

Online Course Design

Dr. Denise Domizi

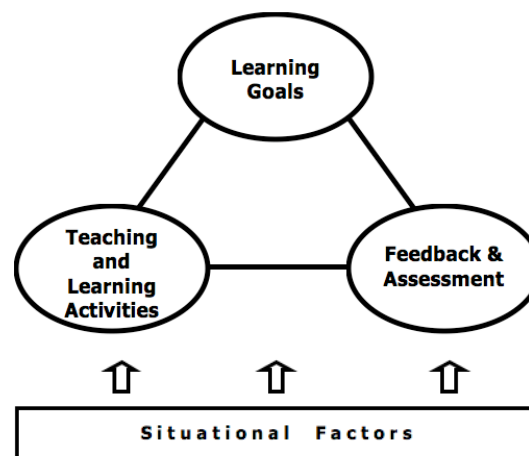
Center for Teaching and Learning



Instructional Design

- The same principles apply

The Key Components Of INTEGRATED COURSE DESIGN



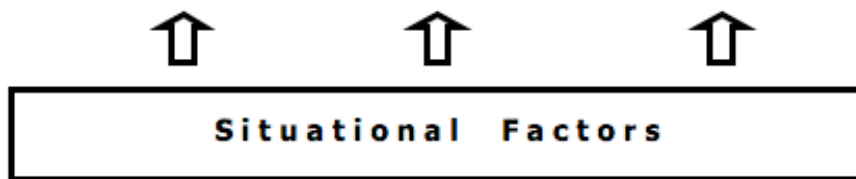
Situational Factors

Begin with your learners:

- Interest
- Pre-requisites
- Class size

Pedagogical issues/challenges

Synchronous or Asynchronous?



Learning Goals – Big Picture

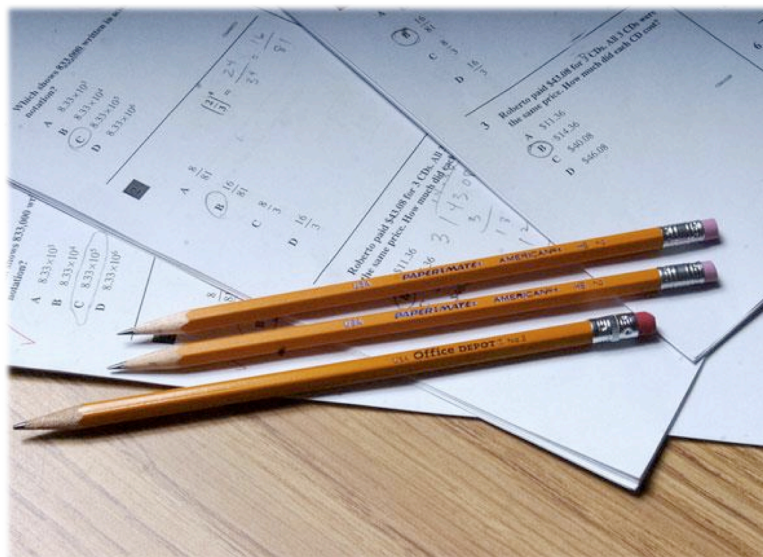
- What would you like your students to remember about your course three years from now?



Ask –

- **What will the students have to do to convince me they've achieved these goals?**

What types of assessments do you use in F2F classes?



Teaching and Learning Activities –

- How can I help prepare them for those assessments?



Teaching and Learning Activities

| Student-Instructor | Student-Student | Student-Content |
|--|---|--|
| Email Discussion boards Announcements Chatroom Webconference Telephone F2F meetings Listservs | Email Discussion board Group work Chatrooms Web-based collaborative tools | Mini-lectures Discussion board Group work Written papers Internet/library research Quizzes, tests Journals Video Case studies Student presentations Virtual field trips Games Peer Editing Polls/surveys Enrichments/remedial resources |

Be explicit with instructions

- State objectives, points, due date, and step-by-step instructions for assignments
- Post model submissions and rubrics

Teacher-centered
lecture classes do
not work on-line





A few more thoughts...

- “Anytime, Anywhere” is a misnomer
- Community is important
- Get periodic feedback from students
- Give frequent and timely feedback
- Have office hours – set limit on emails
- Expect technical glitches
- Activate prior knowledge



Good teaching practice...

- encourages effective contact between students and faculty
- develops reciprocity/cooperation among students
- uses active learning techniques
- gives prompt feedback
- emphasizes quality time on task
- communicates high expectations
- respects diverse talents and modalities of learning
- uses appropriate tools



For more information:

- Fink, L. D. (2003). *Creating significant learning experiences*. San Francisco: Jossey-Bass.
- Angelo, T.A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers*. San Francisco: Jossey-Bass.
- LPC Distance Education Committee (n.d.). *Best practices in designing online courses*.