Pre-Session Question Time!

What pedagogical strategy or instructional technology have you found most useful in the past year?

Please add your answer to the Session Chat!
From Seed to Blossom:
Pedagogical and Technological Growth at Montclair State University
Who We Are

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**Session Objectives**

01. **For Instructional Designers, Technologists, etc.**
   - Recognize our shared goals as instructional designers seeking similar faculty development outcomes at different institutions.
   - Compare faculty development initiatives across institutions and exchange ideas on successes and challenges.

02. **For Faculty & Staff**
   - Identify tools and technologies available to enhance teaching and learning in your courses.
   - Generate inspiration for use of new technologies based on ways faculty are using tools at other institutions.
Advancing Pedagogically

Part 1
Standardizing Course Design

Challenge

Collaborating with faculty on course design projects requires thoughtful attention to how the course facilitates learner-learner, learner-content, learner-instructor interaction.

Solution

Montclair’s OCIA Model offers a standardized format to reference while composing learning units/modules, encouraging all necessary combinations of interaction and engagement.
Standardizing Course Design

Orientation
The orientation sets the learning context for each learning module and includes learning objectives, and module requirements.

Content
Each learning module’s content includes all information students need to begin the learning process and engage with concepts introduced.

Interaction
Include multiple opportunities for asynchronous or synchronous interaction and reflection in your course. Examples include discussions, synchronous web meetings, group activities and tools that support student engagement (i.e. Flipgrid, Voicethread).

Assessment
Assessment is an opportunity for students to demonstrate that they have achieved the objectives you challenged them to master.
Module 1: [ADD TITLE HERE]

M1: Orientation

- **Module Introduction:**
  [ADD A SHORT INTRODUCTION TO THE MODULE, DESCRIBING WHAT WILL BE COVERED IN THAT WEEK. THIS IS GENERALLY 3-5 SENTENCES]

- **Learning Objectives.** By the end of this module, you will be able to ... [ADD OBJECTIVES, NO MORE THAN 5 PER MODULE]

- **Requirements.** A summary of all the required activities and assignments. [ADD THE SPECIFIC DEADLINES FOR ANY ASSIGNMENTS OR ACTIVITIES REQUIRED IN THIS MODULE]
  
  - For example:
    - Complete the readings, view the assigned videos, and review the PPT files in the module content area. (Due by Wednesday at 11:59 pm EST, prior to participating in discussions)
    - Submit the outline for the module analysis. (Due no later than Wednesday by 11:59 pm)
    - Post your response(s) to the M1: Discussion (Due by Thursday, 11:59 EST), and reply to other students' posts in the class discussion. (Due by Sunday, 11:59 pm EST)
    - Complete the M1 Quiz (Due by Saturday, 11:59 pm EST)

M1: Content

(List all of the course materials below. Please state what is optional vs. required for students.)

A. **Readings:** List readings including book/chapter(s), websites, journal articles, etc. here.
   [Required]
   [Optional/Supplemental]

B. **Videos/Multimedia:** [Optional/Supplemental]

C. **Exercises:** [Optional/Supplemental]

M1: Interaction

(This may include online discussions, group activities, collaborative tools, etc.)

[ADD SPECIFIC INSTRUCTIONS, QUESTION PROMPTS, RUBRICS AND OTHER DETAILS]

M1: Assessment

Please write clear directions explaining any assignments you want students to complete.

[ADD DETAILS FOR ANY GRADED ASSIGNMENTS WHICH MUST BE COMPLETED OR WORKED ON DURING THIS MODULE]
Challenge: Faculty utilize Canvas to varied extents due to differing levels of expertise with the platform.

Solution: Montclair’s OCIA Model offers a standardized Sample module which is included by default in all Canvas courses each semester.
Module 1: [Title & Duration]

M1: Orientation: [Introduction to the Module]

M1: Content: [Title]

M1: [Interaction/Activities]

M1: [Assignment, Projects, Test/Quiz] 100 pts
M1: Orientation: [Introduction to the Module]

[ADD A BRIEF DESCRIPTION OF THE MODULE]

Learning Objectives

By the end of this learning module, you will be able to:

1. [ADD MODULE SPECIFIC LEARNING OBJECTIVE 1]

Requirements

[List specific requirements and deadlines]

1. [Complete the readings and view the assigned videos in the module content area. (Due by Sunday, 11:59pm EST)].
2. [ Participate in the interaction/activities. (Due by Sunday, 11:59pm EST)]
3. [Complete the assignment. (Due by Sunday, 11:59pm EST)]
Challenge
The design and information included in course syllabi lacked consistency across courses, especially for new instructors or adjuncts unaware of the various support services for students.

Solution
Montclair’s syllabus template offers a standardized design while including a list of student support resources to ensure all students are made aware of the support and resources available to help them.
Course Title

This course runs from [Date 1] to [Date 2]

Course Modality:

Class Meeting Specifics:

Professor Information

- Professor Name:
- Department:
- Office Location:
- Availability/Office Hours:
- Email:
- Phone #:

Course Description

[Suggestion: To align with students' expectations, use the catalog or standard department course description to at least start your course description.]
University Policies

- **COVID Health & Safety**: See Red Hawk Restart for community requirements.

- **Academic Honesty and Integrity**: are University values, and dishonesty will result in repercussions. Be sure to seek out clarification from me, your instructor, the Center for Academic Success and Tutoring, and the Center for Writing Excellence.

- **Student Rights and Responsibilities**: Find out more about your rights as well as your related responsibilities.

- **Inclusion of Students with Disabilities**: The Disability Resource Center assists students with disabilities in receiving accommodations to equalize access. To register for services provided by the DRC, students must complete an application and provide documentation using the AIM web portal.

- **Campus Climate for Civility and Human Dignity**: Familiarize yourself with the University’s policy on fostering an atmosphere of respect, understanding, and goodwill.

- **Sexual Violence Policies and Support Available**: The University is committed to a safe environment. If you share sexual misconduct information with instructors, your instructor is required to report this to the Title IX officer.

- **Preferred Name**: Students may select their preferred name for use at the University. If you need to adjust your preferred name, apply online.

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Campus Resources

- **Red Hawk Central**: The first stop for administrative questions, Red Hawk Central is home to Student Accounts, Financial Aid, and the Registrar. Live chat available.
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<th>Faculty Development</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td><strong>Summer Institute</strong></td>
</tr>
<tr>
<td>2</td>
<td><strong>Spring Symposium</strong></td>
</tr>
<tr>
<td>3</td>
<td><strong>Assessment Practices Series</strong></td>
</tr>
<tr>
<td>4</td>
<td><strong>Preparing for Upcoming Semesters</strong></td>
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<tr>
<td>5</td>
<td><strong>Fridays with ITDS</strong></td>
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Online Program Course Design

Subject Matter Expert (Faculty)
Offers insight and feedback on:
- Developing relevant, timely content rooted in industry trends and observations in the field.
- Curriculum insight, designing courses thoughtfully with consideration to prerequisites and program sequence.
- On-the-ground experience of successes and challenges in the classroom, with consideration of student evaluations (if available).

Instructional Designer
Offers insight and feedback on:
- Alignment of content and activities with course & module learning objectives.
- Designing courses in tandem with best practices and standards to facilitate student success (UDL, QM, accessibility).
- Instructional technologies available to enhance discussions, activities, and assessments, both in-class and online.

Completed Course Design
This successful collaboration results in:
- Multiple and varied avenues for students to demonstrate achievement of learning objectives.
- Leveraging of Canvas and instructional technologies to supplement and enhance the learning experience, and greater instructor confidence with these technologies.
- Enhanced instructor presence in online courses through multimedia content.
Note: You must accept the FSBUS Academic Integrity Pledge in the Getting Started module, in order to access all modules.

- **Getting Started**
- **Module 1: Introduction to Corporate Finance**
- **Module 2: Basics of Ratio Analysis and Time Value in Money**
- **Module 3: Discounted Cash Flow Analysis**
- **Module 4: Bond Markets**
- **Module 5: Stock Markets**
- **Module 6: Capital Budgeting Investment Criteria**
- **Module 7: Risk and Return**
- **Module 8: Calculating Cost of Capital**
Module 7: Risk and Return

M7: Orientation

- **Module Introduction:**
  In this module, we discuss the main financial securities that comprise the financial markets. Students will be able to calculate the historical risk and return of financial instruments, and be introduced to basic statistics used in financial calculations. Efficient markets theory will also be introduced and discussed.

- **Learning Objectives:** By the end of this module, you will be able to...
  
    - Define the main types of financial securities.
    - Calculate and discuss the historical rate of return of a variety of financial securities.
    - Calculate the basic statistical metrics used in finance such as variance and covariance.
    - Explain what efficient markets theory is and why it is important.

- **Requirements:** A summary of all the required activities and assignments:
  
    - Complete the readings and view the assigned video lectures & accompanying slide decks. (Due by Wednesday, 11:59pm EST)
    - Participate in the Module 7 Discussion. (Due by Sunday, 11:59pm EST)
    - Complete the Module 7 Homework assignment. (Due by Sunday, 11:59pm EST)

M7: Content

(List all of the course materials below. Please state what is optional vs. required for students.)

S. Readings: Ross, Westerfield, & Jordan, Fundamentals of Corporate Finance, Chapter 12

T. Videos/Multimedia:
   
   a. Lecture 1: Financial Markets
   b. Lecture 2: Financial Market Returns
   c. Lecture 3: Average vs. Geometric Returns
   d. Lecture 4: Standard Deviation and Variance
   e. Lecture 5: Normal Distribution
   f. Lecture 6: Covariance and Correlation
   g. Lecture 7: Efficient Markets Hypothesis

M7: Interaction

(This may include online discussions, group activities, collaborative tools, etc.)

Each student will need to pick one news story (or potentially more if they are related) from the financial press and present it back to the group. Your choice of news story is up to you. Use the following structure to frame your discussion:

- What’s the headline?
- What does this mean?
- Why is this important to the economy?

M7: Assessment

Please write clear directions explaining any assignments you want students to complete.

- Homework assignment in McGraw Hill Connect
Module 7: Risk and Return

Module 7 - Week 7 (Monday, April 11, 12:01am – Sunday, April 17, 11:59pm EST)

- M7: Orientation
- M7: Content
- M7: Discussion - Financial Press Article
  Apr 17 | 100 pts
- M7: Assessment - HW 7
  Apr 17 | 100 pts
Advancing Technologically

Part 2
Two Objectives

Supporting students’ ability to:

Access

Engage

Tools:
- Canvas
- DesignPLUS
- Blackboard
- Panopto
- Poll Everywhere
- Kahoot!
- Perusall
- voicethread
- hypothes.is
Montclair’s Learning Management System (LMS)
Adopted in 2014 after transitioning from Blackboard
Standardized syllabus and module templates in every course
Regularly offered training classes for various topics:
  - Gradebook
  - Quiz & Assessment creation
  - Leading Discussions
  - Rubrics
Ally

Scans files and returns an accessibility score with guidance on how to improve.

- .doc/.docx, .pdf, .ppt/.pptx, files supported

Produces alternative formats for uploaded files:

- EPUB
- Braille
- Audio
- HTML
- Tagged PDF
CidiLabs DesignPLUS

Allows for greater customization and control over Canvas page design, as well as additional features.

Allows for creation of:
• Content blocks
• Tabs and Accordions
• Module progress bars
• Buttons and icons
• Table customization (sorting, row-hovers)
• Module listing
Example Page Layouts w/ DesignPLUS
**Panopto**

All-in-one video platform (hosting, recording and editing)

Some of Panopto’s other features include:

- Video quizzes and CFU’s
- Ability to edit/trim recordings (and undo edits/trims)
- Automatic captioning/transcription services
- PowerPoint/Keynote slide capture
- Ability to allow student submissions
Viewing a Panopto Video
The Panopto video below is presented via the Embedded Video Viewer. Students may use the "Watch in Panopto" button to view the enhanced Panopto Video Viewer, which allows for more features such as advanced captions/transcripts, adjustment of video playback speeds, the creation of bookmarks within the video students can refer back to, and more!
Social Annotation Tools

- Makes the solo-experience of reading social
- Allows for close reading, annotation, discussion
- Building community around readings
Flipgrid

- Online discussion tool
- Allows for video responses to discussion prompts
- Helps support interpersonal connection in asynchronous environments
VoiceThread

Discussion tool centered around documents, audio and/or video

Students can comment anywhere via:

- Text
- Video
- Voice

Great way to connect discussion with content
Polling Tools

• Quick, informal quizzes or surveys
• Help to break up the typical lecture pattern
• Can serve as a formative assessment tool during lecture
  • Encourages metacognitive thinking in students
  • Allows instructors to identify weak points
Kahoot & Poll Everywhere

CFU 1 of 4: How would you rate your understanding of macromolecules and their functions?

I can explain this topic to others: A
I'm pretty sure I understand this topic: B
I'm having a bit of trouble understanding this topic: C
I'm totally lost on this topic: D

Respond at PollEv.com/chrispetrill391
Text CHRISPETRILL391 to 22333 once to join, then A, B, C, or D.
Questions?
Thank You!

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