

Designing an Online Course

What does an online course look like in Sakai?

Human Dev Online F14: Site Information Display

Human Development
50:830:222:90
Fall 2014

Start the course by visiting the [Intro & Syllabus page](#)

Human development across the life span is a critical examination of psychological, biological, cultural, and social influences that shape human development across the life span, with emphasis on the biological, cultural, intergenerational, and other systemic experiential influences.

Week 2: Genetic Foundations & Early Development
9/8/14-9/14/14

Learning Goals

- Describe and appraise the major theories of human development and their formation
- Review the various types of development that individuals experience across the life-course (e.g., physiological, cognitive, social, etc.), including discriminating the effects of various social contexts on development.

Required Readings

- Ch 2: Genetic & Environmental Foundations
- Ch 3: Prenatal Development, Birth & the Newborn Baby

Lecture

[Week 2 Lecture](#)

Assignments

- [Week 2 Discussion](#)
First contribution due by Wednesday at 11pm; reaction/comment contribution due Sunday at 11pm.
- [Week 2 Reading Quiz](#)
Quiz available Thursday, 9/11 from 12:00am to 11:00pm. Once opened, you will have 10 minutes to complete the quiz.
- [Application Assignment 2](#)
Due Sunday 9/14 by 11:00pm.

Weekly readings, lecture, and assignments delivered each week and linked to course learning objectives

Clear, consistent course structure

A note about copyright...

An online course typically contains:

- A weekly, consistent schedule for students
- Materials for students: readings (textbook and/or articles), lecture content, multimedia (images, videos), rubrics to describe assignment expectations
- Frequent, low-stakes assignments to check for understanding and ensure students stay on track
- Larger assessments in the form of written assignments, homework problems, or larger exams
- Interaction with the instructor and classmates

The “fair use” exception of copyright law does not apply to online courses in the same way it does to traditional courses. This can impact the way you use any materials in your course, but especially images and film. Please contact Instructional Design & Technology with any questions, and be sure to properly attribute any images used in your online course.

Creating Course Content

Lecture Content

Narrated slideshow

Slideshow with your audio recording of your narrations; usually created using screen recorders such as Camtasia or Screencast-o-matic

“Talking head” video

Video recording of yourself speaking to a camera

PowerPoint without audio

May include expanded notes to accompany bullet points on slides

Text with multimedia

Typed out narrative of lecture notes; may include relevant images, video clips, charts, etc. Can be incorporated directly onto Sakai Lessons pages

A note about video...

Lecture videos (and/or accompanying YouTube clips, excluding full films) should ideally be kept to 5-7 minute long chunks. This may mean you have more than one video per week. This time can be extended if you include student interactivity, such as quiz questions, into your video lectures, to ensure the learner stays engaged.

Interactivity

Weekly Discussions

Weekly discussions provide a way for students to demonstrate their understanding of the weekly material. Questions should be based on open-ended topics that ask the student to state an opinion and/or make real-life connections. Discussions should have double deadlines, requiring students to post once by mid-week and respond to a certain number of classmates by the end of the week.

Instructor Presence

“Instructor presence,” or instructor engagement with the students, is an important part of a successful online course. Instructors should send Announcements out to the class 2-3 times a week to provide reminders or general class feedback. Another alternative to giving feedback and reminders is to provide short videos to the class 1-2x a week. It’s also important that the instructor participate in the weekly discussions to provide input and moderate.

Group assignments may also be possible using tools such as Google Docs and VoiceThread.

Assessments

Drawing exam/quiz questions from a larger pool of questions can help ensure academic integrity during tests.

Weekly, machine-graded quizzes

Provide students immediate feedback regarding each week’s material, and helps keep up with course content

Writing/research assignments

Can be deconstructed into smaller assignments (topic proposal, bibliography, outline, draft, etc)

Larger exams

Exams (and quizzes) can be set to be available to students during a certain window of time and a time limit can be specified