Supplemental Handout

BASICS OF ONLINE COURSE DESIGN

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Explore Programs & Guidelines for Online Courses

Recommended Guidelines for UH Online Course

http://www.uh.edu/fdis/resources/teaching-online-uh/

Quality Matters Program - HigherEd rubric located on the right of the webpage.

https://www.qualitymatters.org/qa-resources/rubric-standards/higher-ed-rubric

Blackboard Exemplary Course Program - rubric located at the bottom of the webpage.

http://www.blackboard.com/consulting-training/training-technical-services/exemplary-course-program.aspx

Overview of Part 1: Learning Objectives

Learning Objectives - what are they?

Learning objectives are brief statements of what learners are expected to be able to do at the conclusion of instruction. Objectives can be stated both for subdivisions of a course, such as chapters or modules, and for the course as a whole.

Learning objectives can be viewed as bridging the gap between what the learner is able to do before instruction and what the learner is expected to be able to do once instruction is completed.

Example: *At the end of this presentation, attendees should be able to describe why learning objectives are important when designing an online course.*

Learning Objectives - why are they important?

Properly written learning objectives serve as a guide for the instructor building the course as well as the learner.

Well written objectives help students navigate through the course, have a clear idea of expectations for the course, and help students define what is important.

Learning objectives help instructors select content, develop a teaching strategy, and create tests and other assessments. This enables instructors to ensure they are testing what they are teaching and teaching what they are testing.

Writing Effective Learning Objectives

What does an effective learning objective look like?

Specific - the objective is stated in clear, behavioral terms. It is a statement of what the learner should be able to do at the end of a course or module.

Observable & Measurable - learners must be able to demonstrate achievement of the objective in a way that can be ascertained by the instructor. Effective learning objectives use "action verbs" such as "describe" or "explain". It is best to avoid verbs like "understand", "know" or "appreciate" as they are difficult to observe or measure.

What learning objectives are not...

Vague or unmeasurable

Example: *Students will learn the programming language Python.*

 Vague - needs to be specific. What exactly will students learn? When?

Example: *At the end of this course, students will gain an appreciation for good communication skills.*

 Unmeasurable - appreciation is not measurable. What will be gained?

A process description or statement of purpose

Example: *Discuss the ways learning objectives can help instructors.*

 While this may be an appropriate goal for a course, it is not a suitable learning objective.

An activity

Example: *Students will write an essay on one of the major theories of the cause of glaciation.*

 This is an assignment, not a learning objective.

Sample Verbs for Learning Objectives

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Cite	Describe	Apply	Analyze	Arrange	Appraise
Define	Discuss	Assign	Calculate	Assemble	Assess
Give	Explain	Demonstrate	Categorize	Collect	Check
Label	Express	Dramatize	Compare	Compose	Compare
List	Identify	Employ	Criticize	Conclude	Critique
Match	Locate	Illustrate	Debate	Construct	Discriminate
Name	Recognize	Interpret	Diagram	Create	Estimate
Recall	Report	Operate	Differentiate	Design	Evaluate
Record	Restate	Practice	Distinguish	Determine	Grade
Relate	Review	Schedule	Examine	Diagnose	Inspect
Select	Tell	Shop	Experiment	Dissect	Judge
State	Translate	Sketch	Inspect	Examine	Measure
Tell		Use	Question	Formulate	Monitor
Write			Solve	Manage	Research
				Organize	Review
				Refute	Value

Overview of Part 2: Course Organization

1. Limit the amount of content presented (to help students focus on one thing at a time)

    Basic: Chunk content into smaller units (Bb Tools: Content pages, folders, learning modules)

    Intermediate: Set content visibility times (Bb Options: Display options, visibility dates)

    Advanced: Make students visit content one at a time and in a specific order (Bb Tool: Adaptive release)

2. Make dates predictable (to help students better anticipate assignments and manage their time)

    Basic: List all assignments and due dates in the syllabus from the start

    Intermediate: Make dates consistent - choose just one or two days of the week and a time of day when something begins and ends

    Advance: Reiterate assignments and due dates in multiple ways

3. Have a starting place (to help orient students to a new environment)

    Basic: Provide the syllabus in a visible area.

    Intermediate: Provide an introduction area. (intro page, folder, module, quiz)

    Advance: Provide orientation and help materials. (course orientation videos, links)

Other Resources

Blackboard Tutorial and Help

http://www.instruction.uh.edu/knowledgebase/

https://en-us.help.blackboard.com/Learn/Instructor

CLASS OET Online Readiness Resources - the resources are also available as a module that can be copied into your Bb course for you to customize. Please contact your college instructional designer if you are interested.

http://www.uh.edu/class/oet/resources/readiness/

Campus Instructional Designers listing

http://www.uh.edu/fdis/resources/instructional-designer-teams/

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