

## General Outline and Schedule for Pedagogy of Effective Online Course Design and Delivery

Module/ Date	General Topics for the Week	Design Concepts – WHAT and WHY (using articles, discussion and individual design concerns)	Technical Skills - HOW (using Tutorials and instruction in class and at home on your own)	Course-build Benchmark (what to have ready for the next week: the "deliverable")  <i>See the "To Do" list in the weekly module for details of each week's benchmark</i>
<b>Module 1</b>	<ul style="list-style-type: none"> <li>• HVCC Systems, Computing Environment, Policies</li> <li>• Designing Online Learning Environments and Intro to the Blackboard LMS</li> </ul>	<ul style="list-style-type: none"> <li>• Tour of the PEOCDD course and other courses (examples from online faculty)</li> <li>• Importance of ADA compliance and Universal Design</li> <li>• Use relevant article(s) and course content provided to:               <ul style="list-style-type: none"> <li>• Plan your strategy for transition to the online environment (designing interactions)</li> <li>• Plan your overall course structure (in the rough)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard LMS and HVCC systems and interactions (Banner/Wired, webmail, course population, portal)</li> <li>• Bb Mail and Message tools, HVCC webmail, student access policies and schedules, HVCC attendance (Z grade definition) and grade submission policies, faculty and student accounts</li> <li>• Using development areas (zzzz areas), HVCC course cycle, browser concerns (session data, compatible vs certified, tabs)</li> <li>• Course menu, control panel, edit on/off, menu</li> </ul>	<p style="text-align: center;"><b>Due next class, session 2:</b></p> <ul style="list-style-type: none"> <li>• Menu - edit buttons, add buttons (links, content area, tools)</li> <li>• <b>Create a button/link for Testing or Play</b></li> <li>• Create course schedule table (initial "matrix") – basic table structure created, topics and interactions identified</li> <li>• Existing course materials identified and in digital format ready to load (existing lecture notes, articles, handouts etc. that you currently use in f2f class)</li> <li>• Create an announcement in your course</li> </ul>

		<ul style="list-style-type: none"> <li>• Building the "matrix" (the schedule for your students)</li> <li>• You are building a web-based learning environment – why good design matters</li> </ul>	<p>and navigation, announcements</p> <ul style="list-style-type: none"> <li>• The 4 fundamental features of an LMS</li> <li>• How to post to a Discussion Forum</li> </ul>	<p>-----</p> <p>Post activities to Blog in PEOCDD Complete Self-Assessment Worksheet</p>
<b>Module 2</b>	<ul style="list-style-type: none"> <li>• Online Course Design &amp; Development Part I</li> <li>• Basic Content, Tools and Navigation</li> </ul>	<ul style="list-style-type: none"> <li>• Plan your modules to include an instructional sequence (based on your schedule/"matrix").</li> <li>• Think about the content you deliver in f2f class and how you might deliver it interactively online.</li> <li>• Tracking your work on the Blog</li> </ul>	<ul style="list-style-type: none"> <li>• Connecting the menu to course and module structures</li> <li>• WYSIWG/VTBE/content editor/text box</li> <li>• Folders, content areas, links, hierarchies, files and formats, attaching files, creating and configuring links, deploying basic tools, basic plug-ins, basic item and folder settings, basic tracking, course files area</li> <li>• Using headers for Universal Design</li> </ul>	<p><b>Due next class, session 3:</b></p> <ul style="list-style-type: none"> <li>• Overall "matrix"/schedule in a table in the Course Information area</li> <li>• Outline in Course Information area</li> <li>• Modules - instructional sequence design</li> </ul> <p>-----</p> <p>Post activities to Blog in PEOCDD Complete Self-Assessment Worksheet</p>

			<ul style="list-style-type: none"> <li>• How to post to a blog</li> </ul>	
<p><b>Module 3</b></p>	<ul style="list-style-type: none"> <li>• Online Course Design &amp; Development Part II</li> <li>• Additional Content, Tools and Navigation</li> </ul>	<ul style="list-style-type: none"> <li>• What is an online lecture?</li> <li>• ADA compliance</li> <li>• When and why to use publisher content</li> <li>• Student work flow and load, faculty work flow and load – simple and rigorous</li> <li>• "Chunking" content</li> <li>• Look at each others' Instructional sequence and "matrix" for ideas and critique</li> </ul>	<ul style="list-style-type: none"> <li>• Working with images, media and links</li> <li>• Adding images, audio, other content beyond text and web pages, use of Adaptive Release (Basic and Advanced)</li> <li>• Presentation tools: VoiceThread, PPT alternatives, streaming video, external media, embedding media, library linking behind proxy</li> <li>• pros and cons of mashups</li> <li>• Publisher Content (ex: McGraw Hill Connect, LTIs, access codes, etc)</li> </ul>	<p><b>Due next class, session 4:</b></p> <ul style="list-style-type: none"> <li>• Copy your instructional sequence – total of 14-15 folders – and put titles for each</li> <li>• Link to a YouTube video (or Films on Demand, etc)</li> <li>• Upload at least one image in a content area.</li> <li>• Create something with voice/audio/video tool(s)</li> <li>• Identify publisher content (if any) that you will use</li> <li>• Add content and links to Modules</li> </ul> <p>-----</p> <p>Post activities to Blog in PEOCDD Complete Self-Assessment Worksheet</p>
<p><b>First one on one (if taking this in a 12 week full semester</b></p>	<p><b>Need some personal attention?</b> <i>Set up a time for one-on-one help. This is a good point to check-in if you are needing help.</i></p>			

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<b>Module 4</b>	<ul style="list-style-type: none"> <li>Tools and Strategies for Online Communication, Interaction and Writing</li> </ul>	<ul style="list-style-type: none"> <li>Determining the ways you want to communicate with students</li> <li>Determining how significant student to student communication will be</li> <li>Designing interactivity</li> <li>Discussion Forums compared to Journals, WIKIs and Blogs - which tool will be the right tool for which activity</li> <li>Making communication tools accessible</li> </ul>	<ul style="list-style-type: none"> <li>Discussion board tool: creating forums, configuring options, different ways to deploy in modules, posting (save, edit, submit), list view, tree view, "collect" and all navigation options and tools, grading tools and related settings in grade center, grading, archiving and documenting activity</li> <li>Setting up and using a Blog</li> <li>Setting up and using Journals</li> <li>Setting up and using a WIKI</li> <li>Grading tools for Blogs, Journals and WIKIs – introduce rubric tool</li> </ul>	<p><b>Due next class, session 5:</b></p> <ul style="list-style-type: none"> <li>Discussion Forums – at least 2 created and configured (can be changed and/or edited later)</li> <li>Create course link in menu to discussion board</li> <li>Post to one of your own forums with your ZZZ student account.</li> <li>Add content and links to Modules (cont'd)</li> </ul> <p>-----</p> <p>Post activities to Blog in PEOCDD Complete Self-Assessment Worksheet</p>
<b>Module 5</b>	<ul style="list-style-type: none"> <li>Assignment Tool</li> <li>Learning Objects</li> </ul>	<ul style="list-style-type: none"> <li>Explore Learning Objects and Open Educational Resources (locate</li> </ul>	<ul style="list-style-type: none"> <li>Interactive tools: Integrating external learning objects and OERs, integrating external publisher tools</li> </ul>	<p><b>Due next class, session 6:</b></p>

		<p>interactive material for your course)</p> <ul style="list-style-type: none"> <li>• Using Assignments to add interactivity and feedback</li> <li>• Social Media tools (pros and cons)</li> <li>• Technology's impact on teaching and learning –what the pundits are saying and your response</li> </ul>	<p>and materials, interactive tools in Blackboard, interactive plug-ins and other available software</p> <ul style="list-style-type: none"> <li>• Assignment tool: (deploying, setting allowed attempts, grading from within grade center, batch downloading files, feedback options, file cleanup tool), receiving and returning student work</li> <li>• Rubric tool</li> <li>• Publisher plug-ins, linking, LTIs, multimedia</li> </ul>	<ul style="list-style-type: none"> <li>• Locate an external resource and create an assignment based on that resource in your course</li> <li>• Configure grade center column for that assignment</li> <li>• Create a Rubric for that assignment using the rubric tool</li> <li>• Enter your course as a zzz student and take the assignment. Go back in as instructor and grade the assignment.</li> <li>• Add content and links to Modules (cont'd)</li> </ul> <p>-----</p> <p>Post activities to Blog in PEOCDD Complete Self-Assessment Worksheet</p>
<p><b>2nd one on one meeting</b></p> <p>-</p>	<p><b>Need some personal attention?</b> <i>Set up a time for one-on-one help. This is a good point to check-in if you are needing help.</i></p>	<p>Note: this happens to be Spring break in Sp17, so if you want a longer one on one session to work together this is perfect timing</p>		
<p><b>Module 6</b></p>	<ul style="list-style-type: none"> <li>• Online Assessment Creation and</li> </ul>	<ul style="list-style-type: none"> <li>• Determining the role of assessment in your course</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Blackboard Assessment tools part 1:</i> overview of tests, pools and surveys,</li> </ul>	<p><b>Due next class, session 7:</b></p>

	<p>Management Part I</p>	<ul style="list-style-type: none"> <li>• Choosing appropriate assessment tools and strategies</li> <li>• Aligning assessments to objectives</li> <li>• Assessment as feedback for you and the student</li> <li>• Make accessible assessments</li> </ul>	<p>formatting question types, pool manager,</p>	<ul style="list-style-type: none"> <li>• Create a pool of questions with at least 5 different question types and at least 20 questions (keep going and build as many pools and questions as you can this week if you intend to use these tools weekly)</li> <li>• Create a test from the pool</li> <li>• Publisher test banks loaded (if applicable)</li> </ul> <p>-----</p> <p>Post activities to Blog in PEOCDD Complete Self-Assessment Worksheet</p>
<p><b>Module 7</b></p>	<ul style="list-style-type: none"> <li>• Online Assessment Creation and Management Part II</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative assessments - ideas</li> <li>• ADA and Universal design considerations</li> <li>• The value of Rubrics in assessments such as journals, blogs, WIKIs, portfolios</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Blackboard Assessment tools part 2:</i> test manager, survey manager, using publisher tests and pools, exporting and importing tests and pools</li> <li>• Deploying tests, modifying test options, grading assessments, feedback tools in tests, documentation, reporting tools, tracking tools, course statistics, adaptive</li> </ul>	<p><b>Due next class, session 8:</b></p> <ul style="list-style-type: none"> <li>• Create a test from the pool</li> <li>• Publisher test banks loaded (if applicable)</li> <li>• Deploy tests in first 5-7 modules (if you test weekly)</li> <li>• Have alternative assessments placed in course instead of "tests" if that is your strategy for at least first half of modules</li> <li>• Respondus – download to your computer and at least one assessment created with this</li> </ul>

			release for tracking and reporting.	<p>tool (if you have a MAC we can have you do it here on campus)</p> <ul style="list-style-type: none"> <li>• Add content and links to Modules (cont'd)</li> </ul> <p>-----</p> <p>Post activities to Blog in PEOCDD Complete Self-Assessment Worksheet</p>
<b>3rd one on one</b>	<b>Need some personal attention?</b> <i>Set up a time for one-on-one help. This is a good point to check-in if you are needing help.</i>			
<b>Module 8</b>	<ul style="list-style-type: none"> <li>• Online Grading, Feedback</li> <li>• Bb Grade Center Management</li> <li>• Reports and Stats</li> </ul>	<ul style="list-style-type: none"> <li>• Nuts and bolts</li> <li>• Choosing grading strategies</li> <li>• Managing your time</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Blackboard Grade center</i>: configuration and navigation, automatic columns (ex: assignments, assessments, discussions), manual columns (ex: attendance, external activities), calculated columns, Smart views, categories and filters, reports, modifications, relationship to different tools, grade display options, multiple attempt considerations, student views-faculty views, manual grading, multiple</li> </ul>	<p><b>Due next class, session 9:</b></p> <ul style="list-style-type: none"> <li>• Grade center categories-modified</li> <li>• Grade center columns – arranged</li> <li>• Grade displays - configured</li> <li>• Smart views and favorites created</li> </ul> <p>-----</p> <p>Post activities to Blog in PEOCDD Complete Self-Assessment Worksheet</p>

			comment features, browser issues, anonymous grading, question grading, Needs Grading tool in Control Panel	Enough of the course completed to be able to review it using the HVCC Best Practices Guidelines (first 4 or 5 modules, assessments, discussions, etc)
<b>Module 9</b>	<ul style="list-style-type: none"> <li>• Preparation for Dept. Chair review</li> <li>• Going LIVE!!</li> <li>• Exporting and importing</li> </ul>	<ul style="list-style-type: none"> <li>• Compare course to HVCC Best Practice Guidelines using the Quality Assurance checklist with your trainer</li> </ul>	<ul style="list-style-type: none"> <li>• Review course: content, structure, and completion in preparation for DC review, troubleshoot as needed</li> <li>• Exporting and importing courses, archiving (archiving courses, downloading and uploading grades, documenting student work in Blackboard areas, downloading grade history, creating reports)</li> <li>• Course and module availability</li> </ul>	<p>Finish building course</p> <p>Post activities to Blog in PEOCDD Complete Self-Assessment Worksheet</p> <p><b>Completed Course for Review</b></p>
<b>Schedule details are subject to change within general topics.</b>				