

How to Design an Online Course

Learning Objectives:

After completing this workshop, attendees will be able to:

- assess your readiness to design and teach an online class
- list categories of online course quality
- plan an online course with a backward design model
- list steps in designing and developing an online course
- organize an online course focusing on student support and delivery of instruction
- list effective practices for delivering online course content
- describe how a direct instructional method can be accomplished online
- describe how an indirect instructional method can be accomplished online

Procedure:

1. Greetings and Introductions (show Blackboard site) (5 minutes)
2. Present agenda (5 minutes)
3. Online instructor self-assessment and discussion (10 minutes)
4. Quality Matters rubric and exercise (15 minutes)
5. Steps 1 – Visioning and Backward Design (20 minutes)
 - a. If small group, have attendees work in groups, if small, do as a whole.
 - b. Describe your course, and think of ways students can show you that they have achieved the critical outcomes.
6. Steps 2 – Chunking and writing measurable learning objectives (10 minutes)
 - a. How to write measurable learning objectives
7. Organizing course content and planning for student support and instructional delivery (10 minutes)
 - a. Example of a typical course sitemap

8. Plan units of instruction and decide on course content and instructional strategies (20 minutes)
 - a. Example of direct and indirect/student-centered strategies
 - b. Effective practices in course content (misconception on getting course content up in a face-to-face course first and now it's done for the online course)
 - c. Responsible use of course content (TEACH Act, Electronic Course Reserves)
9. Setting the framework (guidelines, rubrics, policies) (10 minutes)
10. Build the course in CE 6 (5 minutes)
 - a. Contact CE 6 administrator Paul Karol to get a course shell
 - b. Help with content creation
11. Formative assessment with Quality Matters and revise (10 minutes)
 - a. Perform your own evaluation of a course using the rubric and looking at it from a student point of view