Design

- Get organized…
  - Pick high priority courses (High enrolment, low turn-over in content)
  - Amass sufficient resources (Is the team available? Enough time, support?)
  - What are your course design standards (checklists)? Do you have a common design template?
- Ensure faculty is sufficiently trained / you have appropriate design team. Use your T&L team to help faculty understand and establish:
  - Timelines and typical deliverables
  - Roles & responsibilities
  - Design model
  - Assessment strategies and opportunities
  - Appropriate tool selection
  - Strategies / methods / requirements re: AODA compliance and use UDL principles
- Review required asset complexity; text-based course has vastly different requirements from those of multi-media and simulation.
- How will the team stay on track? Collaborate?

Key design considerations

1. Clarity

- Ensure expectations & procedures are clearly spelled out at every step
- Beta-test course to ensure nav / expectations, etc. are clear to target learner
- Takes time - but worth it
2. Sustainability

- Encourage faculty to:
  - Use efficient tools (rubrics, inline commenting, etc.) to help reduce time & improve grading / feedback
  - Employ sustainable communications strategies (tools, response time expectations, etc)
  - Use a variety of content / assessment options to sustain interest
  - Sustainable (& revisable) course tools & resources

3. Design Process

- Map out timeline with interim deliverables
- Manage expectations on time required (esp at start)
- Plan weekly meetings to start
- Follow-through / follow-up with your faculty
- Use low-tech methods when planning & developing original content; don’t get caught up in the tools

☑ Deliver (Teach)

- Rather than “Sage on the Stage,” online educators are a “Guide on the Side.” Thus they
  - Allow learners to explore, curate, collaborate and co-create.
  - Support learners… so they go farther.
  - Get learners back on track when they stray too far.
- Vital element of successful online courses is “Instructor Presence” with communication an essential component:
  - Tone: personal, supportive and professional
  - Frequency: appropriate to building confidence, competency and a community of inquiry. May vary as course progresses.
  - Use appropriate tools (tech works and is supported, synch vs asynch, types of message (one to many, one-to-one, etc.))

☑ Revise

- Keep running document as you deliver course making notes on what needs to be revised
- Use Analytics to suggest where improvements might be made / are required
- Conduct your own course evaluations - don’t just rely upon those administered by institution
- A course is never “done” but,… hopefully it’s “done enough.”