

Designing an Online Course

Ten Core Principles

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Isn't the preparation the same as delivering face-to-face?

How can I do this when I don't believe online is as powerful a medium for learning as students being in the classroom with me?

How will students participate?

I am not confident with technology. Some of my students may not have appropriate resources or lack confidence using technology.

How can I ensure students are learning in this format?

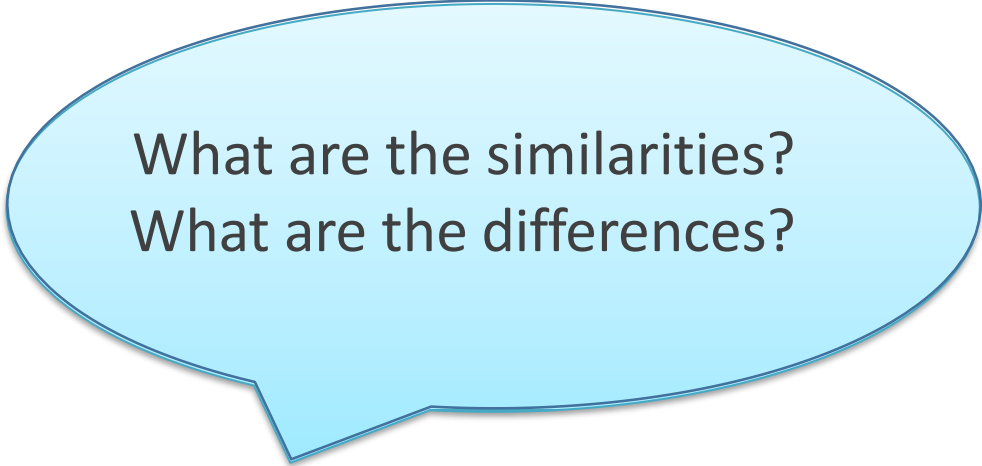
Learning Outcomes

It is about
good
teaching

- At the conclusion of this session, participants will be able to:
 - Discuss common questions and fears of transitioning to on-line course delivery.
 - Identify ten core practices used when designing courses for on-line delivery.
 - Outline next steps in framing a course for on-line delivery

Comparing Course Development

- Course Development for Face-to-Face
 - Key strategies
- Course Development for on-line
 - Key strategies

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What are the similarities?
What are the differences?

Things to think about

What core content will be delivered on Collaborate? Why?

What do you want students to know or be able to do at the end of course?

What are your core learning outcomes?

What is my teaching philosophy? How important is student engagement?

What do you want the students to say about the course at the end of it?

What aspects of the curriculum could be delivered via Moodle? How and why?

What features of Moodle have I used?

What aspects of the course may be self-directed by students?

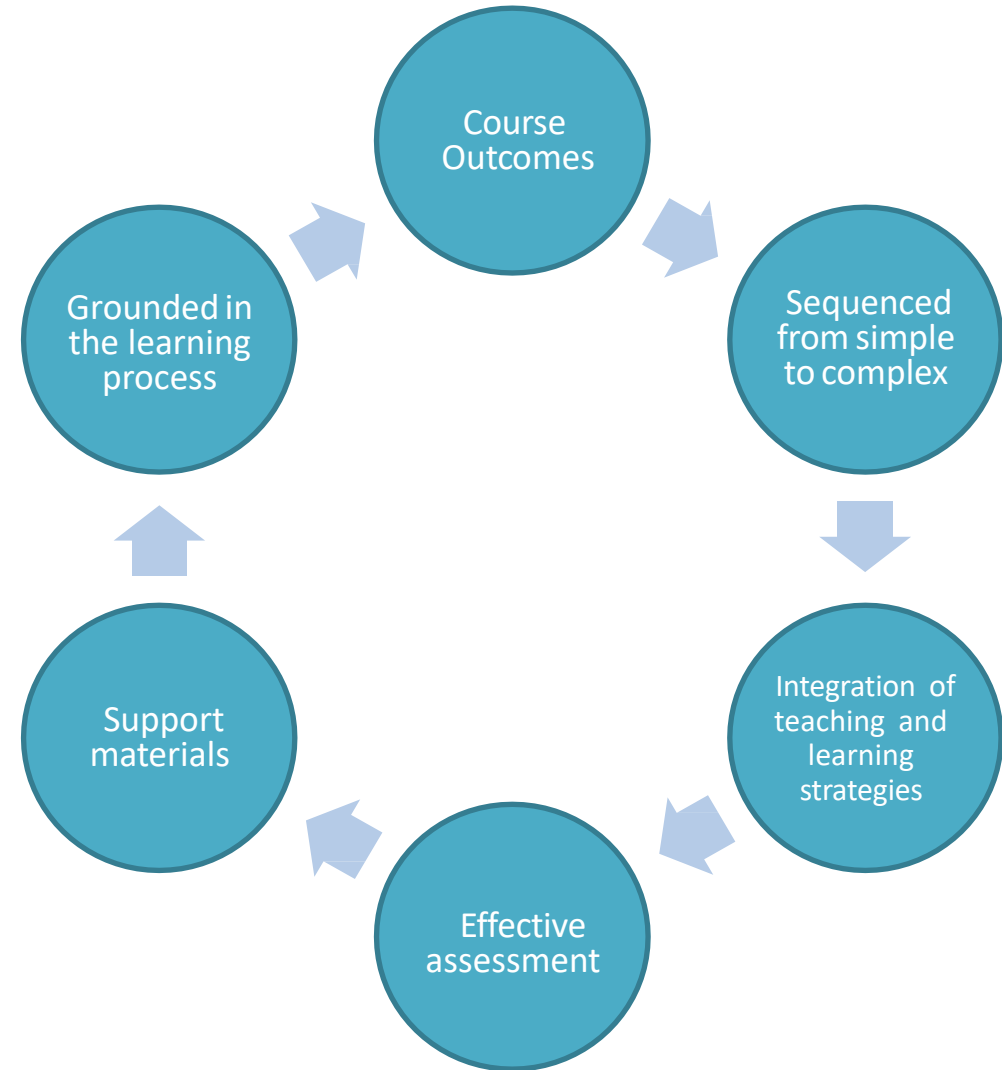
How might students contribute to the delivery of core content?

How might students engage in peer learning? Why is this important?

How is student success measured? Why?

Principle 1

Design course in a thoughtful and methodical way.



Principle 2

Map the course out beginning with the end of the course to the beginning.

Use a planning sequence with four stages:

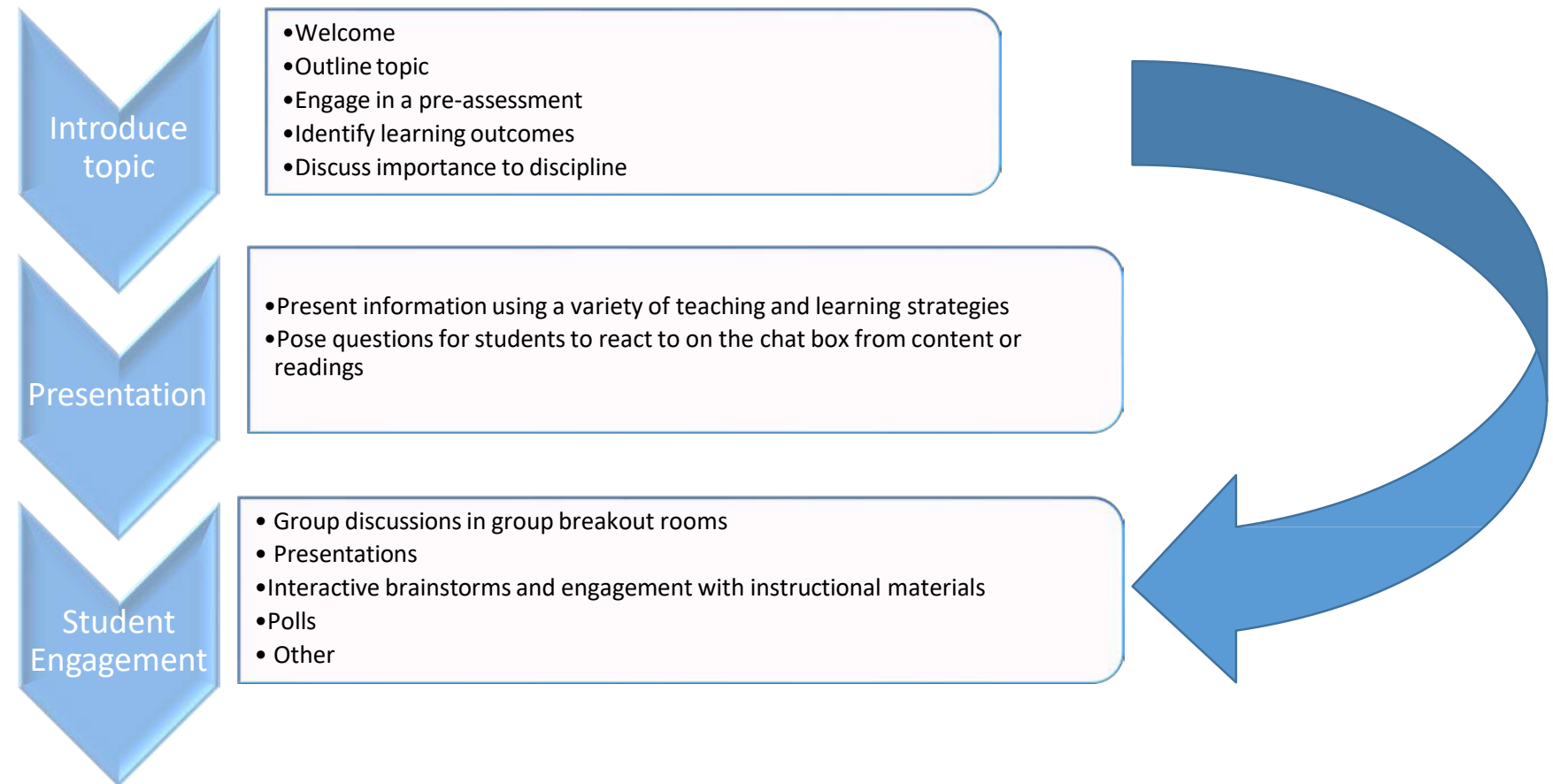
- Identify desired results
- Determine themes
- Identify learning outcomes
- Plan learning experiences and instruction



*the Backward
Design
Process...*

Principle 3

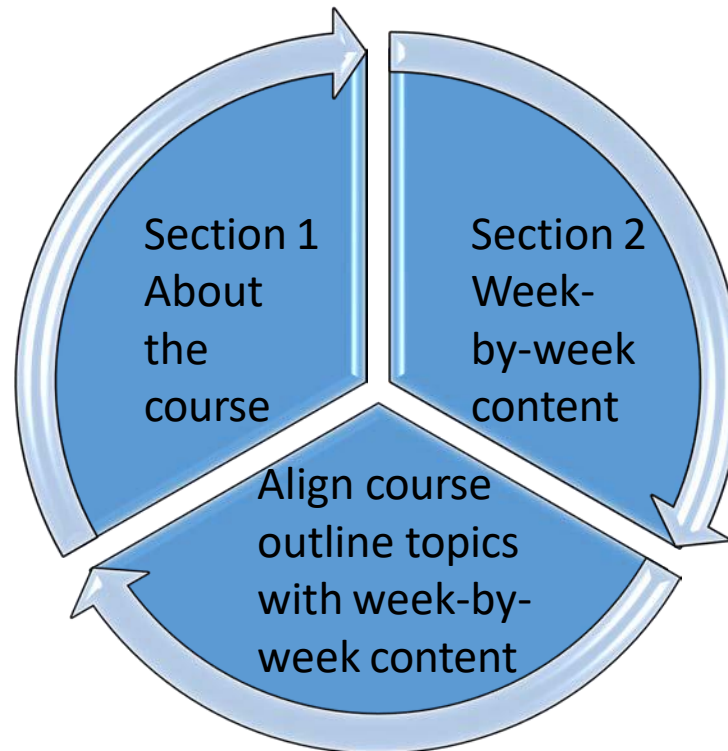
Collaborate sessions are designed to be consistent in presentation



Principle 4

Course Moodle Shells are designed to be clear and concise.

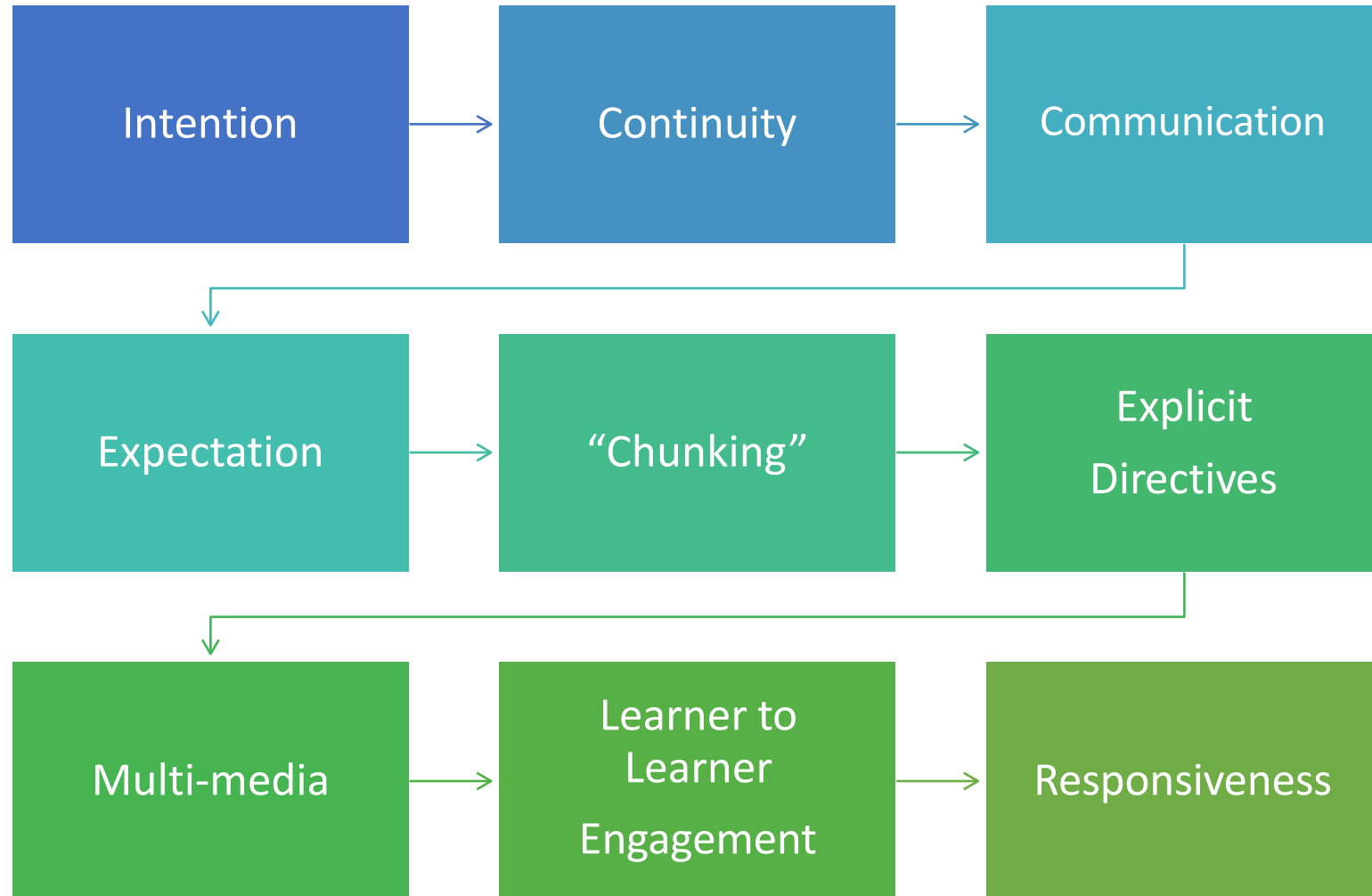
- Course outline
- Assignments and submission process
- Expectations
- Instructor / Faculty introduction
- Office hours
- Announcements



- Learning outcomes
- Link for Collaborate
- PowerPoints
- Readings for class
- Videos for class
- Discussion Forums
- Activities
- Assessment/reflection
- Other resources

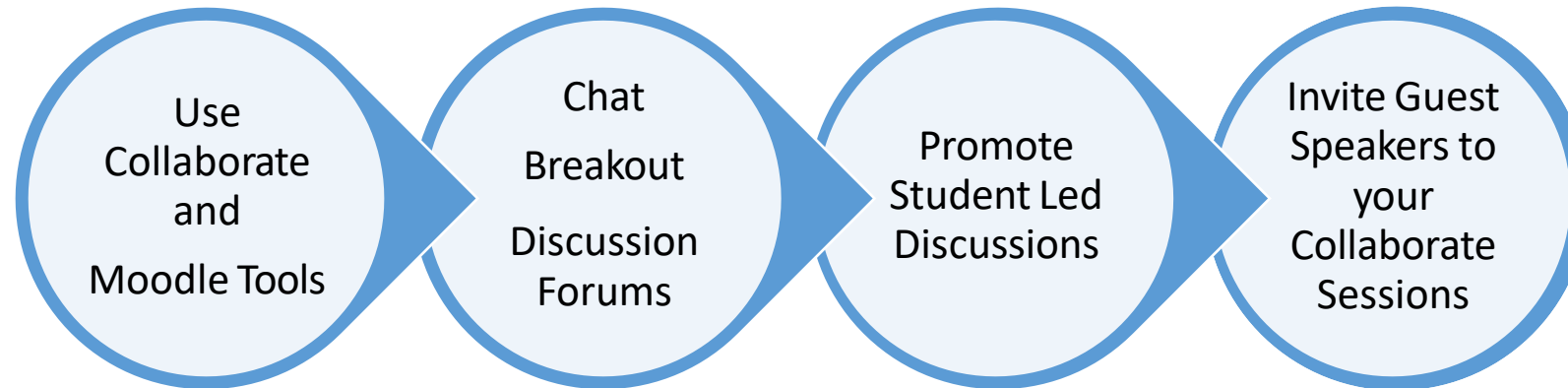
* There is a new section for each week, with the layout the same

Moodle
Course
Design



Principle 5

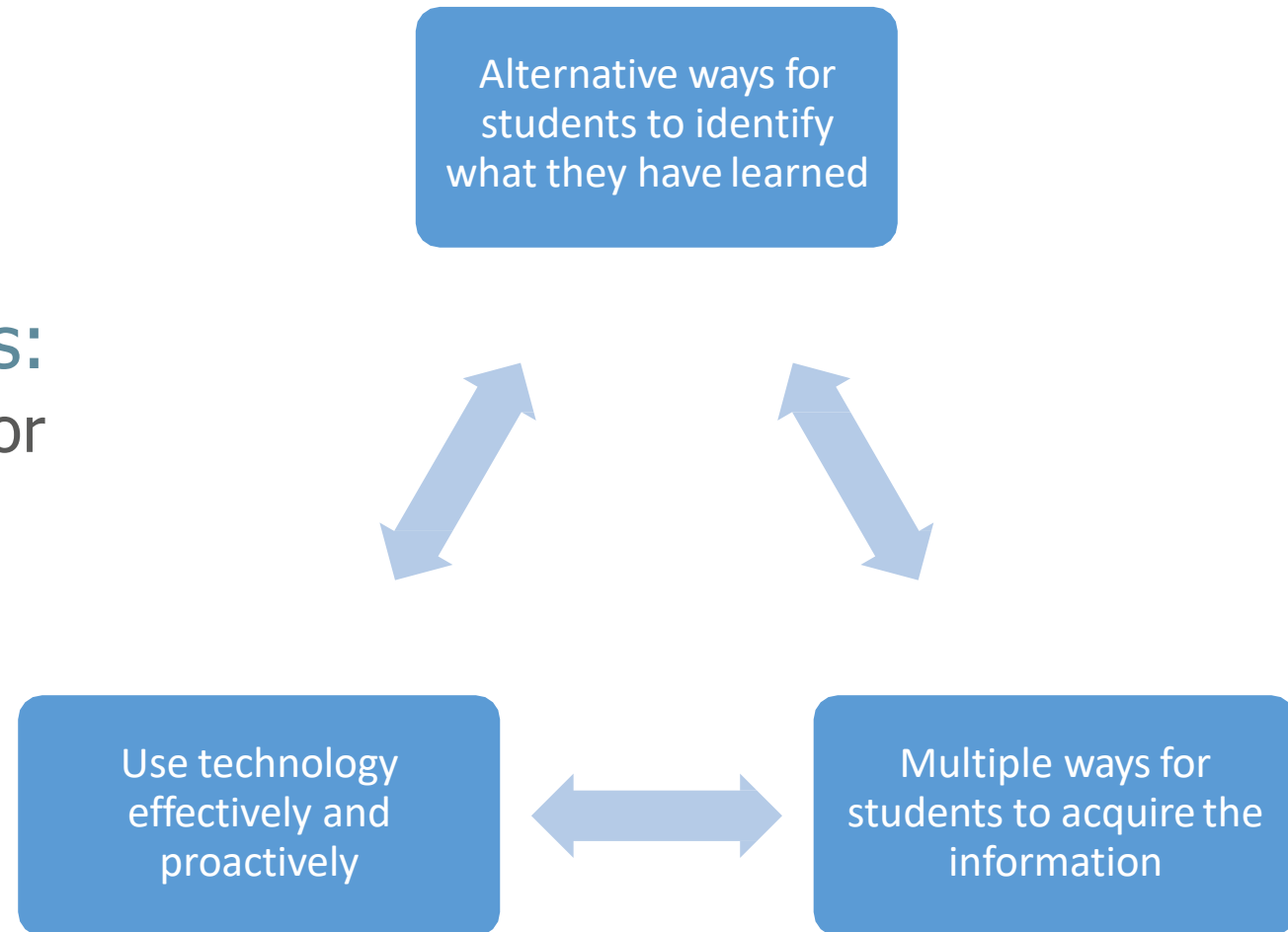
Integrate student engagement and experiential learning into the course.



Principle 6

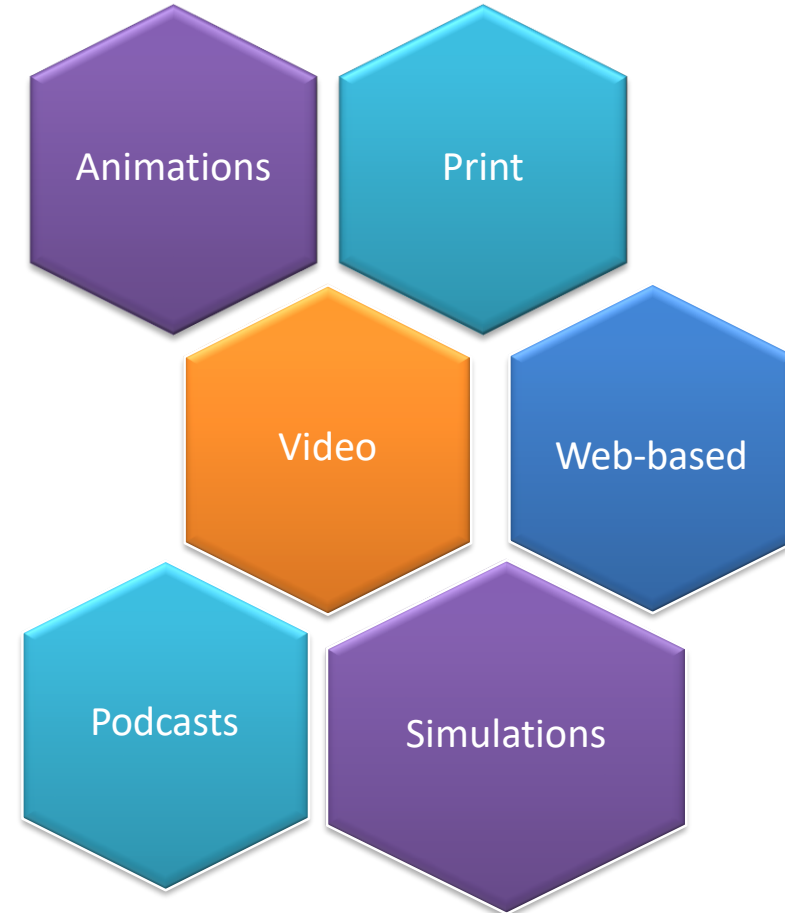
Ensure the course is accessible to all learners:

- Use Universal Design for Learning Strategies



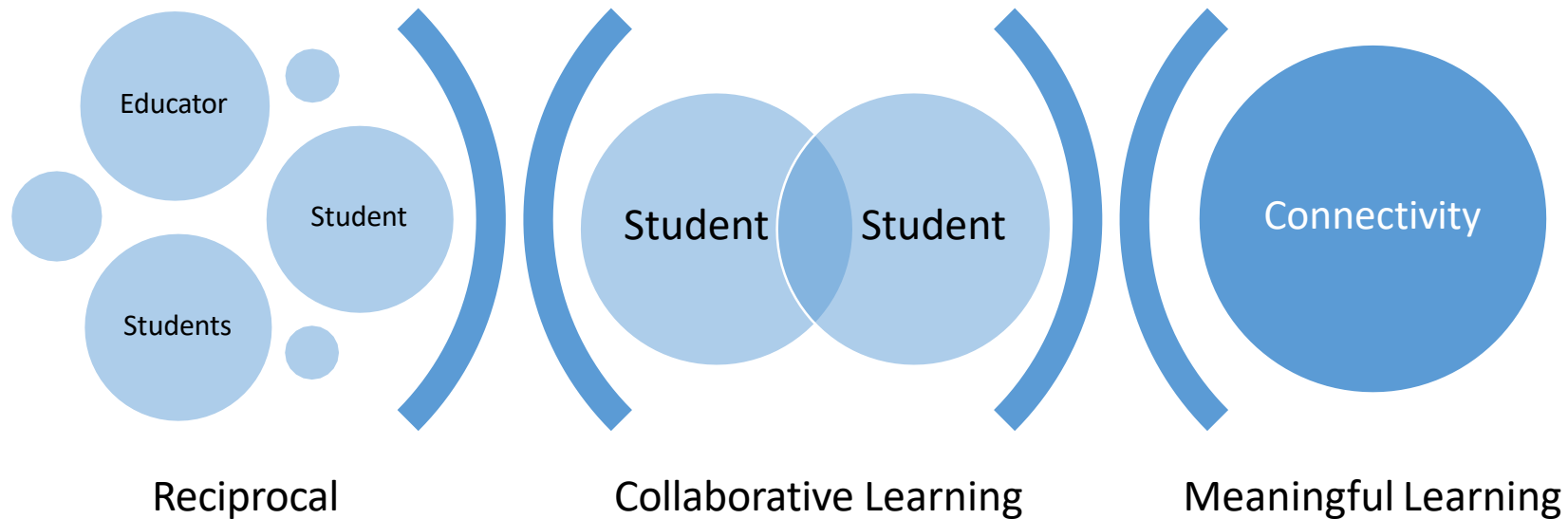
Principle 7

- Use a variety of media with purpose.



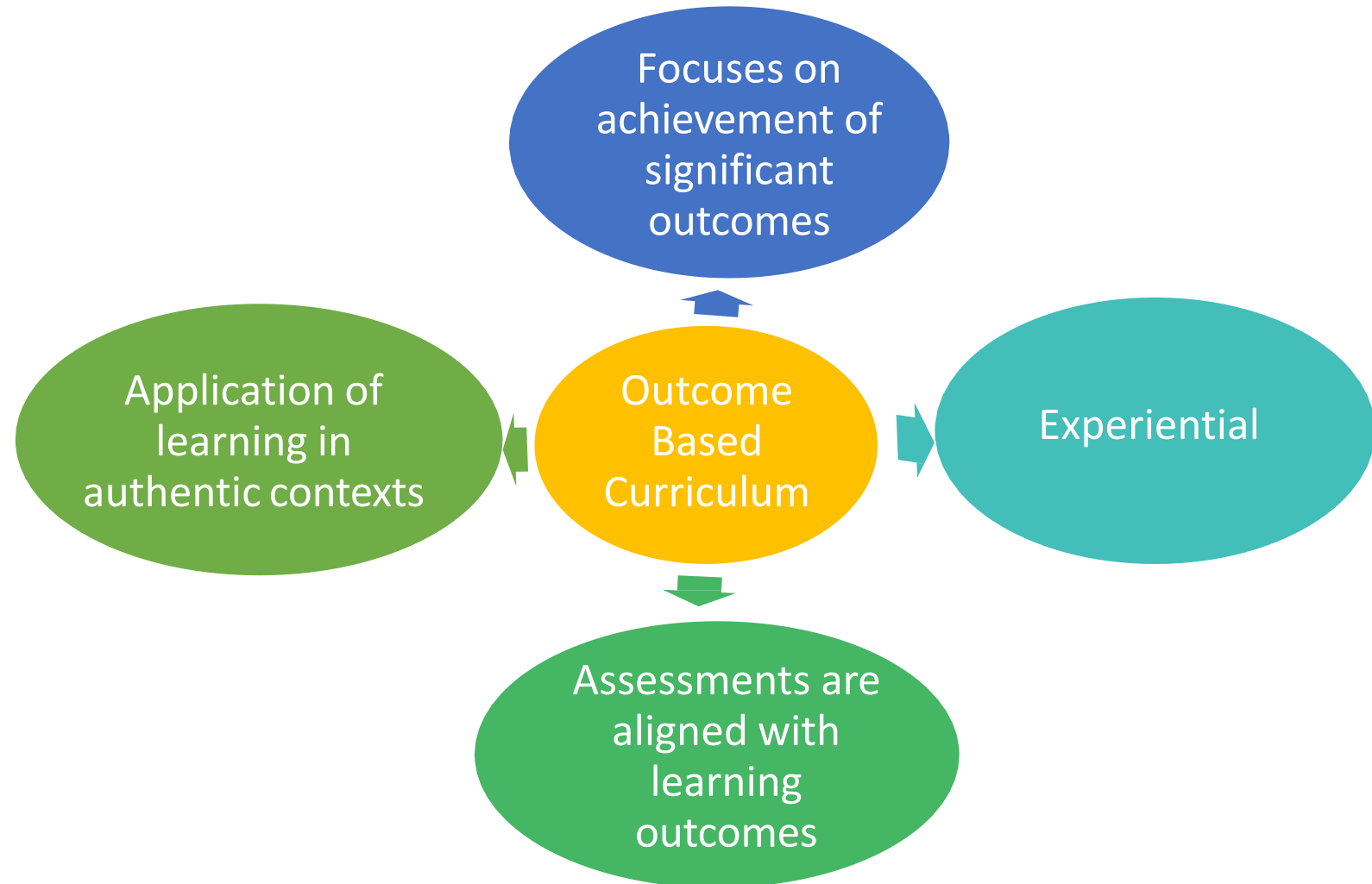
Principle 8

- Identify multiple communication strategies between learners and educator.



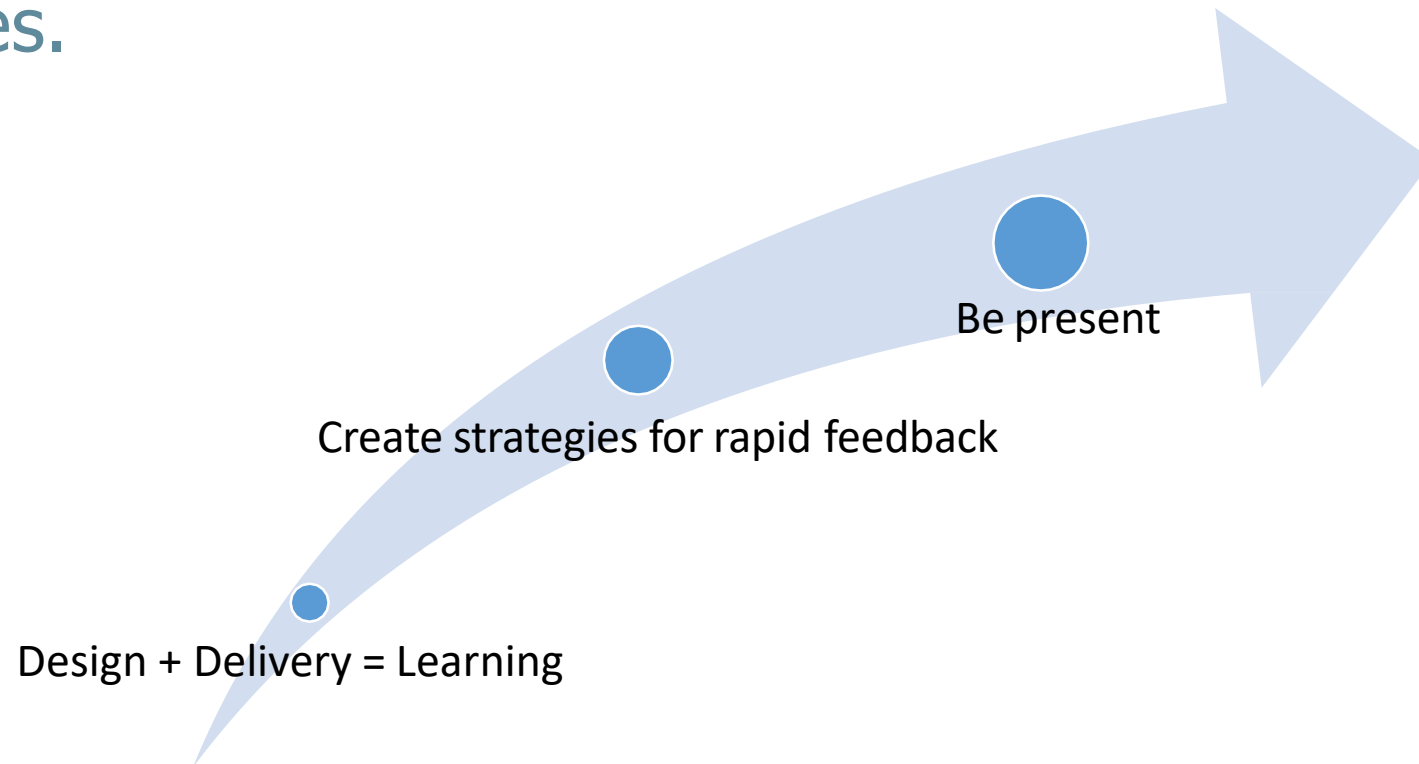
Principle 9

Choose assessment strategies that align with the learning outcomes and support learners in sharing learning.



Principle 10

- Establish how you will illustrate high quality teaching and learning strategies.



Summary

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More Questions?

Please contact and make an appointment with
the Learning and Applied Research and
Education Technology team at

learningandappliedresearch@okanagan.bc.ca or edtech@okanagan.bc.ca

References

- Conole, G. & Fill, K. (2005). A learning design toolkit to create pedagogically effective learning activities. *Journal of Interactive Media in Education* 2005(08). jime.open.ac.uk/2005/08.
- Harnish, R. J., Bridges, K. R., Sattler, D. N., Signorella, M. L., & Munson, M. (Eds.). (2018). *The Use of Technology in Teaching and Learning*. *Society for Teaching Psychology* <http://teachpsych.org/ebooks/>
- Edelen-Smith, R & Wailehua. (2015). *Universal design for online courses: Applying principles to pedagogy*.