

Keiko Eda

IT532 Online Learning Environments

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Online Course Proposal: Individual Reflection

My role in the team

In addition to this individual reflection, the online course proposal assignment had three elements (design plan, theoretical foundation group paper, and in-class group presentation). Our team had three members. At the beginning of the assignment, we had several discussions to determine the topic and organization of the educational design course, the context's direction, and the content's nature. In addition, three people searched and examined reading and audio/video materials suitable for each week's learning content. Synchronous meetings held inside and outside the class were used for discussions and material selection, and all three members shared their opinions freely and openly. After most of the design plans were discussed, we decided to take charge of the above elements individually. I documented the theoretical foundation and created it as a paper. At first, I was very nervous and overwhelmed by creating 2000 words on a blank document page. By the set deadline, the design plan, theoretical paper, presentation slides, and instructional prototypes on the LMS were shared online, edited, and proofread by three people. I mainly modified the primary analysis, appended the development plan, and added learning activity materials to the design plan. Also, I edited the entry of slide contents and the proposal of prototypes. In advancing this collaboration activity, I managed the group's time. I also explained the connection between the planned activities and theoretical support to the members and reflected on them in the in-class presentation.

What went well in my/our design?

The course we designed was very realistic. In particular, the online philosophy course to which religious studies belongs already exists. It was easy for stakeholders to understand the budget flow when adding demand courses. The image of the target audience was easy to understand, and it was encouraging that one team member had experienced similar course design and implementation. The course design by our team earned the prospect of a generalization to be implemented outside of UT Martin. I found great interest in the topics covered in the

post-presentation class discussions. It was beneficial to plan a course that follows the instructional design process. In writing the theoretical foundation paper, I documented the theoretical support in the same order as the course design procedure. By adopting this process, I reviewed the materials I learned in IT532. Then, I sorted out the things to consider as an online learning environment designer and understood them again from various angles. In addition, the IT532 class was designed to be very efficient and meaningful. It was an extraordinary experience to think about the detailed theoretical support for the entire course design.

What went well in my and the team's process

It was very effective for each member to set aside time to showcase their strengths first. It was beneficial when the assignments formed their shape and the deadline was approaching. We shared our schedules and respected each other's pace. In addition, the group made a realistic plan regarding time and load, and all members carried out the project. Since the class was in an online environment and the asynchronous exchange of opinions was centered on writing, I was not a native English speaker, so I could express what I wanted to convey in an easy-to-understand manner. Also, I could reply after calmly pondering what the group members had intended.

What could have gone better in my design and/or team process?

We have created three learning objectives for the 15-week course. However, after the learner acquired the basic knowledge, the objective had to be divided and made more concrete to develop higher thinking skills. Each member tried to think convergently, but making decisions by exchanging emails was sometimes tricky. We couldn't get enough time to discuss the presentation method in detail. As our instructor pointed out, the presentation's content became random, lacking overall cohesion. I had short knowledge of the history of Christmas, which was our course subject, so sometimes I needed help understanding the conversations of the other two members.

What I would do differently the next time I am involved in a team project to design an online learning course

We always talked faithfully about the topic and planned efficiently, but we didn't ask each other how they lived or how they were doing that day. I can pay attention to the emotional follow-up of team members, as presence and immediacy are essential in implementing online courses. We don't have to be good friends with team members, but knowing a little more about the other person's humanity will help improve the quality of the presentation. I would have a meeting, preferably synchronous, to make a decision. It's a good idea to give myself time to study the topic before embodying the design to understand better the subject I am dealing with and think about what can be reflected in the course design.