy use of poll questions!
- Twice a week I hold “virtual office hours”.



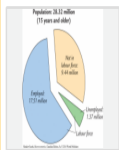
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Course Administration

Unit 1: Introduction an...



Unit 2: A Simple Model ...



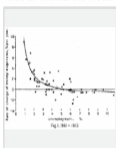
Unit 3: Money



Unit 4: The IS-LM Model



Unit 5: The AD-AS Model



Unit 6: Open Economy ...



Technical Support

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Student Technology Guide

UVic Teach Anywhere

Please visit uvic.ca/covid19 for the most up-to-date information about COVID-19.

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Course Administration

[Unit 1: Introduction and Measurement ▶](#)

This is where I will post the syllabus, course introduction and other administrative documents.

 [Main Course Forum](#)

 [Syllabus](#)

275.5KB PDF document

 [Course Feedback](#)

 [Course Schedule](#)

 [Zoom Invitation](#)

 [Course Intro Quiz](#)

 [Instructor Welcome](#)

 [Poll Questions](#)

251.3KB PDF document

 [Midterm Information](#)

437KB PDF document

 [Practice Midterm Activity](#)

 [Midterm Activity](#)

Jump to... 

[Unit 1: Introduction and Measurement ▶](#)

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Turn editing on

Unit 1: Introduction and Measurement



1. Unit 1: Introduction and Measurement

1.1. Introduction to Macroeconomics

Welcome to Unit 1.1 of the course. You may be asking yourself: What is Macroeconomics? That is one thing that the first video is meant to address. I also introduce you to economic models as well as some terminology that will be important in this course.

Unit_1_1 Wikipedia Definition

- **Microeconomics:** The study of the behaviour of individual households and firms and how they make decisions about the allocation of limited resources.
- **Macroeconomics:** The study of the performance, structure, behaviour and decision making of the economy as a whole, as opposed to individual markets.

Table of contents

1. Unit 1: Introduction and Measurement

1.1. Introduction to Macroeconomics

1.2. Measuring Gross Domestic Product

1.3. The Price Level and Interest Rates

1.4. The Labour Market

Technical Support

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Student Technology

Students should be familiar with the model of supply and demand from first year. I also expect you to be comfortable working with linear functions. The following video addresses these skills.

The screenshot shows a video player interface. The title bar reads 'Unit_1_1_2 The Market for Pizza'. The main content area contains the following text:

- Demand:
 $Q^d = D(P, Y)$
Where P is the price of a pizza, Q^d is the quantity of pizza demanded and Y is the level of income that potential consumers of pizza have.
- Supply:
 $Q^s = S(P)$
Where P is the price of a pizza and Q^s is the quantity of pizza supplied.
- What is a function?
 $y = f(x)$ $z = f(x, y)$ $Q^d = D(P, Y)$ $Y = F(K, L)$

At the bottom of the video player, there is a progress bar at 0:00 / 17:28, a volume icon, a 1x zoom icon, and a settings icon. The video player also shows the name 'Kevin Andrew' and the text 'Search and Download Models' and 'July 5, 2020 3/18'.

for the most up-to-date information about COVID-19.

Summary:

Reading: Sections 1.1 and 1.2 of the text.

Recommended Practice Problems: None

Deliverables: There may be multiple choice problems related to this chapter on Quiz 1. Concepts from this chapter could be on Problem Set 1.

Key Terms/Themes:

1. Macro vs. Micro economics.
2. What is a model?
3. Endogenous vs. exogenous variables.
4. Supply and Demand Model.
5. What is a Mathematical Function?
6. Microeconomic foundations of Macroeconomic Models.
7. Real vs. Nominal variables (will cover this in much more detail later).

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Over the course of the semester I have gravitated towards shorter videos. I have also experimented with lecture styles. I am curious to know what is working for others?

Moving Forward

- I suspect that online course delivery will become more prevalent moving forward. As a young academic I want to master this platform.
- Two relevant economics concepts:
 - ▶ Value Added: When McDonald's sells a Big Mac, the Beef and Bun don't get added to GDP. But the "Special Sauce" does!!! Need to think about what the "Special Sauce" of the University Experience is!
 - ▶ Investment: We are all doing a lot of work now that will (hopefully) pay off in the future! How to make it pay off *after* this current crisis is over.

My Value Added

- There may not always be a need for “chalk and talk” instruction. The YouTube All-Stars may corner that market for core courses!
- What is my value added?
 - ▶ Instilling a love of lifelong learning.
 - ▶ Interacting with passionate students. Pointing them in the “right direction” based on their interests.
 - ▶ Providing Feedback (creating and grading assessments).
 - ▶ The Ah-Ha moment when a student finally “gets” something.
- This is why there will **always** be a need for face to face instruction in some form.
- A warning:

Quality Face to Face Instruction \approx Quality Online Instruction

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Investment

- What sorts of things can I use moving forward?
 - ▶ Learning outcomes and structure.
 - ▶ Instructional videos. Many students are visual/auditory learners. Some may still prefer the text. Flexibility!!!
 - ▶ I will try to use polls/quizzes in my lectures from now on. I was hesitant before.
 - ▶ I want to expand the styles of exam questions I give.

Time for Reflection

- Value Added: What are other ways that instructors can add value to their courses? How can the university as a whole improve the quality of the educational experience by leveraging the “best of both worlds?”
- Investment: What are other ways to use the skills and strategies from this experience in our face to face courses moving forward?

This is the time for everyone else to weigh in and for me to learn!

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