Faculty Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your Course:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester:\_\_\_\_\_\_\_\_\_\_\_\_

**REDESIGN GUIDE FOR ONLINE/BLENDED LEARNING**

Designing and teaching an online course requires rethinking how content is offered in a way that students can interact more with the content and how to be more facilitative of learning. In addition, a hybrid/blended course reduces face-to-face "seat time" so that students can pursue additional teaching and learning activities online. To be successful, an online or hybrid/blended course requires careful pedagogical redesign. This design guide will help you to start thinking about some of these design and teaching issues.

|  |  |  |
| --- | --- | --- |
| **Analysis Phase** (understanding the BIG picture and identifying what you want to preserve and transform in your course redesign) | | |
| **Questions** | **Comments** | |
| What are you hoping to achieve by converting your course to an online or hybrid format? |  | |
| What do you want your students to know when they have finished taking your course (e.g. key learning goals – knowledge, skills and attitudes)? What will students remember five years after the course? Ensure your activities make this happen. |  | |
| What do you want to preserve from your existing course format? |  | |
| What would you like to transform from your existing course format? |  | |
| Who are your students? Undergraduates, graduate students? First-year students? Seniors? Nontraditional and older students? How will who your learners are influence how you develop and teach this course? |  | |
| What are the special instructional challenge of this particular course (because of the nature of the subject, the characteristics of the learners, your teaching style familiarity with technology and online learning)? |  | |
| What will you tell your students about why you are using the online/blended format so they understand how it will improve their learning and increase engagement with the course and classmates? |  | |
| **Design Phase** (identifying learning activities and key course components ) | | |
| **Planning** | | |
| What will students understand or be able to do (big ideas or abilities) as a result of this course? (Worksheet A) |  | |
| What are the key knowledge and skills needed to develop the desired understandings? (Worksheet A) |  | |
| What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of this course?  (Worksheet A) |  | |
| What are your overall course learning objectives? (Worksheet B) |  | |
| As you think about learning objectives, how would you achieve these learning goals in an online environment? Are there any items on your list that may require more thought and/or creativity to achieve online? In a hybrid course, which learning objectives would be better achieved online and which would be better achieved face-to-face? |  | |
| Do your course components align so students understand what they are supposed to learn, what they need to do to learn it, and if they actually learned it and what they may need to learn more about to achieve the learning objectives? (Worksheet C) |  | |
| **Organization** | | |
| How will you organize your course material (by week, chapter, topic, project, module, other?) so the content links together? In a hybrid course, how will you divide the percent of time between the face-to-face portion and the online portion of your course? (Worksheet F) |  | |
| How will you use communicate the learning outcomes, activities, assessments, schedule, and key content topics to your students? (Worksheets F & G & H) |  | |
| What changes/additions do you need to make to your syllabus to organize this course and explain what is expected? |  | |
| **Developing Assessments** | | |
| What means will you use to assess student’s work? (Worksheet A) |  | |
| What types of online assessments will you use? Do these assessments measure your learning goals/outcomes? In a hybrid course, how will you assess student work both online and in-class? |  | |
| How will you assess online discussions? What type of rubric will you use? (Worksheet E) |  | |
| Will you develop online quizzes, exams? What measures will you put in place to minimize cheating on online tests? |  | |
| What format will you use to develop your assessments (papers, Web links, case studies, journals, etc.) |  | |
| How are you going to grade and communicate to students the points, deadlines, and where to submit? (Worksheet H & I) |  | |
| What technologies do you plan to use to develop your course assessments? |  | |
| **Content** | | |
| What type of experiences and activities should your students experience to learn the content and achieve the course learning objectives? What reflective activities should be included? (Worksheet A) | |  |
| Online/hybrid teaching is not just a matter of transferring traditional course content from the classroom to the Web (e.g. putting PowerPoint lectures online instead of delivering them in the classroom). Instead it involves developing challenging and engaging learning activities. What kinds of learning activities will you design online? In a hybrid course, what activities will you design for in-class that will enhance, connect, and support online activities? | |  |
| What content will you use? Where are you getting this content? (Publisher materials, Merlot, Web sites, links provided in this course, existing content from your current course, content you will develop) | |  |
| What new learning activities and/or content do you need to develop for your course? (Worksheet A) | |  |
| Will you provide course outlines or written or audio lectures? | |  |
| Will you develop audio, video, PowerPoint files? What other technologies do you plan to use? | |  |
| **Building a Learning Community** | | |
| Most online courses never meet in person. How will you communicate how to access the course materials (e-mail, announcements) |  | |
| What orientation materials/activities do you plan to use to help students become familiar with your course expectations and what it takes to be successful in your course? |  | |
| Online students are often dispersed among numerous locations, and will probably come from very different backgrounds. Typically, students will not be able to meet face-to-face. What strategies will you use to help your students get to know each other and you to build social presence and develop a sense of cohesiveness as a learning community? |  | |
| What are your expectations for student participation? How will you achieve and communicate this participation? |  | |
| Asynchronous (anytime/anywhere) discussion is an important part of online/hybrid courses. What new learning opportunities will arise as a result of using asynchronous discussion? What challenges do you anticipate in using online discussions? How would you address these? |  | |
| What are some questions you can ask in the discussion forum that will facilitate critical thinking, encourage students to learn from each other, and for students to learn the content?  (Worksheet D) |  | |
| How do you plan to provide feedback and participate in the discussion forum? (Worksheet D & E) |  | |
| Will you incorporate group or other forms of collaboration? |  | |
| **Development Phase** (creating the learning activities, assessment plan and content for your course) | | |
| There is a tendency for faculty to overcompensate when teaching online or hybrid courses and require students to do more work than they normally would in a traditional course. How will you assess the appropriateness of the course requirements? How will you evaluate the student workload as compared to a traditional class? How much is enough/too much? |  | |
| What strategies will you put in place to reduce your workload? |  | |
| What is your timeline to finish building your build content, assignments, assessments, and use and develop the technologies you choose to use? |  | |
| What do you still need help with to finalize your course and upload content? |  | |
| Will you seek help to finalize your D2L course? If so, who will you get help from? |  | |
| **Implementation Phase** (actual course delivery ) | | |
| Did you inform the Registrar if /when there will be any weeks that will be required to meet to include in the schedule? |  | |
| Students in an online/hybrid environment often have problems managing their time and scheduling their work. Students in hybrid courses have the added challenge of managing work in both the online and in-class environments. What plans do you have to help students address these difficulties? |  | |
| Students sometimes have difficulty with D2L and other technologies. What proactive steps can you take to assist students to become familiar with these forms of technology and become familiar with your course site? If students need help with technology in your course, how will you provide support? |  | |
| **Evaluation Phase** (determining the effectiveness of the course and planning for future improvements) | | |
| What kind of assessments and data collection are you planning in order to effectively evaluate your course and inform efforts to improve the course in future offerings (e.g. mid-term evaluations, peer-observation and feedback, personal journal, Quality Matters rubric, evaluations of student learning, student ratings of instruction, etc.)? |  | |
| What measures will you take to ensure the continuation and improvement of the course? |  | |

Worksheet A

**Understanding by Design Template**

Use this template to think through the key elements in your overall course. Specific module/unit/week activities will be planned using the Quality Matters Course Planning Worksheet.

|  |  |
| --- | --- |
| **Overall Course Plan** | |
| **Stage 1: Desired Results** | |
| **Understandings** | |
| **What will students understand or be able to do (big ideas or abilities) as a result of this course? “Students will understand that…”** | |
| **Essential Questions** | **Knowledge & Skill** |
| * What arguable, recurring, and thought-provoking questions will guide inquiry and point toward the big ideas of this course | * What are the key knowledge and skills needed to develop the desired understandings? |
| **Stage 2: Determine Acceptable Evidence** | |
| **What evidence (including self assessments) will be collected to determine whether or not the students understand and the knowledge and skill attained?** | |
| **What kinds of rubrics will you use to measure these assessments?** | |
| **Stage 3: Learning Activities** | |
| When planning an effective learning experience/environment, consider the W.H.E.R.E. elements:  W = Students know Where they are going, Why they are learning the content, What they already know, Where they might go astray, and What is required of them.  H = How will they be Hooked into learning?  E = How will they Explore / Experience key ideas?  R = How will students Rehearse, Revise, and /or Refine their work?  E = How will students Evaluate their own work?  **Given the identified goals, targeted understandings, and desired assessment evidence, what knowledge and skills are needed?**  **Students need to know: Students need to be able to:**  **What sequence of teaching and learning experiences will equip students to demonstrate the targeted understandings?** | |

Modified from: Wiggins, G., & McTighe, J. (2006) *Understanding by Design,* 2nd ed. Upper Saddle River, NJ: Pearson Education.

Worksheet B

**Course and Module-Level Objectives**

|  |  |
| --- | --- |
| **Course-level Objectives** | **Bloom Level** |
|  |  |
|  |  |
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|  |  |
| **Module-level Objectives** |  |
|  |  |
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Worksheet C

**Alignment**

Alignment in the Quality Matters rubric means that the critical elements must work together and support the course learning objectives. The critical elements include

* **Learning Objectives** (Standard 2)
* **Assessment and Measurement** (Standard 3)
* **Resources and Materials** (Standard 4),
* **Learner Engagement** (Standard 5),
* **Course Technology** (Standard 6).

When these components work together, students understand what they are supposed to learn, what they need to do to learn it, and if they actually learned it and what they may need to learn more about to achieve the learning objectives. Provide two examples of alignment from your course.

|  |  |  |
| --- | --- | --- |
|  | **Learning Objective 1** | **Learning Objective 2** |
| **Course Level Learning Objective (Standard 2.1)** |  |  |
| **Module** Level Objective (Standard 2.2) |  |  |
| Instructional Materials (Standard 4.1) |  |  |
| Learning Activity 1 (Standard 5.1) |  |  |
| Assessment  (Standard 3.1) |  |  |
| Technology  (Standard 6.1) |  |  |

Worksheet D

**Discussion Starter**

Choose one of your course objectives that could be met by a discussion activity.

List Course Objective:

What would you like the students to discuss online that would help them to meet this learning objective?

Construct a question using the provided guidelines.

*Consider the following questions:*

What resources would you ask the students to consult before they post?

What will the students analyze, reflect on, or provide personal experiences in order to make the discussion meaningful and further their learning?

What will your role be in the online discussion, and how will you communicate this to your students?

Will the students respond to one another? What counts as a good response?

What rules and guidelines will you put in place to ensure students participate in the discussion forum and respond to classmates?

What timeline do you foresee for this assignment?

How will the students’ work be evaluated? How will they receive feedback on their work?

Worksheet E

**Rubric Template**

(Describe here the task or performance that this rubric is designed to evaluate.)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Beginning**  **1** | **Developing**  **2** | **Accomplished**  **3** | **Exemplary**  **4** | **Score** |
| Stated Objective or Performance | Description of identifiable performance characteristics reflecting a beginning level of performance. | Description of identifiable performance characteristics reflecting development and movement toward mastery of performance. | Description of identifiable performance characteristics reflecting mastery of performance. | Description of identifiable performance characteristics reflecting the highest level of performance. |  |
| Stated Objective or Performance | Description of identifiable performance characteristics reflecting a beginning level of performance. | Description of identifiable performance characteristics reflecting development and movement toward mastery of performance. | Description of identifiable performance characteristics reflecting mastery of performance. | Description of identifiable performance characteristics reflecting the highest level of performance. |  |
| Stated Objective or Performance | Description of identifiable performance characteristics reflecting a beginning level of performance. | Description of identifiable performance characteristics reflecting development and movement toward mastery of performance. | Description of identifiable performance characteristics reflecting mastery of performance. | Description of identifiable performance characteristics reflecting the highest level of performance. |  |
| Stated Objective or Performance | Description of identifiable performance characteristics reflecting a beginning level of performance. | Description of identifiable performance characteristics reflecting development and movement toward mastery of performance. | Description of identifiable performance characteristics reflecting mastery of performance. | Description of identifiable performance characteristics reflecting the highest level of performance. |  |
| Stated Objective or Performance | Description of identifiable performance characteristics reflecting a beginning level of performance. | Description of identifiable performance characteristics reflecting development and movement toward mastery of performance. | Description of identifiable performance characteristics reflecting mastery of performance. | Description of identifiable performance characteristics reflecting the highest level of performance. |  |

Worksheet F

Timeline

**For online course**

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Date/Week | **Topic** | **Activities/Assignments** |
|  |  | Orientation | (Readings, discussion forums, assignments, learning activities) |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
| 5 |  |  |  |
| 6 |  |  |  |
| 7 |  |  |  |
| 8 |  |  |  |
| 9 |  |  |  |
| 10 |  |  |  |
| 11 |  |  |  |
| 12 |  |  |  |
| 13 |  |  |  |
| 14 |  |  |  |
| 15 |  |  |  |

**For hybrid/blended course**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | Date/Week | **FTF/**  **Online** | **Topic** | **Activities/Assignments** |
|  |  |  | Orientation | (Readings, discussion forums, assignments, learning activities) |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |
| 6 |  |  |  |  |
| 7 |  |  |  |  |
| 8 |  |  |  |  |
| 9 |  |  |  |  |
| 10 |  |  |  |  |
| 11 |  |  |  |  |
| 12 |  |  |  |  |
| 13 |  |  |  |  |
| 14 |  |  |  |  |
| 15 |  |  |  |  |

Worksheet G

**Template for Module/Unit/Week Overviews**

# ****Module 1: Descriptive words for a title****

### ****Overview:****

This section places the learning for this week in context. It makes the learning relevant and creates a purpose for exploring the subject. In a brief paragraph or two answer the following questions. Why is it important for the learner to know about this topic? How does this relate to what they already know or learned just recently? How does this relate to the overall learning in the course? What level of expertise in this topic is expected of a graduate from this program or in other words, what is the learner’s responsibility? What are the problems in the real world of practice related to this topic? Add any other information you think is important.

### ****Learning Objectives:****

Goals should be learner-centered and define the actions by the student that would demonstrate competency or show that the learner is able to address the issues. A good guide to use in developing goals is Bloom’s Taxonomy.

**What to do in this unit:**

*List all activities that students are expected to work on. Can include:*

**Readings and Resources:** Insert chapters and URLs. You may wish to include some guiding questions to facilitate the learners in their review of the material

**Learning Activities (usually from 1-3 per week, give a descriptive title):**

Determine the type of interaction involved in this activity:

* Learner to Learner (discussion forums, group project)
* Learner to Content (reading or research, Web Quests, Case Studies)
* Learner to Facilitator/Instructor (assignments send to instructor like papers, reflective journals)

**Assessments:** What type of assessment strategy will you use that will align directly with the learning goals? Do you have a rubric? How will you know the goals have been met? What are the evaluation criteria?

* Provide clear details of the activity - include guidance on how to complete it.
* Describe or provide any supplemental material, multimedia and/or graphics that will enhance the learning experience, including readings, research, worksheets, etc.
* Determine the duration of the activity – 1 day, 2 weeks, 8 weeks? Think about including any advance preparation that may be needed prior to completion.

**Assignments:** Is homework or practice needed to reinforce the skill/knowledge? What assignments are due?

**Advance Planning:**

Provide instructions for activities that students can begin preparing in advance.

Worksheet H (Version 1)

**Point Value and Due Dates of Activities/Assignments**

VERSION TO ALLOW FOR BONUS POINTS FOR EXTRA CREDIT

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activity/Assignments** | Points | | Due Dates | Where to submit (discussion forum, dropbox, e-mail, in-class) |
|  | Required | Bonus |  |  |
| Assignments |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Online Discussions |  |  |  |  |
| Week X |  |  |  |  |
| Week X |  |  |  |  |
| Week X |  |  |  |  |
| Week X |  |  |  |  |
| Week X |  |  |  |  |
| Learning Activities |  |  |  |  |
| Week X |  |  |  |  |
| Week X |  |  |  |  |
| Week X |  |  |  |  |
| Week X |  |  |  |  |
| Week X |  |  |  |  |
|  |  |  |  |  |
| Quizzes |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| Mid-term Exam |  |  |  |  |
| Final Exam |  |  |  |  |
|  |  |  |  |  |
| If blended, add in-class activities |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **TOTAL** |  |  |  |  |

Worksheet H (version 2)

**Point Value and Due Dates of Activities/Assignments**

**VERSION WITHOUT BONUS POINTS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity/Assignments** | Points | Due Dates | Where to submit (discussion forum, dropbox, e-mail, next class) |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| Assignments |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Online Discussions |  |  |  |
| Week X |  |  |  |
| Week X |  |  |  |
| Week X |  |  |  |
| Week X |  |  |  |
| Week X |  |  |  |
| Learning Activities |  |  |  |
| Week X |  |  |  |
| Week X |  |  |  |
| Week X |  |  |  |
| Week X |  |  |  |
| Week X |  |  |  |
|  |  |  |  |
| Quizzes |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Mid-term Exam |  |  |  |
| Final Exam |  |  |  |
|  |  |  |  |
| If blended, add in-class activities |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **TOTAL** |  |  |  |

Worksheet I

**Grading**

**How Are You Going To Grade?**

At this time, you are ready to develop your grading system. It should reflect the full range of learning goals and activities, but it is also important to remember that you do NOT have to grade everything. Online activities, however, usually need points assigned or they are often not completed. Since discussions are important to an online course, significant points should be assigned to each discussion activity. In addition, the relative weight of each item as it affects the course grade should reflect the relative importance of that activity.

**Action:** What are the key components of your grading scheme?

**Action:** What will be the relative weight of the grade components? Will points or percentages work best for your course?

Revised from:

Source:Fink, L D. (2003). A Self-Directed Guide to Designing Courses for Significant Learning. San Francisco, CA: Jossey-Bass.

**Grading Example**

|  |  |  |  |
| --- | --- | --- | --- |
| **Example of a points grading scheme** | | | |
| **Type of assignment** | **Required/total** | **Points** | **Total points** |
| Introductory online assignment | 1/1 | 5 points | 5 |
| Learning Activities | 10/14 | 4 points apiece | 40 |
| Reflections | 10/14 | 2 points apiece | 20 |
| Online postings | 5/5 | 8 points apiece | 40 |
|  |  | Total points overall: | 105 |

**Example of weighted grading scheme**

| **Assignment** | **Percentage** |
| --- | --- |
| Online Discussions (8) | 20% |
| Group Presentation | 10% |
| Quizzes (2) | 20% |
| Course Assignments (2) | 20% |
| Research Paper | 15% |
| Final Exam | 15% |
| **TOTAL** | **100%** |

**Congratulations!**

**You have the elements you need**

**to build your online course!**

This design guide was developed from materials developed by Karen Skibba, Learning Technology Center, and from the following sources used either with permission or modified for use:

Fink, L D. (2003). *A Self-Directed Guide to Designing Courses for Significant Learning*. San Francisco, CA: Jossey-Bass.

Garrison, D. R., & Vaughhan, N. D. (2008). *Blended learning in higher education: Framework, principles, and guidelines.* San Francisco, CA: Jossey-Bass.

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