

# Designing a Course

with LearnAU

## TOPICS INCLUDE:

- Role of the Instructional Designer
- Understanding by Design
- Building the Blueprint
- 4 Types of Interaction
- Assessment Evidence
- Assignments
- Development Schedule
- Copyright

Your Guide to  
Producing a Quality,  
Engaging Course



**ASHLAND**  
UNIVERSITY

# Think of your instructional designer as your trail guide

It is your course, your journey

## The role of the instructional designers

Instructional designers help guide your development. It is your material, but we have experience with what works, what doesn't work, and how students learn.

We use two development models -

**ADDIE** and ***Understanding by Design***.

## Master Syllabus

The master syllabus is your course development guide.

## Student Learning Outcomes (SLOs)

The SLOs are found in the Master Syllabus. We use these outcomes to guide our course development. This tells us your destination.

## Understanding by Design (Backward Design)

*Understanding by Design* is an instructional planning approach that uses backward design. This framework helps you focus your educational curriculum by setting goals before choosing instructional methods and forms of assessment. From our course SLOs, we work backwards. Everything needs to align and fulfill these course SLOs.

## Three Stages Of Backward Design

### 1 IDENTIFY THE DESIRED RESULTS

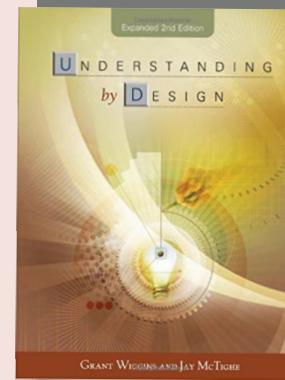
You are guided by the course Student Learning Outcomes and the weekly learning objectives that align with the course outcomes.

### 2 DETERMINE EVIDENCE

What evidence will show the student understands? What other evidence needs to be collected?

### 3 PLAN THE LEARNING EXPERIENCE

What sequence of teaching and learning experiences will equip students to engage with, develop, and demonstrate the desired understandings?



## Understanding by Design

2nd edition, 2005

**Grant Wiggins** (1950-2015).

Grant Wiggins was the President of Authentic Education in Hopewell, New Jersey. He earned his Ed.D. from Harvard University and his B. A. from St. John's College in Annapolis.

**Jay McTighe**. Jay received his undergraduate degree from the College of William and Mary, earned his master's degree from the University of Maryland, and completed post-graduate studies at the Johns Hopkins University.

# Building the Blueprint

chunking the learning



## 1 Breaking Down the Course into Chunks

Start with a holistic approach. Courses are designated as either 15, 12, or 7 weeks in length. What is taught in each week?

## 2 Filling Out a Course Overview Templates

When the weeks are thought-out, begin filling out the course overview template.

## 3 Back-engineering Major Assignments

Break down large assignments into smaller, timed deliverables. When do you want a topic, rough draft, or final paper submitted?

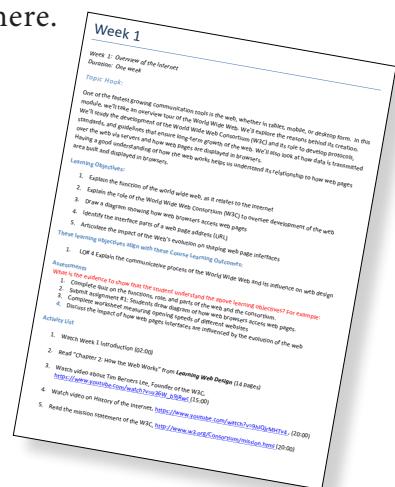
## 4 Filling Out the Weekly Layout Template

When the overall plan is thought-out, now you can begin working on the each week's layout of lesson objectives and activities. Example shown here.

## 5 Writing the Weekly Learning Objectives

The weekly learning objectives should align with the course SLOs. They should be measurable, active verbs.

Weekly Layout Template



## The Federal Definition of a Credit Hour Requires...

### 7-week course

- 5.3 hours of direct instruction per week
- 12.8 hours of out-of-class work per week

### 15-week course

- 2.5 hours of direct instruction per week
- 6 hours of out-of-class work

### 12-week course

- 3.25 hours of direct instruction per week
- 7.5 hours of out-of-class work per week

## Direct Instruction

This is instruction that you would provide in the classroom. **Instructor presence** is key.

## Out-of-Class Work

This is the students' work outside of class.

This can be:

- reading
- watching videos
- collaborative group assignments
- researching
- writing
- others

TRANSMITTING THE LEARNING

# 4 Types of Interaction

chunking the learning



## 1. instructor-to-student

- announcements
- emails
- lectures (face2face or online)
- homework feedback
- discussion boards
- individual critiques
- office hours
- guest speakers
- screencast tutorials
- screencast critiques
- email conversations

**Instructor presence is critical to student satisfaction and performance**

## 2. student-to-student

- introductions
- discussion boards
- *Perusall*\* deep reading
- collaborative work
- peer reviews

## 3. student-to-learning content

- readings
- watching videos
- assignments
- formative exercises

## 4. student-to-self

- journaling
- others

**Social interaction is essential online**

- initial introduction assignment
- welcome announcement
- weekly *Kaltura*\* introductions
- weekly *Kaltura* wrap-ups
- graded assignment within first 3 days

(note: *Kaltura* is our online video platform and *Perusall* is a online annotation reading tool )

# Assessment Evidence

authentic performance

## SOME TYPES OF ASSESSMENTS (INCLUDE)

- Writing research papers
- Exams
- Quizzes
- Oral presentations
- Written presentations
- Participating in discussion boards
- Group projects
- Photo essays
- Fact sheets

## Rubrics

- make your grading easier and faster
- show students what is being graded.

sample of a Rubric

COM 302 Discussion Board Rubric						
	Excellent 5	Good 4	Average 3	Below 2	Missing 0	No area submitted
Initial Area #1 ____/5 points	Well-developed description, clear/appropriate connection, On time.	Clear, but brief description, appropriate connection, On time.	Minimal description, vague, late.	Unclear description, connection missing, late.		
Initial Area #2 ____/5 points	Well-developed description, clear/appropriate connection, On time.	Clear, but brief description, appropriate connection, On time.	Minimal description, vague, late.	Unclear description, connection missing, late.		
Response #1 ____/4 points	Well-developed response ties to central idea, increases knowledge/ understanding, follows all three of the ABCs, On time.	Generally ties to central idea, increases knowledge/ understanding, follows all three of the ABCs, On time.	Vaguely ties to central idea, follows some of the ABCs, late.	Never ties to central idea, Doesn't follow any of the ABCs, late.	No reply submitted	
Response #2 ____/4 points	Well-developed response ties to central idea, increases knowledge/ understanding, follows all three of the ABCs, On time.	Generally ties to central idea, increases knowledge/ understanding, follows 2 of the ABCs, On time.	Minimally ties to central idea, follows one of the ABCs, late.	No other ties to central idea, Doesn't follow any of the ABCs, late.	No reply submitted	
Grammar/Typo ____/2 points	Minimal errors, professional and polished.	Some errors	Many errors	Unacceptable grammar and style.		

An **authentic assignment** is one that requires application of what students have learned to a new situation. This type of assignment demands judgment determining what information and skills are relevant, and how to use them. Authentic assignments often focus on messy, complex real-world situations and their accompanying constraints.

## Formative Assessments

Formative assessments refer to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course.

## Summative Assessments

The goal of summative assessments is to evaluate student learning at the end of instructional units by comparing it against some standard or benchmark. Summative assessments are often high stakes, which means that they have a high point value. One example of a summative assessment is a midterm exam.

## Balancing the Points

**75%** (roughly) of the course should be completed before the final week.

Assessment grades can be based on points or grade percentages.

# Assignments

activities that lead to understanding

## Types of assignments

Evidence of students' understanding include, but are not limited to:

- research papers
- discussion boards
- quizzes
- exams
- oral presentations
- annotated bibliography
- literature review
- case study analysis/report
- lab project/report
- OpEd articles
- fact sheets
- video essays
- photo essays
- field trips
- interviews
- reflective journaling
- portfolio/art portfolio
- peer reviews

*What kinds of performance evidence do you need to show understanding?*

## Due dates

When are assignments due?

## Improving student performance

- use authentic competency-based assignments
- use rubrics
- provide low stakes practice
- use formative to summative assessments

## Reading

- Ordering your textbook from the Bookstore
- Using *Perusall* for social deep reading
- Read, Review, or Study

## The Payment Process

# The Contract

Online course development is a six-step process. It begins when a Department Chair notifies COAS that s/he wishes to initiate a course development. COAS issues the contract.

**STEP ONE** - The Department Chair and the designated faculty member meet to initiate the process. The contract will indicate that the course is either:

- **Faculty Developer (FD) Model.** In this model, the faculty developer is responsible for building all course materials. S/he and the Instructional Design (ID) review pedagogy together regularly according to a pre-determined schedule. The developer inputs the information into Backboard.
- **Instructional Designer (ID) Model.** The ID develops the assignments and materials based upon the content provided by the FD and presents options to the FD to use in his/her course. The FD and ID review pedagogy and materials together regularly according to a predetermined schedule.

**STEP TWO** - The Department Chair, Associate Dean, and Dean sign the contract.

<b>STEP 3: STAFF SUBMISSION &amp; INITIAL MEETING WITH INSTRUCTIONAL DESIGNER AND FACULTY DEVELOPER</b>																																																							
<p>The Faculty will call with the Faculty Developer to submit any initial meeting instructions to create the course syllabus and outline.</p> <p>This is a required step in <i>Further development</i>.</p>																																																							
<table border="1"> <tr> <td>Instructional Designer</td> <td><input type="text" value="Marin/Faithful.edu"/></td> </tr> <tr> <td>Instructional Designer Lastname</td> <td><input type="text"/></td> </tr> <tr> <td colspan="2">The course syllabus will be submitted and initial Instructional Designer and Faculty Developer meeting has taken place.</td> </tr> <tr> <td>Associate Director of DTC: Signature</td> <td><input type="text"/></td> </tr> <tr> <td>Associate Director of DTC: Signature Date</td> <td><input type="text" value="1/17/2018"/></td> </tr> </table>		Instructional Designer	<input type="text" value="Marin/Faithful.edu"/>	Instructional Designer Lastname	<input type="text"/>	The course syllabus will be submitted and initial Instructional Designer and Faculty Developer meeting has taken place.		Associate Director of DTC: Signature	<input type="text"/>	Associate Director of DTC: Signature Date	<input type="text" value="1/17/2018"/>																																												
Instructional Designer	<input type="text" value="Marin/Faithful.edu"/>																																																						
Instructional Designer Lastname	<input type="text"/>																																																						
The course syllabus will be submitted and initial Instructional Designer and Faculty Developer meeting has taken place.																																																							
Associate Director of DTC: Signature	<input type="text"/>																																																						
Associate Director of DTC: Signature Date	<input type="text" value="1/17/2018"/>																																																						
<b>STEP 4: PAYMENT - INITIAL DISBURSEMENT (\$100)</b>																																																							
<p>LearnACU will submit this form to the Associate Provost and Provost for approval and initial payment. Copy to return to Faculty Developer and Faculty Owner.</p>																																																							
<table border="1"> <tr> <td>Faculty Developer</td> <td><input type="text"/></td> <td>AUD</td> <td><input type="text"/></td> </tr> <tr> <td>Total Funds Allocated:</td> <td><input type="text" value="\$1,000.00"/></td> <td>Initial Disbursement:</td> <td><input type="text" value="\$0.00"/></td> </tr> <tr> <td>Faculty Owner:</td> <td><input type="text"/></td> <td>AUD:</td> <td><input type="text"/></td> </tr> <tr> <td>Total Funds Allocated:</td> <td><input type="text"/></td> <td>Initial Disbursement:</td> <td><input type="text" value="\$0.00"/></td> </tr> <tr> <td>Bank/Title/Check:</td> <td><input type="text"/></td> <td>Date:</td> <td><input type="text" value="1/17/2018"/></td> </tr> <tr> <td>Associate Provost:</td> <td><input type="text"/></td> <td>Provost:</td> <td><input type="text" value="1/17/2018"/></td> </tr> <tr> <td>DR:</td> <td><input type="text"/></td> <td>Provost W. Signature:</td> <td><input type="text" value="1/17/2018"/></td> </tr> <tr> <td>DR:</td> <td><input type="text"/></td> <td>Provost Office:</td> <td><input type="text" value="1/17/2018"/></td> </tr> <tr> <td colspan="4">Initial Payment Date: <input type="text" value="1/17/2018"/></td> </tr> </table>		Faculty Developer	<input type="text"/>	AUD	<input type="text"/>	Total Funds Allocated:	<input type="text" value="\$1,000.00"/>	Initial Disbursement:	<input type="text" value="\$0.00"/>	Faculty Owner:	<input type="text"/>	AUD:	<input type="text"/>	Total Funds Allocated:	<input type="text"/>	Initial Disbursement:	<input type="text" value="\$0.00"/>	Bank/Title/Check:	<input type="text"/>	Date:	<input type="text" value="1/17/2018"/>	Associate Provost:	<input type="text"/>	Provost:	<input type="text" value="1/17/2018"/>	DR:	<input type="text"/>	Provost W. Signature:	<input type="text" value="1/17/2018"/>	DR:	<input type="text"/>	Provost Office:	<input type="text" value="1/17/2018"/>	Initial Payment Date: <input type="text" value="1/17/2018"/>																					
Faculty Developer	<input type="text"/>	AUD	<input type="text"/>																																																				
Total Funds Allocated:	<input type="text" value="\$1,000.00"/>	Initial Disbursement:	<input type="text" value="\$0.00"/>																																																				
Faculty Owner:	<input type="text"/>	AUD:	<input type="text"/>																																																				
Total Funds Allocated:	<input type="text"/>	Initial Disbursement:	<input type="text" value="\$0.00"/>																																																				
Bank/Title/Check:	<input type="text"/>	Date:	<input type="text" value="1/17/2018"/>																																																				
Associate Provost:	<input type="text"/>	Provost:	<input type="text" value="1/17/2018"/>																																																				
DR:	<input type="text"/>	Provost W. Signature:	<input type="text" value="1/17/2018"/>																																																				
DR:	<input type="text"/>	Provost Office:	<input type="text" value="1/17/2018"/>																																																				
Initial Payment Date: <input type="text" value="1/17/2018"/>																																																							
<b>STEP 5: DEVELOPMENT COMPLETION &amp; DISBURSEMENT (\$100)</b>																																																							
<p>The Faculty Developer will continue to work with LearnACU to complete the course design and development. When the design development is complete, second disbursement will be made.</p>																																																							
<table border="1"> <tr> <td>Total Funds Allocated:</td> <td><input type="text" value="\$1,000.00"/></td> <td>Second Disbursement FD:</td> <td><input type="text" value="\$0.00"/></td> <td>FD Account #:</td> <td><input type="text" value="20-300-20107-530005"/></td> </tr> <tr> <td>Victor Steury:</td> <td><input type="text" value="9/4/2018"/></td> <td colspan="4"></td> </tr> <tr> <td>Associate Director of DTC: Signature:</td> <td><input type="text"/></td> <td colspan="4"></td> </tr> <tr> <td>Associate Provost:</td> <td><input type="text"/></td> <td>Provost:</td> <td><input type="text"/></td> <td>Date:</td> <td><input type="text"/></td> </tr> <tr> <td colspan="6">Second Payment Date: <input type="text"/></td> </tr> </table>		Total Funds Allocated:	<input type="text" value="\$1,000.00"/>	Second Disbursement FD:	<input type="text" value="\$0.00"/>	FD Account #:	<input type="text" value="20-300-20107-530005"/>	Victor Steury:	<input type="text" value="9/4/2018"/>					Associate Director of DTC: Signature:	<input type="text"/>					Associate Provost:	<input type="text"/>	Provost:	<input type="text"/>	Date:	<input type="text"/>	Second Payment Date: <input type="text"/>																													
Total Funds Allocated:	<input type="text" value="\$1,000.00"/>	Second Disbursement FD:	<input type="text" value="\$0.00"/>	FD Account #:	<input type="text" value="20-300-20107-530005"/>																																																		
Victor Steury:	<input type="text" value="9/4/2018"/>																																																						
Associate Director of DTC: Signature:	<input type="text"/>																																																						
Associate Provost:	<input type="text"/>	Provost:	<input type="text"/>	Date:	<input type="text"/>																																																		
Second Payment Date: <input type="text"/>																																																							
<b>STEP 6: FINAL MEETING WITH FACULTY DEVELOPER AND INSTRUCTIONAL DESIGNER (COA DESIGNER) &amp; FINAL PAYMENT (\$150)</b>																																																							
<p>When the course has taught a class once, and all agreed upon issues have been addressed, LearnACU will return the completed form to the Associate Provost's office for final disbursement of compensation.</p>																																																							
<table border="1"> <tr> <td colspan="6">Course First taught: <input type="text"/></td> </tr> <tr> <td>Instructional Designer or COA Designer:</td> <td><input type="text"/></td> <td>Date:</td> <td><input type="text"/></td> <td colspan="2"></td> </tr> <tr> <td>Faculty Developer:</td> <td><input type="text"/></td> <td>Date:</td> <td><input type="text"/></td> <td colspan="2"></td> </tr> <tr> <td>Faculty Developer:</td> <td><input type="text"/></td> <td>Date:</td> <td><input type="text"/></td> <td colspan="2"></td> </tr> <tr> <td>Total Funds Allocated:</td> <td><input type="text" value="\$1,000.00"/></td> <td>Final Disbursement FD:</td> <td><input type="text" value="\$225.00"/></td> <td>FD Account #:</td> <td><input type="text"/></td> </tr> <tr> <td>Faculty Owner:</td> <td><input type="text"/></td> <td>AUD:</td> <td><input type="text"/></td> <td colspan="2"></td> </tr> <tr> <td>Total Funds Allocated:</td> <td><input type="text" value="10.00"/></td> <td>Final Disbursement:</td> <td><input type="text" value="\$0.00"/></td> <td>FD Account #:</td> <td><input type="text"/></td> </tr> <tr> <td>Associate Provost:</td> <td><input type="text"/></td> <td>Date:</td> <td><input type="text"/></td> <td>Date:</td> <td><input type="text"/></td> </tr> <tr> <td colspan="6">Final Payment Date: <input type="text"/></td> </tr> </table>		Course First taught: <input type="text"/>						Instructional Designer or COA Designer:	<input type="text"/>	Date:	<input type="text"/>			Faculty Developer:	<input type="text"/>	Date:	<input type="text"/>			Faculty Developer:	<input type="text"/>	Date:	<input type="text"/>			Total Funds Allocated:	<input type="text" value="\$1,000.00"/>	Final Disbursement FD:	<input type="text" value="\$225.00"/>	FD Account #:	<input type="text"/>	Faculty Owner:	<input type="text"/>	AUD:	<input type="text"/>			Total Funds Allocated:	<input type="text" value="10.00"/>	Final Disbursement:	<input type="text" value="\$0.00"/>	FD Account #:	<input type="text"/>	Associate Provost:	<input type="text"/>	Date:	<input type="text"/>	Date:	<input type="text"/>	Final Payment Date: <input type="text"/>					
Course First taught: <input type="text"/>																																																							
Instructional Designer or COA Designer:	<input type="text"/>	Date:	<input type="text"/>																																																				
Faculty Developer:	<input type="text"/>	Date:	<input type="text"/>																																																				
Faculty Developer:	<input type="text"/>	Date:	<input type="text"/>																																																				
Total Funds Allocated:	<input type="text" value="\$1,000.00"/>	Final Disbursement FD:	<input type="text" value="\$225.00"/>	FD Account #:	<input type="text"/>																																																		
Faculty Owner:	<input type="text"/>	AUD:	<input type="text"/>																																																				
Total Funds Allocated:	<input type="text" value="10.00"/>	Final Disbursement:	<input type="text" value="\$0.00"/>	FD Account #:	<input type="text"/>																																																		
Associate Provost:	<input type="text"/>	Date:	<input type="text"/>	Date:	<input type="text"/>																																																		
Final Payment Date: <input type="text"/>																																																							

**STEP THREE** - An instructional designer is assigned to assist the developer.

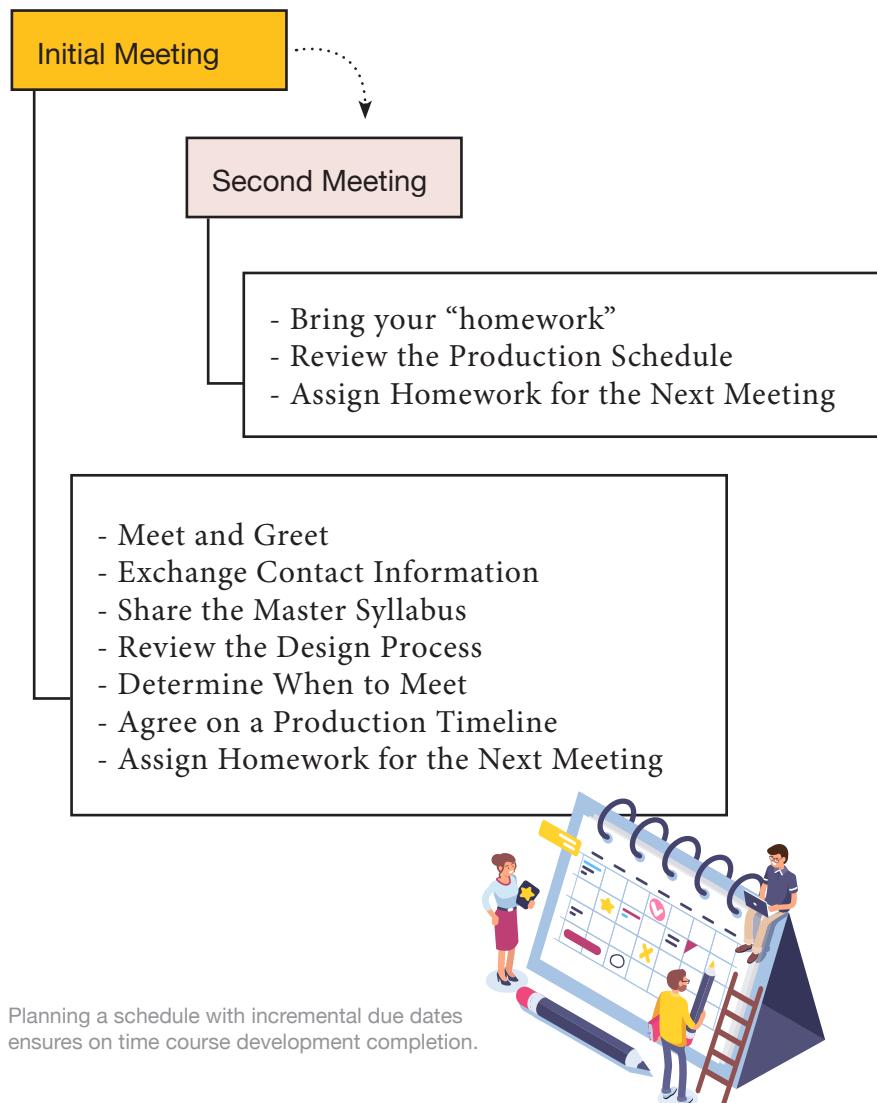
**STEP FOUR** - The ID sets up an initial meeting with the developer. This meeting triggers the initial payment of 20%.

**STEP FIVE** - Once the development has been completed, the instructional designer checks a block notifying the system. The developers receives 65% of their payment. The course needs to be completed within the 16 week process cycle.

**STEP SIX** - When the course has run, the Faculty Developer meets with the ID to make any revisions or correct errors. The developer receives the final 15% of their payment.

# Development Schedule

wrapping up the first meeting



## Final Thoughts...

### Archiving your incoming files in the Google Drive

When you start your course development, your instructional designer (ID) will create a Google drive folder to store all your documents.

### Copyright

- using YouTube videos
- obtaining written permission
- purchasing viewing license

### Administrative

- development contract is issued by the College of Online and Adult Studies (COAS)
- once the project gets started, the ID receives an email notification
- the ID reaches out to the Faculty Developer (FD)
- once the project is developed, the FD receives his/her initial payment
- once the course is taught, the ID and the FD meet to make any course revisions
- once the revisions are made, the FD receives his/her final payment

### Reading List for Additional Information

*Designing Effective Instruction*. Morrison, G. R., Ross, S. M., & Kemp, J. E. (2007). (5th ed.). Hoboken, NY: Wiley.

*Teaching online: A practical guide* (4th ed.). Ko, S. & Rossen, S. (2017). New York, NY: Routledge.

*Teaching and learning at a distance* (5th ed.). Simonson, M., Smaldino, S., Albright, M., & Zvacek, S. (2012). Boston, MA: Pearson.

*Essentials of online course design: A standards-based guide* (2nd ed.). Vai, M. & Sosulski, K. (2016). New York, NY: Routledge.

# Contact Information

## LearnAU Mission

Ashland University's LearnAU works with faculty to support, inspire, and engage students when using digital learning in classroom, hybrid, and fully online courses. We partner with faculty to research, design, develop, and implement the digital tools and strategies that contribute to academic excellence and student success as outlined in AU's strategic plan.

---

**Pidge Bannin, Ed.D**  
Director of LearnAU  
(419) 289-5885  
[bbannin@ashland.edu](mailto:bbannin@ashland.edu)

**Vivian Beaty, Ph.D., MS**  
Assistant Director  
(734) 218-4507  
[vbeaty@ashland.edu](mailto:vbeaty@ashland.edu)

**Charles Piscitello, Ed.D**  
Instructional Designer  
(419) 207-6928  
[cpiscite@ashland.edu](mailto:cpiscite@ashland.edu)

**Carl Nestor, MFA, MS**  
Instructional Designer  
(419) 207-6221  
[cnestor@ashland.edu](mailto:cnestor@ashland.edu)