HOW TO DESIGN AN ONLINE COURSE

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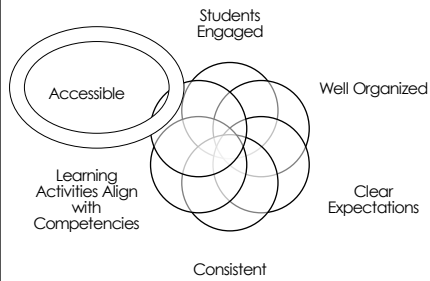
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WHAT MAKES A GOOD ONLINE COURSE?
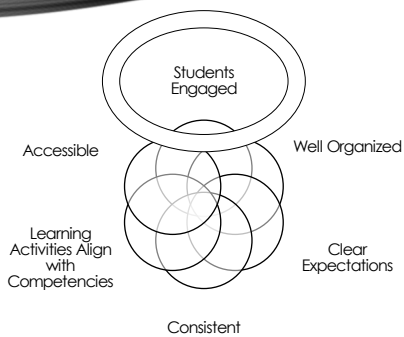
Students Engaged

Accessible

Well Organized

Learning Activities Align with Competencies

Clear Expectations

Consistent

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ACCESSIBLE

Students
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Learning
Activities Align
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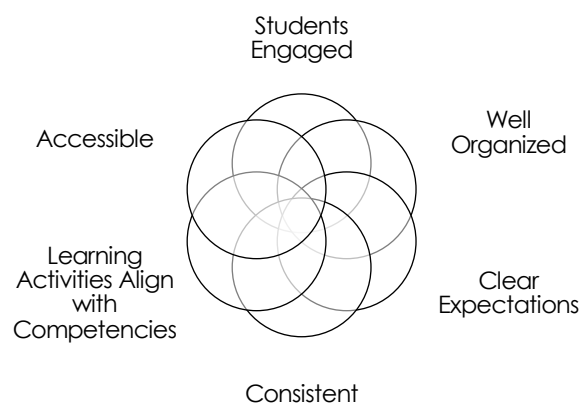
- All students can access the course content, learning activities and assessments
  - Universal Design for Learning (UDL)
  - Accessibility accommodations
- What to think about now:
  - Basic course organization
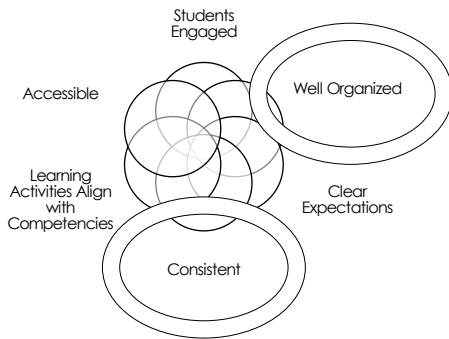 - Learning activity, tools, content

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STUDENT ENGAGEMENT

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Consistent

- Make the course relevant

- Include 3 types of student engagement

- Instructor Presence – be there!

- Motivate, relate and encourage

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WELL ORGANIZED & CONSISTENT

Students Engaged

Accessible

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Learning Activities Align with Competencies

Clear Expectations

Consistent

- This is the first thing your students will notice!

- What to think about now:

  - Basic course organization

  - Learning activity, tools, content

  - Module structure

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CLEAR EXPECTATIONS

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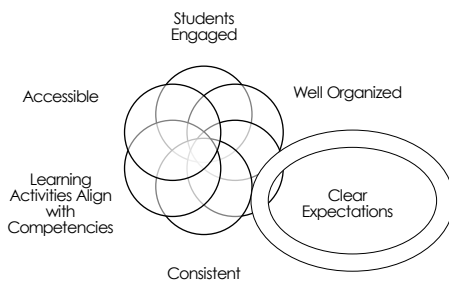
- Syllabus

- Weekly checklists

- Specific instructions

- Clear Course Competencies

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ALIGNED COURSE COMPETENCIES

Students Engaged

Accessible

Well Organized

Learning Activities Align with Competencies

Clear Expectations

Consistent
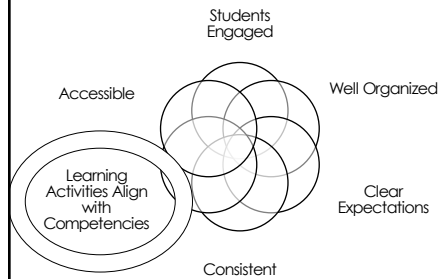
- Clear Course Competencies

- Specific Assessments to Evaluate

- Learning Activities that Promote Competence

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WHAT MAKES A GOOD COURSE COMPETENCY?

- Clear and Concise

- Observable

- Measurable
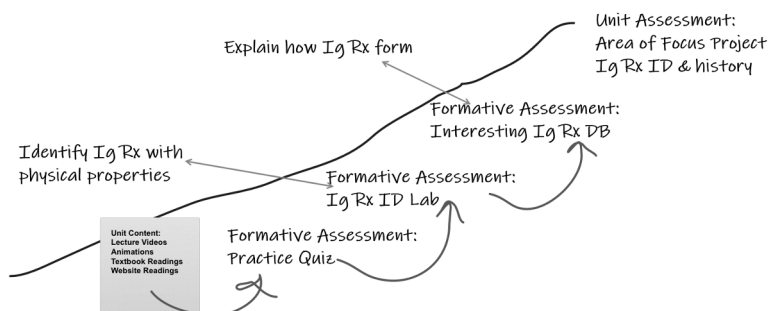
- Begin with an action verb

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COURSE MAP

1. Define course competencies
2. Determine how students will show they have met the course competencies
3. Identify what students will need to do to meet the course competencies
4. Plan for engagement → Student Interactions
5. Plan for instructor presence
6. Add resources to support student learning

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COURSE MAP EXAMPLE

Explain how Ig Rx form

Unit Assessment:
Area of Focus Project
Ig Rx ID & history

Formative Assessment:
Interesting Ig Rx DB

Identify Ig Rx with
physical properties

Formative Assessment:
Ig Rx ID Lab

Unit Content:
Lecture Videos
Animations
Textbook Readings
Website Readings

Formative Assessment:
Practice Quiz

Learning Technology: Microsoft Whiteboard

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PRACTICE ACTIVITY

Kahoot! Competencies (5 minutes)

Think you know a good competency when you see one? Let's check!

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APPLICATION ACTIVITY

Breakout Rooms:

Time on Task: 15 minutes

Activity Prompt:

- Select one course competency from your focus course worksheet.
- With your group, decide if the competency meets all of the following requirements:
    - Is it clear and concise?
    - Is it observable?
    - Is it measurable?
    - Does it begin with an action verb?
- If it does not meet all the requirements, work as a group to propose a revision.

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BRIDGE ACTIVITY

On Your Own: Initial Course Maps (15 minutes)

What do students need to do to meet your competency? How will you check their understanding (e.g. assessment?).

- This activity will be done on your own.
- Time: 15 minutes
- Jennifer will be available for questions while everyone works.
- A breakout room can be used, if needed.

Optional Learning Technology: Microsoft Whiteboard or Google Jamboard

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5 MINUTE BREAK

Want to liven up your class with gifs? Check out Tenor: https://tenor.com/

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