Course Design
In-class and On-line
Branding

Students will know they are taking a Lynn University course.

Our distance learning students need to be developing a relationship with the university. Utilizing our logo and color scheme will foster instant recognition of their alma mater.

Utilize images provided by Marketing.
Consistency

Students will have a general knowledge of how their classes will look and function. They will not have to learn or relearn navigation for each course.
# Seven Principles of Good Practice

**Arthur W. Chickering** and **Zelda F. Gamson** (1987)

<table>
<thead>
<tr>
<th>Principle</th>
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<tbody>
<tr>
<td>1. Encourages Contact Between Student and Instructor</td>
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<td>2. Develops Reciprocity &amp; Cooperation Among Students</td>
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<td>3. Encourages Active Learning</td>
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<td>4. Gives Prompt Feedback</td>
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<td>5. Emphasizes Time on Task</td>
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<td>6. Communicates High Expectations</td>
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<td>7. Respects Diverse Talents and Ways of Learning</td>
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Using the ADDIE Model to Create

instructionaldesignerexpert.com
Phase I: Analysis

- Establish overall concept of what the course will accomplish on campus or online.-- The Big Picture

- Faculty benefits

- Student benefits

- Establish overall concept on how the course will function.

- Organization, by week, topic, or combination

- Assessments-formal or other types such as individual or group projects, discussions, self-checks

- Establish how envisions other faculty members teaching the course.
Phase II: Design

Application of:

• Universal Design
• ADA compliance
• Guided Learning
• 7 Principles
• Alignment
• Minimize Distractions
Design Flow

- Effective use of technology
- Ease of Navigation
- Minimize mouse clicks
- Instructor ability to use Course Tools delivery method
Design Questions

• What are the strengths of developed content? Why?
• What are the weakest points of content? Why?
• What is favorite part of the content developed? Why?
• What is least favorite portion of the developed content? Why?
• Are any portions of the developed content outdated?
• What are revision expectations? How much?
• Time expectations?
• Suggestions on how to improve developed content?
• Are there new or exciting content, groups, movements, shifts in theory or teaching methods.
Alignment

An aligned course means that your learning objectives, activities and assessments match up so students learn what you intend and you accurately assess what students are learning.
Why is Alignment important?

- fragmented course is ineffective
- students receive mixed messages about what they should learn
- students spend time on activities that do not lead to intended goals
- overestimate or underestimate the effectiveness of instruction
Phase III: Development

Address all Learning Styles Include a variety of formats.

Utilize--

- Multimedia
- Video
- Instructor authored materials
- Journal Articles
- Web resources
- Textbook
Development-Materials

- Identify and create resources and materials.
  - Rubrics
  - Interactive digital
  - Video
  - Online resources
  - E-book/iBook

- Clarity of Directions

- Clarity of Assessment Expectations-Rubrics

- Identify and eliminate any possible copyright infringement
Content

Group like content and course interactions.
My Two Cents

➢ Content does not mean uploading publisher materials.

➢ Locate materials to expand the text, create your own video lecture, notes, PowerPoint's... be creative.

➢ Lynn has exceptional librarians and copyright free resources.
My Two Cents

➢ The title of attached PDF syllabus document should reflect the current term.
➢ The title of any file uploaded should be descriptive of the content.
➢ On the web underlining indicates a link or hyperlink not emphasis.
My Two Cents

- Color blindness is a disability. Keep background light and dark text.
- A Numbered List is for a sequence of events.
- A Bulleted List can occur in any order.
- Proof copy/paste text.
ADA Compliance

It is for everyone!
Advantages go beyond access.

Graphics
Web-based Intranet and Internet Information and Applications (1194.22)

Generally, this means use of text labels or descriptors for graphics and certain format elements. (HTML code already provides an "Alt Text" tag for graphics which can serve as a verbal descriptor for graphics).

Video
Video or Multimedia Products (1194.24)

The standards also require captioning and audio description for training and informational multimedia productions. The standards also provide that viewers be able to turn captioning or video description features on or off.

Software Applications and Operating Systems (1194.21)

Other provisions address documents, animated displays, color and contrast settings, flash rate, and electronic forms, among others.
ADA Resources

Create Accessible Word Documents


Microsoft’s Free Accessibility Tools and Training


Create Accessible PDF Documents

Universal Design

Universal Design is a set of principles that give all individuals equal opportunities to learn. Students bring a variety of skills, needs, and interests to learning.

Universal Design involves designing courses for human diversity. The goal is to help students master learning itself.
Universal Design
Recognition Networks

The “what” of learning.

How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author’s style are recognition tasks.

UD- Present information and content in different way.
Universal Design
Strategic Networks

The “how” of learning.

Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

UD Design-Differentiate the ways students can express what they know.
Universal Design
Affective Networks

The “why” of learning.

How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

UD Design-Stimulate interest and motivation for learning.
Resources for Development

- Quality Matters Rubric-Public version from QM webpage

- Universal Design Guidelines-Educators Check List (2011) CAST- Center for Applied Special Technologies

- Curriculum Barrier tools-evaluating curriculum barriers (universal design) CAST-Center for Applied Special Technologies
  http://www.cast.org/teachingeverystudent/tools/curriculumbarrierstool.cfm

- National Center on Universal Design for Learning
  http://www.udlcenter.org/
Phase IV: Implementation

- Teach the course
Phase V: Evaluation

Pre Implementation Evaluation

• Departmental Review
• Faculty Review

Post Implementation Evaluation

• Student input/feedback
• Evaluate course, what worked, what didn’t
• Revise and reteach
Knowing exactly what you want your students to learn, developed how the learning is to assessed, then develop the content.
Stage 1: Identify Desired Results

Establish learning goals for the course. What should students know and be able to do?

Ask the key questions.

1. What should students hear, read, view, explore, or encounter?

2. What knowledge and skills should student master? Facts, concepts, processes, strategies.

3. What should students retain?
Stage 2: Determine Acceptable Evidence

Measuring student progress.

Assessments align with learning outcomes.

Include Formal Assessment and Knowledge Checks
Stage 3: Plan Learning Experiences & Instruction

How you are going to teach.

Develop learning activities that best meet learning goals.

Practice new knowledge to gain skill.

Apply knowledge.
Questions or Comments?
# Instructional Design Contact Information

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