

EFFECTIVE COURSE DESIGN

Course Design refers to how effectively the online components reflect the learning objectives of the course. Teaching well online involves the same set of skills required for teaching well in a traditional classroom. According to Lawrence Ragan, Director of Instructional Design and Development at Penn State's World Campus, the following conditions should be met in any effective teaching/learning exchange:

1. Learning goals should be clear, and clearly related to specific learning activities and methods of assessment.
2. There must be ample social interaction between instructor and learners, and among learners.
3. Activities should be designed to meet the needs of a variety of learners (technical, intellectual, social, pedagogical needs).
4. Learners and instructors need reliable support and regular feedback.

Ref. (Ragan): <http://www.educause.edu/ir/library/html/cem9915.html>

"The selection and use of instructional media and tools should be based upon their ability to support the pre-determined learning goals and objectives of the learning program."

Lawrence Ragan

Links Related to Course Design

Course Development Ideas from CSU
<http://www.csuchico.edu/tp/webct/instdesign/coursedevelopment/ideas.html>

Designing Effective Online Units
<http://www.ipfw.edu/as/tohe/2001/Papers/fitzsimmons.htm>

Course Web Site Development from UM
<http://dmc.umn.edu/process/index.shtml>

NU Resources

EdTech Course Design Workshops and Resources:
<http://www.edtech.neu.edu/workshops/materials/course/>
<http://www.edtech.neu.edu/teachingsupport/>

CEUT:
<http://www.ceut.neu.edu/>

The following evaluation was adapted from the "Rubric for Online Instruction" developed at CSU-Chico as well as Roblyer and Ekhamlís (2000) "Rubric for Assessing Interactive Qualities of Distance Learning Courses"

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Learner Support and Resources		MY SCORE	OUT OF
Course provides course-specific resources, contact information for instructor, department and/or program.	0 No 2 Yes		2
Course provides information on the technology used in the course, as well as links to technology resources.	0 No 2 Yes		2
Course offers access to a number of resources directly supporting course content such as outside links to relevant sites.	0 None 1 Limited number, infrequent 2 Consistently throughout the course 3 A wide variety consistently throughout the course		3
Course offers supplemental materials such as: <ul style="list-style-type: none"> - extra content modules - extra supplemental readings - outside links to relevant sites 	0 None 1 Limited number, infrequent 2 Consistently throughout the course 3 A wide variety consistently throughout the course		3
<i>Learner Support and Resources Section TOTAL</i>			10

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Instructional Design and Delivery

		MY SCORE	OUT OF
Course goals	0 Not clearly defined and do not align to learning objectives 1 Defined but may not align to learning objectives 3 Clearly defined and aligned to learning objectives		3
Learning objectives	0 Vague or incomplete and learning activities are absent or unclear 2 Identified and learning activities are implied 3 Identified and learning activities are clearly integrated		3
Course syllabus	0 Is unclear about what is expected of students 2 Clearly defines course requirements and schedule 3 Identifies and delineates the role the online environment will play in the course		3
Course materials are presented in a variety of media in order to enhance student learning, such as graphics, multimedia (animations, movies, sound files, streaming video), (narrated) Powerpoint presentations	0 None 1 Limited number, infrequent 2 Consistently throughout the course 3 A wide variety consistently throughout the course		3
Course provides online activities to help students develop critical thinking and/or problem solving skills, such as discussions, webquests, online labs, assignments require students to find and use external electronic resources	0 None 1 Limited number, infrequent 2 Consistently throughout the course 3 A wide variety consistently throughout the course		3
Course provides online activities that encourage active learning, such as discussions/chat, simulations, online journals, self-quizzes (see student feedback), case studies	0 None 1 Limited number, infrequent 2 Consistently throughout the course 3 A wide variety consistently throughout the course		3

***Instructional Design and Delivery Section* Continued on next page**

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Instructional Design and Delivery (*continued*)

		MY SCORE	OUT OF
Course provides vehicles for documenting student work such as online portfolios, websites	0 None 1 Limited number, infrequent 2 Consistently throughout the course 3 A wide variety consistently throughout the course		3
Course delivery	1 One-way (instructor to student) delivery of content (text and/or graphics) 3 Two-way asynchronous/synchronous exchanges of information		3
Quality of multimedia elements	1 Poor 2 Acceptable 3 Excellent		3
Instructional Design and Delivery Section TOTAL			27

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Interactivity

		MY SCORE	OUT OF
Course provides opportunities/ activities for establishing (personal) rapport among students, such as exchange of personal info, in-class activities designed to increase rapport among students	0 None 1 Limited number, infrequent 2 Consistently throughout the course 3 A wide variety consistently throughout the course		3
Use of communication tool, such as discussion board, virtual classroom, email	0 None 1 Limited number, infrequent 2 Consistently throughout the course 3 A wide variety consistently throughout the course		3
Course offers opportunity for interaction and communication among students, such as group projects, group discussions, email, virtual chats, class presentations	0 None 1 Limited number, infrequent 2 Consistently throughout the course 3 A wide variety consistently throughout the course		3
Course offers opportunity for interaction and communication between student and instructor, such as virtual office hours, personal web pages, one-to-many discussions, email	0 None 1 Limited number, infrequent 2 Consistently throughout the course 3 A wide variety consistently throughout the course		3
Course includes links to materials within/outside course site	0 None 1 Limited number, infrequent 2 Consistently throughout the course 3 A wide variety consistently throughout the course		3

Interactivity Section TOTAL		15
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Assessment and Evaluation of Student Learning

		MY SCORE	OUT OF
Learning objectives, instructional and assessment activities are aligned	0 Not so closely 2 Somewhat 3 Closely		3
Assessment strategies	0 Used to measure content knowledge, attitudes and skills 1 Ongoing and used to measure content knowledge, attitudes and skills 2 Ongoing multiple strategies are used to measure content knowledge, attitudes and skills 3 A wide variety consistently throughout the course		3
Opportunities for students to receive feedback about their own performance	0 None 1 Limited number, infrequent 2 Consistently throughout the course 3 A wide variety consistently throughout the course		3
Students' self-assessment opportunities	0 None 1 Limited number, infrequent 2 Consistently throughout the course 3 A wide variety consistently throughout the course		3
Students' peer feedback opportunities	0 None 1 Limited number, infrequent 2 Consistently throughout the course 3 A wide variety consistently throughout the course		3
Course offers opportunities for students to give feedback to faculty	0 None 1 Limited number, infrequent 2 Consistently throughout the course 3 A wide variety consistently throughout the course		3

Assessment of Student Learning Section TOTAL		18
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OVERALL TOTAL		70
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