

Online Course Design & Course Planning

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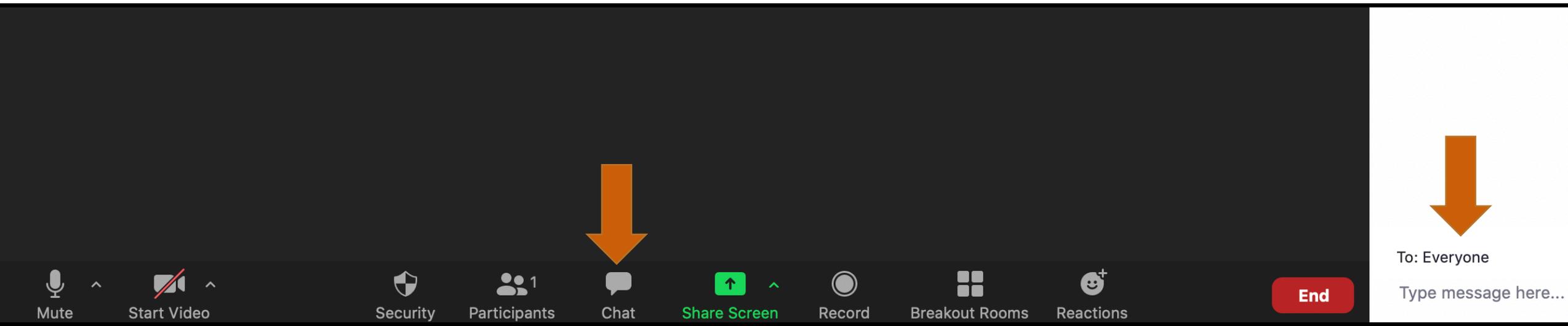


Objectives

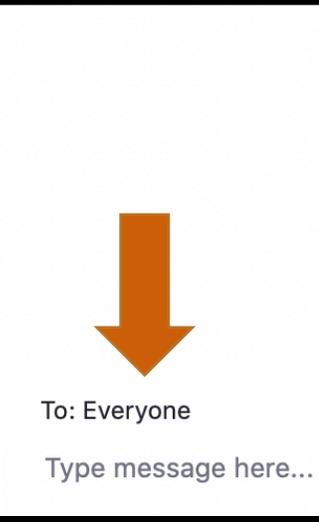
- Identify situational factors
- Explore course design principles
 - Organization
 - Engagement
 - Alignment
 - Learner support
- Identify and describe synchronous engagement options
- Provide documents and ideas on how to start planning



Communicate With Me



The image shows a Zoom meeting control bar with various icons. A large orange arrow points down to the Chat icon. The icons from left to right are: Mute, Start Video, Security, Participants (with a '1' next to it), Chat, Share Screen (with a green background and an upward arrow), Record, Breakout Rooms, Reactions, and an End button.



The image shows the Zoom chat input area. A large orange arrow points down to the 'To: Everyone' field. Below it is the text 'Type message here...'.



Communicate With Me



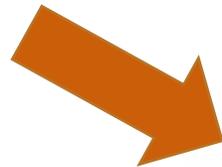
Participants (2)



Josie Baudier (me)



Josie Baudier (Host)



raise hand



yes



no



go slower



go faster



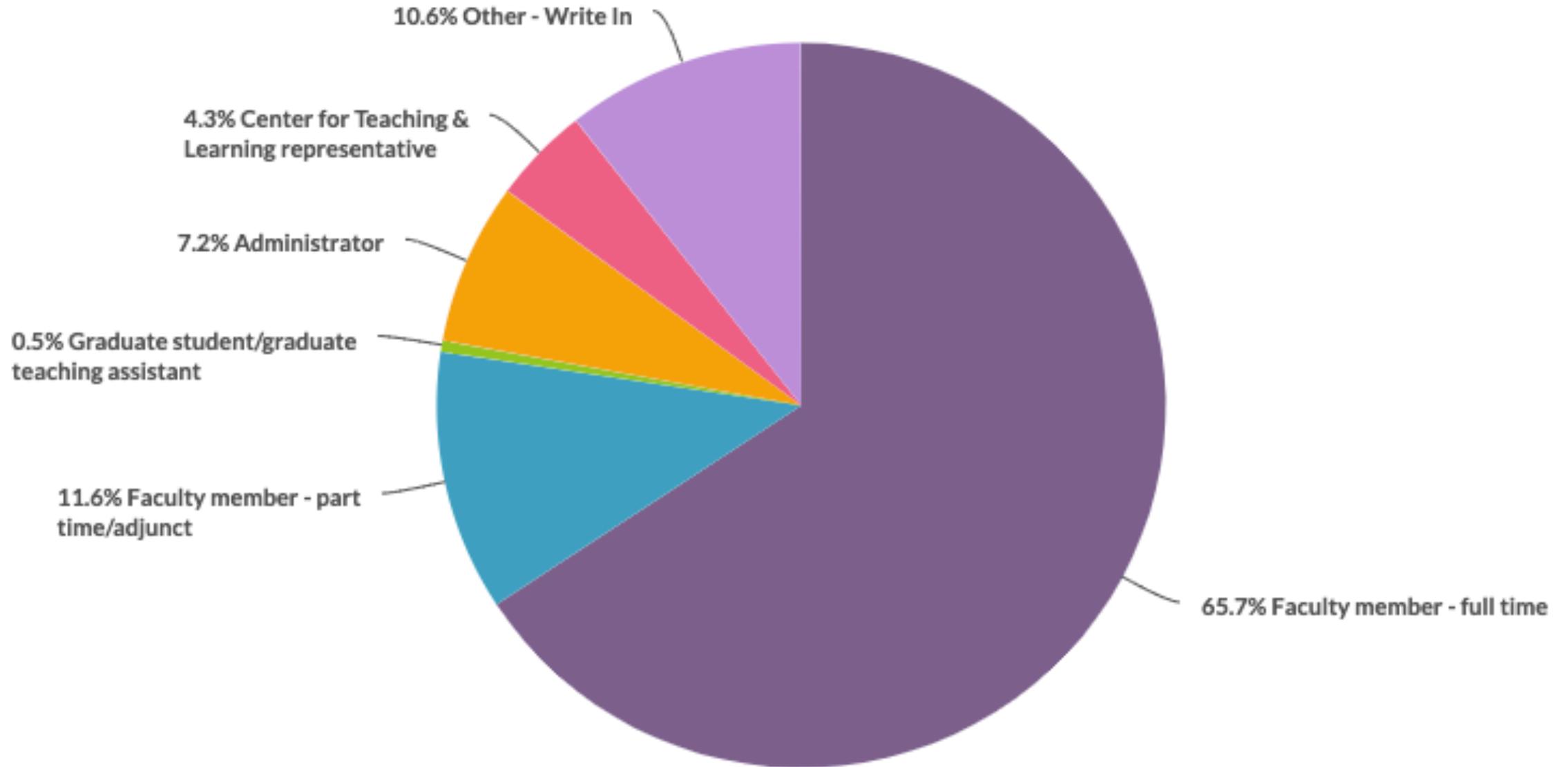
more



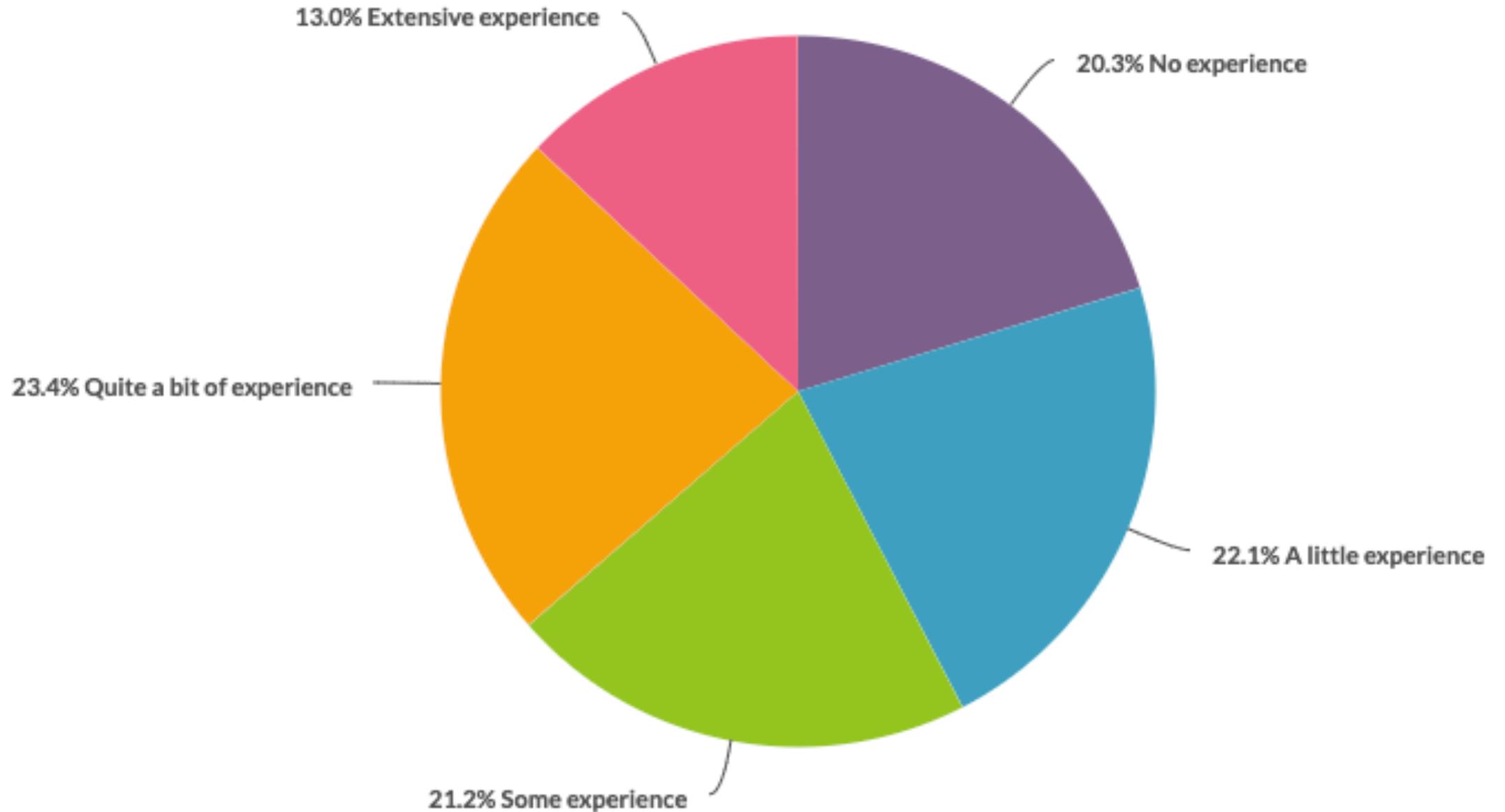
Disciplines



Role



Experience





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

Fink, L. D. (2003). *Creating Significant Learning Experiences*.





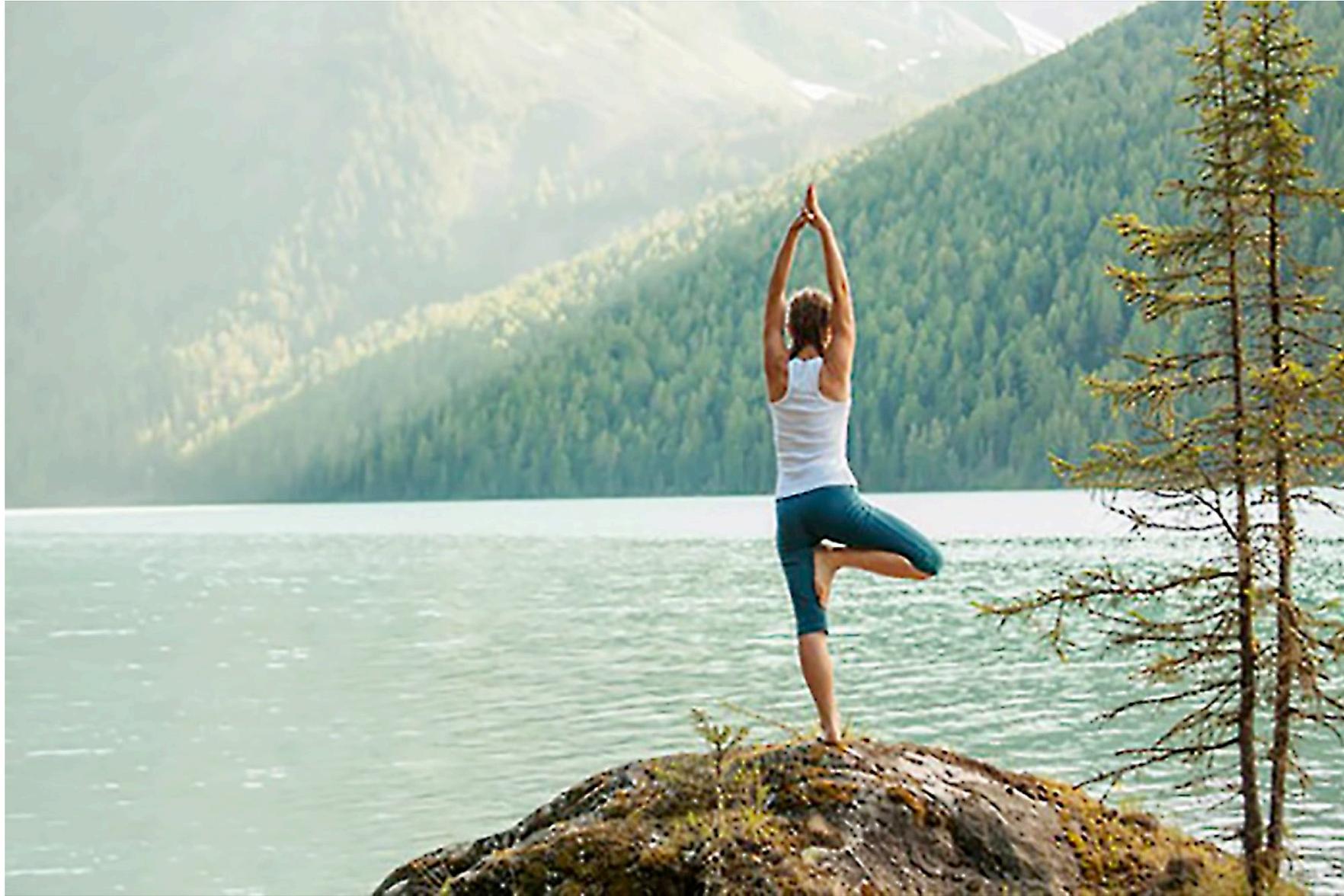
Name one situational factors that you feel will affect your instruction?

Comment in the Chat area

Delivery Modality



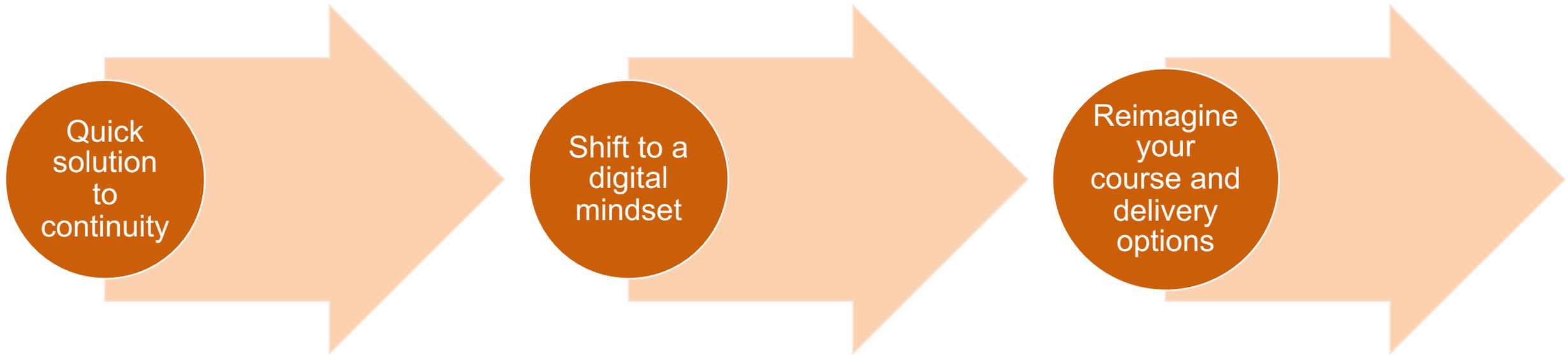
Flexibility



Communication



Remote Instruction to Online Learning

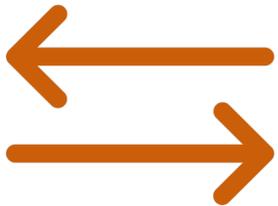




Course Design



Resilient Teaching



Plan for possible
unstable and “disruptive”
learning environment



Continue to let the course
goals drive instruction



Consider how to
teach differently



Course Design Considerations





Alignment

Starts with Backward Design

1

**Identify
Desired
Results**



Image: Flickr.com | Danny Ngan



2 Determine Acceptable Evidence



3 Plan Learning Experiences & Instruction



Aligning your Course

Objectives	Assessments	Learning Activities



Is this Aligned?

Objectives	Assessments	Learning Activities
Identify components of a persuasive speech.	Deliver a speech	

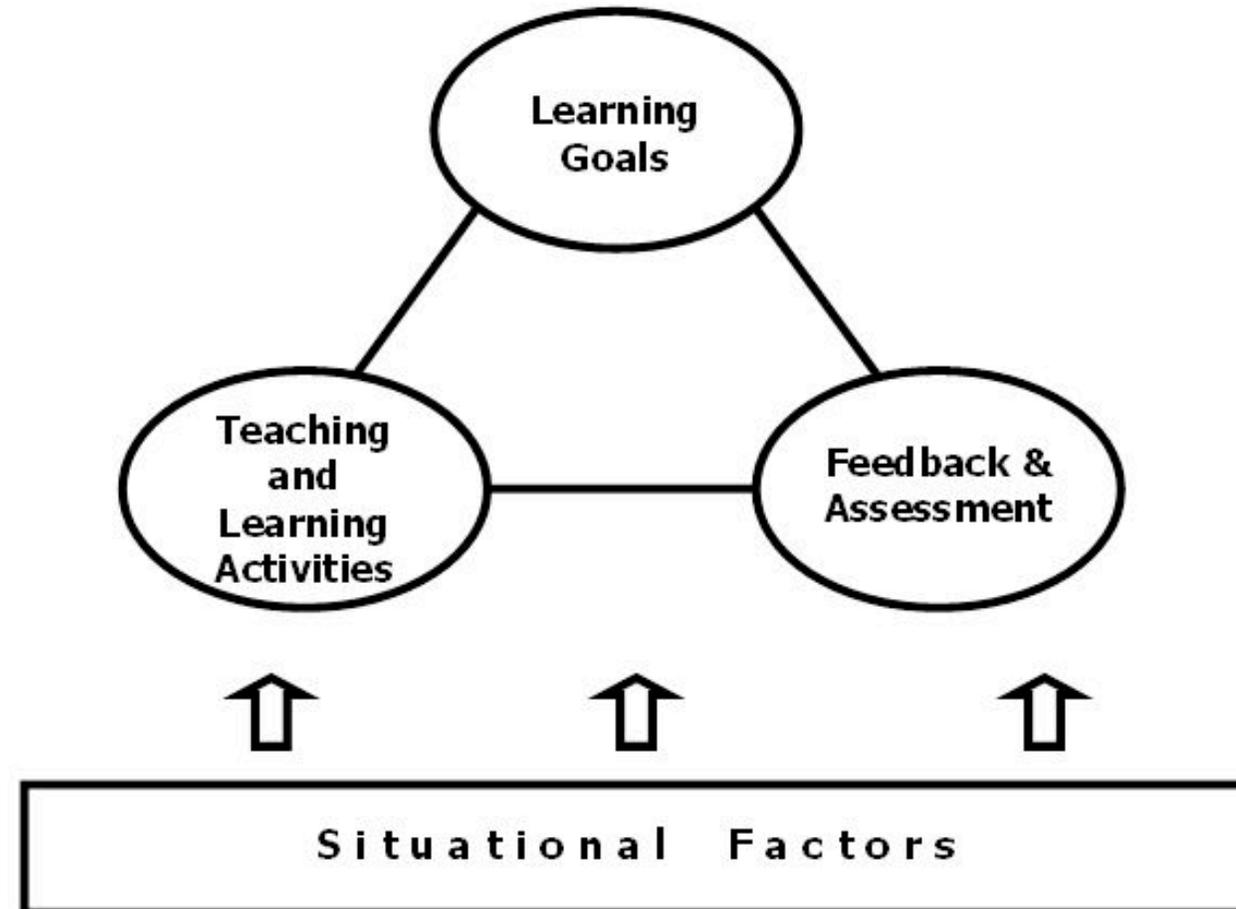


Is this Aligned?

Objectives	Assessments	Learning Activities
Identify components of a persuasive speech.	Deliver a speech	
	No	



The Key Components Of INTEGRATED COURSE DESIGN



A Self-Directed Guide to Designing Courses for Significant Learning
L. Dee Fink. 2003. *Creating significant learning experiences*. Jossey-Bass.



Evaluate at Every Phase

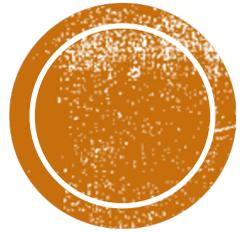




Organization

Course Organization

Clarify of Expectations



Quality Matters

Rubric & Process – Online Course Design

Organization & Navigation

- Modular Course Organization vs Individual Folders

Upload / Create  Existing Activities  Bulk Edit 

 Overview for Module 3 
 Web Page

 Student Engagement Tools Presentation 
 Web Page

This video provides information about asynchronous and synchronous instruction.

 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

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Module Organization

- Overview
 - Module Introduction
 - Objectives
 - Learning Activities or Tasks
- Content
- Assessments/Assignments
 - Discussions/Assignments
 - Quizzes
 - Exams
 - Papers
 - Summary
- What's Next?



Course: _____

Weekly/Module Name: _____

Dates of Week/Module: _____

Topic: _____

Introduction:

Objectives:

List of Activities:

Required Content:

Supplemental Content:

Self-Assessment:

Graded/Required Activities:

Module Summary:



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 we'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 over the past week. We'll also work together on group or full-class activities that benefit from in-the-moment interaction.



THURSDAY: DISCUSSION



Respond to the weekly discussion prompt with an initial post. Discussions will either happen through text in an AsU Learn Discussion Forum or through video/audio in FlipGrid. 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 to have responded to a minimum of two classmates' posts on the weekly discussion.



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

Course and Student

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



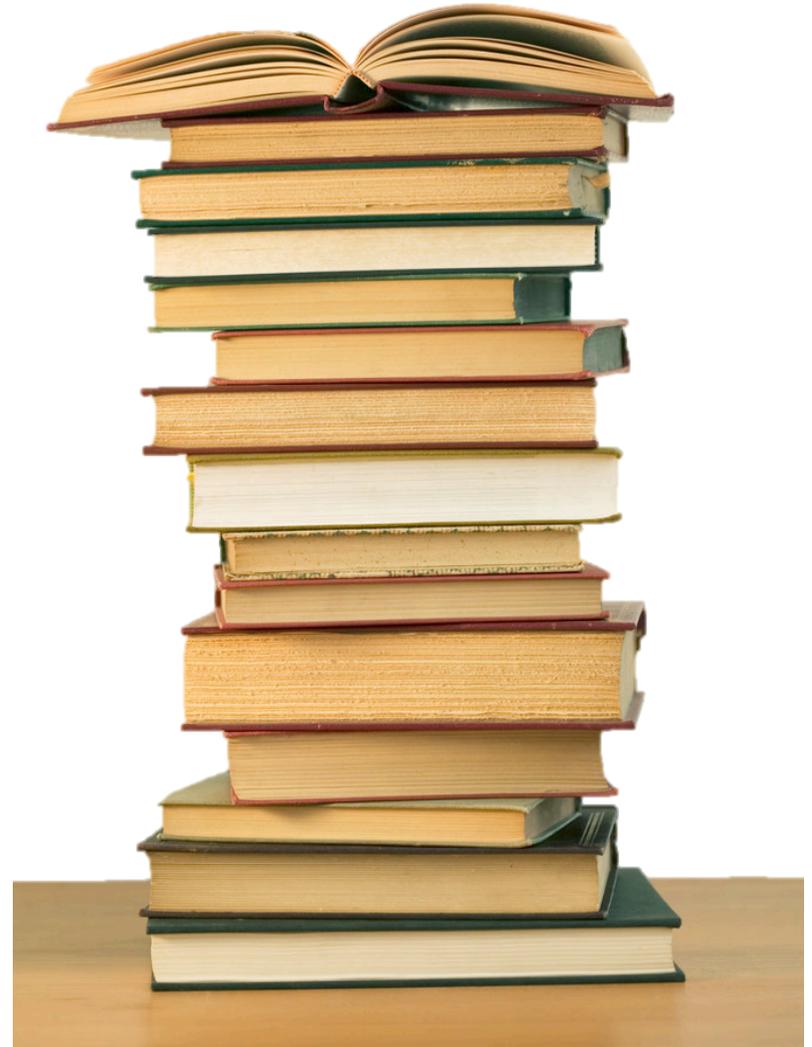


How have you increased engagement in the synchronous environment?

Comment in the Chat area

Asynchronous Engagement

- Screen Captures
- Recorded Lecturettes
- Videos
- Podcasts/Audio only
- Learning Objects
- Discussion Boards



Student Interactions



Student-to-
Student



Student-to-
Content



Student-to-
Instructor



Aligning your Course

Objective	Assessment	Learning Activities (Include Engagement)



Learner Support

Considerations to Provide

Accessibility

- ALG Accessibility Guide
- Institutional Center
- Faculty Guide to Online Accommodations

Student Technology Support

- IT Help Center Information
- LMS Help Docs
- Additional Tech Support

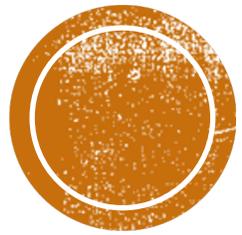
Academic Support Services

- Tutoring
- Testing
- Writing/Math Centers
- Library resources

Student Support Services

- COVID Resources
- Advising
- Counseling
- Disabilities
- Financial Aid
- Military and Veteran's Affairs
- Student Life





Course Planning Documents



Course Alignment Chart

Course Objective	Module/Unit/Week	Activity and/or Assessment



Module Organizer

Course: _____ Weekly/Module Name: _____

Dates of Week/Module: _____ Topic: _____

Module Introduction (for your students):

Module-Level Learning Objectives:

List of Activities/Tasks:

Graded/Required Activities:

Required Content/Materials:

Supplemental/Optional Content:

Self-Assessment (Non-graded/Low-stakes self-evaluation of learning):

Curriculum Alignment Matrix

Course Level Objectives	Weeks Addressed:
1.	
2.	
3.	
4.	

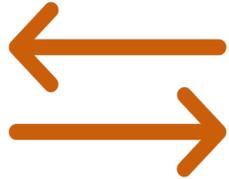
Module/Week 1

<i>Module/Weekly Objectives:</i>	<i>Assessment/Accountability</i>	<i>Activities, Content delivery</i>

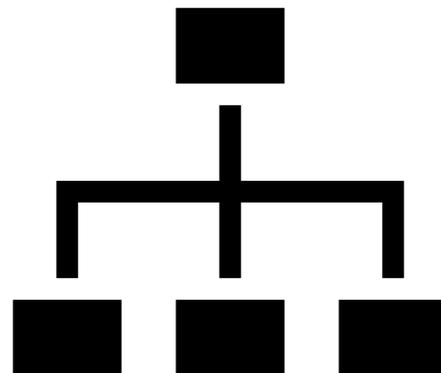
Module/Week 2

<i>Module/Weekly Objectives:</i>	<i>Assessment/Accountability</i>	<i>Activities, Content delivery</i>

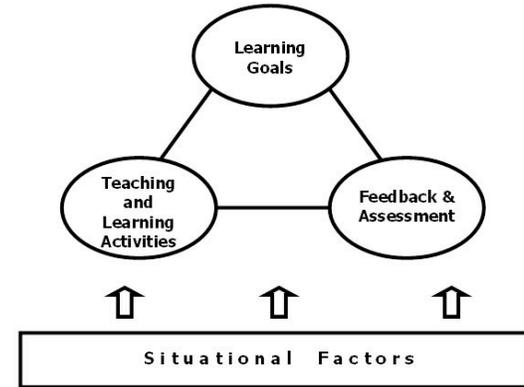
Wrap Up



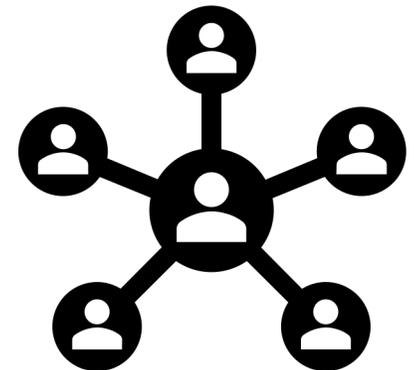
Plan for a possible
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“disruptive” learning
environment



Model 1
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Thank You!

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References and Resources

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