**Course Development Meeting #1**

**Working with Instructional Designers**

*The role of Instructional Designers in the course development process is to help you, the Subject Matter Expert, to create high-quality educational resources that will serve a broad community of learners. Our goals are to support, guide and advise you in developing courses by drawing on our backgrounds in education, teaching and learning theory and technology. How they can help you:*

1. Powerpoint development: our instructional designers are skilled in creating interactive Powerpoint presentations that seamlessly incorporate visuals, animations, audio and video.
2. Using educational technologies available: Moodle has many capabilities and plugins that allow SME’s to create custom assessments and delivery methods for your material
3. Shoot custom videos: these can be helpful in demonstrating critical or commonly misunderstood concepts in your course material.
4. Recording audio: annotate a presentation or create a podcast for students to listen to
5. Provide resources and references if you have any questions or problems related to course development, educational theory or technology

**Prerequisites for (Course #)**

*Include prerequisites and their course descriptions – who’s teaching them if possible*

**Who are your students?**

*Knowing who your students are can inform your course design by considering their cultural, generational and educational backgrounds. It can also help you address common misconceptions about your course material and any gaps in students’ prior knowledge so you can include adaptations or additional resources.*

1. What are your **students’ background?** Where are your students coming from? (institution, geography, age, discipline, culture, etc.)

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1. Consider using a **formative pre-assessment** to determine the strengths/weaknesses of their prior knowledge. This might look like:
   1. a quick multiple choice quiz
   2. asking the students to make a concept map on a subject
   3. a survey or poll about topics covered in the class
   4. a short informal writing assignment asking students to introduce themselves and indicate how prepared they think they are for the course

**What will students be able to do at the end of your course?**

*Recognize the parameters of your course – don’t try to do too much, and work to recognize your expert blind spots as you plan - identify and communicate the knowledge and skills you take for granted as a subject matter expert. Create Module specific outcomes as you organize your course.*

1. Write 4-5 broad **course objectives** that specify what students should know/be able to do upon completing this course – break down the skills so you can create appropriate assessments and implement instructional strategies that allow students to practice the skills being taught. Answer the question:

**At the end of the course, students should be able to...**

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**5.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**What can students expect to find/learn in this course?**

*\* Include the course description here*

1. Schedule a time to have Open Acadia shoot an **introduction video** for the course so students can see who you are – this also works as for clarify what the course is about. You can elaborate on your course description here:

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**How will you assess your students?**

*Create an assessment grid that indicates the value of each assignment, quiz, exam, etc. Consider using some of the many interactive assignment and quiz features available in Moodle.*

1. Consider what tools you want to use to create your assessments; there are **many assessment tools** built in to Moodle (interactive quizzes, embedded questions, polls and surveys, etc.)
2. Determine where and when you can best incorporate **formative assessment** (reflective pieces that are not graded) throughout the course to help guide students to think critically about the information you’ve given them, and prepare them for the summative assessments (graded).
3. Create **summative assessments** that directly relate to your Module objectives. (will you be using a rubric?)

**What will your course look like?**

*Consider the tools, organization and delivery methods that will best support your instructional goals and present your material in the online format.*

1. How will you **chunk the Modules** of your course? Chunking is one of the most important things to keep in mind when designing an online course. It is an organizational strategy that breaks complex material into digestible chunks.
2. **How many Modules** do you anticipate using?
3. Create **a brief outline** of your initial thoughts of how you would like to structure the modules and each of its components for your course. Please use the **course planning template** provided, and remember that this is a flexible document that can change at any time as we move forward.
4. Create a **Module specific timeline** of how long, approximately, you believe it should take students to complete each of the modules (this will enable us to generate a schedule for students which they can customize according to their anticipated start and end dates for the course).

**How will your course be delivered?**

1. What methods will you use to **deliver the instructional material**, and what **technology** will you need to achieve this? The Instructional Designers you are working with are there to support, guide and help you to build the best course possible – do not hesitate to seek their guidance.
   1. Some delivery methods to consider:

Powerpoint presentations (these can be customized to include things such as animations, videos and audio explanations), Videos, Images, Notes, PDFs, Audio files, Discussion Forums, Lectures, Case-studies, Problem Based Learning, etc.

*Note each module will start with an introductory web page even if your primary instructional delivery mechanism is something else (like PowerPoints with audio).*

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1. What **general resources** will your students need to be successful? Is there a textbook, course package, software, internet materials or websites that are critical to student success in the course?
   1. If so, how can students gain access to this resource?
   2. Please provide as much detailed information about the resources as possible

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**Create a Course Development Timeline**

1. Create a **timeline for yourself** and the Instructional Designers working with you so a **project plan** can be implemented for developing the course in an efficient manner. Be realistic and indicate if there are any times/dates when you will be unavailable during the development process.
   1. How much time per day/week do you have to work on this course?

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* 1. Are there any other potential obstacles to defining a timeline at this point?

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1. Determine the best way to establish **regular meetings with the Instructional Designers** (face to face, e-mail, phone, skype, at SME’s local office, a combination of any of these).

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