

**Capstone Project Title:** "From Room to Zoom: Going Online with MU Extension"

Presented in an analogy format, I will introduce learners to the community of online MU Extension users. I will explain that creating your first online project is very similar to creating a building in an area where you don't know the language, are not familiar with the people, and you are unsure of the building codes and restrictions.

First, we will look around our neighborhood. (*community building*)

Next, we will identify what we need in a site location and how to speak the language. (*parameters and terminology*)

Next, we will decide what type of items we need to include that will best serve our tenants. (*instructional design*)

Then, we will identify which type of technology needs to be included in our building. (*educational technology*)

With those basic building "codes" in place, we will discuss the management of a site by introducing the cycles involved (*course management process*)

Then we will discuss the options available for the various account types we have in MU Extension to provide guidance for selecting a site type. (*course mapping*)

Lastly, we will talk about recommended next steps by discussing the other course offerings LTS provides for more information on specific topics.

**Terminal Objective:** Learners who complete this course will be able to analyze their project to determine what is needed to prepare for the creation of an online offering with MU Extension.

**Module Overview and Objectives:**

## Chapter 1: Welcome to the Neighborhood

After completing this chapter, learners will be able to do the following:

- Navigate through the MU Extension Canvas platform as a student.
- Use Zoom as a student
- Identify the services available to them through MU Extension.

Module Title	Topic Pages	Learning Objective	Learning Activity	Learning Evaluation	Notes	Added to Course
Chapter 1: Welcome to the Neighborhood	Welcome	Overview of Course				
	Pre-Instruction Survey	To determine what is known before course begins. To help instructor understand level of current students	Quiz-Complete Survey	None	Will be compared to post-instruction survey	
	Getting Back Into Extension Canvas	To ensure learners understand how to find their canvas course after they log out.	Directions for signing in	Being able to sign back in	Varies with enrollment method	
	Getting around Canvas	To instruct to learners how to move around Canvas	Directions for accessing modules, submitting assignments and quizzes, asking questions	Being about to navigate Canvas		
	Getting Comfortable with Zoom	To instruct learners how to use Zoom for synchronous meetings	Directions for using Zoom	Being able to sign into Zoom, mute mic and video, raise hand, use Chat, access recording of previous Zoom session	Will be changing to Panapto in Spring 2021	
	Who Does What at Extension	To provide information on individual departments for future assistance and support	Job Aid for future use	Being able to contact the correct department for support or services		
	Online Lingo and Terminology	To provide definitions of terms commonly used in online project creation and management	Job Aid for Future Use	Identify term with description		

**Chapter 2: All About Sites** Identify what we need in a site location and how to speak the language. (*parameters and terminology*)

You cannot talk about online projects without explaining some of the "behind the electronic curtain" language used in the creation and development of your project. We will begin by discussing the cycle of a face to face project and show how that compares to the ADDIE model of online design. We will discuss the language of computers and watch a video that explains HTML in non-geeky English. We will finish up by talking about the parts of a project and where they will "go" in the MU Extension Canvas platform. This chapter has several infographics for reference.

After completing this chapter, learners will be able to do the following:

- Identify the phases of a Face to Face project cycle
- Identify the phases of an ADDIE model
- Define at least five common terms used in online project creation and management
- Identify what is meant by "div", "strong", "p" and "h3"
- Outline their project by identifying the parts of the project
- Identify at least four common components of an online site
- Identify which type of site is best suited for their next project.

Module Title	Topic Pages	Learning Objective	Learning Activity	Learning Evaluation	Notes
Chapter 2: All About Sites					
	Types of Sites	To compare the various site templates from which they can chose	Side by Side comparison	Identify which site will work with your project	
	Project Cycle- Online ADDIE	To compare F2F planning phases with the ADDIE model	Infographic	Quiz- 5 phases in Addie, what is done when.	
	Overview of HTML	To instruct learners how computers read HTML code	Video on HTML	Quiz to identify how to begin/end a div, h3, etc.	Very basic.
	Parts of a Project	To explain Who, what, where, when, why, how of project outline	Infographic Template	Outline their project using the template	
	Common Online Project Parts	To explain the various parts of a Canvas Site and how they relate to each other	Infographics		

**Chapter 3: Instructional Design (ID) Options** Decide what type of items we need to include that will best serve our tenants. *(instructional design)*

In this module, we will talk about how some of the latest research in cognition and instructional strategies can be implemented into your project for greater user experiences and deeper learning. Even though we will just scratch the surface of Instructional Design, we feel it is important you know how this might change the way you create your learning project. We will also discuss the parts of a learning project as presented in a Face to Face format and how those relate to an online offering.

Module Title	Topic Pages	Learning Objective	Learning Activity	Learning Evaluation	Notes
Chapter 3: Instructional Design (ID) Options					
	The Cognitive Process	Identify the recommended ways you can update your powerpoint so they present a lower cognitive load for learners	Read: Nice Ways to reduce cognitive load in multimedia Watch: <ul style="list-style-type: none"> <li>• Cognitive Load Theory-how do I apply to powerpoint-Hendricks, YouTube</li> <li>• Ted Talk, rewiring your brain</li> <li>• Mayer's Theory of Multimedia Learning</li> </ul>	Create a document outlining how you would update a sample PowerPoint so it reflects the information presented in this chapter.	
	Cognitive Load		Blooms Taxonomy and Anderson and Krathwohl 6 types of cognitive processing, Anderson and Krathwohl 4 kinds of knowledge		
	Pedagogical Continuum				
	Engaging your Audience				

	Evaluating the learning				
	Backward Design	Working with the end in mind to align objectives-activities-content	Pillars of meaningful learning	Create one module using backward design	
	Developing Learning Objectives	Learning how to create fully developed objectives	Mager-Style (ABCD)	Edit three learning objective so they are fully developed	
	Learning Objective types		Cognitive, affective, psychomotor infographic		
	Blooms Taxonomy		Infographic with verbs		
	Synchronous vs Asynchronous				
	Ways to assess		Rubrics, Quizzes		
	Activities vs Assessments				
	Ways to present content	Microlearning, video, audio, reading, gaming, Q&A			

After completing this chapter, learners will be able to do the following:

- Identify two ways cognitive processing can impact their instructional strategies
- Explain the Pedagogical Continuum and identify where their audience may be located.
- Edit three learning objectives so they are fully developed by using the Mager-Style ABCD method.
- Create one simple learning module using backward design.

**Chapter 4: Educational Technology (EdTech) options** Identify which type of technology needs to be included in our building. (*educational technology*)

This module will explain all the different types of software and technology we will be using with your next project. We will also discuss how each of the software we use integrates (or not) with MU Extension Canvas. We will also, *very briefly*, discuss other considerations that need to be incorporated into your project, such as Accessibility, Copyrights and wrongs, and Universal Design Learning (UDL)

Module Title	Topic Pages	Learning Objective	Learning Activity	Learning Evaluation	Notes
Chapter 4: Educational Technology (EdTech) Options	Common Software used at MU Extension	To provide website information for software use for learners	Job Aid for future use	Being able to identify which software is used for what tasks	
	Overview of Accessibility	To inform learners of additional trainings needed for accessibility online	Job Aid for Future Use	Enrollment in Accessibility Course	
	Overview of Copyright issues	To inform learners of additional trainings needed for copyright issues	Job Aid for Future Use	Enrollment in Copyright Course	

	Overview of LMS Systems	To provide information on what LMS systems can do, specifically Canvas	Directions on sections of LMS System	Matching LMS sections with traditional F2F Components	
	What about Google Docs	To explain other "free" software available that doesn't work well with canvas	Reading What to use instead Infographic		

After completing this chapter, learners will be able to do the following:

- Explain the purpose behind the software commonly used in the MU Extension process.
- Identify two common accessibility issues encountered with online courses.
- Identify three ways they can legally use an image found on the internet.
- Explain how to research an interesting technology to decide if it appropriate for use in their project.

**Chapter 5: Project Management Basics** With those basic building "codes" in place, we will discuss the management of a site by introducing the cycles involved (*course management process*)

In this chapter, we will discuss how MU Extension categorizes their customers and the process limitations of those categories. We will also talk about the life cycle of an online site so you can incorporate due dates of various tasks into your next project plan. We will touch on marketing and promotion, communicating with your audience, and the difference between enrollment, access, and participation on your site. We will discuss the various roles of individuals and how their permissions can limit access.

Module Title	Topic Pages	Learning Objective	Learning Activity	Learning Evaluation	Notes
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Chapter 5: Site Management					
	Project Management groups	To explain the phases of project management	Infographic	Explain the difference between start, participate, and read-only dates.	
	Accounts and Canvas Subaccounts	To explain how customers are sorted and why			
	Project Map and Site Life Cycles	To explain the permissions associated with various roles			
	Duties and Responsibilities- LTS Administration				
	Duties and Responsibilities- Lead Instructor				
	Planning Recommendations	To explain time considerations for site development			

After completing this chapter, learners will be able to do the following:

- Identify the phases in the site management process.
- Explain the impact of enrollment, promotion, and fees as a result of the different customer categories.
- Identify the key team members that could be a part of the project creation process.
- Identify two ways to communicate with their audience.

**Chapter 6: Decisions, Decisions.** Then we will discuss the options available for the various account types we have in MU Extension to provide guidance for selecting a site type. (*site mapping*)

This chapter will build upon the items discussed in the Project Management chapter. This is where you can go to find out your options for Enrollment, Access, Communications, Money, Templates, Certificates, and more.

<b>Module Title</b>	<b>Topic Pages</b>	<b>Learning Objective</b>	<b>Learning Activity</b>	<b>Learning Evaluation</b>	<b>Notes</b>
Chapter 6: Decision Options					
	Site Planning Map	Review of the different sections on the map	Create a site map draft	Identify the options available for their project	
	Enrollment Options				
	Access Options				
	Communication Options				
	Money Stuff				
	Certificate Options				
	Templates Options				
	Next Steps				

After completing this chapter, learners will be able to do the following:

- Create a site map
- Identify next steps in training

**Chapter 7: Course Conclusion**



When you are finished with this course, we request you complete the Course Evaluation survey. Please be candid and let us know what needs to be updated or adjusted. We are modeling the behavior that is being encouraged throughout all of our projects and understand there is always room to grow.

We also offer a Certificate of Completion to thank you for your hard work and determination for exploring the possibility of Going Online with Extension.

<b>Module Title</b>	<b>Topic Pages</b>	<b>Learning Objective</b>	<b>Learning Activity</b>	<b>Learning Evaluation</b>	<b>Notes</b>
Chapter 7: Course Conclusion	Post-course survey				
	Course Evaluation				
	Certificate				

From Room to Zoom-Going Online with MU Extension- Alignment Grid

Duever Capstone Project-Fall 2020

Learning and Teaching Services (LTS) also offers other courses related to course design and creation. This is a listing of those courses, all of which are free. There are a few that will be required, should you choose to work with Extension on your next online project. Additionally, we include the infographics and job aids in 1 location so you can easily find them the next time you need them.

Module Title	Topic Pages	Learning Objective	Learning Activity	Learning Evaluation	Notes
Chapter 8: Resources	Other Related Courses				
	Facilitator/Instructor Checklist				
	Presenter Checklist				
	Learner/Student Checklist				
	Synchronous vs Asynchronous				
	Sample Online Course Site Template		Job Aids for future use		
	Sample Webinar Site Template		Job Aids for future use		
	Sample Resource Site Template		Job Aids for future use		
	Sample Virtual Conference Site Template		Job Aids for future use		
	Sample OnDemand Conference Site Template				
	Sample Program Site Template				
	Image References				