

Online Course Design for College and University Faculty

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

Module Home

- **Module Description:** Created specifically for college faculty, and developed in collaboration with Vanderbilt University's Center for Teaching, this resource overviews the basics of backward design, offering practical tips, strategies, and steps to help prepare and maintain a course for and during a variety of circumstances that include face-to-face, online, and hybrid courses.
- *STAR Legacy Cycle*
- **Related to This Module**
 - [Link: Module Outline](#)
 - [Video: Navigating an IRIS STAR Legacy Module](#)
 - [Link: IRIS and Adult Learning Theory](#)
 - [Link: Wrap-Around Content Map](#)

Challenge

- **Video:** We invite you now to another place and time. A place where the unfamiliar has become the all-too-familiar, a time when a college classroom is just a software download away. Or is it? We join now in progress a virtual chat with four faculty members, beamed live...from the COVID-Zone.

Notes

Initial Thoughts

- How can faculty design their online courses?
- How can faculty deliver and refine their online courses?

Notes

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Perspectives & Resources

❖ Module Objectives

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should:
 - Understand the key frameworks and principles for online education, including backwards course design and the Community of Inquiry framework.
 - Reflect on the learning goals and objectives of existing courses and identify how they might need to be adapted for online or hybrid learning.
 - Explore assessment methods commonly used in online instruction with a focus on diagnostic, formative, and summative assessment tools.
 - Align learning activities and content with course goals and learning objectives.
 - Understand how elements of course structure create a clear path for students' learning.
 - Build a unit or module for your online or hybrid course.
- This IRIS Module aligns with the following licensure and program standards and topic areas...

Notes

❖ Page 1: Planning an Online Course

- Brief overview of the module and its purpose
 - Key Terms
 - Link: asynchronous [definition]
 - Link: blended course [definition]
 - Link: hybrid course [definition]
 - Link: learning management system (LMS) [definition]
 - Link: module [definition]
 - Link: synchronous [definition]
- Course Delivery Options
 - Many colleges and universities are offering a variety of course options
 - Many faculty are especially concerned about hybrid courses
 - Benefits and drawbacks of online instruction
 - Build on your strengths as a teacher
 - Explanation and discussion of "implicit practices"

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- Audio: Joe Bandy discusses two *advantages* to planning for a fully online version of your course
- Audio: Joe Bandy discusses two *disadvantages* to planning only a hybrid version of your course
- Key Considerations for Online of Hybrid Courses
 - Helpful practices [drop-down menus]
 - Consider Time
 - Explain Your Expectations
 - Scaffold Instruction
 - Offer Examples, Then More Examples
 - Promote Student Engagement
 - Ensure Accessibility and Equity
- Developing Your Course
 - Explanation of “backward design”
 - Course development stages [graphic]
 - Stages of backward design [numbered items]
 - Digging Deeper: Backward Design
 - Link: Understanding by Design
 - Link: Course Planning with Backward Design
 - Audio: Adriane Seiffert talks about the process of developing a course using backward design
 - Getting Started [bullet points]
 - Tips [bullet points]

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❖ Page 2: Learning Goals

- The first step in backward design
 - Explanation of “learning (or course) goals”
 - Explanation of “learning objectives”

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- The relationships between course goals and learning objectives [table with bullet points]
 - Tip
 - Audio: Joe Bandy discusses some considerations for developing course goals
 - Audio: Joe Bandy talks about considerations for making adjustments to current course goals
- Writing or Revising Learning Objectives
 - Writing learning objectives checklist [check boxes and bullet points]
 - Digging Deeper: Learning Goals
 - Link: How to Assess My Course: Identify Course Learning Outcomes
 - Link: Bloom's Taxonomy
 - Audio: Adriane Seiffert discusses the one change she made to a course goal in order to align with methods she used in an online environment that were different from a face-to-face course
- Example Course Development Plan: Course Goals and Objectives
 - Link: sample plan
- Activity
 - Link: blank template

Notes

❖ Page 3: Assessments

- Discussion of assessments
 - Effective assessments can also... [bullet points]
 - Audio: Joe Bandy offers some considerations and cautions for online quizzes and tests
 - Audio: Joe Bandy discusses the first steps in selecting assessments
 - The three most common types of assessments [table with bullet points]
- Developing A Comprehensive, Balanced Assessment Plan
 - As you create this plan you need to make certain that... [bullet points]
 - Digging Deeper: Assessing Students
 - Link: Assessing Student Learning
 - Link: Developing Online Assessments of Student Learning in a Hurry



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- Link: Test-enhanced Learning: Using Retrieval Practice to Help Students Learn
- Selecting assessments checklist [check boxes and bullet points]
- Assessment Tools
 - Assessment Tools
 - Link: BOLD Fellows Tools page
 - Link: Brightspace
 - Link: Canvas
 - Link: Blackboard
 - Link: Moodle
 - Tips
 - Manage your time by automating when possible
 - Maximize your return on investment
 - For Your Information
 - Seek assistance
 - Write test questions
 - Emphasize student-created work
 - Digging Deeper: Assessing Students
 - * Link: Tools for Grading – Sample Rubrics and Spreadsheets
 - Maintain academic integrity for test
 - Access and Equity
- Example Course Development Plan: Assessments
 - Link: sample plan
- Activity

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❖ Page 4: Learning Activities

- Effective learning activities... [bullet points]
 - Explanation of the “Community of Inquiry (COI) Framework”
 - Digging Deeper: COI and Student Engagement
 - Link: Being “Present” in Your Online Course
 - Link: Types of Interaction
 - Link: Community of Inquiry [video]
 - Link: Actively Engaging Students in Asynchronous Online Classes [PDF]
 - Ways to incorporate opportunities for student metacognition and reflection [drop-down menus]
 - Use a variety of tools to facilitate engagement
 - Digging Deeper: Tools to Facilitate Engagement
 - * Link: Teaching with Blogs
 - * Link: Flipgrid: Empowering Voices with Asynchronous Online Video Discussions
 - * Link: “@ Them and See What Happens”: Using Twitter in the Classroom
 - Tip
 - Use discussion boards to facilitate interactions
 - Digging Deeper: Digging Deeper: Discussion Boards
 - * Link: Discussion Boards: Valuable? Overused? Discuss.
 - * Link: Five New Twists for Online Discussions
 - * Link: 10 Tips for Effective Online Discussions
 - * Link: Practical Tips for Teaching Online Small-Group Discussions
- Developing or Modifying Learning Activities for Online Environments
 - Developing learning activities checklist [check boxes and bullet points]
 - Audio: Adriane Seiffert talks about modifying her course’s learning activities
 - For Your Information
 - Link: Active Learning in Hybrid and Physically Distanced Classrooms
- Common Learning Activity Tools for Online Environments
 - Things to keep mind [bullet points]
 - Audio: Joe Bandy talks about prioritizing types of tools
 - Audio: Joe Bandy discusses aligning tools with course goals and limiting the number of tools
 - Tools for Learning Activities
 - Link: BOLD Fellows Tools page
- Example Course Development Plan: Learning Activities
 - Links: sample plan
- Activity

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❖ Page 5: Content

- Considerations for selecting and curating course content
- Identify the Content
 - Things to keep in mind [bullet points]
 - Link: critical content [definition]
- Identify Instructional Materials
 - Online courses should incorporate a variety of resource types to [bullet points]
 - Issues and tips related to content types [drop-down menus]
 - Pictures or graphics
 - Link: alt-text [definition]
 - Video
 - Digging Deeper: Videos and PowerPoint
 - * Link: Making Your Own Videos
 - * Using PowerPoint Online: Guidelines and Best Practices (v.3.2) [PDF]
 - Text
 - Digging Deeper: Text
 - * Link: Understanding Document Accessibility
 - * Link: Make Your Word Documents Accessible to People with Disabilities
 - Audio
 - Considerations regarding copyright issues and fair use [bullet points]
 - Dig Deeper: Copyright and Fair Use
 - Link: Legally Reusing Content
 - Link: Fair Use Checklist
 - Selecting content checklist [check boxes and bullet points]



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- For Your Information
 - Link: Exploring New Content Sources
- Tips
- Audio: Joe Bandy provides data on student attention and video length to help you plan your asynchronous lecture capture content delivery
- Audio: Adriane Seiffert discusses the idea for near synchronous format
- Audio: Adriane Seiffert talks about students' reactions and considerations for the fall semester
 - Link: sample schedule for one daily session
- Example Course Development Plan: Content
 - Link: sample plan
- Activity

Notes

❖ Page 6: Building the Course

- Discussion of learning modules
 - Keep in Mind
 - Example of a module [graphic]
- Module Structure and Design
 - Keep in Mind
 - Consistency in Structure for Online Courses [table with bullet points]
 - Sample module formats [table with graphics]
 - Links: PDF versions
 - Tips
- A Welcoming and Supportive Environment
 - Steps for creating a welcoming and supportive environment [drop-down menus]
 - Promote Belonging

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- Digging Deeper: Welcoming Students
 - * Link: Send a Welcome Message
 - * Link: Welcome Letters and Announcements
- Foster Student Engagement
 - For Your Information
- Ensure Equity and Access—UDL
 - Digging Deeper: UDL & Accessibility
 - * Link: Ten Steps Toward Universal Design of Online Courses
 - * Link: UDL on Campus
 - * Link: Creating Accessible Learning Environments
 - * Link: 20 Tips for Teaching an Accessible Online Course
 - * Link: Accessible Teaching in the Time of COVID-19
 - * Link: Designing an Accessible Online Course
 - * Link: Accessibility for Online Courses
 - Example
 - Audio: Joe Bandy talks about factors that create access challenges
 - Audio: Joe Bandy suggests ways to reduce technology access challenges
 - Audio: Adriane Seiffert offers some examples of access challenges
 - Audio: Adriane Seiffert stresses the importance of asking questions
- Ensure Equity and Access—Technology
 - Audio: Joe Bandy discusses equity considerations
- Ensure Equity and Access—Student Diversity
 - Digging Deeper
 - * Link: Increasing Inclusivity in the Classroom
 - * Teaching First-Generation College Students
 - * Teaching Race: Pedagogy and Practice
 - * Difficult Dialogues
 - Audio: Adriane Seiffert talks about creating a class versus designing a course
 - Audio: Adriane Seiffert talks about creating a class with 90 students
- Tools for Designing a Course
 - Informational guides and videos for several common learning management systems [table with links]
 - Link: Getting Started with Brightspace
 - Link: Getting Started for Instructors
 - Link: Quick Start Guide for Instructors
 - Link: Putting Your Course Online in a Hurry
 - Link: Brightspace Video Tutorials
 - Link: Improve Your Course with Brightspace Accessibility Checker
 - Link: Set Up Your Canvas Course in 30 Minutes or Less
 - Link: Getting Started: Modules, Content, & Discussions
 - Link: Canvas Instructor Guide

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- Link: Canvas Guides: Video
- Link: Canvas Tips and Tricks for Educators
- Link: Canvas Know-How: Using the Accessibility Checker
- Link: Blackboard Learn Help for Instructors
- Link: Quick Start for Blackboard Learn
- Link: Blackboard Learn Videos for Instructors
- Link: Top 10 Blackboard Tips & Tricks
- Link: Accessibility Features in Blackboard Learn
- Link: Teacher Quick Guide
- Link: Managing a Moodle Course
- Link: The 15-Minute Guide for Teachers on Getting Started with Moodle
- Link: A Quick Tour of Moodle for Instructors
- Link: Using Moodle Accessibility Tools

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❖ Page 7: Final Adjustments and Ongoing Revisions

- Make Final Adjustments and Share with Students
 - Steps for reviewing and fine-tuning [drop-down menus]
 - Review the Online Course
 - Test and Fine-Tune
 - Preview the Course with Students
- Teach the Course
 - Steps for improving learning outcomes [drop-down menus]
 - Evaluate the Course



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- Link: Examples of item analysis for quizzes and rubrics
- Link: Informal mid-semester survey
- Link: Non-graded, reflective question
- Link: Exit ticket
- Digging Deeper: Student Feedback
 - * Link: Soliciting and Utilizing Mid-Semester Feedback
 - * Link: Student Evaluations of Teaching
 - * Link: Classroom Assessment Techniques (CATs)
 - * Link: Gathering Feedback During Remote Teaching and Learning: Questions and Tools to Use
- Maintain Teacher Presence and Student Engagement
 - Tip
 - Link: Intelligent Agent
 - Digging Deeper: Synchronous Meetings
 - * Link: Teaching an Online Synchronous Session
- Revise
 - Things to keep in mind [bullet points]

Notes

❖ Page 8: References & Helpful Resources

- Suggested module citation
- References
- Additional Resources

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❖ Page 9: Credits

- Suggested module citation
- Module Developers
- Content Expert Reviewers
- Module Reviewers
- Module Production Team
- Media Production Team
- Media
- Expert Interviews

Wrap Up

- Summary of the module
 - Course development steps [graphic]
- Audio: Joe Bandy shares some final thoughts about the online course development process

Notes

Assessment

- Closing remarks

You Have Completed This Module

- Give Us Your Feedback
 - Link: Module feedback survey
 - Link: Wrap-Around Content Map