Online Course Design & Course Planning

Josie Baudier
CETL, Georgia Highlands College
Objectives

- Identify situational factors
- Explore course design principles
  - Organization
  - Engagement
  - Alignment
  - Learner support
- Identify and describe synchronous engagement options
- Provide documents and ideas on how to start planning
Communicate With Me
Communicate With Me

Participants (2)

JB Josie Baudier (me)
JB Josie Baudier (Host)
Disciplines
Role

65.7% Faculty member - full time

11.6% Faculty member - part time/adjunct

0.5% Graduate student/graduate teaching assistant

7.2% Administrator

4.3% Center for Teaching & Learning representative

10.6% Other - Write In
List three things you do when planning a party or vacation?

1. Think
2. Write (for your own eyes)
3. Wait
Situational Factors

- Specific Context of Teaching & Learning Situation
  - How will the course be delivered?
  - How many students?

- Expectations of External Groups
  - Accrediting bodies
  - Curricular goals

- Nature of the Subject
  - Cognitive learning, physical skills, clinical skills

- Characteristics of Learners
  - Life situation
  - Professional goals
  - Prior experience, knowledge skills

- Characteristics of Teacher
  - Experience with course and subject matter
  - Confidence and competence

Name one situational factors that you feel will affect your instruction?
Delivery Modality
Flexibility
Communication
Remote Instruction to Online Learning

Quick solution to continuity

Shift to a digital mindset

Reimagine your course and delivery options

Morgan, B. (April, 2020).
Resilient Teaching

Plan for possible unstable and “disruptive” learning environment

Continue to let the course goals drive instruction

Consider how to teach differently

Quintana & DeVaney (May, 2020)
Course Design Considerations

- Alignment
- Organization
- Engagement
- Learner Support
Starts with Backward Design
Identify Desired Results
Determine Acceptable Evidence
Plan Learning Experiences & Instruction

Over the Moon
makes 24 cupcakes

1. Prepare White Cake as directed.
2. Fill each cupcake with Vanilla Bean Frosting. (See How-To, page 33.)
3. Add food coloring to remaining Vanilla Bean Frosting. Stir gently until marbled.
4. Frost each cupcake with marbled frosting using metal tip no. 20. (See How-To, page 33.)
5. Top each with white chocolate curls and edible glitter stars.
6. Be sure the container for the glitter stars clearly states that the product is edible.

Toppings: white chocolate curls, edible glitter stars

vanilla bean frosting

1. cream butter, softened
2. add sugar, cream cheese
3. add vanilla extract, cream
4. beat until smooth
## Aligning your Course

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Assessments</th>
<th>Learning Activities</th>
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Model 1

The Key Components of INTEGRATED COURSE DESIGN

Learning Goals

Teaching and Learning Activities

Feedback & Assessment

Situational Factors

A Self-Directed Guide to Designing Courses for Significant Learning
Evaluate at Every Phase
Organization

Course Organization
Clarify of Expectations
Organization & Navigation

- Modular Course Organization vs Individual Folders

- Overview for Module 3
  - Web Page

  This video provides information about asynchronous and synchronous instruction.

- Student Engagement Tools Presentation
  - Web Page

- Synchronous Teaching Resources
  - Web Page

- Padlet - Assessment
  - Web Page

- What's Next?
  - Web Page
Overall Course Organization

- Start Here
  - Syllabus
  - Schedule/Calendar
  - Expectation for Instruction

- Modules

- Supplemental Resources

- Course Summary
  - Course Recap
  - Course Evaluation
Overall Course Organization

- Start Here
  - Syllabus
  - Schedule/Calendar
  - Expectation for Instruction
- Modules
- Supplemental Resources
- Course Summary
  - Course Recap
  - Course Evaluation
Module Organization

- Overview
  - Module Introduction
  - Objectives
  - Learning Activities or Tasks

- Content
  - Assessments/Assignments
    - Discussions/Assignments
    - Quizzes
    - Exams
    - Papers
    - Summary
  - What’s Next?
Clarity & Expectations

- Contact Information
- Office Hours Information
- Explanation of how your course will work
  - Where you will meet?
  - Expectations of Instructor (Me), of Student (You)
  - Participation/Attendance
  - Netiquette
More Expectations

- Description of Assignment/Exams
- Plans for Feedback and Grading
- Required Materials & Technology
  - Zoom
  - LMS (D2L) access
  - Other online access
WEEKLY SCHEDULE
for PSY 3000: Educational Psychology

MONDAY: CONCEPT CHECK
Using the Resource Menu, read or view resources connected to the topic of the week. Choose the resources that you prefer. Check your understanding with a Concept Check—take it as many times as you need until you get 100% correct. This lets you know that you are ready to dig into deep learning for the week.

TUESDAY: REFLECTION JOURNAL
Complete the weekly reflection journal. These prompts will invite you to make connections between your past, present, or future worlds and the ideas you’re learning about in class. This will help you to deepen your understanding around the concepts introduced in the Resource Menu and Concept Check.

WEDNESDAY: SYNCHRONOUS CLASS
Meet with your professor and classmates in Zoom from 11 am to 12 pm. We will use this time to check in about what we’ve done since the last week. We’ll also work together on group or full-class activities that benefit from the moment interaction.

THURSDAY: DISCUSSION
Respond to the weekly discussion prompt with an initial post. Discussions will either happen through text in an Ashford Discussion Forum or through video/audio in凤凰. Discussions will ask you to use what you’ve learned to evaluate controversial claims in the field of education and/or psychology.

SUNDAY: CULMINATING ASSIGNMENT
End the week with an assignment that pulls together everything we’ve done so far. CULMINATING assignments will be independently completed case studies or group-completed video analyses. Also make sure you’ve responded to at least two classmates’ posts on the weekly discussion.

Lindsay Masland - @LindsayMasland
ON YOUR OWN:

- Review the readings, videos, resources.
- Post to Discussions, VoiceThreads, Padlet.
- Complete writing assignments.

AS A CLASS:

- Collaborate on assignments.
- Respond to each others' posts.
- Support in Writing Workshop Groups
What additional expectations did you plan in the spring or summer semester?

Comment in the Chat area
Engagement
Synchronous Engagement

- Audio/Video
- Polling, Breakout Groups, White boards
- Collab Docs
- Concept Mapping
- Opening: Splash screen, review of expectations, let all in at once vs move into breakout rooms at opening
- During: Videos (scenarios, simulations) to drive discussion, student-led discussion
- Closing: Review of expectations, Exit ticket

- Phone Call Check-ins
How have you increased engagement in the synchronous environment?

Comment in the Chat area
Asynchronous Engagement

- Screen Captures
- Recorded Lecturelettes
- Videos
- Podcasts/Audio only
- Learning Objects
- Discussion Boards
Student Interactions

Student-to-Student

Student-to-Content

Student-to-Instructor
# Aligning your Course

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<tr>
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<th>Learning Activities (Include Engagement)</th>
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## Considerations to Provide

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<tr>
<th>Accessibility</th>
<th>Student Technology Support</th>
<th>Academic Support Services</th>
<th>Student Support Services</th>
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<tr>
<td>• ALG Accessibility Guide</td>
<td>• IT Help Center Information</td>
<td>• Tutoring</td>
<td>• COVID Resources</td>
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<td>• Institutional Center</td>
<td>• LMS Help Docs</td>
<td>• Testing</td>
<td>• Advising</td>
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<td>• Faculty Guide to Online Accommodations</td>
<td>• Additional Tech Support</td>
<td>• Writing/Math Centers</td>
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Course Planning Documents
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<thead>
<tr>
<th>Course Objective</th>
<th>Module/Unit/Week</th>
<th>Activity and/or Assessment</th>
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## Curriculum Alignment Matrix

<table>
<thead>
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<th>Course Level Objectives</th>
<th>Weeks Addressed</th>
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### Module/Week 1

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<th>Module/Weekly Objectives</th>
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<th>Activities, Content delivery</th>
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### Module/Week 2

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Wrap Up

Plan for a possible unstable and “disruptive” learning environment

A Self-Directed Guide to Designing Courses for Significant Learning
Thank You!

- Josie Baudier
- Twitter: @Josie_Baudier
- Email: jbaudier@highlands.edu
References and Resources

- **Course Planning Documents**, GHC


- Forbes, L. (June, 2020). *Fostering fun: Engaging students in synchronous and asynchronous online learning*. Faculty Focus.


- **Pedagogies of Care** (June 2020) - OER

- “QM Higher Education Rubric, Sixth Edition, 2018 MarylandOnline, Inc. Used under license. All rights reserved. Retrieved from MyQM.”

- Resilient Teaching Mooc: *Resilient Teaching Through Times of Crisis and Change*