

## Online Course Development Process Guide

Online course development can be perceived as a three-part process –planning and design; development and implementation; and the course delivery and management. Each part consists of several developmental steps. The following is a description of the stages and steps for online course development. The institutional support (personnel) that can be involved is also noted in the steps. This document is a work in progress based on the past practices and current directions of the college and research into current course design and quality assurance practices (see attached bibliography). Feel free to contact us for any input into this document or the course development process.

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The end product of this stage is a draft course syllabus which includes (but not limited to) the following components:

- list of topics to be covered
- student activity/assessment plan
- tentative course schedule

New components to be developed for the online course will also be identified.

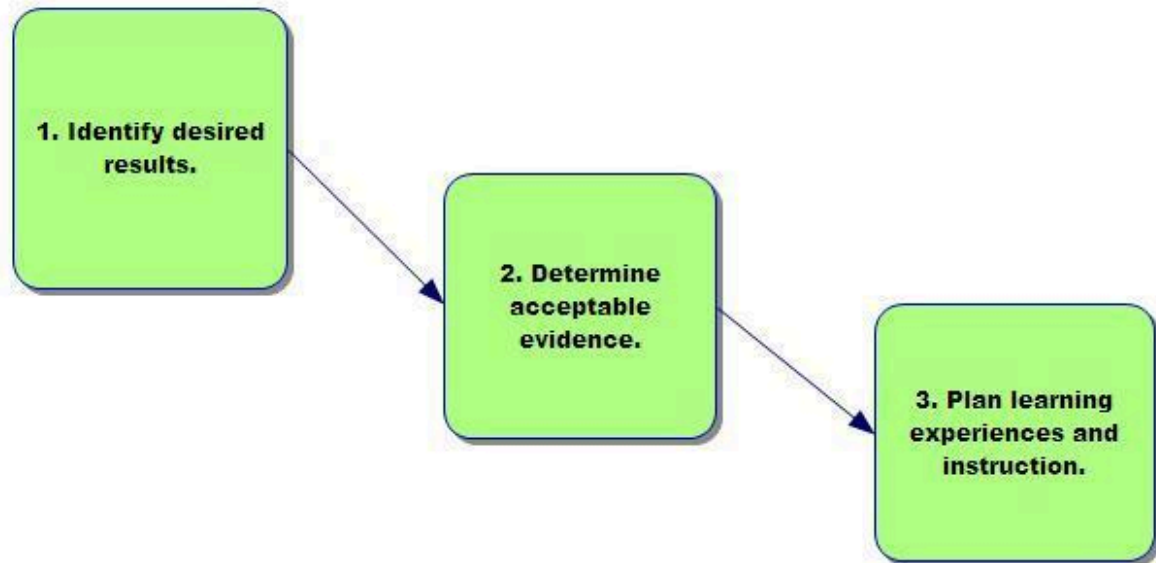
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The end product of this stage is a complete online course site.

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The end product of this stage is the successful teaching of the course.

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**PART ONE – COURSE DESIGN****Stages in the Backward Design Process****Stage One – Identify Desired Results****Step 1 – Identifying Course Objectives**

In this step, list the objectives of your course. The objectives could be listed as general class objectives and specific behavioral outcomes.

**Institutional Support**

Deans & Dept. Chair:

Provide existing program learning outcomes.

Instructional Designer:

Provide guidelines and templates for listing course objectives.

**Step 2 -- General Pedagogical Considerations**

In this beginning step, ask questions such as:

- What are the positive and negative aspects of your class?
- What instructional strategies did you use for your class? Were they effective?
- Will the same strategies work for online delivery?
- What would you like to do with your class? Can the new instructional media achieve it?
- What are the things that need to be done differently due to the nature of the new media?
- What is the difference between online and in-class students? How should the issue be addressed?

List goals that you would like to achieve and issues that you wish to address for your course.

**Institutional Support**

Instructional Designer:

Answer general questions regarding online instruction; solve problems regarding the difference between online and on-ground instruction; provide reference resources for existing online courses and planning principles.

**Stage Two – Determine Acceptable Evidence****Step 3 – Identifying Course Assessments**

In this step, the assessments of the course are identified. An assessment component may include student self-evaluation, quizzes, exercises, and exams. Creating assessment for your course involves several tasks:

- Identify textbooks and start gathering content materials and supplemental materials together from publishers that may be used in assessment (e.g., photos, graphics, print-based and Internet-based references, existing multimedia clips).
- Determine which assessment methods are appropriate for objectives
  - Essays
  - Exams
  - Discussion assessment
  - Self-assessment tools

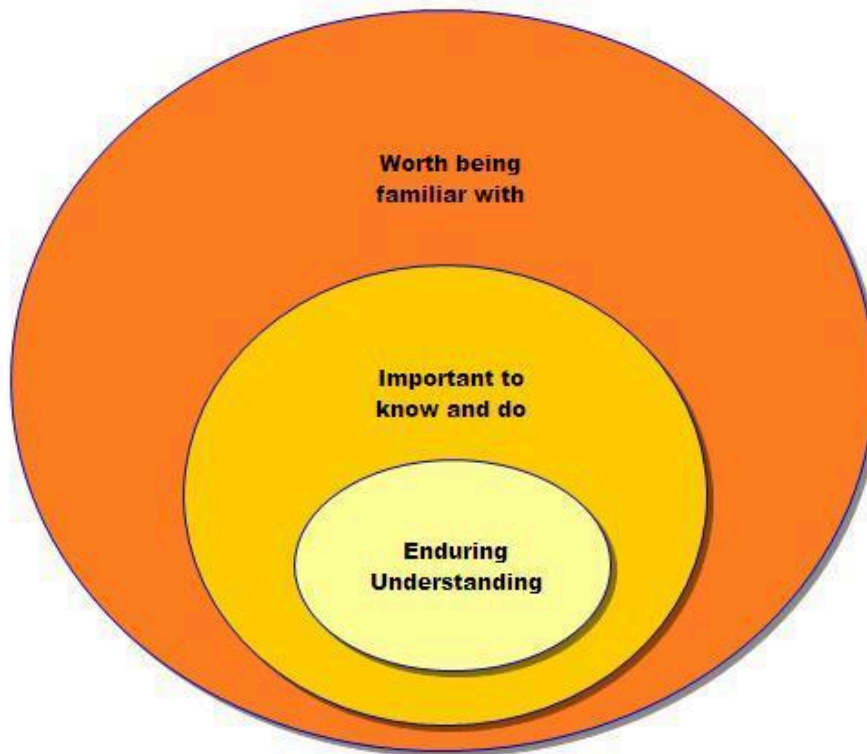
**Institutional Support**

Instructional Designer:

Instruct faculty in the creation of assessment and use of publisher's supplemental materials.

## Stage Three – Plan Learning Experiences and Instruction

### Establishing Curricular Priorities



#### Step 4 – Identifying Course Components

In addition to the knowledge content that will be delivered to the students, identify the other components of the course that you would like to incorporate to facilitate the learning process. Some examples would be:

- A syllabus.
- A communication component which may include group discussion, e-mail communication, etc.
- A record keeping component to track student progress.
- Obtaining copyright clearance for the materials if necessary.
- Making a list of the content topics and supplemental materials that need to be developed.

#### Institutional Support

Instructional Designer:

Provide examples and suggestions of components that would be useful to the particular course.

#### Step 5 – Designing Course Structure

In this step, divide content materials and course components (where appropriate) into units. Then create a course structure for content material units. The structure would map out the organization and connection for individual units. Also, in this step, map out the

relationship between content units and course component units (e.g., linking a quiz to a content unit). The organization maps for units can also be used as the organization maps for actual content files placement and storage. If the content files have a different organizational structure, create separate organization maps for the files in this step.

### **Institutional Support**

Instructional Designer:

Provide advice on appropriate length of units, possible alternatives for structure design, and logical connection between units.

## **Step 6 – Designing Instructional Strategies**

In this step, identify information delivery strategies (e.g., lecture notes or lecture notes plus video demonstration) and design activities for content units. Develop a comprehensive student activity/assessment plan which will allow you to achieve the stated course objectives. Combine course structure and activity/assessment plan to create a course schedule.

### **Institutional Support**

Instructional Designer:

Demonstrating alternative delivery methods; helping to choose appropriate strategy and activities for different units; checking the feasibility of the delivery strategy.

## **Step 7 – Finding Online Resources (Library)**

In this step, you may want to research online resources and materials that could be available for your students in your discipline. These materials may be journal articles, online books, freely available multimedia, tutorials, etc.

### **Institutional Support**

Online Librarian:

The college library has a faculty member who is an online librarian. This librarian is available to any instructor looking for web-based course materials.

## **PART TWO – DEVELOPMENT AND IMPLEMENTATION**

## **Step 8 – Content Preparation**

In this step, convert all your content to Internet-ready format, i.e., HTML format, and gather images, sound files, and other multimedia.

This would include several tasks:

- Developing new materials (text, graphics, and multimedia files).
- Converting existing non-HTML files to HTML format.
- Develop or utilize computer-based supplemental materials if needed (materials to be mailed to students such as course reading packet or CD ROM).

### **Institutional Support**

Distance Learning Coordinator

Set up accounts on the appropriate servers if needed.

Instructional Designer:

Provide advice on the appropriate software to use for development and conversion; help develop surveys and multimedia files; check the appropriateness of supplemental materials.

Multimedia Specialist:

File conversions. Upload content to appropriate servers. Help overcome technical difficulties encountered by instructor in content preparation; providing format and/or layout guidelines for the files;

### **Step 9 – Creating the Course under a Course Management System**

After all the materials have been developed, the next step is to build the actual course in the CMS. This would involve several steps:

1. Creating a course site on the CMS.
2. Learning to use the CMS.
3. Transferring all content materials into the CMS.
4. Setting up course components in the course site.
5. Setting up class management options in the course site.
6. Making modifications if necessary.

#### **Institutional Support**

Distance Learning Coordinator:

Create course site in the CMS. Help manage any special problems in transferring course content to the CMS.

Instructional Designer:

Providing assistance in learning how to build a course site and use the CMS.

### **Step 10 – Testing the Course and Course Sign-Off**

After the complete course has been built on the CMS, test all aspects of the course from the student's perspective. Rubrics are available for all aspects of Step 9. Things to check include:

- Content accuracy
- Content display
- Internal and external links
- Functionality of individual course component

#### **Institutional Support**

Deans & Dept. Chair

Reviews course for meeting department and course objectives to ensure that there is no difference between the online and face-to-face course for academic rigor.

Distance Learning Coordinator:

Makes sure that the course has been added to the schedule and all the appropriate fees have been added so that students will be populated via integration.

Tests course with functional quality assurance process that answers such questions as:

- Is the course activated?
- Is there an initial announcement?
- Are essential first week components such as the syllabus available?
- Are the assignments linked to the grade book?
- Do the tests work?

**Instructional Designer:**

Tests course with functional quality assurance process that answers such questions as:

- Does the course teach to a wide range of learning modalities?
- What degree of interactivity does the course have?
- Does the course make good use of the tools available in the CMS?
- Is the course interactive?

Help test and QA the course.

**Multimedia Specialist**

Tests course with functional quality assurance process that answers such questions as:

- Are the media files associated with the course functioning correctly?
- Are they cross platform?
- If not, what links to support files should be provided?

**PART THREE – COURSE DELIVERY AND MANAGEMENT**

This stage takes place when the course is actually being offered. It involves managing all aspects of the course constantly. The tasks include:

- Communicating with students through announcements and e-mail
- Conducting online discussion with students
- Monitoring student discussion groups
- Collecting, grading, and returning assessments not automatically graded by the CMS
- Updating content
- Tracking and monitoring student progress
- Archiving course and other materials
- Collecting and analyzing feedback on the course for future use

**Institutional Support**

Distance Learning Coordinator:

Assist students and faculty with technical problems regarding access to course and materials.

Instructional Designer:

Help address concerns regarding delivery of the course. Training in use of the CMS and in the backing up course materials

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