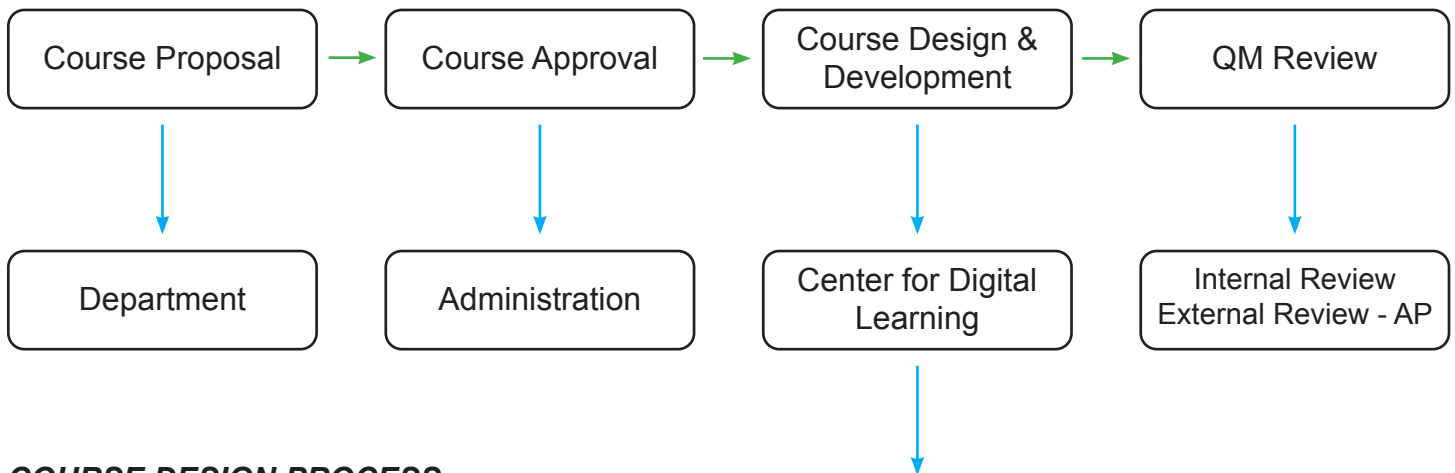


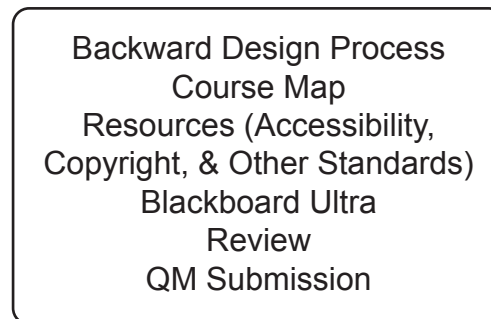


DIVISION OF DIGITAL LEARNING LAMAR UNIVERSITY

TRANSITIONING TO ONLINE TEACHING



COURSE DESIGN PROCESS



All new online courses at the university must go through course development.

The course development process generally takes about four to six months from the initial assignment until final completion. This includes approval of the course for development, completion of the course template, and finally the review of Quality Matters standards. Support is available in all developmental phases: course design, content creation with technology, and the Quality Matters review process. If your course is selected for development, an instructional designer will contact you with next steps.

HAVE ANY QUESTIONS?

Distance Learning support is available 8:00 AM until 5:00 PM, Monday through Friday. After hours support is available at (409) 880-2222.

For information about Blackboard & other software:
blackboard@lamar.edu

For information about Quality Matters & Course Design:
qm@lamar.edu

BEST PRACTICES IN ONLINE COURSE DESIGN

SYLLABUS

Think of the syllabus as the formal contract between the instructor and the students. By having a detailed syllabus, the students will have a greater understanding of what the course is about before they even begin the course. In addition, by having explicit step-by-step instructions on how to satisfy the course requirements, students will be able to “hit the ground” running when working on their assignments with minimal inquiries going to the instructor.

Tips:

- Complete the course syllabus in Concourse, which contains all the key components.
- Use an online course weekly outline to provide a snapshot of your course plan.
- Provide detailed information for all expectations and course requirements, including the purpose and the steps necessary to complete the requirements.

COURSE MAP

A course map is a visual representation of the structure of an online course, which outlines the sequence of topics, activities, assessments, and learning objectives that are covered throughout the course. The Course Map is the primary design document that we'll be using to conceptualize and assemble your course.

Tips:

- List course learning objectives
- Identify instructional material
- Identify and describe assessments

COMMUNICATION & INTERACTION

Learning activities are the actions that students take, either through observation or active participation, to help them achieve the learning objectives set forth in the course. Examples of learning activities include research project, case studies, group presentations, discussions, etc. Create learning activities that are aligned to the learning objectives and provide opportunities for varied interaction opportunities.

Tips:

- Make sure that learning activities are aligned to the learning objectives.
- Select a variety of learning activities that provide opportunities for the various types of interaction.
- If learning activities will be graded, make sure to provide grading rubrics and how feedback will be provided.

ALIGNMENT

Instructional materials are used to bridge the gap between what the students know and don't know. These materials enable them to achieve the learning objectives set forth in the course. Examples of instructional materials include textbooks, readings, articles, websites, lectures, videos, interactive media, simulations, etc. It is critical to create or select instructional materials that are aligned to the learning objectives and that support instruction.

Tips:

- Make sure that instructional materials are aligned to the learning objectives.
- Select a variety of instructional materials that account for the different learning styles.
- Make sure that instructional materials are accessible to students with disabilities.
- Make sure that instructional materials are in compliance with copyright laws.
- Use the course map to outline your course content.
- When developing your own instructional materials, be short and remember less is more.

LEARNING OBJECTIVES

Learning objectives are statements of what students should be able to do by the end of the course. Learning objectives clearly address the three main components: Behavior, Condition and Degree.

BEHAVIOR: When writing learning objectives, use active verbs that describe what a student will be able to do once learning has occurred. To ensure that learning objectives are effective and measurable, avoid using verbs that are vague or cannot be objectively assessed.

CONDITION: Keep statements short and focused on a single outcome. This allows instructors to determine whether or not an objective has been met without having to distinguish between partial completion or success.

DEGREE: Include complex or higher-order learning objectives when they are appropriate. Most instructors expect students to go beyond memorization of facts and terminology; learning objectives should reflect instructors' expectations for student performance.

Tips:

- Utilize learning objectives as a basis for course preparation. Learning objectives should match instructional strategies and assessment requirements.
- Learning objectives should be SMART (specific, measurable, attainable, relevant, and time-bound)
- Utilize Bloom's Taxonomy List of Verbs to formulate course objectives