

## Rapid Online Course Design: Where to Start?

There are several approaches you can take to designing and developing a course. There is not a correct or incorrect way to complete this; instead there are guiding principles of practice to combine with preferences based on your prior course development knowledge. Many of you have practiced some form of instructional design, either knowingly or unknowingly, throughout your teaching history. The references below will give you a glimpse into a few formal [instructional design models](#) but it is by no means a comprehensive list.

### Backwards Design Approach

The *Backwards Design Approach* is one method for designing and developing courses by asking 3 very specific questions. Using this approach can help you get a general idea of what types of assessments you may want students to complete in order to gauge their level of learning for an objective. You will most likely need to drill down with a more specific plan for question #2 & #3 to ensure your content and learning activities are adequate.

1. What are the learning objectives for the course?
  - a. *Consider the learning goals of the lesson, unit, or course.*
2. What are the assessments that support the learning objectives?
  - a. *You may dive deeper into the levels of learning set for each objective to determine what type of assessment/activity would best demonstrate a student's knowledge of a certain topic.*
3. Plan Learning Experiences and Instruction
  - a. Consider how you will teach; which instructional strategies, materials and resources will best support the goals?

### 5 Strategies for Rapid Online Course Design

#### 1. Create a Communication Plan

Consider providing the following information for your students as you move towards online instruction.

- **Instructor Contact Information:** Provide this information for your students as soon as possible.
- **Virtual Office Hours:** Collaborate vs. WebEx
- **Response Times:** When will students get replies?
- **Technology:** Use Consistently; try not to utilize multiple technologies that do the same thing.

#### 2. Assess Course Content

Look at the materials you have currently and assess which items can be utilized in your online course.

- Materials
- Activities
- Assessments

#### **Possible course content types for utilization within Blackboard:**

- **Course Materials:** Digital Textbook, Online Resources, Open Educational Resources, Library Resources, Videos/Lectures, Handouts
- **Activities:** Discussions, Assignments, Blogs/Wikis
- **Assessments:** Exams, Alternative Formats for Exams

## Organization Tip – File Management

Keep your files set up on your desktop in an organized manner. Plan out a folder structure to begin saving and organizing your files and content. A sample folder structure on your computer may look like the following:

- **DMPT 1000 (Folder)**
  - PowerPoints (Sub-Folder)
    - Chapter\_1.pptx (File)
    - Chapter\_2.pptx (File)
  - Handouts (Sub-Folder)
    - Color\_Theory.pdf (File)
  - Test Banks (Sub-Folder)
    - Chapter\_1.txt (File)
    - Chapter\_2.txt (File)

### 3. Plan Your Course

Map out your course for the next few weeks (or longer).

- Refer to Standards
  - Acceptable Evidence of Learning

### 4. Design Course Structure

- **Simplification is best.** Content can be divided by chapters, modules, units, etc. Avoid course structures set up by weeks or periods of time.
- **Scaffold the learning.** Give students a chance to reflect or self-assess with smaller chunks of material is beneficial for the mastery of a topic.
- **A basic module example would be as follows:**
  - Readings (or Lecture)
  - Videos
  - Self-Knowledge Activity/Assignment
  - Additional Readings/Discussion
  - Formal Assessment/Assignment

### 5. Develop Your Course in Blackboard

- Module/Goals and Activities
- Reading Materials
- Activities/Assignments
- Discussions
- Assessments/Assignments

**NOTE:** Utilize the [Digital Tool Crosswalk](#) to transition face-to-face activities and assessments within Blackboard.

## Content Examples

Below is an example of a Chapter/Module's contents. When beginning to build your layout/structure remember to try to keep each module consistent in terms of layout for a better user experience.



### Module Goals and Activities

#### Objectives:

- Describe and identify bacteria.

#### Learning activities:

- Read Chapter 22: Prokaryotes: Bacteria and Archaea
- Review the PowerPoint for Chapter 22
- Watch the video(s) for Chapter 22

#### Activities/Assessments:

- Complete Chapter 22 Key Terms Activity
- Complete Chapter 22 Discussion
- Complete Chapter 22 Review Exercise



### Reading Material - Chapter 22: Prokaryotes: Bacteria and Archaea

#### Chapter Outline

- [22.1 Prokaryotic Diversity](#)
- [22.2 Structure of Prokaryotes: Bacteria and Archaea](#)
- [22.3 Prokaryotic Metabolism](#)
- [22.4 Bacterial Diseases in Humans](#)
- [22.5 Beneficial Prokaryotes](#)

*Note: Item will open in a new window.*



#### Chapter 22 PowerPoint



#### Chapter 22 Videos

This folder contains links to videos covering topics from Chapter 22: Prokaryotes: Bacteria and Archaea



#### Chapter 22 Key Terms Activity

This is a StudyMate activity provided for you on terms from the end of chapter glossary and is not graded. You have an unlimited number of attempts to complete this activity.

*Note: Item will open in a new window.*



#### Chapter 22 Prokaryotes Bacteria and Archaea Discussion

**After reading and reviewing the material for Chapter 22: Prokaryotes, Bacteria and Archaea, answer one of the following discussion questions. Make sure to include relevant points to your answer and make sure that your information is correctly cited. You must post before you can see the posts of others.**

1. Do you believe the imprudent and excessive use of antibiotics has resulted in a major global problem? Why or Why not?
2. Researchers have discovered that washing spinach with water several times does not prevent foodborne diseases due to E. coli. How can you explain this research?
3. Many people use antimicrobial soap to kill bacteria on their hands. Do you believe the overuse of these soaps may actually increase the risk of infection? Why or Why not?

**After you post, reply to two peers. In your reply, explain why you agree or disagree and add support to your peer's response. Feel free to comment on the topic you did not originally post about.**



#### Chapter 22 Review Exercise

This assessment is a chapter review exercise. The exercise is not timed and you have 3 submission attempts for this assignment.

You may complete this assessment up to 3 times to try to improve your grade. **After your attempts, the highest score will be recorded.**