

# ONLINE COURSE DESIGN



**1. Start with Course Objectives.**



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5. **Build your Content toward the Student.**

# Build Your Content Toward the Student

- Interactive
- 15 minute max tasks
- Clear instructions
- Humanize the course
- Visually appealing
- Easy to navigate
- Video, not just audio
- Show progress
- Plan for success
- Stay in the system
- Formative assessments
- Let them create
- Open everything
- Use dates



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5. **Build your Content toward the Student.**
6. **Test for Accessibility and Functionality.**







# What Online Education IS

- It is an alternative modality which should produce the same outcomes.
- It is a means of reaching students who cannot attend seated courses for a variety of reasons.
- It is a way to engage students who may not thrive in traditional lecture-based contexts.
- It is a rigorous and challenging style of education.
- It is different than a seated course.



1. Start with a right perception of online education.
2. **Embrace a student-centered approach to learning.**

# Student-Centered Learning

- Teacher-centered classrooms are often structured around lecture and access to the instructor in a controlled environment.
- Student-centered learning focuses on the uniqueness of the students and how to engage each individual.
  - Learning styles differ.
  - Autonomy affects motivation.
  - Choice promotes enthusiasm.



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- 3. Understand the challenges faced by the students.**

## Student Challenges

- Online students lack regular access to the professor.
- Online students struggle to find community with classmates.
- Online students face scheduling challenges.
- Online students have increased workloads.
- Online students are surrounded by distractions.
- Online students can easily access information.
- Online students need to produce more in less time.
- Online students may struggle with motivation.



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4. **Create a plan which recognizes challenges and seeks to overcome them.**



# Online Course Development

- Facilitate community
  - Video announcements, assignment instructions, module overviews, etc...
  - Discussion boards and group projects.
  - Synchronous opportunities.
  - Dedicated office hours.
- Limit Lecture
  - Use a various of methods for content delivery.
  - Short videos are more engaging and effective.



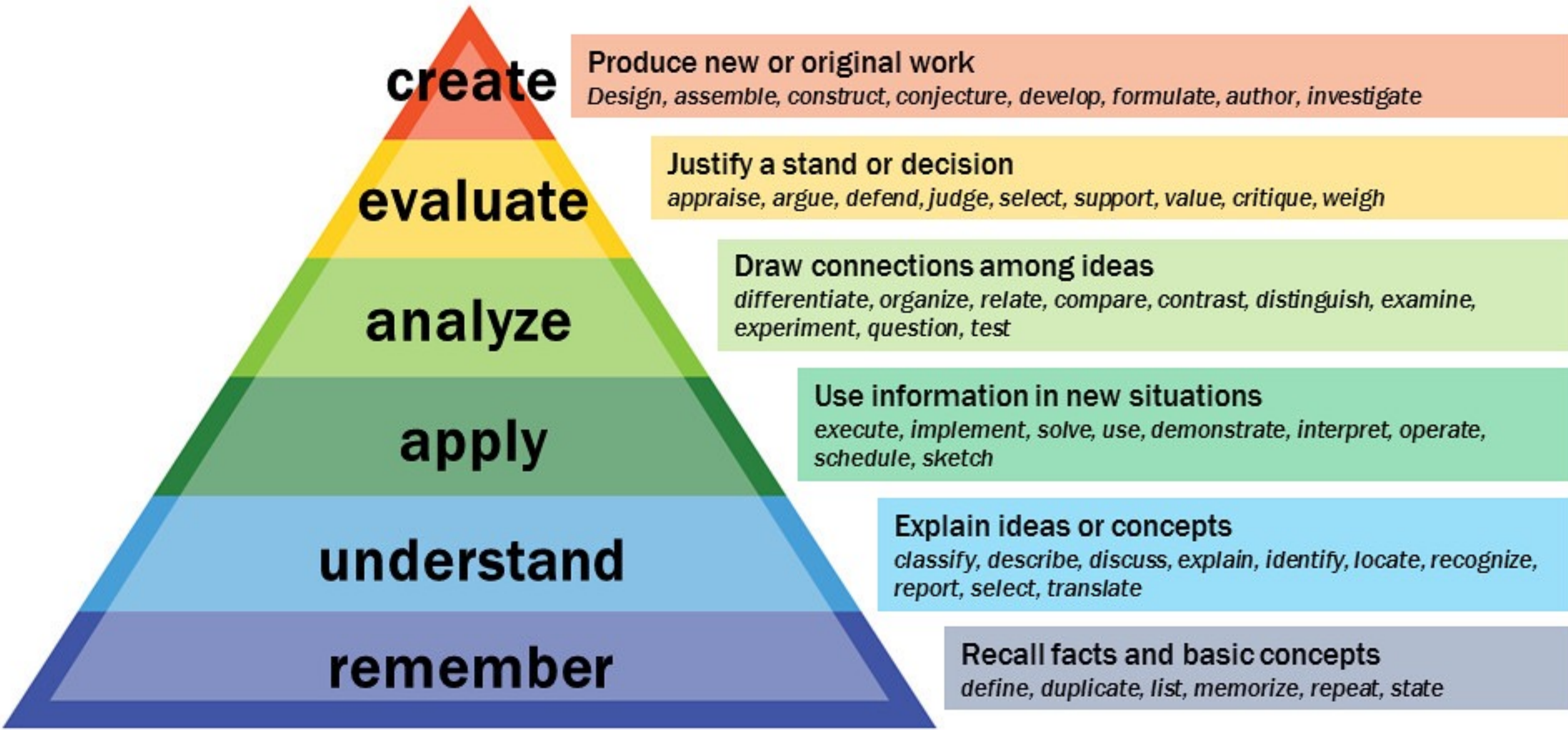


# Online Course Development

- Give options
  - Submission type
  - Assignment type
  - Subject matter
- Utilize appropriate technology
  - Technology can engage students if used rightly.
  - Technology can facilitate creativity.
  - Technology can compliment reading and lecture.
  - Technology can help achieve learning goals.



# Bloom's Taxonomy



## **Redefinition**

*Tech allows for the creation of new tasks, previously inconceivable*

## **Modification**

*Tech allows for significant task redesign*

## **Augmentation**

*Tech acts as a direct tool substitute, with functional improvement*

## **Substitution**

*Tech acts as a direct tool substitute, with no functional change*

**Create**

**Evaluate**

**Analyze**

**Apply**

**Understand**

**Remember**

# Online Course Development

- Change Approach to Assessment
  - Application and Analyzing vs Memorization
  - Use assessments to teach
  - Flip the classroom (create vs consume)
  - Be clear on expectations
  - Empower the students through choice
- Build for student and instructor success
  - Design and ease of use make a difference
  - Invest early to reap rewards later



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5. **Change perceptions of the instructor's role.**



## **Instructor's Role**

- Online students need an “involved” instructor.
  - Announcements
  - Timely feedback
  - Engagement in discussions
- Instructors become mentors and tutors, as opposed to lecturers and advisors.
- Instructors have to proactively engage students.

