Online Course Development Guide

*This document is designed to aid online course designers and content experts in transitioning in-person and/or 15-week classes into online, 7-week, asynchronous courses. For other assistance in transitioning your course, please see James D’Annibale.*

*Each step below is designed to help you think about your course prior to jumping into Canvas and starting to develop it. Many of these items you have likely already developed; but reviewing them in light of transitioning your class will prove fruitful in the long run.*

**Course Name (Intro to Writing) and Code (ENG-101):**

**Length of Course (x weeks): 7 weeks**

# Step 0: Throw away the idea of just transitioning exactly what do you do Face-to-Face into an online modality

While it is tempting to simply take everything you do in 15 weeks and just shove it into a smaller container, there are going to be things that cannot be transitioned so readily, and you will need to consider what is best for your students in the online modality. One Wilson professor uses the analogy of adapting a book into a movie: the end product may tell the same story, but it does so in different ways that are optimal for the medium. Indeed, there are choices that need to be made that might make the original author of the book upset. In this case, you are the original author, and it can be difficult to make those choices. So before jumping in, take time to carefully consider the best way to adapt your course. Talk to faculty experienced in online teaching or James D’Annibale, Wilson’s Director of Educational Technology. [This article from The Journal of Applied Instructional Design offers a fresh way to think through the process of designing an accelerated course.](https://edtechbooks.org/jaid_11_1/a_marie_kond_inspire)

# Step 0.5: Skip down to the bottom of this document and familiarize yourself with the course design self-assessment rubric

Keep these items in mind as you design your course.

# Step 1: Establish Course-Level Learning Goals

* Big Ideas & Overarching Key Understandings that cannot merely be transmitted from teacher to student; but must be earned by the student.
* Overarching Skills
* Thinking about a traditional textbook, these goals would be big overarching goals that are listed at the beginning. Statements in textbooks may start with something like “Students will be able to…” followed by a large skill or concept that really spans the whole book.

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| Course-Level Goals | Related Wilson or Department Goal/Outcome | How will achieving this goal benefit students 2-3 years from now? Is this goal beneficial for academic purposes, real world application, both? |
| Example: Identify research and trends in the field of education. (Taken from EDU-206-OL from Summer 1, 2019) | Critical and Creative Thinking (W2): Students will analyze, synthesize, and interpret texts… | Students becoming teachers will need to continually improve their practices using evidence from education researchers. |
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\*Add rows if needed\*

# Step 2: Unit Sequence

When thinking about your units, try not to think solely in terms of Canvas modules. We tend to use weekly modules in online courses, but it’s important to realize that one unit could take multiple Canvas modules to complete. If using a course textbook to conceptualize this, for some books a unit would be a chapter of the book, while in other textbooks a unit would be a book Part like “Part 1” that consists of a few chapters together. Unless you’re a strict midterm and final teacher, a unit might also be what is included in each test you use.

One of the reasons it is wise to list out your units with goals before diving into how you’ll teach each unit is that it forces you to make sure that your course-level goals are going to be met by your units. Thinking about how student achievement of the goals will be assessed is important to do before planning the actual instruction because if you’re thinking about achievement of goals instead of thinking about that really great lecture you love to give, your work is all more likely to be aligned with your goals and overarching understandings.

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| Unit Title | Unit Goal(s) | Which course goal do the unit goal(s) align to? |
| Example:  Unit 2: Motivation | Example:  Students will apply education research to case studies examining theories of motivation. | Example:  Identify research and trends in the field of education. |
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\*Add rows if needed\*

## Step 2a: Plan each Unit Assessment(s)

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| Unit Title | What performance, product, or other exhibition will provide evidence of student achievement of the unit goal(s)? | Form of Assessment (essay, paper, field experience, exam, etc.) |
| Example:  Unit 2: Motivation | Example:  Meaningful application of research articles to the case study with proper citations. Students must explicitly make connections between the theories of motivation in the textbook to the case study. | Example:  Case Study Report |
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# Step 3: Plan the instruction

This is where we’re going to think about your actual modules. With a 7-week asynchronous course, it’s best to have 1 module for each week. It will help your students conceptualize when they will complete their work. Keep in mind that many of your students will complete the bulk of their work on big assignments during weekends, so it’s essential that we think about weeks. Each module should have the following:

* Module Title
* Goals or objectives for the specific module (which may connect to larger unit goals)
* A to-do list for the specific module. If there are long-term projects, you could even include a reminder to be working on it.
* Learning Activities appropriate to get students to the assessment(s) and goals listed above. Examples include but are not limited to:
  + Readings, videos to watch, podcasts to listen to, etc.
  + Discussion boards
  + Small group meetings
  + Observations
  + Skills practice
* Methods of evaluation: These are the assessments listed above.
* A plan to satisfy Regular and Substantive Interaction requirements from Department of Education for Distance Education Courses
  + [See this video for training on Regular and Substantive Interaction](https://wilson.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=3f6f113b-b65e-4da0-b9c7-aed600edbfd8)
  + Keep in mind, this should be:
    - Mostly Instructor-Initiated
    - Regular, scheduled and predictable
    - Must be “substantive,” which means they are focused on the course subject.

Note: Everything in your unit instruction or method of evaluation should be linked back to the goals you identified above. For example, if you typically have your students do a really fun activity but it doesn’t link back to your goals, then there simply isn’t room for it in the 7-week model.

The course template provided to you in Canvas will have a sample module that you should use as a model for your modules.

Note on Contact Hours: You are required to calculate contact hours. Examples include, but are not limited to, recorded lectures (in any medium) coupled with some sort of engagement, recorded lectures by guest experts coupled with some sort of engagement, interviews with an expert, faculty mediated online discussion board, required communication with faculty, etc. Readings, assignments, practice quizzes, and things you would normally consider “homework” are not part of contact hours. This tool is good to use to estimate contact hours: <https://cat.wfu.edu/resources/tools/estimator2/>

Here are the number of contact hours required per the Registrar’s Office.

4 semester hours = 60 contact hours (8.57 per week for a 7-week course)

3 semester hours = 45 contact hours (6.42 per week for a 7-week course)

2 semester hours = 30 contact hours (4.28 per week for a 7-week course)

1 semester hour = 15 contact hours (2.14 per week for a 7-week course)

**Example**

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| Module Title | Week 2: Motivation |
| Learning Objective/Goals | Students will apply education research to case studies examining theories of motivation. |
| Learning Materials (reading, videos, podcasts, etc.) | Read Chapter 5  Watch 2 Videos (guest lectures) |
| Collaborative Learning Activities or Skills Practice (observations, discussions, etc.) | Discussion Board: Reflect on the theories/ideas you have read and discuss how you will motivate students in your classroom. Be sure to address the areas of motivation, efficacy, and locus of control in your reflection. |
| Assessment(s) | Chapter 5 Case Study |
| Plan for Regular and Substantive Interaction | * Announcement summarizing key points made during previous discussion board as well as information to clear up any misunderstandings. * Substantive feedback on Case Study; students who do not do well need to acknowledge the feedback and put in their own words how they’ll do better in the future. * Personal email to students who either missed a deadline during previous week or showed little to no interaction with the course materials. * I will reply to posts in the discussion board to ask students to expand on points or to change their approach, much like I would in an in-person discussion. |
| Contact Hours for Module | * 2 videos with post-video reflection = 1 contact hour * Discussion Board = 1.5 contact hour * Assignment feedback = .25 contact hour * Video sent out in announcement (see announcement details above) = .25 contact hour * Total: 3 contact hours (note: I took this example from a full-semester-long course so it’s only 3 hours per week) |

**Week 1**

|  |  |
| --- | --- |
| Module Title |  |
| Learning Objective/Goals |  |
| Learning Materials (reading, videos, podcasts, etc.) |  |
| Collaborative Learning Activities or Skills Practice (observations, discussions, etc.) |  |
| Assessment(s) |  |
| Plan for Regular and Substantive Interaction\*\* |  |
| Contact Hours for Module\*\* |  |

**Week 2**

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| --- | --- |
| Module Title |  |
| Learning Objective/Goals |  |
| Learning Materials (reading, videos, podcasts, etc.) |  |
| Collaborative Learning Activities or Skills Practice (observations, discussions, etc.) |  |
| Assessment(s) |  |
| Plan for Regular and Substantive Interaction |  |
| Contact Hours for Module |  |

**Week 3**

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| --- | --- |
| Module Title |  |
| Learning Objective/Goals |  |
| Learning Materials (reading, videos, podcasts, etc.) |  |
| Collaborative Learning Activities or Skills Practice (observations, discussions, etc.) |  |
| Assessment(s) |  |
| Plan for Regular and Substantive Interaction |  |
| Contact Hours for Module |  |

**Week 4**

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| --- | --- |
| Module Title |  |
| Learning Objective/Goals |  |
| Learning Materials (reading, videos, podcasts, etc.) |  |
| Collaborative Learning Activities or Skills Practice (observations, discussions, etc.) |  |
| Assessment(s) |  |
| Plan for Regular and Substantive Interaction |  |
| Contact Hours for Module |  |

**Week 5**

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| --- | --- |
| Module Title |  |
| Learning Objective/Goals |  |
| Learning Materials (reading, videos, podcasts, etc.) |  |
| Collaborative Learning Activities or Skills Practice (observations, discussions, etc.) |  |
| Assessment(s) |  |
| Plan for Regular and Substantive Interaction |  |
| Contact Hours for Module |  |

**Week 6**

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| --- | --- |
| Module Title |  |
| Learning Objective/Goals |  |
| Learning Materials (reading, videos, podcasts, etc.) |  |
| Collaborative Learning Activities or Skills Practice (observations, discussions, etc.) |  |
| Assessment(s) |  |
| Plan for Regular and Substantive Interaction |  |
| Contact Hours for Module |  |

**Week 7**

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| --- | --- |
| Module Title |  |
| Learning Objective/Goals |  |
| Learning Materials (reading, videos, podcasts, etc.) |  |
| Collaborative Learning Activities or Skills Practice (observations, discussions, etc.) |  |
| Assessment(s) |  |
| Plan for Regular and Substantive Interaction |  |
| Contact Hours for Module |  |

Final Exam Week: Describe below what type of final assessment you’ll be using.

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# Step 4: Build your planned content and activities in Canvas

Once you’ve finished planning the course, you will be added to a Canvas master frame. A Canvas template has been added to the frame. The template has the “introduction to the course” module built. You need to fill in the content for certain pages like the “introduction to the course” page. There is also some information that you’ll just need to make sure is up to date like the ASC disability statement.

The template also has the first instructional module included. You will need to make it fit what you planned and then you’ll need to build successive modules to be formatted the same way but with your own content.

# Step 5: Complete Online Course Design Self-Assessment

[View training and access the file for the self-assessment here.](https://onlinelearning.wilson.edu/courses/10/pages/online-course-design-self-assessment)