

Online Course Content Development and Course Design Process

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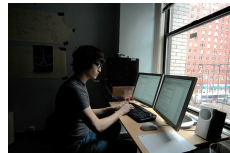


Quality and Learning
Flexibility Opportunity
Self-directed Access
Economical Education



What do Online Students Expect?

- Excellent quality online instruction
- Clearly defined student assignments
- Faculty responsive to student needs
- Timely feedback from faculty about student progress



National Online Learners Priorities Report (2011)

Photo: "classroom" by Flickr user zachkahn / Creative Commons license



F2F to Online Shift

F2F	Online
Class hours and a classroom	Flexible time and space
Flexible prep time	Front loaded design process
Physical presence (Students attend class)	Online presence (Students actively participate)
More interpersonal communication	Instructions must be explicit in writing, audio or video "Guide on the site"
"Sage on the stage"	
Instructor and students facilitate social interaction	Instructor and students leverage technology to facilitate social interaction
Instructor feedback provided, as needed	Frequent instructor feedback is critical

Course Design Standards

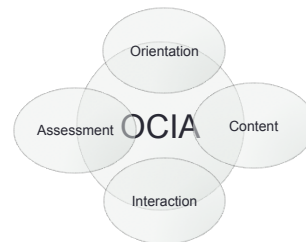
The Quality Matters Rubric includes eight general standards:

1. Course Overview and Introduction
2. Learning Objectives (Competencies)
3. Assessment and Measurement
4. Instructional Materials
5. Learner Interaction and Engagement
6. Course Technology
7. Learner Support
8. Accessibility

• <http://www.qmprogram.org/rubric>

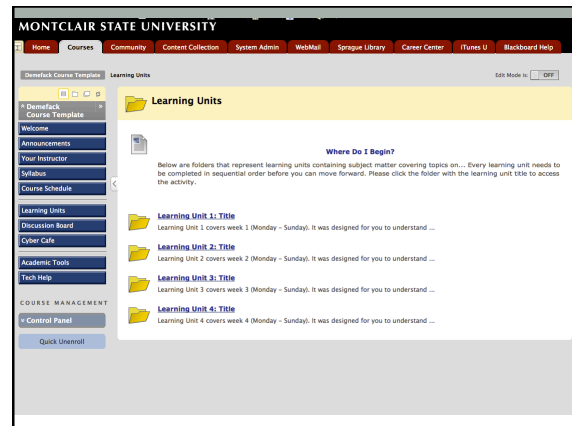
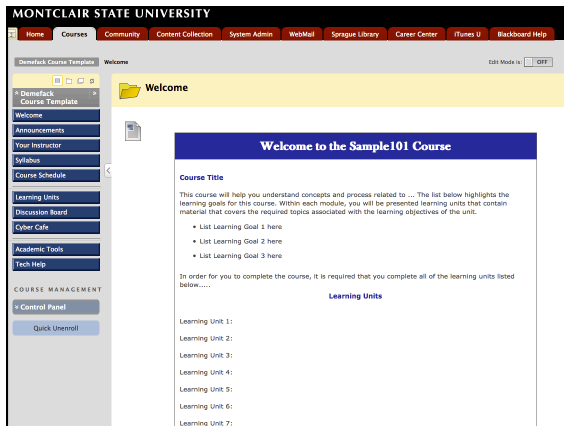


MSU's Course Design Model




Online Course Content Development and Course Design Process

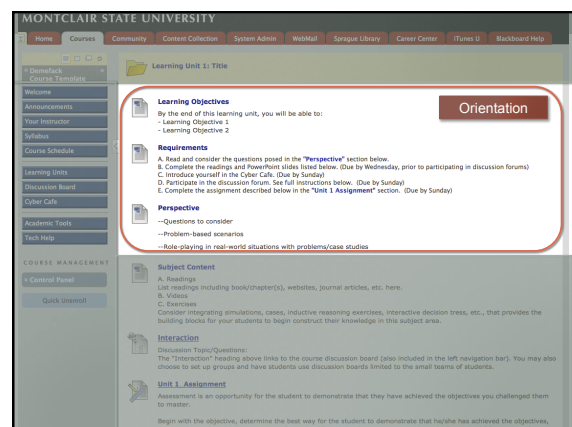
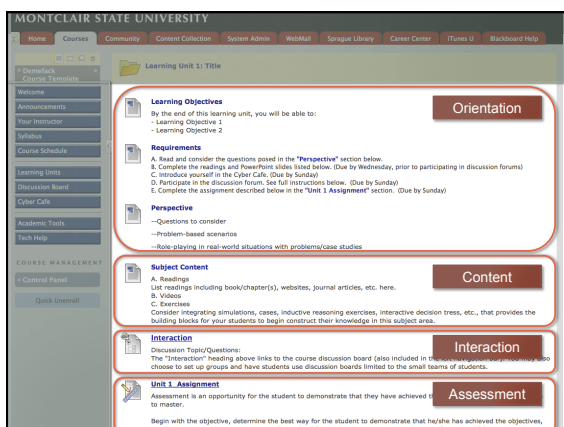
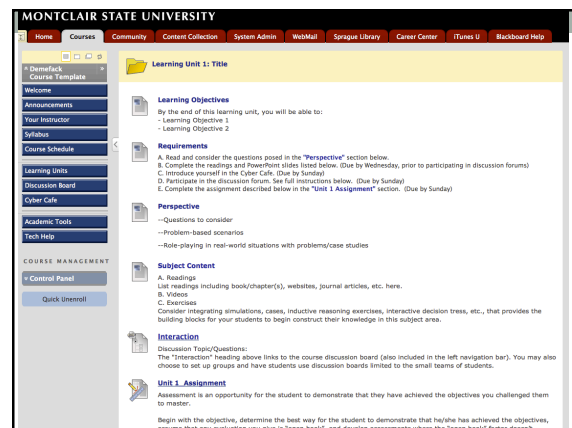
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Learning Units

- One week of learning activities contains all the elements a student needs to achieve the learning outcomes.
- Guides learners through a sequence but flexible in supporting students' preferences
- Contains Learning Objectives, Unit Requirements, Perspective, Subject Content, Interaction, and Assessment.
- Offers consistency between courses





Unit Learning Objectives

- What will students be able to do by the end of the learning unit?
- Do the unit objectives match what students actually do?
- Are the objectives measurable?
- Do objectives build up, increasing in difficulty and complexity?
- Is the number of learning objectives manageable from a student perspective?

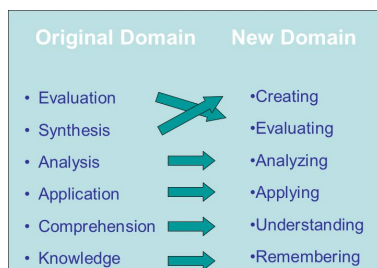


Defining Learning Objectives

- Characteristics essential to clear objectives:
 - Behavior
 - Criterion
 - Condition
- Bloom's Taxonomy
 - Cognitive (Knowledge)
 - Affective (Attitude)
 - Psychomotor (Skills)



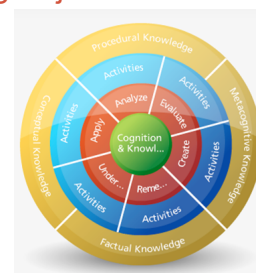
Bloom's Taxonomy



http://projects.coe.uga.edu/epltt/index.php?title=Bloom%27s_Taxonomy



Learning Objectives



Interactive Bloom's Revised Digital Taxonomy Wheel & the Knowledge Dimension by Ammar Merhbi
 • <http://edutechology.org/swfapp/blooms/wheel/engage.swf>



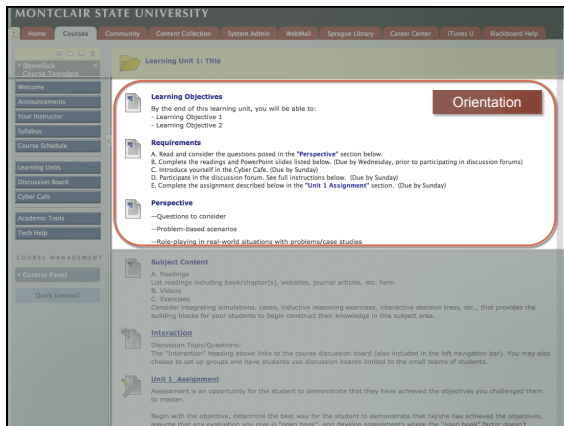
Web 2.0 Apps to Support Bloom's Revised Taxonomy,
 Assembled by Kathy Schrock
<http://www.schrockguide.net/bloomin-apps.html>



Learning Objectives: Example

- By the end of this learning unit, you will be able to:
- **Identify** internal and external data sources used in your school setting.
 - **Analyze** the relationship between school climate and student learning through group blogs.
 - **Create** a presentation that demonstrates the components of school culture to a real-world situation.





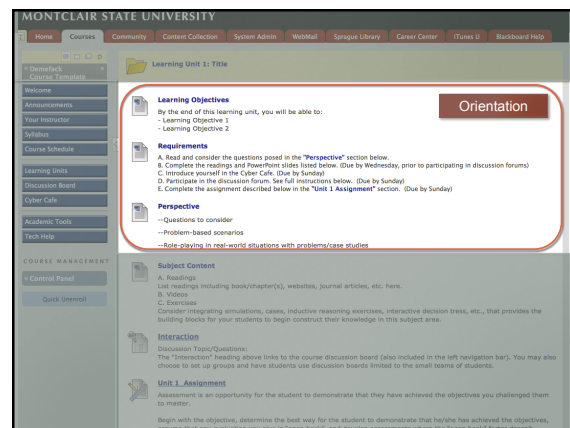
Requirements

- Provide a brief overview of what the student will be doing in the learning unit.
- Clarify what is required and optional.
- Include specific due dates and times for all assignments, (for example, Thursday, February 14 at 11:59pm EST/ EDT).
- Consider student response time so that students can benefit from other students' feedback.



Requirements: Example

- **Unit 1 Requirements**
- A. Consider the questions posed in the "Perspective" section below.
- B. Complete the readings listed below. (Due by 11:59pm Wednesday, prior to participating in discussion forums)
- C. Participate in the group based discussion forum. (Due by 12 noon, Sunday)
- D. Introduce yourself through the Cyber Cafe. (Due by 12 noon, Sunday)



Perspective

- Get students interested in content.
- Help build relevant connections with students' prior knowledge, personal lives, work, experience, and expectations.
- Use problem-based scenarios relevant to the unit subject to encourage students to think about solutions.
- Share other relevant links, ideas that connect to the unit's material.



Perspective: Example

- **Perspective**
 - The issue of religion in the schools is a political one. Most districts choose to avoid the situation altogether by ensuring that religious holidays are devoid of any reference. Few school districts are willing to entertain any controversy regarding religion in the school. However, notwithstanding such trepidation, the Lemon Test gives clear guidance on how the cultural context of religion can be presented within the public school context. Please review your district board of education policies and think about how or if your district acknowledges religious holidays and events. Has your district become more or less conservative regarding its approach to the religious holidays?
- Questions to Think About:*
- If a principal hired a kindergarten teacher who was also a nun, could that teacher wear her religious garb when teaching in the public school context? Why?
 - If a teacher has a religious faith which requires him/her to pray every day at 11:00 a.m., is the district required to arrange his/her schedule so that he/she is free to pray every day at 11:00 a.m.?



Perspective: Example

Perspective
CMPT580 Unit 1 Perspective on Computer Performance
by demefack



Download a transcript of this movie here: [CMPT580_Unit1_Perspective_Transcript.rtf](#)

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Home Courses Community Content Collection System Admin WebMail Sprague Library Career Center iTunes U Blackboard Help

Learning Unit 1: Title

Learning Objectives
By the end of this learning unit, you will be able to:
- Learning Objective 1
- Learning Objective 2

Requirements
A. Read and consider the questions posed in the "Perspective" section below.
B. Complete the readings and Powerpoint slides listed below. (Due by Wednesday, prior to participating in discussion forums)
C. Introduce yourself in the Cyber Cafe. (Due by Sunday)
D. Participate in the discussion forum. See full instructions below. (Due by Sunday)
E. Complete the assignment described below in the "Unit 1 Assignment" section. (Due by Sunday)

Perspective
--Questions to consider
--Problem-based scenarios
--Role-playing in real-world situations with problems/case studies

Subject Content
A. Readings
List readings including book/chapter(s), websites, journal articles, etc. here.
B. Videos
C. Exercises
Consider integrating simulations, cases, inductive reasoning exercises, interactive decision trees, etc., that provides the building blocks for your students to begin construct their knowledge in this subject area.

Interaction
Discussion Topic/Question:
The "Interaction" heading above links to the course discussion board (also included in the left navigation bar). You may also choose to set up groups and have students use discussion boards limited to the small teams of students.

Unit 1 Assignment
Assignment is an opportunity for the student to demonstrate that they have achieved the objectives you challenged them to master.
Begin with the objective, determine the best way for the student to demonstrate that he/she has achieved the objectives, require that any explanation you give to "prove" your own, and develop experiences during the "open book" time period.

Content

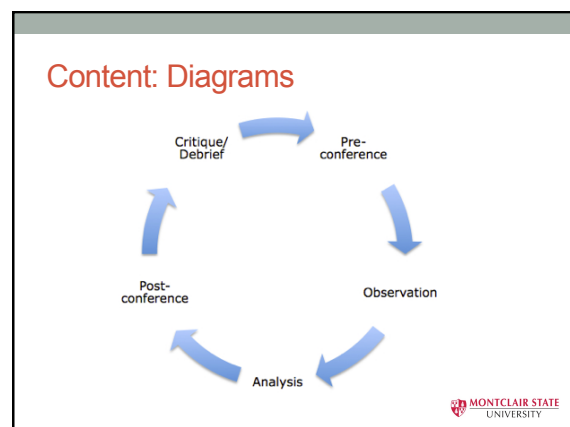
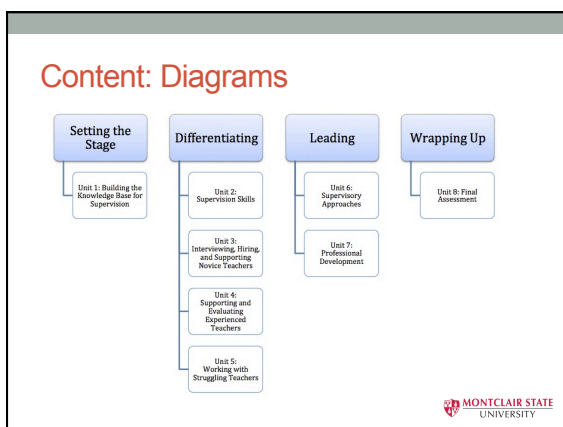
- Identify content that best aligns to your objectives.
- Use a variety of sources such as readings, multimedia, animations, screen captures, simulations, cases, inductive reasoning exercises, audio recordings, and interactive decision trees.
- Integrate user-generated content.
- Consider integrating textbook publisher provided materials.
- Ensure materials are accessible & copyright is clear.

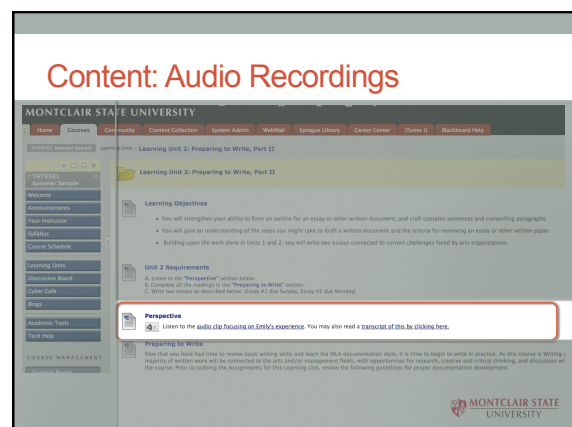
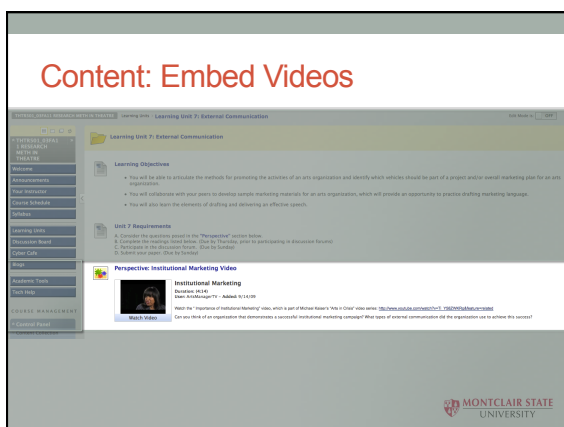
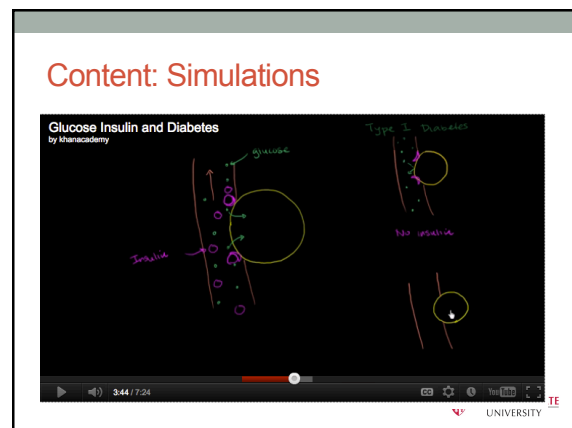
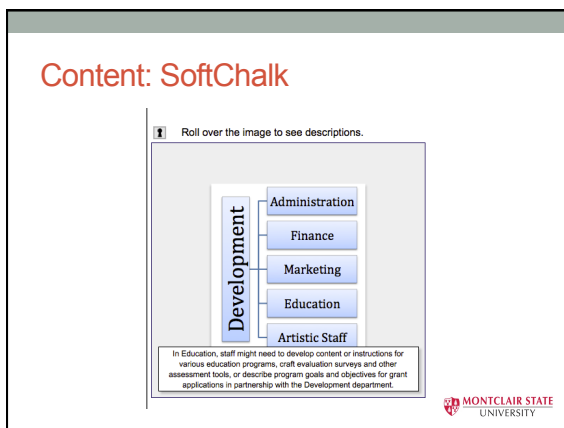
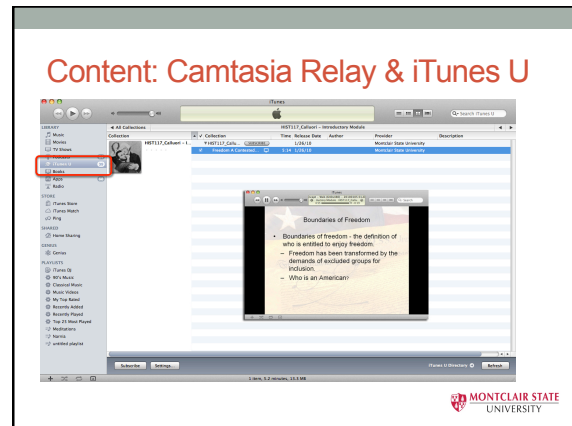
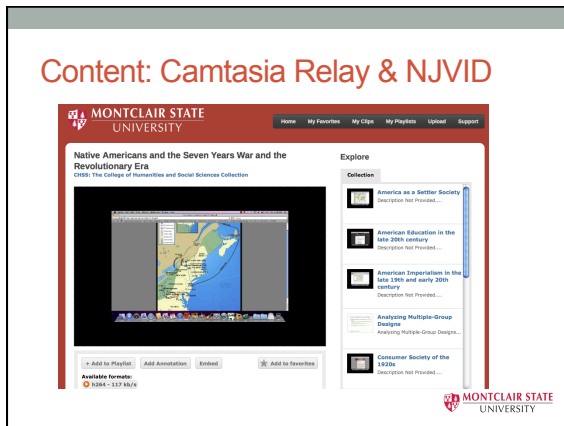
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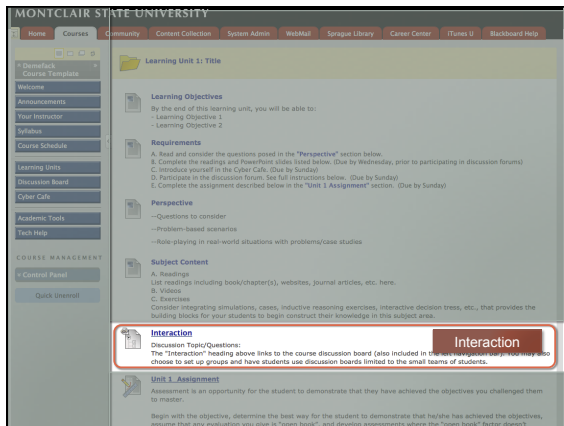
Content: Presentation Tools

- Diagrams (Microsoft Office SmartArt)
- Annotated materials (screen shots, PDFs, documents)
- Narrated presentations/screen capture/audio only:
 - Camtasia Relay: <http://www.techsmith.com/camtasia-relay.html>
 - NJVID: <http://www.njvid.net/>
 - iTunes U: <http://www.apple.com/education/itunes-u/>
- SoftChalk: <http://softchalk.com/>
- Khan Academy: <http://www.khanacademy.org/>

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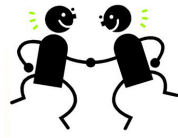
“No interaction”
equals
“no learning”

(Gunawardena, 1995)



Importance of Social, Interactive Learning

- Online learning should facilitate interaction
- Social, interactive learning is vital to cognitive development
- Higher-order learning originates and develops as interaction is built and enhanced
- Interaction types essential in online courses (Moore, 1989):
 - Learner-content
 - Learner-instructor
 - Learner-learner
 - Learner-self (Soo & Bonk, 1998)
- There is a strong relationship between interaction, social presence and learning (Anderson, et al, 2001).

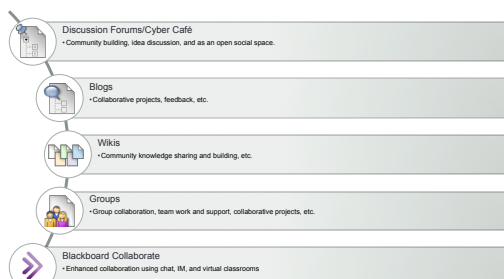


Interaction

- Offer opportunities for students to interact with the content, each other, and yourself.
- Use instructional strategies and activities that promote active learning and facilitate students' interaction with the content and each other.
- Facilitate a social learning community.
- Consider team based learning.
- Incorporate technology based tools that support interaction.
- Clearly state the instructor's plan for providing feedback on assignments.



Interaction Tools in LMS



Interaction: Discussion Example

- **Unit 1 Discussion**
- In small groups, respond to the following Discussion Forum question:
- Pursuant to the Courts' decision in Punxsutawney, what are the legal and financial implications for school districts?
- Comment on at least two of your classmates' posts.
- The group leader will then post a summary of the group discussion on the course-wide Discussion Forum.



Interaction: Blog Example

The screenshot shows a blog post titled "Unit 1: CEO Introductory Speech". On the left, there's a "Create Blog Entry" button and a "View Drafts" link. The main content area contains instructions for writing an introductory speech. On the right, there's a sidebar with "About this Blog" (Author: Carolyn Demefack, Entries: 0, Comments: 0), "More Blogs" (Alanna (1), Carolyn Demefack (0)), and an "Index" link. At the bottom right, there's a "MONTCLAIR STATE UNIVERSITY" logo.

Interaction: Wiki Example

The screenshot shows a wiki page titled "Professional Development Models". It includes a "Create Wiki Page" button and a "My Contribution" section. The main content area lists articles and videos related to peer coaching. On the right, there's a sidebar with "About This Wiki" (Number of Wiki Pages: 7, Number of Comments: 0, Created Date: 8/12/12 2:48 PM) and a "Professional Development Models" section with links to "Discussion", "Latest Wiki", "Wiki's & Recent Wiki's", "Peer Coaching", "Professional Learning Communities", and "Teacher Portfolio". At the bottom right, there's a "MONTCLAIR STATE UNIVERSITY" logo.

Instructional Strategies

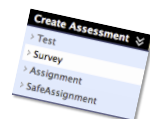
How We Learn	Instructional Strategies	Online Instructional Tools
We learn by listening.	Direct Instruction and Self-directed Instruction	Online audio clips, audio in PowerPoint, online conferences
We learn by seeing.	Direct Instruction and Self-directed Instruction	PowerPoint Slides, online video clips, tutorials
We learn by asking.	Questioning Strategies and Cooperative Learning	Mentoring in Chat / E-mail / Threaded discussion among students, and between students and instructors and tutors.
We learn by exploring, modeling, researching, and practicing.	Experiential Learning	Case studies, simulations, computer-based activities, hands-on activities, reflection assignments
We learn by reading.	Direct Instruction	Instructor's lectures in notes, PowerPoint, Word or PDF document format; articles, web resources, textbook

Horton, W. (2000)

The screenshot shows a course management system interface for "Learning Unit 1: Title". It includes a sidebar with navigation links like "Home", "Courses", "Community", "Content Collection", "System Admin", "WebMail", "Syllabus Library", "Career Center", "Times 0", and "Blackboard Help". The main content area lists "Learning Objectives", "Requirements", "Perspective", "Subject Content", and "Interaction". At the bottom, there's a "Unit 1 Assignment" section with a red box labeled "Assessment".

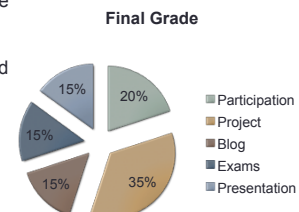
Assessment

- Allow students to demonstrate that they have achieved the objectives you challenged them to master in each unit.
- Set clear expectations for online course participation.
- Incorporate formative, resulting in feedback, or summative, resulting in a grade, assessments.
- Vary the types of assessment tools.
- Provide grading rubrics.



Assessment: Common Grading

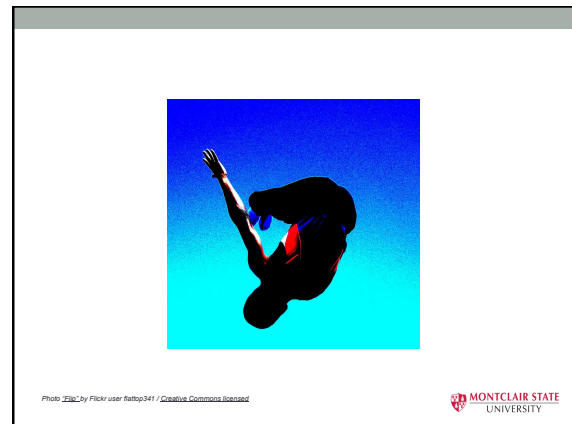
- Grading shifts to include projects, group work, participation in Discussion Forums, and other collaborative activities.



Blackboard online Discussion Evaluation Rubric

Evaluation Categories	Criteria					Score
	Strong	Fair	Satisfactory	Weak	Unsatisfactory	
I. Participation in Discussion	Provides context and new information in a timely and appropriate manner. Interacts with a variety of participants by posing queries, comments, and thoughtful responses.	Provides context and new information in a fairly regular manner. Interacts with a few selected participants by posing queries, comments, and thoughtful responses.	Sparsely provides context and new information. Interacts with only one or two participants by posing queries, comments, and thoughtful responses.	Provides minimal context and information to other participants. Participants infrequently or not at all interact with or respond to other participants.	Does not enter the discussion.	None
II. Content and Focus	Postings are accurate, relevant and indicate that poster has taken an understanding of the topic as evidenced by thoughtful responses and questions.	Makes significant contributions to the discussion. Develops thoughtful responses and questions that lead to further understanding of the topic as evidenced by thoughtful responses and questions.	Postings concern largely or partially relevant aspects of the discussion. Develops a rudimentary understanding of the topic. Limited or no information that could be derived from prior posts.	Adds little to the substantive discussion by only contributing the one contribution to the social aspects of the course.	Does not add to the discussion.	None
III. Critical Thinking Evidenced by posting	Offers a critical analysis of an existing point of view or introduces a different interpretation to an existing idea.	Agrees or disagrees with existing discussion and provides limited justification/explanation (e.g., text readings, resources).	Agrees or disagrees with existing discussion, but provides no justification/explanation (e.g., text readings, resources).	Provides no evidence of agreement or disagreement with existing discussion.	Does not show posting.	None
IV. Skilled Communication	Highly skilled presentation of ideas. Engages readers. Work exceeds expectations for the level of student already in error in spelling, punctuation, or grammar used.	Clearly presents ideas. Work approaches the level of student already in error in spelling, punctuation, or grammar used. A few minor presentation errors identified.	Does not present ideas. Content close to expectations for work at the level. Some punctuation and spelling errors by no more than grammar identified.	A limited ability to convey ideas about the work. Errors noted in spelling, punctuation, and grammar.	Does not write response.	None
Additional Comments					Your total score (Total: 100 points)	

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Getting Started

- 1 Select a course to work on during this workshop
- 2 Focus on one learning unit
- 3 Gather your materials (syllabus, course schedule, etc.)

How to Transform Your Course

- ✓ Organize your course into sections:
 - Welcome, Syllabus, About Instructor, Course Schedule, Learning Units, Cyber Cafe, Tech Help
- ✓ Chunk your course into learning units

Within each learning unit:

- ✓ Design and Create the Orientation
- ✓ Design and Produce the Content
- ✓ Design and Create Meaningful Interactions
- ✓ Design and Create Assessments

Steps to get started

Structure your course:

- Divide your course into week-long learning units
- Use the number of weeks your new online/hybrid course may take (i.e. 8 weeks in online programs, 16 weeks for traditional semester-long courses, 3 week or other lengths for other sessions)
- Use these worksheets to guide your work:
 - Course Structure Template: <http://bit.ly/wpzBJT>
 - Course Schedule Template: <http://bit.ly/zFxiwV>
 - Unit Template <http://bit.ly/wblgml>

Instructional Designers can help by...

- Guiding you through the steps of course development
- Assisting you to identify learning objectives
- Advising on how to match instructional strategies to learning objectives
- Recommending appropriate technologies to enhance online instruction and learning activities
- Helping you develop assignments for different content areas
- Providing consistent, detailed responses to your content development needs
- Building your courses using the Montclair template
- Designing and uploading the course components to the Learning Management System (LMS)
- Providing technical expertise on the presentation of course content and activities
- Ensuring that the overall design requirements are carried through to the completed course website

Recommended Resources

- MSU's Resources:
 - Instructional Design Services: http://bit.ly/msu_ids
 - MSU's Guide to Becoming a Successful Online Learner: http://bit.ly/msu_onlinestudent
 - Technology Training & Development Services: <http://tti-training.montclair.edu/>
- Technology Resources:
 - Camtasia Relay: <http://www.techsmith.com/camtasia-relay.html>
 - NJVID: <http://www.njvid.net/>
 - iTunes U: <http://www.apple.com/education/itunes-u/>
 - SoftChalk: <http://softchalk.com/>
 - Khan Academy: <http://www.khanacademy.org/>
 - VoiceThread: <http://voicethread.com/>
 - Voki: <http://www.voki.com/>
 - Xtranormal: <http://www.xtranormal.com/>



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Questions

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