

UAA Course Design Trail Guide 3: Fill Your Pack

Text-Only Version

Dr. Kathryn Schild and Dana Haff with content by Jon Farmer and Tina Coulston (AI&e),
University of Alaska Anchorage

Interactive module version

This transcript reproduces the text of the module, which may include some navigation information that doesn't apply to this document. To reduce confusion, this transcript minimizes redundant web links and internal navigation.

Introduction

How to Use This Trail Guide

- Overview: This guide is for busy professionals. You control how you move through it. There are multiple learning routes, so you can review the main concepts or explore more deeply. To learn more, click on another tab, such as "Getting the Most out of the Guide."
- Getting the Most out of the Guide: Use the optional areas to:
 - Learn from UAA colleagues about their courses
 - Understand why we include each step
 - Learn about educational theories and research
 - Explore UAA resources
 - Check your understanding through short quizzes (required if you would like to earn AI&e certification)
 - Complete a personal Course Design PlanWhen you have a choice of paths, you will always be able to return and take a different route.
- Using the Player Controls: To navigate (mouse over underlined terms to see images):
 - Use the Next button (at the bottom of the player) when done with a screen. If the screen offers multiple paths, click Next for the shortest.
 - When there is video or audio content, a captions button appears in the player frame. Click it to view or hide captions.
 - Click Trail Guide Map in the player frame to return to the menu at any time.
 - If you revisit this guide on the same computer, choose Resume? Yes to start where you left off. (If you delete your browser cache or cookies, you won't see this option.)
- Tips for accessing this guide through keyboard commands:



- The guide resizes to fit your browser. Tab highlights align best if you resize your browser window to approximately 1000x560 pixels.
- A complete text-only version is available on the player navigation. In-text links are accessible by keyboard unless they are in a scroll box. To access those readings with usable links, tab to the player navigation Links sub-menu, use the arrow keys to select Readings, and use spacebar to open the link in a new browser tab.
- If you have difficulties accessing this guide, please let us know! Click the player Feedback button at any time to send us an email.
- Working with AI&e: You have other resources and help available. [UAA Academic Innovations & eLearning](#) (AI&e) offers workshops, help sessions, and how-to sets on common online course tools. We are happy to provide feedback on your plans and make sure you find the tools to fulfill them. We hope this guide will be the first of several. Future guides will cover: best practices for fully accessible courses, delivering online courses, working with academic technologies, and improving your courses.

Course Design Trail Guide 3: Fill Your Pack

This module walks you through the process of selecting course materials to help students learn.

Please contact us if you find an error in this module. It is a work in progress.

Other Topics on This Trail

- [Set the Route: Course Goals](#)
- [Make Your Course Accessible](#)
- [Build a Learning Path](#)
- [Track Learning: Assessment](#)
- [Draw a Map: Orientation](#)

Fill Your Pack

This module will prepare you to:

- Meet and work with appropriate subject area librarian
- Develop explicit criteria for evaluating resources
- Search for and identify learning materials that are suitable for the course and for UAA learners
- Select suitable, accessible course materials that you can legally use
- Using found materials and faculty expertise, create a learning resource
- Align course materials to course objectives and key assessments

Give yourself 1-2 hours to review this module, plus time to write a course design plan.

Know your needs

Know your needs

What will best help your students learn?

Look for materials that work for UAA students.

Consider your students' needs

- Relevance: Course materials should directly support student learning outcomes. Look for contemporary materials that connect to students' broader school and career paths.
- Cost: Low cost materials help students succeed. Due to the cost of instructional materials:
 - 37% of students take fewer classes
 - 38% chose not to take specific classes
 - 57% borrowed the required materials (WA SBCTC, 2018)
- Accessibility: All students should be able to access your course materials.
 - "In alignment with UAA 2020 goals for removing significant barriers to student success, please remember to incorporate current WCAG digital accessibility guidelines when designing and delivering all courses to meet the federal ADA requirements." - UAA Online Learning Advisory Council
 - Review accessibility requirements in Trail Guide 2: [Make the Course Accessible](#).
- Level: Most UAA courses include English language learners and non-traditional students. Look for materials that use direct language and help students reach the level of knowledge and skills required in your course. This is especially important in entry-level courses, where students are learning the vocabulary and comprehension strategies for more difficult, discipline-specific materials.
- Time: Most UAA students work at least part-time and have family obligations. Look for efficient ways to learn the material. More isn't necessarily better!

Know what you're looking for.

Set your criteria before searching for materials.

Criteria to consider

Is the material:

- Appropriate
 - Does it cover material that aligns with your student learning outcomes?
 - Does it cover required content?
 - Do you trust the author's expertise? Has it been reviewed by others in your field?

- Are the course materials up-to-date? Are revisions scheduled?
 - Is it the right level for your course? Is there an easier way to learn it?
- Usable
 - Are the materials easy to use?
 - Can you legally include it in your course? What are the copyright restrictions?
 - Is it affordable for your students?
 - Is it accessible?
- Tech-compatible
 - Is it compatible with Blackboard?
 - Does it work on different computer platforms and browsers?
 - Do students need a separate account or software to access it?
 - If it's a PDF, is it text-based and machine readable, not a scanned image?
 - Can students use it on mobile devices?
- Interactive
 - Some websites, simulations, and publisher content give students ways to interact with the content as they learn. Consider these issues when reviewing:
 - Can you use learning analytics to track student access and progress?
 - Does it give formative feedback or personalized learning paths?
 - Is there a VPAT [hover - Voluntary Product Accessibility Template] or accessibility statement?
 - Is there tech help available?
 - Is offline access an option so that internet interruptions aren't problematic?
 - Does it require students to register? If so, is it compatible with FERPA? How does the company protect students' personal information?
- Customizable
 - Is it customizable?
 - Could you assign an excerpt or do students need the whole thing?
 - Can you edit or remix it?
 - Could you give students a choice of formats or ways to learn the content?

Sample Rubrics for Evaluating Course Materials

- Interactive tools and apps
 - [Educause rubric](#)
 - [Western University's rubric](#)
 - [Learning in Hand rubric](#)
 - [SECTIONS rubric](#) for course media
- Textbooks and Open Educational Resources
 - [Checklist for Evaluating OER Checklist](#) (Austin Community College)
 - [Evaluating OER Checklist](#) from [The OER Starter Kit](#) (Iowa State)

- [Selecting Textbooks Criteria](#) (Affordable Learning Georgia)

Build a content needs list

- Start with your student learning outcomes:
 - What will they need to be able to do by the end of the course?
 - What do they need to learn and practice to get there?
- Write an outcomes and topics list for your search
- Don't assume that you can only replace a textbook with another textbook. Focus your search on student outcomes and topics first, not content types

How much can students master?

- Set your students up for success by assigning a reasonable workload (more detail in Course Design Trail Guide 4: [Build a Learning Path](#))
- To calculate reading time, estimate:
 - 10-20 pages per hour for textbooks and academic articles
 - 20-40 pages per hour for books targeting a general audience
 - Difficult subjects will take longer
- For a 3 credit, 15-week course, plan ~8-12 hours per week of total work, including class time.
- Watch out for workload creep as you find new resources!

Prioritize your course topics

1. Deep understanding: What you want your students to remember long after they've finished the course.
2. Key knowledge and skills: Important to know and do. Prerequisites for mastering the learning objectives.
3. The big picture: Details, background information, or skills that are worth knowing or help students learn more crucial concepts.

Know your options

You have many content options.

There's a world beyond the traditional textbook.

UAA courses include:

- Text
 - Articles
 - Textbooks
 - Books
 - Community resources
 - Websites

- Examples
- Visual Sources
 - Interactive maps
 - Images
 - Infographics
 - Diagrams
 - Charts & graphs
- Videos
 - Mini-lectures
 - News stories
 - Interviews
 - Documentaries
 - How-tos
- Interactive Content
 - Real and virtual site visits
 - Simulations
 - Homework programs
- Audio
 - Podcasts
 - Radio stories
 - Lecture excerpts
 - Event recordings

Give students variety and, when possible, a choice of how to learn a topic.

Common sources for course materials

Educational publisher content

This is what many instructors think of first when looking for materials.

Advantages:

- UAA Bookstore works with these publishers regularly
- All-in-one packages
- Prebuilt assignments and assessments, some automatically graded
- Some publishers integrate into UAA's Blackboard course platform:
 - [McGraw-Hill Education](#)
 - [Pearson Revel](#)
 - [Pearson MyLab & Mastering](#)

Open Educational Resources (OERs)

These are educational materials that can be freely downloaded, edited, and shared to better serve all students.

Advantages:

- Free for students
- No one drops the course or skips assignments due to not being able to afford the textbook
- You can curate chapters from multiple sources, instead of committing to one textbook
- Customizable as you see fit
- No restrictions to meet Fair Use and the TEACH Act copyright guidelines

[UAA Guide to OERs](#)

UAA Textbook Affordability: This initiative works to keep UAA affordable for students. Learn more:

- [UAA Textbook Affordability Initiative](#)
- Interviews with Dr. Claudia Lampman, UAA Vice Provost for Student Success:
 - [Instructional benefits](#) (4 min)
 - [Student needs](#) (4 min)
 - [Full interview](#) (30 min)
- UAA student perspective: [Nile Morris](#) (5 min)

Library content

The UAA/APU Consortium Library gives students access to millions of online books and articles.

Advantages:

- Free for students
- Familiarizes students with research tools
- Many can be downloaded for offline use

The library's guide to [Incorporating Library Content in Courseware & Websites](#) explains how to put library content into your UAA Blackboard course.

Other published work

These round out many courses by providing a range of perspectives and detailed topics.

- Book and article excerpts should follow Fair Use and the TEACH Act [copyright guidelines](#). Make sure any PDFs posted in Blackboard are text-based, not scanned images.
- Publicly available websites and videos are free to link in your course. Avoid unlicensed/pirated materials, as those are likely to disappear at any time, and check accessibility before assigning.

- Works in the public domain have no copyright restrictions. Start with the library's guide to [Open Educational Resources \(OER\)](#) to find open access books, images, and other resources

Individual & Department Content

Sometimes covering a topic yourself is more effective. Section 5 (Adapt and Create) recommends tools for creating your own text, audio, and video content.

Advantages:

- Free for students
- Narrowly targets student learning outcomes and UAA audience
- Increases your instructor presence in the course
- Using colleagues' content can model academic community practices

Find materials

Search strategically

The sooner you identify the main materials for your course, the better.

Required course materials are assigned early.

Check if there are already materials assigned to your section:

- Ask your department
- Search the [UAA Bookstore](#) textbook site (main campus only)

[UAA Bookstore Faculty Handbook](#)

Why are the materials already assigned for my section?

Textbook adoptions are due near the start of the previous semester, often before an instructor is assigned to a section. Federal law requires UAA to notify students about course material costs when they initially register.

UAA adoptions are earlier than many Outside universities because our location means shipping time and cost have more impact on final UAA Bookstore prices.

Can I change the assigned books?

The UAA Bookstore orders books several months in advance to reduce shipping costs and claim used copies for student savings. If you do not plan to use an assigned book, contact them immediately!

Because UAA must notify students about course material costs when they initially register for courses, please do not require students to purchase materials that are not officially adopted through the Bookstore.

Use the library

Start with the UAA Consortium Library's [Faculty Toolkit](#). Talk to your [subject librarian](#) if you need help searching – they're research experts.

Useful library tools:

- Guide to [Incorporating Library Content](#) in Blackboard and websites
- Search for [Ebooks](#) (look for ones [licensed for unlimited concurrent users](#) if it's a required text)
- Search for [AVON: Academic Video Online](#) and [other streaming video content](#)
- Browse [All Guides at UAA](#)

Ways to start searching

- The official course description includes suggested texts. UAA is transitioning to an online system for course descriptions. For the most recent updates, check the [CIM Course Management](#) system. If you can't log in to this system, ask your department for the description. If the course description has not been replaced recently, you will find it in the old [CCG repository](#). To find your course in the repository:
 - a. Click on the "+" beside your program prefix to see the courses.
 - b. Click on the green down arrow beside your course number to download a PDF. (Accessibility note: These are scanned PDFs. For a screen-reader capable PDF, please contact your department.)
- Check the UAA/APU Consortium [Library guide](#) for your subject
- Ask colleagues for their syllabi
- Use informal networks like social media to ask about materials on specific topics

Search strategies

Finding texts

- Start with the course description and library search engine
- The [Open Syllabus](#) project lists commonly assigned texts for each discipline
- Using your browser's incognito mode can help avoid materials that you can only access through a subscription your students won't share
- For older texts, check for public domain books in [Project Gutenberg](#) and [Google Books](#).

Finding open course materials

- [Library guide](#)
- OER search engines like [OER Commons](#) or [Mason OER Metafinder](#) – the library guide includes more ways to search
- Ask your social media networks – #OER

- More OERs are created and published every day, so if you don't find useful materials this time around, check next semester.

Finding audio and video

- [Library guide](#)
- [Internet Archive](#) – non-profit library of free books, films, music, etc.
- [TED](#) – captioned videos ([CC BY-NC-ND](#))
- [YouTube](#) – look for captioned videos uploaded by the creator
- [Khan Academy](#) – all videos have captions; registered users have additional accessibility features in Settings
- [BBC Ideas](#) - short films and videos
- [Soundcloud](#) - open audio platform, primary focus on music
- [Free Music Archive](#) or [Freesound](#) - download audio licensed under Creative Commons
- [Public Domain Review](#) - images, books, film and audio in the public domain

Finding images

- [Library guide](#)
- [Creative Commons search](#) – meta-search of several large databases
- [Flickr](#) – limit your search to Creative Commons licenses to see photos you can download and reuse
- [Wikimedia Commons](#) – free images, sound, and media files. Check the file license for reuse
- [World Digital Library](#) – images of books, maps, manuscripts, newspapers, etc.

Remember to use [alt-text](#) with all images.

Finding interactive sites and simulations

- These tend to be very subject-specific, so talk to your colleagues and subject area librarian for ideas.
- Remember to check these closely for accessibility.
- Here are some examples:
 - [The Accessibility Switchboard](#), National Federation of the Blind
 - [Unite for Literacy](#) ebooks with audio (several in Inupiaq)
 - [PhET Interactive Simulations](#), University of Colorado Boulder
 - [Learn. Genetics.](#) Genetic Science Learning Center (most simulations are accessible)

Finding Alaska-specific materials

Our librarians are experts here! Here are some places to start.

- Related UAA Consortium Library LibGuides: [Alaska & Polar Regions](#), [Alaska Native Studies](#), [Alaska Business Research](#), [Alaska Medical/Health](#), [Primary Sources](#), and [ANCSA, ANILCA, and d-2 collections](#)

- [UAA Consortium Library Collections & Partners](#)
- [Statewide Library Electronic Doorway](#)
- [Library of Congress](#)
- [Case Studies featuring Native Americans and Alaska Natives](#)

Adopting materials

Work with your department and the [UAA Bookstore](#) to adopt textbooks and materials that students need to purchase for your course.

Deadlines:

- Fall courses - Feb. 15
- Spring courses - Oct. 1
- Summer courses - Jan. 15

Tips:

- Make sure required materials really are required. You can also submit optional materials.
- If you're assigning an eText, ask the Bookstore about the Day One Digital program.
- Include OERs in your textbook adoptions, so the bookstore can publish those links on their website.
- Review the [UAA Bookstore Faculty Handbook](#) to learn more.

Curate your course

Be selective.

Curate your course materials to support learning outcomes.

Return to your learning outcomes and rubric to evaluate your materials.

Choose resources that help students learn, not just ones that cover a topic.

Consider creating a course library or lists of optional materials to help students with independent projects.

Keep student workload in mind.

Budget your students' time.

Too much content makes it less likely that students will master and remember the important parts. You can focus student work by:

- Assigning part of a reading or video
- Giving questions to answer while students learn the material
- Creating a reading guide

Accessibility check

- Check that materials have easy-to-read language, simple formatting, and clear structures.
- Be sure text is selectable and not a picture of text.
- Provide content in more than one format: videos with captions, audio with transcripts, and images with alt-text. In other cases, [Blackboard Ally](#) does this for you.
- Ensure your content doesn't require the use of a computer mouse.

Review the design considerations from Course Design Trail Guide 2: [Make the Course Accessible](#). View [Accessibility Tutorials & How-to](#) for help on specific questions.

Before committing to materials, check that you have permission to use them.

You are responsible for observing copyright in your course. If you aren't sure, check:

- Library [Copyright & Fair Use](#) guide
- ALA Copyright Advisory Network tools:
 - [Fair Use Evaluator](#)
 - [Is It Covered by Copyright](#)
 - [Exemptions for Instructors](#)

Using Creative Commons materials correctly

Materials with a CC license are posted for reuse with conditions. Here are the main codes:

- BY = Attribution. You can adapt these works, but you must acknowledge the source material
- SA = ShareAlike. You can adapt these works, but if you post/publish your adaptation, you must use the same CC conditions
- NC = NonCommercial. You can adapt these works for any purpose except commercial ones
- ND = NoDerivatives. You can distribute these works, but you can't adapt them.

Learn more about [CC licenses](#).

Public materials

If a resource isn't clearly marked as CC or public domain, link to it instead of illegally downloading and resharing.

Check that the site sharing the resource is the legal copyright holder. External materials infringing on copyrights are likely to disappear at any time.

When in doubt, contact the author/s to ask permission!

Faculty Perspectives on Finding Content

John Duffy, Dept. of Economics & Public Policy

Talking over my ideas with a librarian always results in finding the most suitable content for my online courses. Be it databases, journal articles, e-books, videos or other digital resources, librarians make my work more efficient and effective. As a result, I can better connect subject matter to digital resources, making course content more suitable and attractive to learners.

I regularly include a librarian-led session in my courses to introduce their wealth of knowledge to students. There is a saying, "searching on the Internet can generate thousands of answers but only a librarian can provide you with the right one"; how very true. I cannot imagine designing – or redesigning – an online course without talking with a librarian.

Herminia Din (Art) – Working with Publisher Content

[Text-Only Version note: This is a video. Transcript follows]

My name is Herminia Din. I'm from the art department, and I teach art education and art appreciation. I like to use the textbook for my Art Appreciation class. Mainly because to teach an Art Appreciation, it needs a lot of images, a lot of information. And there's so many resources.

It's better to use a textbook, because it's put everything out in one place instead of sending students to many different locations to find information. Particularly, this is a 100-level general education course, and I think if I have everything in one place is more beneficial for my students. So the current textbook that I use actually took me a while by reviewing many desk copies, and I have many contacts by publisher representative.

And this one particularly, I've been using it for three to five years. I'm in the third edition. Simply because it's well organized, very friendly to use, and very easy to read. And the content is fabulous, so that's the reason I decided to use the textbook for this particular course.

So the student to access the book from my earlier years, basically, student normally have two options. Either to buy a used copy or buy a new copy. Of course, they can have many other options to rent online or to have other access for the textbook. But this particular semester of fall 2019, I have been given this opportunity by our bookstore and by the publisher. Call it Day One Digital.

Day One Digital is an online access to a textbook provided by a bookstore with collaboration with publisher, and Day One Digital is really easy access. But the key aspect of adapting Day One Digital for my course is the price. I believe this semester, the price for this particular textbook is about \$38 compared to an average of from used one to new one copy cost our students from \$90 to \$140. So it's very, very economic, very cost effective, and student can

access via Blackboard and have a direct link to this mass amount of information that come with the textbook.

So I really enjoy having my student using this particular resource. And so far this semester, I believe I have about 60%, 70% adoption of using Day One Digital, and so far, so good.

The best advice to find a good textbook, I think, is just to review all those desk copies the publisher will send you, or you can contact other instructors asking for advice. But I think the key aspect of finding a publisher-made textbook, you have to review the content and to see, would that fit with your goals and objectives when you are teaching this particular course? And then on top of that is the organization, and most importantly, if they have digital content available. So students can access online, and also, it has to be a usability friendly based approach.

So, content and organization are the two key factors for me. And on top is the access to mass amounts of art, images, videos, animated guides, and so forth. And that all in one place becomes really useful and really helpful for my teaching. Don't forget: Make sure when you check your textbook, make sure it is accessible. It is critical for our mission.

Douglass Bourne (Writing) – Working with OER

[Text-Only Version note: This is a video. Transcript follows]

Hi. I'm Douglass Bourne. I teach writing classes for the Writing Department, everything from pre-GER courses to Gen Ed courses that every student has to take. The materials have changed a lot over the years. Several years ago, we were very textbook-heavy as far as resources. And our textbooks would vary between actual writing, or about writing resources, and some texts made entirely of example articles.

Then, of course, like any faculty member, I would supplement them with other articles I could find. Recently, our department has made a big push to change to OER resources. And it all started from a group of us trying to decide on a common textbook used for Writing 111, which happens to be the most highly enrolled course on campus. We had a very difficult time deciding on what textbook we would all decide to use. And that led us to deciding to turn the textual materials into OER resource materials.

It was rather intimidating, at first, trying to find OER materials. But I was really lucky to be put in touch with DRC from the library. And within minutes of sitting down, she was showing me different resources to find them. And then, in the weeks that followed, she was part of different listservs. And she would find new materials from the listservs, and they would just appear in my inbox. And in a series of weeks, I went from not knowing where to find any OERs to being overwhelmed by the resources.

And that left myself and those of us in the department some new challenges, then, of selecting which online resources to use. Selecting resources for this course, in particular, was really challenging. And part of the challenge might be that I wasn't selecting resources

for me. I was selecting resources for everyone who teaches the course. And that made things, I think, a little bit more difficult than the average faculty member who's just trying to replace course materials with OER sources.

In order to determine what sources to bring in, we went to the learning outcomes of the course. And in our case, we were somewhat lucky that the learning outcomes were vague enough that we could find plenty of materials that would work for those outcomes. But the deciding factor ended up being what materials saw our students as the right audience. And so it was trying to come to it from our students' perspective and that some of the textual materials, in particular, the textbooks that we went through, just they were obviously not the right choice for students in Alaska.

And surprisingly, we were able to find some OER resources that were a really good fit. And we were lucky to be able to start adapting them into our classes. One of the challenges-- and I think we all would have been happier if we would have paid closer attention to this as we started-- the texts that we ended up selecting had a lot of accessibility problems. And that has given us a lot of work in the back end, going back and making all of the documents accessible.

I'm not sure if we would have changed anything because the text, it's a really good resource for our students, but it's just given us a lot of surprisingly extra work that we didn't anticipate at the beginning.

There are a few benefits that we found with switching to OER. The first and the obvious one is we're saving our students some money. And students are really appreciative about that. In fact, just yesterday, to close down the class, I asked them to write some anonymous notes for me just giving general thoughts about the class. And they came up several times that they were really happy that they didn't have to fork out money for the textbook, and they were able to read it online.

Another benefit has been that we found a resource that is a strong fit for our students here in Alaska. And, although this is a new resource for it, we're finding that we're going to be able to develop, then, this online textbook with a lot of other resources and create an even better target audience, Alaska-specific online text. And we expect that it'll just make the course better in the semesters to come.

Jennifer McKay & Anna Bjartmarsdottir (Consortium Library)

[Text-Only Version note: This is a video. Transcript follows]

UAA faculty can work with their librarians to create course guides that are tailored to a specific class. Working with faculty, librarians support online students in a variety of ways. We can provide an online instruction session, topic guides, research help, or tutorial tied to a learning outcome or specific project.

Naomi Everett (Culinary Arts) – Creating Videos

[Text-Only Version note: This is a video. Transcript follows]

I did a case study of how students learned and what their perception was when being introduced to online learning, blended classroom. With the help of academic innovations and eLearning, I developed a video that went over chicken fabrication. And we took that video, and we embedded it into the student's learning management system. They were able to watch the video prior to coming to class and able to watch the video after having come to class and actually cut up the chickens themselves.

In order to make buffalo wings, you would cut through the tip and the second joint of the wing portion-- the tip going into stock and the second portion going into another recipe, perhaps buffalo wings or sweet and sour chicken wings, something of that nature. What you're left with then is an airline breast or a supreme cut. We want to make sure that the meat itself is covered with skin. But we want to cut off the excess skin and any kind of residual huge amounts of fat. And then, we also want to remove the tenderloin. The tenderloin can be used for something different, such as chicken--

I created a survey and collected data from my students as to what their perception of their learning was through this model. What I found was absolutely positive feedback. And from there, it changed the way I taught. I could not in good conscious ever go back and not have that piece of the puzzle there for my students.

Maybe it's my perception, but I really do think that since we've been offering these videos, student's performance in the classroom is a lot better. There's a lot less intimidation when they're approaching these things. I mean, tenderloin's \$16 a pound. And for them to be able to have a fundamental understanding of what they're going to be dealing with before they get to it has really made a big difference.

Putting materials in your course

- There are a variety of ways to add files to Blackboard: weblinks, attached files, and embedded files. Blackboard Ally provides alternate formats for attached files.
- Be consistent throughout the course to reduce student confusion.
- Some textbook platforms link with Blackboard - check with [AI&E](#) if you have questions
- Keep links and backup files to share with students if Blackboard is down.
- Organize and update your materials in the Blackboard [Content Collection](#) so that you don't end up with 10 versions of a file.
- Put physical materials in the library [course reserves](#) for students on/near campus

Course Design Plan Stop 4

Complete this section in your course design plan: Course Content

[Download course design plan template](#)

Adapt and create

Adapt OERs and create new materials if needed.

Focus your energy on the areas with the greatest student impact.

If you can't find content to support a student learning outcome, adapt or create your own.

- Start simple. Short documents and videos can cover a lot of ground.
- For asynchronous online courses, your materials add explanations and a personal perspective to help students connect with the subject. Synchronous courses can do this during class sessions.
- If your field lacks appropriate materials, consider asking students to create handouts, videos, presentations, etc. to share with each other and future classes.

Modifying OER

- Most OER materials let you modify, remix, and redistribute them. Check the material's license to be sure.
- With OER textbooks, you can reorganize the chapters and either delete unused sections or move them to the end to make the book better fit your course.
- Consider adding Alaska-specific examples, case studies, and resources to make OER materials more relevant.
- If something is shared as OER, but the format is difficult to edit, ask the creator if they're willing to share source files.
- You can use OER content in different formats as long as you cite it properly. For example, you can use diagrams from an OER textbook section to create slides for a video.
- Remember to update OERs for accessibility as you adapt them.

Make your own

Be creative and have fun developing customized materials. Ask yourself what formats make sense for the topic and your students. Take into account if the content will need to be updated frequently.

Text

Tips

- Lead with the main idea, so students can put the information into context
- Avoid course/semester/section/date-specific info, so you can reuse easily
- Use UAA [Core Tools](#) so students can readily open files and get support from the IT Technical Support Center

Tools

- Microsoft Office: Word, Excel, PowerPoint

- Use built-in styles and layouts
 - Run “Check Accessibility”
 - Upload the source file to Blackboard rather than converting to PDF
- Google G Suite: Docs, Sheets, Slides
 - Use built-in styles and layouts
 - Share with “view only” setting so students can’t edit

Video tips and tools

Tips

- Record in a quiet space and use a quality microphone
- Do a test recording first
- Your presentation doesn’t have to be perfect. Your students can benefit from seeing you as a real person
- Screencast videos record your computer screen with voice narration. You can use slide presentations, demo Blackboard and other platforms, and create step-by-step walkthroughs
- Multiple short videos are better than one long one. Try to stay under 10 minutes
- If you don’t know where to start, contact [Al&e](#) to explore your options

Tools

- [Screencast-o-Matic](#)
 - Record and edit screencasts and web-cam videos
 - Free version records up to 15 minutes of video. Students can use this for projects, too!
 - UAA has a [Pro account for faculty](#), which lets you edit videos, remove the logo, and record longer videos
- Kaltura (in Blackboard Learn)
 - My Media in Blackboard hosts your library of videos. Students can also use My Media
 - Kaltura videos can be easily embedded in Blackboard via Mashups or Media Gallery
 - Upload videos in Kaltura to request machine or [human captioning](#). Add media collaborators if you want to share Kaltura videos with UAA colleagues
 - Kaltura Personal Capture records screencasts and webcam videos. It links with Kaltura My Media, but has fewer editing tools than Screencast-o-Matic Pro
- YouTube
 - Familiar platform that makes uploading, captioning, and sharing videos easy
 - Faculty and students can log in to YouTube with their @alaska.edu account
 - Set video privacy level to unlisted to share with your class, but not the public

Audio tools and guidelines

Tips

- Record in a quiet space and use a headset or quality microphone ([Al&e](#) has some resources for faculty to check out or use on-site)
- Do a test recording first
- To fix errors while recording: pause, then restart the sentence from the beginning. This makes it easy to cut the awkward section
- Provide a transcript
- You can use video tools to order automatic captions, then edit those to create a transcript

Tools

- Most computers and phones include a voice recorder app
 - In Windows, Voice Recorder
 - In iOS, Voice Memo
- PowerPoint can also record audio (Insert > Audio > Record). After recording, you can save the media as a separate file
- Although UAA doesn't offer training and support for this tool, some faculty use [Audacity](#), a free, open-source audio recorder and editor

Visuals

Tips

- Save or export your images in PNG or JPG format
- Make visuals accessible with alt-text or long descriptions
- Provide equivalent text for complex images
 - Provide an image and a data table for numeric information, graphs, and charts
 - Use a document with nested lists as the alternate format for flowcharts, concept maps, and infographics
 - Add a detailed caption or text description to complex photographs, artworks, and diagrams
- Avoid using visuals that are purely decorative

Tools

- Microsoft Office
 - Excel charts help visualize data
 - PowerPoint's SmartArt Graphic tool is an easy way to create diagrams
- [Google Drawings](#) is a free online tool for collaborating on diagrams
- Taking your own photographs
 - Use a smart phone or digital camera
 - Take screenshots of multi-step processes

- Multiple simple photos are easier for students to process than one complex one
- Reduce file size before uploading for large images
- Mindmaps & infographics: Several free applications are available for creating mindmaps, infographics, etc. UAA doesn't provide training and support for these programs, but we encourage you to explore

Combining multiple formats (multimedia)

Tips

- Start simple and build up content
- Focus interactive elements around key concepts
- Remember to make added images, videos, and audio fully accessible

Tools

- [CourseArc](#)
 - Contact [AI&e](#) for a UAA faculty account
 - Create multi-page interactive modules with text and media
 - Build activities and quizzes into the modules (graded or ungraded)
 - Follow CourseArc's prompts for full accessibility
 - Embed modules into Blackboard and sync grades
- [eWolf \(Digication\) ePortfolio](#)
 - Create a multi-page website with text and media
 - Students can work together or individually on ePortfolios
 - Allows commenting for peer feedback
 - Share within your class, within UAA, or publicly
- [VoiceThread](#)
 - Post images, documents, or media and record presentations
 - Discuss via written, audio, or video comments
 - Share within your class, within UAA, or publicly

Share materials

Maximize your impact by sharing the materials you develop.

You can share informally with colleagues teaching in future semesters, but these approaches can ensure your materials reach a wider audience:

- Create and use a department-wide Blackboard shell or Google folder for sharing materials, syllabi, and advice
- Present innovative, cross-disciplinary, and student-success materials at a [CAFE](#) or [AI&e](#) event
- Give your work a [CC license](#) and post it in an OER community

Review

Module 3 Outcomes

Click on any of the learning outcomes to review that topic:

- [Meet and work with appropriate subject area librarian](#)
- [Develop explicit criteria for evaluating resources](#)
- [Search for and identify learning materials](#) that are suitable for the course and for UAA learners
- Select suitable, accessible course [materials that you can legally use](#)
- Using found materials and faculty expertise, [create a learning resource](#)
- [Align course materials](#) to course objectives and key assessments

You've completed this module!

If you're working on AI&e certification for your online course design (or might want to earn it later), enter your name and create a report. [This only functions in the interactive module version. Please contact AI&e to document your review of this version.]

Thanks for using this Trail Guide

- [Full Credits](#)
- [Contact AI&e](#)

This project was developed by UAA Academic Innovations & eLearning, with partial funding by the Title III Robust Online Learning grant. All design work was completed internally. Version: 1.0.8 (December 2019)

Instructional design: Kathryn Schild and Dana Haff, with content by Jon Farmer and Tina Coulston. Jenny Anderson (Professionalize It consulting) built the initial Storyline version; Kathryn Schild did the final version.

This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#). View the Full Credits for detailed credits, image sources, and source file contact information.

Please contact us with any errors you find in this module.

Close Course

Have you saved your certificates? Use these to earn AI&e online course design certification and to document professional development for your department.

Feedback

Please give us feedback!

- Take a short [survey](#) to let us know your thoughts for the next version
- Email Kathryn Schild, kdschild@alaska.edu, with immediate concerns or accessibility issues

Course design plan

Download [Course Design Plan](#) (DOCX file)

Course design plan troubleshooting

1. Download the [screen-reader friendly version](#).
2. Preview and download the [course design plan](#) in Google Drive.
3. Click on the Links tab in the player frame, then click on the Course Design Plan.
4. Search your Downloads folder for CourseDesign.
5. View and download a [PDF version](#) of the course design plan in Google Drive. Create your own document using the PDF headings.
6. Check that your browser is set to allow pop-ups.
7. If none of those work, please email kdschild@alaska.edu to request the planner.