

LaneOnline Course Planner

Course Design Introduction
Steeves

Instructor: Steeves

Course name: Course Design Introduction

Course-level outcomes:

- Articulate a detailed [course plan](#) for developing or revising an online course
- Articulate how you will build/revise to improve accessibility in your course.
- Demonstrate familiarity with Lane’s online support options.
- Integrate basic best practices from [Open SUNY Course Quality Review \(OSCQR\)](#) into online course design and management.

Sp21Syllabus -

https://docs.google.com/document/d/1KGSrILEwzFf9dxCLQvoEcYZgnF4W_iUQusQtD6ut8e4/e/dit

Introduction/Getting Started	
<i>Welcome to CDI! Let's get to know each other.</i>	Summary:
Module or weekly learning objectives:	<ul style="list-style-type: none">● Build community● Introduce class requirements and expectations● Review orientation and syllabus and identify support options
Support plan (for students and/or yourself):	Send pre-term letter; Post links for early readings; send message about tutoring hours (open labs) and support <i>Note to self: Add link Get Help Here: Lane Student Support Hub to course information or student support block, contact ATC for Moodle Q's</i>
Accessibility plan/notes:	Caption introduction video; Check all images for alt-tags; fix anything flagged by Ally
Content/Components:	Syllabus, course orientation, introduction video
Assessment (tools):	Introductions Forum (use of forum) (with alternative options for submission (text, video, image, sound, etc.))
Interaction Strategies, Management:	Interaction: News and Announcements Forum, Introductions Forum, Course Q & A Forum, Management: Email inactive students

Module 1 - Introduction to Online Teaching



<p>Why: A critical time in establishing community and establishing a path for student success.</p>	<p>Summary: As with any technology-related field, online teaching is a field that experiences rapid changes, both in what you can do online and what's available to support you. This module will (re)introduce you to where online learning lives at Lane, who our students and faculty are, and who can provide support for all of your online learning needs.</p>
<p>Module objectives:</p>	<p>Module Objectives</p> <ul style="list-style-type: none"> ● Describe and plan for the support (both for faculty and for future students) that you will need to build your course; describe in writing a plan to include equitable practices in your future course. ● Build community; introduce how to use forums in a non-evaluative setting ● Understand what support resources are in place for faculty and students. <p>Course Outcome(s):</p> <ul style="list-style-type: none"> ● Integrate basic best practices from Open SUNY Course Quality Review (OSCOR) into online course design and management.
<p>Assessment (tools)</p>	<p>Reflection or summary: Course Goals and Supports (assignment)</p> <p>Building community with students - welcoming - tone - teacher presence and trust - student success strategies during week 0/1</p> <p>Learner-to-Learner sharing started (course plan feedback)</p> <p>Learner feedback: Is my course designed the way I think it is? Course design feedback</p>
<p>Materials</p>	<p>Overview: A critical time in establishing community and establishing a path to student success.</p> <p>Materials & Activities:</p> <ul style="list-style-type: none"> ● Explain who does what with supporting online teaching and learning so instructors have understanding of available support

	<ul style="list-style-type: none"> options. ● Support materials to get started on who does what, where to find support, how to access ● Materials on designing for Equity ● (inclusive teaching practices)*add
Support plan (for students and/or yourself):	<ul style="list-style-type: none"> ● Support for 1st time use of course technology <ul style="list-style-type: none"> ○ Forum, H5P, assignment ○ **update to nearpod** ● Instructional Designers as early outreach specialists and tutors to ensure all participants are properly supported to be successful in this course.
Accessibility plan/notes:	<p><i>List materials and accessibility needs when developed.</i></p> <p><i>ALLY to check documents and files added to the LMS</i></p> <p><i>Alt tags on images</i></p> <p><i>Proper Headers and descriptive links in resources I produce</i></p>
Interaction Strategies, Management:	<ul style="list-style-type: none"> - Week 0 email - Welcome video - Introductions forum (post like a participant) - Tone in communications - Reflection end of week 1 as main activity for participation <ul style="list-style-type: none"> - 100% student engagement by end of first week (goal)

Module 2 (Course Plan) Learning Outcomes and Module Objectives

<p>Why: <i>Start with a game plan before hitting the field! Makes running the plays a lot easier.</i></p>	<p>Summary: In this module, you'll begin to create an initial plan for how your online course will help learners successfully reach the Course Learning Outcomes. This will include considering how course learning outcomes can be chunked into module-sized pieces, thinking about the module objectives imagine how you might want to measure learning (assessment tools, formative vs summative), existing materials and activities you can use as you move forward, and listing out the support resources you'll be able to take advantage of along the way. We'll review best practices for course planning and backward design principles.</p> <hr/> <p>Deliverable: Course Plan: alignment of course learning outcomes to module objectives.</p>
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Module or weekly learning objectives:	<p>Module Objectives: Begin development of a course plan with backward design and identifying course outcomes and module objectives.</p> <p>Course Outcome(s):</p> <ul style="list-style-type: none"> Articulate a detailed course plan for developing or revising an online course
Support plan (for students and/or yourself):	<p>Ensure the course plan is clear from the start (video overviewing the plan and each modules focus) - level of interaction in course plan</p> <p>How to work with your groups - groups as an option? - management of participants who want a more interactive experience (choice)</p>
Accessibility plan/notes:	Captioning on videos and alt text on images.
Content/Components:	<p>Overview: Summary module objectives and deliverables. Why are they doing this?</p> <p>Materials & Activities: Backward design basics, intro to OSCQR, outcomes writing</p>
Assessment (tools):	Group reflection (peer affirmation and support), course plan with completed course outcomes and module objectives. learner-to-learner interaction and feedback options
Interaction Strategies, Management:	Week 1 attendance to continued enrollment - outreach. Outreach for support in starting course plan. Course plan consultations as requested CDI open labs and office hours

Module 3 Assessment Tools and Content

<p><i>Why: What are you putting into your course - and why?</i></p>	<p>Summary: The course planning module discussed the "what" for your course: What will students be able to do, by when in their learning experience? This module talks about the "<u>why</u>" for students: <i>Why are we doing all of this stuff? What is the purpose of each course component (activity, interaction, resource, assignment, etc.)?</i></p> <p>This includes mapping out what course materials you anticipate using; what activities you want to build in; more sketching out of what formative and summative assessments are necessary; and what tools or technology you may need to learn further about to reach these goals.</p> <p>Deliverable: Course plan with components added (types of activities and minor/formative assessments tools -- not yet specified but broken up in each area OR review of your current course with notes of changes where</p>
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	assessments will happen).
Module or weekly learning objectives:	<p>Module Objectives: Course plan with components added (types of activities and minor/formative assessments tools -- not yet specified but broken up in each area OR review of your current course with notes of changes where assessments will happen).</p> <p>Course Outcome(s):</p> <ul style="list-style-type: none"> • Articulate a detailed course plan for developing or revising an online course • Integrate basic best practices from Open SUNY Course Quality Review (OSCQR) into online course design and management.
Support plan (for students and/or yourself):	
Accessibility plan/notes:	
Content/Components:	<p>Overview: <i>What are you putting into your course - and why?</i></p> <p>Materials & Activities:</p>
Assessment (tools):	
Interaction Strategies, Management:	

Module 4 Interaction Strategies & Course Management

Why:	<p>Summary: In the Course Management module, we'll discuss strategies for making sure your course meets interaction guidelines—both those set by the Department of Education and those recognized as best practices for online course completion. We'll also make a plan for assessment and feedback that is reasonable and attainable.</p>
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Module or weekly learning objectives:	<p>Module Objectives: Course Plan revision with added details of course management and interaction strategies.</p> <p>Course Outcome(s):</p> <ul style="list-style-type: none"> • Articulate a detailed course plan for developing or revising an online course • Integrate basic best practices from Open SUNY Course Quality Review (OSCQR) into online course design and management.
Support plan (for students and/or yourself):	
Accessibility plan/notes:	
Content/Components:	<p>Overview:</p> <p>Materials & Activities: Course reflection with all participants - peer affirmation and sharing of course ideas Course plan step 3 adding interaction</p>
Assessment (tools):	
Interaction Strategies, Management:	Forum as an entire class to help foster collaborations outside of 4 member groups. Share and receive feedback

 <h2>Module 5 Accessibility</h2>	
Why: <i>Providing equal access to education.</i>	Summary: <i>The best course of action is to be proactive and create an accessible course from the ground up. It is easier to create accessible documents and webpages than it is to retrofit them.</i>
Module or weekly learning objectives:	<p>Module Objectives:</p> <ul style="list-style-type: none"> • Create an accessibility plan for your course that can be used as a guide to provide students with accessible webpages, images, documents, and media. <p>Course Outcome(s):</p> <ul style="list-style-type: none"> • Articulate how you will build/revise to improve accessibility in your course.

Assessment (tools):	<ul style="list-style-type: none"> • Assignment: Accessibility Plan Worksheet
Content/Components:	<p>Materials:</p> <ul style="list-style-type: none"> • Intro to accessibility • Creating Accessible Courses • ALLY • Media <p>Activities</p> <ul style="list-style-type: none"> • Bad webpage practice
Support plan (for students and/or yourself):	
Accessibility plan/notes:	
Interaction Strategies, Management:	

 <h2 style="display: inline;">Module 6 Course Completion</h2>	
<i>Why: Make time for course assessment and reflection.</i>	Plan details:
Module or weekly learning objectives:	<p>Module Objectives:</p> <p>Course Outcome(s):</p> <ul style="list-style-type: none"> • Articulate a detailed course plan for developing or revising an online course • Integrate basic best practices from Open SUNY Course Quality Review (OSCQR) into online course design and management.
Support plan (for students and/or yourself):	
Accessibility plan/notes:	
Content/Components:	<p>Overview: <i>What worked? What didn't work? What can you do to improve the course before you teach it again?</i></p>

	Materials & Activities:
Assessment (tools):	
Interaction Strategies, Management:	