Phase 1- Building your Online Course Framework

Online Course Template Guide
(07/09/2012)

The following template is the first step to a 3-phase development approach to building a quality online course. The use of this template will help you develop a pedagogically-strong framework by making your design purposeful, efficient, and measureable. **Phase 1- Building your Online Course Framework** is reserved to focus on outlining your course, mapping learning outcomes, gathering materials and building content. Don't get distracted with the pressures of figuring everything out. Just follow the template for now. It will drive the success of your course. Be sure to contact an Instructional Designer in the Center for Teaching Excellence to help answer any questions along the way.

After completing this template, you will be ready for **Phase 2- Working with your Designer and Enhancing your Course**. This will be the time for you to work out other details, build exams, and do any fine tuning to your course. This is also the time when your content is loaded into the Learning Management System (LMS). Your designer will be working along with you to identify any issues and provide suggestions for enhancements.

After your course has been built online, you will be ready to focus on **Phase 3- How to Manage your Online Course and Communicate with your Students**. During this time, you will receive training on how to manage the online tools in SIU Online powered by Desire2Learn and prepare for teaching in the online environment.

(Steps 1-3) Before you Begin: This template file is divided into twelve steps. It may be helpful for you to print this file as it guides you through your design. Certain sections require you to enter short pieces of information and other sections will require creating new files. To make this process easier, this template is available as five separate files (Steps 1-3, Steps 4-6, Steps 7-9, Steps 10-11, Step 12). Contact an Instructional Designer in the Center for Teaching Excellence if you do not have access to those individual template files.

Organize your Work Space:
- **Use paper copy of this template guide to follow through the steps.**
- **Create a course folder** on your computer to save all files that you are going to develop as you work through this template. (ex: OTE101) This will make it easy when it's time to copy the folder and share it with a designer.
- **Open template file** named: Steps 1-3
- **Rename file:** ex: OTE101outline.doc
- **Save file** in your course folder.
- **Open the file** and begin working.

1. Course Information: Enter the course information below.

Course Name:

Semester:

Instructor's Name:

Instructor's Email:

Instructor's Phone:

2. Course Outline: Develop an outline for your content that lists the main headings, topics, subtopics, etc. in a linear order that you would plan to cover. (If you feel that your content does not fit a linear structure, contact an Instructional Designer to discuss alternative options.)

Type an outline for your course below.

3. Syllabus: You will need to develop a syllabus for your online course. You may already have a syllabus for a face-to-face version of this course. If so, be sure to review it carefully to remove in-class/on-campus references. You will also need to add any online specific information. If this is a new course, you may choose to wait until you have completed this template before creating the syllabus.

(Note: If your syllabus is in a format other than PDF or HTML, CTE staff will convert it to PDF to make it easier for students to view.)

Organize your Work Space:
Create the syllabus in Microsoft Word.   **Name file:** ex: OTE101syllabus_fall2011.doc   **Optional: Convert file to PDF format.**   **Save file** in your course folder.

Reference the file name below.

File Name:

(Steps 4-6) Topic/Lesson Mapping: Fill in the information below based on each individual topic or lesson.

Save a separate file for <u>each</u> topic/lesson in your course folder. Make sure the file name begins with a number (01, 02, 03,…) to match the order from the course outline developed in step 2 and includes the name "map" to avoid getting mixed-up with the content files. (ex: 01map.doc, 02map.doc, etc.). To keep these files separate from the content files, make a separate folder called "Lesson Maps".

Organize your Work Space:
- Inside your course folder, **create a sub-folder called "Lesson Maps".**
- **Open template file** named: Steps 4-6
- **Rename file:** ex: 01map.doc
- **Save file** in your "Lesson Maps" folder.

4. Title: List the title of this topic or lesson.

(This title may be the same title listed in the outline you created in step 2.)

5. Learning Objective(s): List the learning objective(s) for this topic. Use measurable terms to describe the desired outcomes you want from your students after completing the course.

(Contact an Instructional Designer for additional resources/help in building learning objectives.)

6. Topic Assessment: Identify the way(s) you plan to check your students' learning based on the learning objective(s) listed in step 5. Select the method(s) below and describe how it will be used to specifically measure the learning objective(s) for this topic.

Organize your Work Space:
- Inside your course folder, **create a sub-folder called "Assessments".**
- **Save any related materials/files** in your "Assessments" folder.

Select the method(s) below and describe how it will be used to specifically measure the learning objective(s) for this topic. Enter any relevant information and reference any related materials/files that are saved in your course folder by clearly identifying the file name.

☐ Assignments: (1) Describe student task, assignment, or project, (2) Identify what criteria you will use to grade it
Enter Information/References below:

☐ Discussion Questions: (1) List the questions, (2) Identify what criteria you will use to grade each question.
Enter Information/References below:

☐ Group Projects: (1) Describe the project, (2) Explain whether the completed product should be submitted individually by each student or a single submission as a group, (3) Identify what criteria you will use to grade it.
Enter Information/References below:

☐ Test Questions: (1) In a separate document (unless it already exists online) write the test questions, (2) Provide the correct answer(s), (3) Identify how many points each question is worth, (4) Provide any reference information or feedback for each question/answer choice, if desired.

(You may choose to use these questions separately for a topic quiz or to be added to a larger exam covering many topics (ex: final exam). Be sure to identify the test questions that are specifically associated with this topic's learning objective(s). Building a larger test bank should be done later after your framework has been established.)
Enter Information/References below:

☐ Other: (Explain)
Enter Information/References below:

(Steps 7-9) Topic/Lesson Content: Fill in the information below based on each <u>individual</u> topic or lesson.
Save a separate file for <u>each</u> topic/lesson in your course folder. Make sure the file name begins with a number (01, 02, 03,…) to match the order from the course outline developed in step 2 and includes a key word describing the topic (ex: technology). Save this file in your course folder in Microsoft Word, PDF, or HTML format (ex: 01technology.doc). To keep these files separate from the other files, create a separate folder called "Content".

(Note: If your content is in a format other than PDF or HTML, CTE staff will convert it to PDF or HMTL for you prior to posting it in SIU Online (Desire2Learn). HTML pages will be set up with a template for a consistent, organized layout.)

Organize your Work Space:
- Inside your course folder, **create a sub-folder called "Content".**
- **Open template file** named: Steps 7-9
- **Rename file:** ex: 01technology.doc
- **Optional: Convert file to PDF or HTML format.**
- **Save file** in your "Content" folder.

7. Topic Introduction: Introduce your topic. This might be a few sentences or paragraphs. Include the learning objective and explain its importance. You may also want to refer to any previous lesson that ties closely to transition into this new topic.

8. Content: This is the core of your content (typically the content that you would lecture in a face-to-face class). Listed below are four options for how you might approach presenting content. You may also choose to use a combination of solutions for presenting content.

Select the method(s) below and follow the instructions for the option(s). Type lecture content below or create a new file and reference the file name.

Option #1: Lecture Pages
• Begin to draft your content by sitting at a computer and typing what you would likely say in front of a room of students. There is no need to write formally. Although your language and tone should be professional, keep it casual. Remember, this is only an initial draft; there will be opportunity for revision.   • Paste any images, charts, links, audio, video, etc. directly in the content at the appropriate location or [describe in brackets what needs to be added later and reference where it will come from].   • Demonstrate your points by including examples, case studies, presentations, multimedia, etc.   • Refer to any additional resources that help support or demonstrate your instruction.   • Reference any additional lessons or resources, if applicable, for pre-requisite instruction, additional practice, and/or advanced learning. (This information can be placed under the Additional Resources section in step 10.)

Option #2: Lecture Recordings
• If you are using a recorded lecture (such as with PANOPTO software), it is recommended that you still build in text to introduce the topic, identify the main points of the lecture, and summarize key points.   • Short introductory pages can be used to transition between your recorded lectures and add any additional information that you may have missed in the recording.   • Identify the lecture recording link or [place in brackets that you are planning to record the lecture].

Option #3: Synchronous Lectures
• If you are planning to use a live virtual classroom solution (live video & audio), contact CTE to help identify the appropriate solution and technical requirements.   • It is recommended that you still build in text to introduce the topic, identify the main points of the lecture, and summarize key points.   • Short introductory pages can be used to transition between scheduled lectures and prepare students in advance to attending their "virtual class".

Option #4: No Lectures
• If your course consists mostly of a discussion-based format, you may not have lecture content, however, it is still recommended that you build in some text, audio, or video recordings for certain purposes, such as to introduce the course/certain topics, summarize major points, explain a complex assignment, or wrap up the course.   • Allow these segments to be the transitions between topic discussions and build in the big picture perspective of your course content.

Enter Main Content Below:

Reference any related materials or files that are saved in your course folder by clearly identifying the file name.

9. Topic Summary: Summarize the main point of the content above. This might range from a few sentences or many paragraphs. Consider explaining why this information was important and/or how it links to what they will learn next.

(Steps 10-11) Supporting Content: This section is the key to engaging your students by creating strong learning experiences. Make sure you pay close attention to providing many opportunities for your students to practice and support them with lots of feedback.

Fill in the information below based on each <u>individual</u> topic or lesson.

Save a separate file for <u>each</u> topic/lesson in your course folder. Make sure the file name begins with a number (01, 02, 03,…) to match the order from the course outline developed in step 2 and includes the name "support" to avoid getting mixed up with the content files. Save this file (ex: 01support.doc). You may choose to use even more specific file names for this section. Regardless of the naming, the use of the numbering that corresponds with the course outline will help keep your files organized.

To keep these files separate from the content files, make a separate folder called "Supports".

Organize your Work Space:
- Inside your course folder, **create a sub-folder called "Supports".**   **Open template file** named: Steps 10-11   **Rename file:** ex: 01support.doc   **Save file** in your "Supports" folder.

10. Practice & Feedback: Identify ways that your students can practice/apply this new information from the specific topic. Make sure that you have incorporated a method to provide feedback. Refer to the table below to select your approach in column 1 and what information to produce from column 2.

Describe your strategy for practice and feedback below each strategy that you plan to use. Enter any relevant information and reference any related materials/files that are saved in your course folder by clearly identifying the file name.

1. Select Strategies:	2. What information should you provide?
☐ **Discussions--** Engage students in asynchronous dialogue and apply what you have taught to new situations. Consider letting them dialog about topics they are interested in. *(This method will require you to refer regularly to the posts to make sure that students are on track and to provide feedback.)*	1. What is the name of the discussion forum (main heading)? 2. List the questions that you would like students to answer. 3. Provide any helpful detail, such as instructions for an appropriate answer, a grading rubric, etc.
Enter Information/References here:	

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1. Select Strategies:	2. What information should you provide?
☐ **Interactive Activities--** Add interactive activities (such as flash cards, matching games, etc.) for students to engage with the content and practice. This is usually used for lower-level learning where the student engages in the content independently and the feedback is built in to the tool. One solution is using Study Mate. Here is a link to some Study Mate examples: **www.respondus.com/studymate/samples.shtml**	1. Build a list of terms & definitions, important people/events, concepts or formulas, etc. that students need to remember. This can be provided in a separate document (Microsoft Word or PPT).
Enter Information/References here:	
☐ **Practice Test--** Provide practice tests for students to check their understanding with immediate built in feedback.	1. In a separate document (unless it already exists electronically), build a test bank. 2. Provide the correct answers. 3. Provide any specific feedback based on the individual answer choices or general to the question.
Enter Information/References here:	
☐ **Assignments--** Have students submit an assignment/paper and provide feedback.	1. Identify the title of the assignment. 2. Identify any instructions, information, and/or handouts related to the assignment. 3. Do you have an example and/or a grading rubric for students to refer to?
Enter Information/References here:	
☐ **Chat--** Teach a special lesson that requires synchronous discussions. *(Caution: This must be well planned!)*	1. Identify the topic title for the chat 2. Identify any instructions regarding your expectations of the students' participation. 3. Will your students need to prepare or read any materials prior to the chat session?
Enter Information/References here:	
☐ **Group Projects--** Create activities where students work in groups.	1. Identify the title of the group activity/assignment. 2. Identify any instructions, information, and/or handouts related to the activity. 3. How will the students work together? Identify your expectations of the students' participation. 4. Do you want students to sign-up for their groups, have the system group them automatically, or will you group them yourself? 5. Will the completed product be submitted individually by each student or as a single, group submission?

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11. Additional Resources: Identify additional resources that students can refer to. Include any additional lessons or resources, if applicable, for pre-requisite instruction, additional practice, and/or advanced learning. Refer to the table below to select your approach in column 1 and what information to produce from column 2.

Describe your strategy for additional resources below each strategy that you plan to use. Enter any relevant information and reference any related materials/files that are saved in your course folder by clearly identifying the file name.

1. Select Strategies:	2. What information should you provide?
☐ **Glossary--** Provide terminology.	1. Provide terms & definitions in a separate Microsoft Word document.
Enter Information/References here:	
☐ **Media--** Provide images, audio, podcasts, video materials, etc.	1. Build a list of other media resources and the location/links to them. 2. Provide any information or instructions that would be helpful for the student when viewing/interacting with these resources? (Students are more likely to review the resources if they understand why the information will be useful.)
Enter Information/References here:	
☐ **Links--** Have students review websites to see examples, additional information, and concepts presented in a different way. Include links to articles in the Library's Electronic Reserves.	1. Build a list of the URL links. 2. Provide any information or instructions that would be helpful for the student when viewing/interacting with these resources? (Students are more likely to review the resources if they understand why the information will be useful.)

(Step 12) Course Wrap-Up: Create a topic or lesson devoted to summarizing your course. This is the conclusion to your course and should bring all the key points together and show the "big picture". What can students take away from this course that will be useful for them in the future? Help them see the relevance beyond your course.

(Note: If your content is in a format other than PDF or HTML, CTE staff will convert it to PDF or HMTL for you prior to posting it in SIU Online (Desire2Learn). HTML pages will be set up with a template for a consistent, organized layout.)

Organize your Work Space:
- **Open the template file** named: Step 12
- **Rename the file:** ex: conclusion.doc
- **Save file** in your "Content" folder.

12. Course Wrap-Up: Type your conclusion below.

Reference any related materials/files that are saved in your course folder by clearly identifying the file name.