Empowering Faculty to Teach Online from the "Bottom-Up": An Online Course Design Institute

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COVID-19 introduced new challenges in course instruction, chiefly the move to an online format. Regardless of faculty's teaching experience, moving face-to-face classes to online formats, hasn't been easy. The main conundrum espoused by many faculty adjusting to the "new normal" is how to converge effective teaching strategies, bridge the gap that exists between research and practice, and deliver actual classroom instruction in a virtual format?

This paper provides the efforts one mid-sized regional university offered as a solution for their faculty's understanding of the "virtual unknowns" in course design and instruction. The assistance came through a professional development course, *Online Course Design Institute (OCDI)*. By establishing a community of members, providing resources, professional development events, and actively supporting learning opportunities, OCDI played a pivotal role in navigating the challenges of constructing and implementing traditional courses to an online format. This paper draws from one key facilitator's experiences during the delivery of OCDI, as well as her expertise to recommend best practices for online course delivery.

About OCDI: Structure Faculty Received to Moving to an Online Platform
In my role as the OCDI facilitator, I came to the realization that faculty are seldom, if ever, provided with the means to learn how to be better instructors. Thus, this was the purpose of the six-week course. Not only was the OCDI course designed to improve teaching for an online format, but it provided faculty with guided insight, resources, and an opportunity to become self-reflective practitioners. During the six-week professional development course (OCDI), courses from various disciplines, were created by faculty from a "blank slate" for online implementation. The worksheet in Appendix A served as the guide for the "new" course design. Using the bottom-up approach, faculty used existing, face-to-face courses to re-invent an online approach. With many key players, including designated facilitators, faculty deconstructed and rebuilt their learning, best practices and teaching philosophies for online learning and course delivery.

Bottom Up Approach
A bottom-up approach is the piecing together of systems to give rise to more complex systems (Fink 2003). Specifically, the bottom-up approach analyzes characteristics of a concept or problem to identify its micro attributes as a solution. For the OCDI course, the objective was to take an existing course and discover the aspects of application learning—such things as problem

solving, thinking, and decision making (Collins-Brown, n.d.). Faculty members were given the task of navigating the many issues of curriculum design while implementing appropriate curricula.

To guide this operation, faculty used a structured worksheet (see Appendix A: Design Plan for Online Course Design) to effectively construct their "new" course. Using the bottom-up approach, faculty re-invented their course from face-to-face to an online approach. During the six-week process, reconstructed learning goals moved beyond an "understand and-remember type of learning" (Fink 2003). The bottom-up approach allowed faculty to collect and organize all their information and ideas for a given course topic. Systematically, faculty figured out what teaching activities were more appropriate for online learning. In addition, in-depth, sustained discussions generated new ideas for active learning and student engagement.

Following a basic instructional design model, principles from Dee Fink's (2003) work on Creating Significant Learning Experiences, Wiggins and McTighe's (2005) work on Backwards Design, and the Quality Matters criteria for quality online and blended courses, faculty used the bottom-up approach for each of the twelve course modules during the OCDI professional development sessions. The bottom-up approach was consistently used to connect the instructional design models to the OCDI structure and content.

OCDI Module Content

The OCDI key teaching modules focused on the most essential topics a faculty member needed to move their courses online quickly and effectively. During OCDI's implementation, experts of online learning prepared novice faculty from varied disciplines to move from minimally proficient to the experienced online instructors. In addition, the twelve modules, in conjunction with the guided worksheet (Appendix A), allowed faculty to discover new tips, current topics, evidence-based practices and useful activities to consider in their online course design. As one of the lead OCDI facilitators, I will provide a description of each module during the six-week process (Table 1).

Table 1

Six Week Design	Module Description
Week 1	Module 1: Laying a Good Foundation Module 2: Universal Design for Learning (UDL)
Week 2	Module 3: Basics of Course Design Module 4: Building Quality and Best Practices Started
Week 3	Module 5: Backward Design, Learning Outcomes, and Aligned Assessments Module 6: Assessment
Week 4	Module 7: Learning Activities and Supporting Content Module 8: Chunking Course Components
Week 5	Module 9: Course Organizer or Schedule Module 10: Creating the Online Syllabus
Week 6	Module 11: Quality Online Course Review Module 12: How My Course Works

Module 1: Laying a Good Foundation
Description: This module explored learning styles and teaching perspectives to develop or redefine a teaching philosophy. Teaching philosophies are self-reflective statements about one's teaching beliefs, values, and styles. Constructing teaching philosophies are important to build the foundation for online course design in that it allow faculty to make a connection of how their values and beliefs about teaching fit into the context of their discipline. For example, faculty self-reflected on their concept of learning, teaching, goals for students, teaching methods, interaction with students, and means to assess learning. As noted in Appendix A: Worksheet 1, the purpose of this module explored the nature of the course and the overall needs of the targeted audience.

Module 2: Universal Design for Learning (UDL)
Description: This module familiarizes the participant with the basic concepts of UDL and suggest ways faculty can incorporate UDL into their course design. In general, using a UDL approach provides an overarching framework for thinking about the design of curricular materials (i.e. goals, assessments, materials, and methods). UDL is a conceptual shift from thinking about 'fixing the student' to 'fixing the curricula.' It provides multiple means of representation, action and expression, and engagement in the curriculum to enhance student learning *(Appendix A; Worksheet 2).*

Module 3: Basics of Course Design
Description: This module identified the components of ADDIE (a conceptual framework for instructional design; Analyze, Design, Develop, Implement, and Evaluate), discussed similarities and differences between online and face-to-face, and identified characteristics of assignments, content & context *(Appendix A; Completion of Worksheet 1 & 2).*

Module 4: Building Quality and Best Practices Started
Description: This module examined what quality in course design looks like using two quality tools: *Quality Course Teaching & Instructional Practice* - from the *Online Learning Consortium* and *Quality Matters* - from the Maryland Online Consortium. To build course consistency, regardless of the discipline, the two quality tools structured faculty course designs to nurture them with well-conceived, well-designed, well-presented courses and programs.

Module 5: Backward Design, Learning Outcomes, and Aligned Assessments
Description: In this module, the purpose of using a backward design is described, but most importantly, how it differs from the traditional approach to course design in higher education is discussed. The module also examined course alignment in backward design and how it assists the designer in creating an integrated learning experience. Once backward design outcomes were written, faculty participants explored the many types of assessments that suitable for the online environment.

Module 6: Assessment
Description: Once outcomes were written, this module explored the many types of assessments that are suitable for the online environment. In addition, new or revised assessments were created to align with the learning outcomes.

Module 7: Learning Activities and Supporting Content
Description: In this module, appropriate learning activities were used to compare and contrast different activities for online learning. Participants created content appropriate for student learning outcomes, assessments, etc. To name a few, tools and strategies for student access included lockbox activities, Zoom jigsaw, case studies, online simulations, home lab kits, mini-lecture videos, and mini-quizzes (Bloom 2020).

Module 8: Chunking Course Components
Description: Organization requires "putting the pieces together." In this module, various lesson plan templates outlined each topic, module, unit, or lesson. The idea for this module was to provide explicit, sequential and systematic learning through detailed components of a lesson plan (objectives, subject matter, procedure, assignment and evaluation). The intent was to unpack the standard, traditional style of course instruction to transition into an online delivery.

Module 9: Course Organizer or Schedule
Description: This module expands on the topical or conceptual outline to create a course schedule. In other words, how meeting dates, assignment due dates, etc. will be delivered? In this module, faculty were expected to create a visual template of long-term plans for the course.

Module 10: Creating the Online Syllabus
Description: From the course organizer, faculty created their syllabus for online implementation. Using the article, "Creating an Effective Syllabus for Online Learning" , this module provided a format to design the online syllabus (Geary 2018). Overall objectives of this module included incorporating best practices in the design of an online syllabus to insure attainment of course goals and objectives, as well as acquaint students with clear and comprehensive expectations.

Module 11: Quality Online Course Review
Description: This module reviews Module 4 requirements; Quality Course & Quality Matters. Using the criterion outlined in the rubrics of the two tools, faculty self-assessed the quality of their online modules before the initial launch.

Module 12: How My Course Works
Description: This module provides direction and guidance on how to navigate the course. Now that the pieces are complete, it is important that it is also functional and operable. Module 12 explores ways to avoid questions about "not finding things" within the learning management system (LMS) to disrupt course delivery. Operational tasks were clearly outlined and defined.

Identifying Best Practices
Educators need more opportunities to learn effective, research-based strategies and align them with their classroom instruction. As such, the OCDI professional development course was designed to provide guided practices to novice faculty through the expertise of lead facilitators. Specifically, OCDI delve into topics pertinent to best teaching practices and course design.

Regardless of the field or discipline, lead facilitators (in conjunction with other campus experts) provided an asynchronous, six-week course to better prepare their faculty to deliver online

instruction. Through structured modules, faculty were provided detailed explanations, activities, and resources as they formatted a course ready to implement the following semester. Faculty were expected to spend 5 to 10 hours each week to complete the modules. In addition, to establish an effective community of learners, weekly synchronous meetings (via Blackboard Collaborate™, Zoom™ or Teams™) were led by lead facilitators to provide the additional support faculty needed. During the OCDI course, participants received:

1. An interactive, hands-on, workshop approach.
2. A chance to create and build usable course assets throughout the workshop.
3. The opportunity to experience online teaching best practices from the student perspective.
4. A model of flexible course design that provided ample time for collaboration while also allowing participants to set their own pace.

Using a bottom-up approach, faculty sprang into action to quickly migrate their entire curriculum to an online format using learned, best practices presented through OCDI.

Best Practices: Lessons Learned
These lessons are intended to provide practical tips for course designers and instructors attempting to improve their students' online learning experience. The following provides a description of each module and the lesson learned from the key facilitator's perspective, including ideas and strategies explored within the OCDI modules commonly used to improve online course design.

Module 1: Laying a Good Foundation
Lesson Learned: We think we know the students who are in our classes, but when we really examine them (as well as ourselves) we'd be surprised. A close examination of what we believe (characteristics of the instructor, learner, content, and context) will prepare us to view things differently. Dee Fink (2003) calls this sizing up the situational factors. In order to size up, one must first move from shallow learning to deep construction of learning. As noted in module 1's description, exploring teaching philosophies is a best practice approach to discover one's teaching beliefs, values, and styles.

Module 2: Universal Design for Learning (UDL)
Lessons Learned: Learning is achieved for different people in a variety of ways, as we all have different learning preferences. Using the principles of Universal Design of Learning is one way to construct a course to reach all learners. For reference, the CAST UDL Guidelines[1] provides a structure to support the UDL curriculum design. (Appendix A; Completion of Worksheet 1 & 2). The guidelines suggest a variety of teaching methods that include multiple forms of medium, engagement and activities.

Module 3: Basics of Course Design
Lessons Learned: Less is just as good, or better, than more. Shorter assignments accomplish the same pedagogical goals. This is not giving up on rigor; it's simply recognition that now no one,

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[1] CAST UDL Guidelines http://udlguidelines.cast.org/

has the same attention span as before COVID-19 (Appendix A; Completion of Worksheet 1 & 2).

Module 4: Building Quality and Best Practices Started
Lessons Learned: How can we build quality practices? Here's an example of Appendix A: Worksheet 3.

At the end of the course, you will be able to… (how will they apply the foundational knowledge of this course)	How will you (and the instructor) know that they can do this?
1. identify and analyze characteristics and needs of exceptional learners with high incidence disabilities	Academic language-assess through quiz &/or Discussion Boards (i.e. Blackboard Collaborate™, What's App™) & Quizlet™

Module 5: Backward Design, Learning Outcomes, and Aligned Assessments
Lessons Learned: An example of using the backwards design model to plan learning outcomes, assessments, activities and content is presented below. Notice that the pieces of the design are sequential (Appendix A: Worksheet 4).

COURSE LEARNING OUTCOMES (What will you be able to do by the end of your course?)	ASSESSMENT How will the you show the instructor that you have met the learning outcomes?	LEARNING ACTIVITIES: Reading assignments, watch videos, self-assessment, drafts of papers and/or projects, etc. These are the activities that provide foundational knowledge, but also allow the student to practice before attempting the assessment.	CONTENT: Resources, texts, videos, worksheets, quizzes, project or assignment instruction, etc.
1. Identify and analyze characteristics and needs of exceptional learners with high incidence disabilities	Academic language (through quiz, DB, & assignments)	For my asynchronous module/ I present a self-contained learning experience (Robert Gagne'): Content folder- Gain student's attention (**Essential Question-** Pose thought-provoking questions to the students; **Inform student of objectives; Discussion Board-**Have students pose questions to be answered by other students; Elicit student activities **Present the content** - Use a variety of media to address different learning preferences; **Provide learning guidance**- Provide case studies, analogies, visual images and metaphors; Use examples & non-examples; **Provide feedback-**Corrective and remedial feedback – informs the student the accuracy of their performance or response; **Assess performance-** Conduct a post-test to check for mastery of content or skills; **Enhance retention and transfer to the job**- Generating examples/final products related to SPED instruction (i.e. lesson plans, BIP plans, concept maps, etc.)	Article/website examples, rubric of course descriptors, Evidence Practice assignment (EBP) Hunter Library (other resources/list); chapter quizzes related to content, creation of lesson plans for PWD, required field experience (in classroom up to 10 hrs.)-requires a case student of a PWD / real-time experience For each "required" assignment, information folders with rubrics & exemplars are provided. For example … Scenarios, case study' live module (research one two EBPs to help this student; connect real-life/classroom experiences; an emotional investment); weekly guides of "graded" assignments. Ppts.

Module 6: Assessment
Lessons Learned: Learning is assessed in several ways. Assessment can include tests, case studies, and short-response writing assignments. Students should also be graded on a criterion scale. Other online assessments rely on seminar style assessments such as discussions, responses to reading questions for articles, and a research paper. A "Scoring at a Glance" chart let the online student know how assignments are weighted (Appendix A: Worksheet 5). Here's an example.

ASSIGNMENTS/ SCORING AT A GLANCE

Assignment	Possible Points
Orientation Week (syllabus quiz)	2
Discussion Board (7 @ 20)	140
Quizzes (15 @ 20)	300
EBP	20
Lesson Plan	20
Field Experience: Case Study	20
Total Points Grade Equivalencies: To calculate your final grade, add up all your points and divide it by 500.	500 (502)

Module 7: Learning Activities and Supporting Content
Lessons Learned: Learning is not about regurgitating facts - that is memorization and recitation. Saying this, making connections is not obvious but that's where learning should be fun, engaging, and personal. When designing courses, try to find a personal connection or design an activity that is relatable. Keeping learning objectives in mind, create assignments that make connections and dive a little deeper into the material (Appendix A: Worksheet 6).

Module 8: Chunking Course Components
Lessons Learned: You can choose any lesson plan template you need to make your course relevant. However, choose the one that you feel works for you and how you organize your instruction. Remember, since this is online, you must be very detailed and sequential to walk the students through what you would normally talk them through in the face-to-face class (Appendix A: Worksheet 7; three lesson plan options provided).

Module 9: Course Organizer or Schedule
Lessons Learned: Scheduling and organization are essential to keep any course on-track. I always provide this type of organizer/schedule for my students. It gives them a macro view of the course.

Activity Tracker

Week/Module/Dates	Readings/Tutorials/Mini-lectures	Assignments	Assessments
Week 1 (Oct 12 - 18)			
Week 2 (Oct 19 - 25)			

This organizer also helps online learners to organize their in-person life and online learning life. Most print the organizer out and post it by their workspace and check deliverables off as they complete them. I also embed the organizer within my syllabus and one "marked" location with

the learning management system (i.e. Blackboard™, Canvas™, etc.) This practice is also beneficial if/when I add or change the dates on assignments and assessments (Appendix A, Worksheet 8).

Module 10: Creating the Online Syllabus
Lessons Learned: Again, you don't have to be too complicated with a syllabus design. In fact, less can provide just as much when it comes to expectations and standards. When sing best practice, to create a syllabus, I always create it with a KISS (**K**eep **IT S**weet and **S**imple) (Appendix A: Worksheet 9).

Module 11: Quality Online Course Review
Lessons Learned: Now things are finalized, it is important to make sure that all is in order. Using the rubric from these two resources: *Quality Course Teaching & Instructional Practice* - from the *Online Learning Consortium and Quality Matters* - from the Maryland Online Consortium. (Appendix A: Worksheet 10) will guarantee a quality, effective course.

Module 12: How My Course Works
Lessons Learned: Each course is designed and facilitated a bit differently and that needs to be explained at the start of the course. An activity I like to use to check if students' can navigate the learning management system is to create a syllabus quiz (a scavenger hunt) of questions that relate directly to the syllabus. Within the online course, I also present a "Welcome Letter" to highlight expectations; or create a video explaining the functions of their LMS. (Appendix A: Worksheet 10).

Additional Tips
As the OCDI facilitator, I discovered other pertinent factors that should be considered within online course design. These recommendations resulted from conversations and observations during scheduled, synchronous sessions with the OCDI learners. The recommendations reinforced the idea that good teaching is good teaching, no matter the medium, no matter the time. In addition, I also came to realization that social distancing did not mean social isolation. More than anything, online learners need to know that there is someone else there on the other side. This is what I concluded:

Make a human connection.
Despite teaching in an online venue, it is essential to not lose the human connection with our online learners. "Our role as faculty must extend beyond grading assignments to include verbal and written encouragement, vital for the academic and personal development of students*"* (Lowe 2005). Online learners value connection and community in their learning (Rao, Eady, and Edelen-Smith 2011). Providing a variety of ways to meet with the learner such as scheduled meetings and virtual office hours is important for their success (Rush and Cooper 2019). For example, many students in the OCDI course rated our synchronous meetings using videoconferencing tools as very helpful. They could see and talk with me about the course requirements, assignments, etc. For all online learners, there's a need to feel that the instructor is available, knowledgeable, and competent to support them (Rush and Cooper 2019). Instructors do not need to be available 24 hours a day and 7 days a week, but being available to answer questions at regularly scheduled times is very important (Rush and Cooper 2019).

Identify students who are struggling early.
Every class should begin by establishing initial introductions. A mini "bio," if you will. I post a little about myself but I expect to know more about my students. By assigning initial written introductions, I have a good sense of each student's relative strengths and weaknesses. I'm also able to keep an eye on those who are less engaged and just going through the motions. Flippgrid™ is an excellent way to engage students through video messaging. A flipped classroom model is a resourceful way to prepare students to discuss their progress, engage in peer feedback, get one-on-one instruction, and otherwise engage in an in-person community (Bloom 2020). In addition, Microsoft Teams™ provides a platform for easy and quick communication, a collaborative place to express opinions and explore ideas that are a tad easier to access and navigate (Bloom 2020).

Let them "chat" during Zoom class.
For those less inclined to engage during class, encouraging comments in the chat function for whatever online learning platform you choose, gives students an opportunity to express themselves and lightens the mood. The chat feature can also promote student engagement during the learning process.

Hold virtual office hours.
Setting a standard Zoom™ (videoconferencing) time for virtual office hours allow students to have easy access to you. Another suggestion, make office hours a requirement, at least once for each student. Establishing standard office hours will let your students know you are there.

Email, email, email.
I reach out by email to send reminders for assignments, praise students who are in the spotlight, as well as those who may be less visible. It's very important to establish a strong teacher to student rapport. Many students will appreciate the extra support.

Make all assignments due at the same time each week.
Just as I practice during non-pandemic times, I have everything due at the same time and same day of the week. This proves to be helpful for those students who have expressed that they are having trouble keeping track of what is due for other classes within the semester. Establishing a consistent routine with assignment dates is especially beneficial for those courses that are asynchronous.

Conclusion
COVID-19 forced many institutions to transition completely to online learning and left many faculty members with a feeling of uncertainty about how to best serve their students. Despite the widespread ambiguity during the pandemic era, one institution provided a professional development course (OCDI) to effectively prepare their faculty about the effectiveness of online learning. Using the "bottom-up" approach, courses once delivered in a traditional face-to-face format transitioned to virtual delivery. The structure and content for the OCDI professional development is outlined and discussed. Furthermore, the OCDI facilitator offers additional recommendations to enhance virtual instruction.

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Design Plan for Online Course Design

Designer/Faculty/Instructor:
Course Number and Name:
Term to be Taught:

Worksheet 1: Analysis
Audience/Context Analysis: Dee Fink (2003) calls this sizing up the situational factors. We think we know the students who are in our classes, but we'd be surprised.

Audience:

Characteristics of the learners:
- What are the life situations of the students at the moment: full-time students, part-time working students? family and work responsibilities?
- What life or professional goals of students relate to this learning experience?
- What are the students' reasons for enrolling?
- What are the students' prior experiences, knowledge, skills, and attitudes toward the subject?
- What are the students' learning styles?
- What knowledge, skills, and attitudes should a student leave this course with?
- What motivates these students? Are they self-starters, responsible learners, or beginning undergraduates?
  Characteristics of the Instructor:
- Are your goals articulated with the next level course? Are the connections clear to the students?
- What is the instructor's level of competence and confidence in this subject?
- What are the prior experiences, knowledge, skills and attitudes of the instructor with regard to the process of teaching?
- What are the instructor's prior experiences, knowledge, skills, and attitudes toward the subject?
- What are the instructor's strengths and in which areas does the instructor need to grow?
- How much time do you have to develop this course?
  Context:
- How many students are enrolled in your course?
- Is the course lower division, upper division, or graduate level?
- How will the course be delivered: live, online, or in a classroom or lab?
- What physical elements of the learning environment will affect the course?
- Does your course outcome require special equipment or learning experience?
- What are society's expectations of students in general or with regard to this particular subject?
- What are the state's or related professional society's accreditation requirements and how do these relate to goals of this learning experience?

- What curricular goals/outcomes of the institution or department will affect this course or program?
- Are there any standards or expectations for this course (from other sources) that must be met?
- Are there professional standards that will be tested?
  Content:
- Is the subject matter convergent (working toward a single right answer) or divergent (working toward multiple, equally valid interpretations)?
- Are the topics addressed discrete and independent or do they build on one another?
- Is the subject primarily cognitive or does it include the learning of physical skills as well?
- Is the field of study relatively stable, in a period of rapid change, or in a situation where competing paradigms are challenging each other?
- What purpose does this course serve in the students' education?
- What will the students use from your course in other courses?

Worksheet 2: Goals for the Course
Thinking 2 - 5 years out after the students take your course, what do you want them to retain from the course? What would you like them to get out of your course that they will take into their life? Limit to 4 or 5.

Worksheet 3: Course Outcomes
First, go through "How to write Observable and Measurable Learning Outcomes" module in Blackboard.
Using your course goals to guide this process, write 3 - 6 course learning outcomes using the process and active verbs from the "How to write Observable and Measurable Learning Outcomes" module. Course outcomes must be observable and measurable and must tell the student what they need to be able to do and how they will show you that they can do it.

Worksheet 4: Assessments
Next copy the outcomes into the first column. Write down ways that the student will be able to demonstrate these outcomes in the second column. These will become your assessments. An assessment might align with more than one outcome.

At the end of the course, you will be able to… (how will they apply the foundational knowledge of this course)	How will you (and the instructor) know that they can do this?

Worksheet 5: Learning Activities
Learning activities - what type of learning activities will help the student be successful on the assessments. Reading assignments, watch videos, self-assessments, drafts of papers and/or projects, etc. These are the activities that provide foundational knowledge, but also allow the student to practice before attempting the assessment.

Worksheet 6: Content/Resources
Assemble your existing content and align to outcomes. Identify content/resources that you need to find and/or create and add to the list.

Resources - what resources will the student need and can you get to support the of the learning activities. May be people, places, or things, including media. Resources, texts, videos, worksheets, quizzes, project or assignment instruction, etc.

Worksheet 7: The Course Alignment Table
To determine if all of your course components align to the course outcomes, assemble your work in this table.

COURSE LEARNING OUTCOMES What will you (the student) be able to do by the end of your course?	ASSESSMENT How will the you show the instructor that you have met the learning outcomes?	LEARNING ACTIVITIES Practice activities	CONTENT Resources, texts, videos, worksheets, quizzes, project or assignment instruction, etc.

Instead of organizing your content by weeks, let's use topics or concepts as the organizing structure. List of 4 - 7 most important topics, concepts, issues, or themes (that will become lessons, units or modules). These are not Weeks.

First free write your topics/concepts, anything that comes to mind:

Now start condensing and filtering out topics until you have 4 - 7 of the main topics for the course:

Now list them in order (chronologically, simple to complex, fundamental to advanced...they must build on each other so the student can use what they learned in the first one through the rest of the other topics):
    1.
    2.

Worksheet 8: Organizing Content
There are different ways you can organize your content. Create a lesson/unit/module for each topic. It depends on how you visualize and organize information. Some people like charts (option 1), others like outlines (option 2), maybe a lesson plan (option 3) or concept maps (option 4). Use the approach that works best for you, but the object is organizing all of the course components into smaller chunks around a topic. This need to be aligned (topic outcomes, assessments, learning activities, and resources).

Option 1: Charts
You can add more rows (right-click in the row to insert more rows) for each table and more tables for more topics/modules or delete if you do not have 8 modules. I suggest that you use one

row for each outcome. An assessment might tie to more than one outcome, as will the learning activities.

Topic or Module or Unit #1: (name)

Outcomes: These are more focused on and specific to the concepts	Assessments	Learning Activities	Resources (what will you need for this module? websites, readings, activities, tests?)

Option 2: Outline
This is just a sample structure of how you can outline your lessons/units/modules:
1. Topic
   a. Outcome 1
      i. Assessment (maybe formative so students can gauge their progress)
         1. Learning activity
         2. Learning activity
            a. Content/resources
            b. Content/resources
   b. Outcome 2
      i. Assessment (maybe formative so students can gauge their progress)
         1. Learning activity
            a. Content/resources
            b. Content/resources

Option 3: Lesson Plans
For each module/topic/concept, etc. complete a module map. You will use the completed module map to build the modules in the LMS.

First, create a list of the activities including an appropriate mix of 1) Covering or mastering the content and 2) Learning how to use that content (Fink, 2003). Arrange them in the proper sequence the student will follow to go through the module.

Here is a more linear way that might make sense to you:

What	Name of:	Details
Module outcomes		
Reading Assignment		
Narrated mini-lecture or module overview		
Learning Activities discussion project		

papers quizzes exploration team assignments self-assessment		
Assessments presentations papers projects tests/quizzes		
Student Feedback One minute Paper One on one conversation?		

OR

Module Plan (or lesson plan)

Module Name:
Module Description:
Module outcomes:
Learning Activities (sequential):
Assessments:
Learning Activities:
Content/Resources:

Worksheet 8: Course Organizer/Schedule
Create a weekly course schedule for the entire semester. This gives students a one-page view of the course, the dates and when assignments or assessments are due and where to turn them in or complete them. This is the ONLY place you put specific dates (so you only have one place to change the dates each semester).

Here is the course organizer from the OCDI Course:

Week/Dates	Topics	Learning Activities	Deliverables/Due Dates
Wk 1 May 12-16 May	Introduction: • Moving to Remote Instruction • Backward Design and Course Alignment • Quality Framework • Using Existing Content	• Moving to Remote Instruction: Discussion • How Much is Too Much: Guidance on time commitment for online learning • Your Course Design Plan: Design Worksheets (WS)	**May 12-14** Discussion - What has been your experience so far? **May 13** Complete Step 1: Analysis and Goals Upload to Assignments

• Introduction to Your Bb Course Shell Step 1: Goals Step 2: Modify Outcomes (objectives)	• What do You Already Have?: Collect existing content • Your Course in Blackboard: BB Shell, post Instructor Bio • What is Course Alignment and Why Is It Important? Course alignment content • Step 1 WS: Goals • Step 2 WS: Outcomes	**May 14** Complete Step 2: Outcomes, Upload to Assignments **May 15** Create video introduction and post to your Blackboard course shell and post in Discussion in MRRI course **May 16** Make a list of existing content and post in Discussion. Comment on which content will be challenging to move online.

Worksheet 9: The Syllabus
Here is a good introduction to the online syllabus, entitled Creating an Effective Syllabus for Online Learning.

Worksheet 10: How this Course Works
Even though we are all following the same course design process, each instructor has their own way of doing things in a course. Regardless of whether or not students have taken other online courses, a best practice and a quality criterion is to include instructions, either written or in a video, that orient the students to the processes of the course.