✚ Organizing Your Online Content

Before developing or reusing online materials, begin by examining how you teach your course in the traditional classroom. What sort of instructional methods do you use? How do these methods help you reach your course objectives? Do you use some teaching methods that will not work online?

After you have characterized your teaching style, you can start to recreate it online. First, assemble any materials that are Web-ready or can be modified easily. For example, do you have any lectures in HTML format or Microsoft® PowerPoint® presentations? If you have images to include, are they digital files and optimized for the Web? Do you have permission to distribute them online?

Sources of Content

Use the Resource Checklist below to create an inventory of your materials and determine which are ready to use online. For materials already developed, indicate their current format, such as Microsoft® Word, HTML, or handwritten.

▼ Resource	▼ Current and Desired Format	▼ Need to Create	▼ N/A
Lecture notes			
External Web links			
Reading assignments			
Other assignments			
Tests			
PowerPoint®			
Course Cartridge			
Images			

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As you begin to plan your content, consider the factors discussed so far:

- Course goals and objectives
- Student characteristics
- Available resources

Creating a Storyboard

Creating a logical organization for your course is vital for maximizing student learning and minimizing student frustration. The easiest way to visualize the flow of your course is to do what animators have done for years—create a storyboard.

Traditional storyboarding is a visual tool used originally in the film and animation industries. Storyboarding depicts how a scene is going to unfold. A storyboard consists of a series of boxes, each containing sketches or text. You can use a similar technique to organize your content before adding it to Blackboard Learn.

First, start by thinking about your course and the direction you want it to take. Take another look at your course goals and objectives, and consider the following:

- What is the best way to break your course into manageable sections supporting your objectives?
- Do you tend to teach in chronological order, by textbook chapter, or by subject area?
- How do you want students to move through your course material—sequentially, non-sequentially, or a mixture of both?

Next, bring all this information together in a visual representation of your course and its individual content pages. You may sketch a series of boxes, which represent events, and use directional arrows, which represent order. But use whatever visual representation works for you.

Here are three storyboard examples, each one representing a different way to organize a course about the history of British fashion.
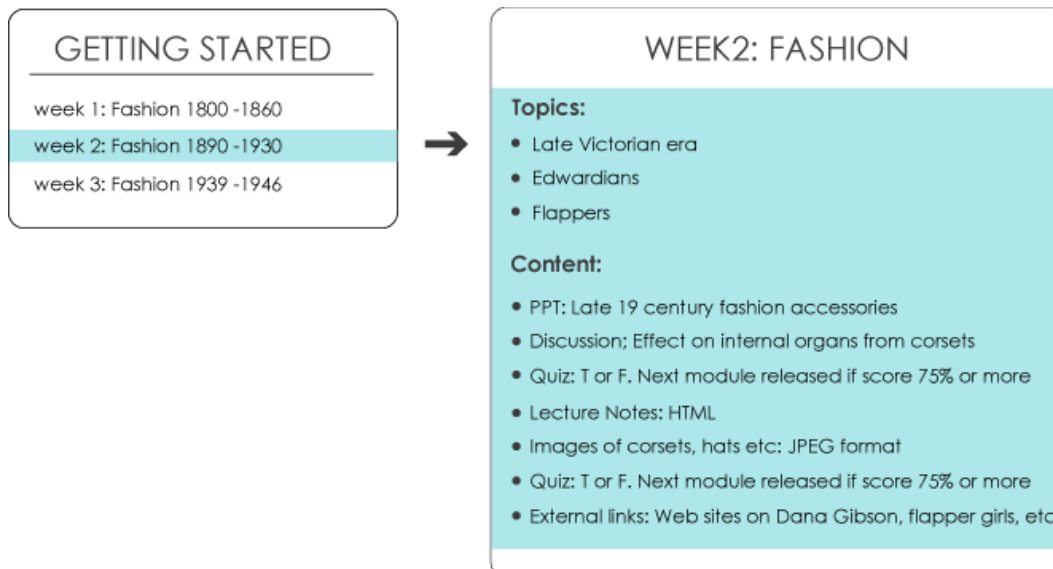
History of British Fashion 1800–1945

Course Goal: Upon completion of this course, students will be able to identify major fashion trends from 1800 to the end of World War II.

Course Objectives:

- Students will be able to identify important time periods with particular fashion trends and discuss the effect these trends had upon all levels of society.

- Students will be able to discuss the differences between dress styles and explain the reasons why certain fabrics were chosen for each. For example, fabrics may have been chosen because of availability of materials within England, cost of importing silks, the Industrial Revolution, and so on.

- Students will be able to pinpoint economic reasons that pushed fashion in certain directions within the middle and lower classes.

Example 1: Chronological Storyboard

GETTING STARTED

week 1: Fashion 1800 -1860
week 2: Fashion 1890 -1930
week 3: Fashion 1939 -1946

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WEEK2: FASHION

Topics:
- Late Victorian era
- Edwardians
- Flappers

Content:
- PPT: Late 19 century fashion accessories
- Discussion; Effect on internal organs from corsets
- Quiz: T or F. Next module released if score 75% or more
- Lecture Notes: HTML
- Images of corsets, hats etc: JPEG format
- Quiz: T or F. Next module released if score 75% or more
- External links: Web sites on Dana Gibson, flapper girls, etc

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Example 2: Subject Area Storyboard

GETTING STARTED

dress style
hats
accessories

→

DRESS STYLES: 1800 - 1945

Topics:

• Empire Waist (1800)
• Princess Line (1866)
• Edwardian Tea Gowns (1875 - 1920)
• Flapper Dress (1926 - 1930)
• Patriotic Dress (1940 - 1945)

Content:

• PPT: The rise and fall of hemlines
• Discussion: What to wear for Edwardian society dinners ?
• Self Quiz: T or F
• Lecture Notes: HTML
• Images of dress styles: JPEG format
• External links: Web sites on dress styles between the wars

Example 3: Content Type Storyboard

GETTING STARTED

lectures
readings
evaluations

→

EVALUATIONS

Assignments:

• Society & Fashion:
  Examine how the social mores of the time dictated fashion between one of the following periods:
  1800 - 1845, 1860 - 1890, 1920 - 1945.
• Effects of War on Fashion:
  Research how the economic impact of wars affects fashion.

Tests: Quiz 1, Quiz 2, Quiz 3

Discussions:

• Graded Discussion:
  Explain what you would wear to an Edwardian society dinner party.
• Graded Discussion:
  Queen Victorian had an enormous impact on the dress code of her day. Discuss.

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