

Online Course Development Guide

I. Before semester starts:

1. Create instructor profile with image in Bb
2. Create course banner in your Bb shell
3. Create/Edit Welcome item in Start Here:
 - a. Add instructor's name, instructor's image (aligned right or left, with 5px padding), office hours (can be held over Webex - but need to be stated so), communication preference
 - b. Add short introductory paragraph about the instructor and course
 - c. Verify the presence of 3 items further on the page: Getting Started in Bb (with phone numbers), Continuity of Learning Plan, and Learning Online
4. Course Menu:
 - a. Add Syllabus file as linked file (pdf or doc) AND as an item
 - i. Ask students to complete their profiles with images
 - ii. Create/add a 1 p. Course Schedule table in the syllabus or by itself. This should list all assignments and due dates as a min. Tell students to print and post this in a prominent place.
 - iii. Create item/statement describing instructor feedback policy
 - b. Hide items/links that are not used in the course: e.g. either Message or Email; only Collaboration Tools that are used in the course are visible
 - c. Verify that My Grades link is available
 - d. Verify that the Help and Resources section is present
 - e. Create course entry point as Start Here or Home page
 - f. Rename Content item in the menu as Units or Modules
 - g. Optional: create syllabus or course navigation self-quiz
5. Create a social discussion forum (cafe, bistro, etc)
6. Content Units/Modules:
 - a. Create an individual folder for each Module or Unit
 - b. Name folders meaningfully
 - c. Make all modules/units available to students
 - d. Put a consistent structure in each module/unit folder that organizes all the content needed to complete each unit or module: (for example)
 - i. **Attention Getter**/motivator/relevance statement
 - ii. **Unit Objectives**
 - iii. **Content** - notes, presentation, videos, readings, foundations, etc. All content has to meet accessibility and copyright requirements
 - iv. **Assignments/activities**: e.g. discussions, blogs, projects, assignments, learning objects, wikis, blogs, journals, etc (no more than 2 or 3 tools)
 - v. **Assessments**: quizzes, projects, cases, group or individual, etc.
 - Digital rubrics are created and attached to corresponding items
 - Exams:
 - a. add links to content folders or make a separate item in blue menu

- b. proctored exams (if any) - provide all necessary guidance and student expectations, inform of windows when to take and how to keep in touch.
 - c. verify the conditions of the exam release students and feedback options
- 7. Fill in content for each unit using the structure you created
 - a. Take course objectives, create sub-objectives for each unit, put objectives in each unit
 - b. Build assessments that align with objectives
 - c. Put readings and other content in each unit that will facilitate student success at meeting goals and objectives
 - d. Use the appropriate tools to build assignments that integrate with the gradebook
 - e. Identify how the content for each unit fits into a meaningful activity and identify attention getters that introduce the relevance and satisfaction in learning what students are about to learn each each unit and put attention getters at the beginning each unit
- 8. Review instructions and expectations for each unit, assignment, and assessment to assure clarity
 - a. Check that all links (external and internal within course) are working and have meaningful names (do NOT use “click here”)
 - b. Assure that all assignments and assessments have due dates to trigger notifications
- 9. Grade Center
 - a. Double check that columns are organized chronologically or by similar tasks
 - b. Double check that points reflected in the Grade Center Total column match points declared in the syllabus
- 10. Course Files Maintenance
 - a. Check course size (average is 50-100 MB)
 - b. Clean up old files if necessary

II. To begin the semester:

- 1. Create Welcome announcement and email it to students.
- 2. Tell students to print out the one-page course schedule from the syllabus and post it.
- 3. Adopt “A PIE” for best practices -
 - a. Alignment among stated objectives, assessments, activities, & course evaluation,
 - b. Presence - be there regularly and assure support,
 - c. Interaction - use tools to support student-instructor, peer-peer, etc.
 - d. Engagement - require authentic, real-world activities (PBL, PjBL, CBL, etc.)
- 4. Follow your feedback policies.
- 5. Conduct regular checks in Course Reports, the Performance Dashboard, and/or the Retention Center to identify students at risk so you can intervene appropriately.