



Online Course Development Program Learning Outcomes, Goals and Objectives

Learning outcomes:

Upon completing this course, faculty members will be able to:

1. **Design and develop an online course with sound instructional design and pedagogical principles, and incorporating current learning theory.**
2. **Teach an online course in a manner consistent with best practices in teaching and learning.**
3. **Utilize the various functions of Blackboard to design, teach, and manage an instructionally sound online course.**

Goal 1: Learn instructional design techniques for designing online courses

Objectives:

- Discuss the instructional design process
- Incorporate each phase of the instructional design process into designing the course in general and designing individual assignments in particular
- Develop a structure for organizing the course
- Evaluate the course using the Guidelines for Good Practice as a benchmark
- Design an online course with the following instructional design elements:
 - Identification of outcomes, recalling of prior knowledge, human interaction, student assessment, enrichment and remediation, building a community of learners, conducting a learner analysis, addressing student retention, ensuring student knowledge of Blackboard, interaction with content, designing for a student-centered classroom, setting expectations, writing clear directions, providing feedback, and ensuring that all content is accessible to students with disabilities.

Goal 2: Incorporate current learning theory

Objectives:

- Discuss the constructivist theory of learning and how it pertains to online course development
- Incorporate the constructivist theory of learning into the course
- Discuss Howard Gardner's Theory of Multiple Intelligences and how it pertains to online course development
- Incorporate Gardner's theory into the course

Goal 3: Teach collaboratively online

Group Work

Objectives:

- Design an effective group assignment
- Apply the practical considerations of what needs to be done before, during, and after the assignment
- Develop assessment methods for grading group assignments
- Design student expectations for participating in group assignments
- Incorporate Blackboard tools/skills: Discussion Board, add a column for grading

Whole-Class Discussions

Objectives:

- Design an effective whole-class discussion assignment
- Apply the practical considerations of what needs to be done before, during, and after the assignment
- Develop rubrics for grading whole-class discussion assignments
- Design student expectations for participating in discussions
- Incorporate Blackboard tools/skills: Group Discussions Board, add a column for grading

E-mail Assignments

Objectives:

- Design an effective e-mail assignment in which students work in pairs (dyads)
- Apply the practical considerations of what needs to be done before, during, and after the assignment
- Develop assessment methods for grading e-mail assignments
- Design student expectations for using e-mail
- Incorporate Blackboard tools/skills: E-mail, Messages add a column for grading

Using Chat

Objectives:

- Discuss the pedagogical (and otherwise) uses of the Blackboard chatroom
- Apply practical considerations of using the chatroom
- Incorporate Blackboard tools/skills: Chat

Goal 4: Reach students with diverse learning styles

Objectives:

- Discuss how students with diverse learning styles learn
- Discuss methods of teaching to students with diverse learning styles
- Design lessons that appeal to visual, auditory, and kinesthetic learners

Goal 5: Assess students

Objectives:

- Discuss methods of assessing students in online courses
- Develop a variety of assessment instruments, such as multiple-choice questions, true-false questions, matching questions, short answer questions, essay questions, and performance-based instruments.

- Discuss methods of minimizing cheating
- Incorporate Blackboard tools/skills: Quizzes

Goal 6: Design a syllabus

Objectives:

- Discuss factors that make a successful online syllabus
- Create an interactive syllabus with the following elements:
 - Goals and objectives, course schedule, contact information, grading, exams, textbooks, research information, technical help; and information on FAQs, Netiquette, the structure of the course, library resources and any necessary downloads.

Goal 7: Learn the Blackboard tools

Objectives:

- Incorporate Blackboard tools/skills for adding content: Announcements, Assignments (including grading them), Learning Units, Adding items and folders to Content areas, Calendar, External Links, etc.
- Incorporate Blackboard tools/skills for managing files: Uploading files, using the Files tool, etc.
- Incorporate Blackboard tools/skills for managing the course: Course Settings, Course Utilities, Grade Center, Course Statistics, tracking students, etc.

Goal 8: Locate available resources

Objectives:

- Find and evaluate resources from non-Blackboard entities, such as MERLOT and MIT OpenCourseWare
- Find and evaluate resources from the Blackboard Resources

Goal 9: Learn about software programs that complement Blackboard

Objectives:

- Evaluate and incorporate, if desired, tools such as Respondus, Inspiration, StudyMate, CCC Confer, and Camtasia.

Goal 10: Learn web accessibility and copyright guidelines

Objectives:

- Incorporate techniques that ensure that all content in the course is accessible to students with disabilities
- Discuss the Teach Act, and incorporate content that does not violate copyright laws.