

Custom Online Course Design Project Plan

**Course Title: Instructional Design for Online Teaching and Learning
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Course Project Description

My project would be to develop an online course that will teach academic instructors how to effectively design online courses. The course will include but not be limited to:

1. Online delivery
2. 12 custom created learning units of study
3. Assessment for each study unit
4. Compliance with all the MSCC online course checkpoints (see appendix)

The purpose of this project is to provide quality training for academic instructors who plan to begin designing courses for online delivery in the near future.

There is a need for this type of preparation training. Online course offerings are becoming more prevalent and most instructors have little or no experience with instructional design skills for online delivery. There are technology and pedagogical issues that need to be understood and addressed, in order for online learning to be successful.

In producing my project I would begin by conducting research into the traits of successful online instruction, using books, the internet and subject matter experts.

When my course design project concludes, the course will be made available for enrollment via the Mid-South Community College Blackboard LMS.

Target Audience: Academic instructors who want to begin to design courses for online delivery, and/or who plan to assume a leading role as a leader for online instructional designers on a college campus

Course Duration: 12 weeks

Courseware: No books will be required for learners to take this course.

Delivery method: Totally online

Number of learning units: 12

Course Description

This course is intended for academic instructors who plan to assume a leadership role in the realm of online instructional design. It addresses the technology and pedagogical issues that need to be understood in order for online learning to be successful.

Course Objectives

Upon completing this course, learners will be able to:

1. Communicate effectively via virtual media
2. Identify and address the needs of various types of virtual students
3. Complete an effective lesson plan for an online course
4. Demonstrate course management system proficiency
5. Develop guidelines for online course consistency
6. Develop guidelines for online course evaluation
7. Design user friendly course sites that are instructionally and technologically sound

Tasks and work breakdown schedule

Tasks	Duration	Resources
Research Phase (12 days)		
1. Gather information related to online teaching	11/01/03 – 11/12/03	Internet, online instructors and Books
Production Phase (5 weeks)		
1. Create lesson objectives for 12 Learning Units 2. Create 12 lessons in PowerPoint 3. Add voice over to the 12 PowerPoint lessons 4. Translate the 12 PowerPoint lessons into streaming media using Impatica 5. Create learner centered assignments for each of	11/13/03 – 12/18/03	PowerPoint, Impatica, Blackboard, Sound Forge, Word, Internet, Laptop, Adobe Acrobat, SoftChalk

<p>the 12 Learning Units</p> <ol style="list-style-type: none"> 6. Create an assessment rubric for the course based on all lesson objectives 7. Create the syllabus 8. Upload content into Blackboard 		
Break (3 weeks)	12/19/03-1/8/04	(Christmas break plus 2 days to acclimate upon return)
Testing Phase (2 weeks)		
<ol style="list-style-type: none"> 1. Enroll the course review members into the course site for testing and review 2. Compile review results and make the needed changes 	1/8/04– 1/22/04	Dr. Barbara Baxter of MSCC, Sheila Mauppin, Dr. Gene Aist, of ADHE and possibly Dr. David Spillers of UALR
Implementation Phase (2 weeks)		
<ol style="list-style-type: none"> 1. Complete revisions 2. Announce the availability of the course to Arkansas faculty 3. Enroll Faculty members into the course for the pilot run through 4. Begin the course on or about 2/6/04 	1/23/04 – 2/6/04	Email, Blackboard, ADHE
Post-Project Phase (12 weeks)		
<ol style="list-style-type: none"> 1. Collect and review course evaluations from learners who have completed the course 2. Archive project assets and documentation 3. Prepare final assessment of project success 	2/2/04 – 4/30/04	email, Blackboard, Internet, Word, Students who have completed the course

Risk Management

My project is low risk. In producing my project I performed the following risk assessment:

Risk Factor Checklist			
Risk Considerations	Low Risk	Medium Risk	High Risk
Poorly defined benefit of the project	X		
User/sponsor/stakeholder/manager reliability	X		
Project assistance availability		X	
Dependent technology reliability	X		
Stakeholder consensus		X	
Project Manager/Course Designer time availability			X
High Risk Solutions			
Risk Considerations	Problem and Solution		
Project Manager/Course Designer time availability	Other projects could arise that demand my time. There is a risk of having to extend the time table.		

Contingency Plan

After completing a risk analysis it has been determined that the high-level risk to the successful completion of my project is:

1. Project Manager/Course Designer time availability

It may be necessary for me to work over Christmas break or extend the timeline of this course design project.

Research

Assisting Resources

In producing my project I would utilize the following assisting resources: (plus others that I discover as I go)

Books/Publications

1. Piskurich, G. (2000). *Rapid Instructional Design*, San Francisco, CA, Jossey – Bass

I would primarily be using this book as a reference guide for it's guidelines for writing learning objectives.

2. Pratt, K. and Palloff, R. (2001). *Lessons from the Cyberspace Classroom, The Realities of Online Teaching*, San Francisco, CA, Jossey – Bass

This textbook would be used as a reference for producing my project. It contains many helpful tips on teaching online

3. Mehrota, C., Hollister, C., McGahey, L.(2001). Distance Learning, Principles for Effective Design, Delivery and Evaluation

I would primarily be using this book as a reference guide for it's guidelines for course evaluation methods

Internet

1. <http://www.cvc4.org/heather/quizaccess.htm>
Cerro Coso Community College: Assesses technical and student readiness for online learning.
2. <http://cconline.cerrocoso.edu/checklist.htm>
Student self-assessment checklist
3. <http://pdc.cvc.edu/rs/main.asp?resIDX=4>
Guidelines for online course design and pedagogy. This site also contains Blackboard and WebCT resources.
4. <http://people.uis.edu/rschr1/onlinelearning/blogger.html>
Online learning news and research site
5. http://www.webct.com/support/viewpage?name=support_doc_index_campus_education
WebCT tutorials
6. <http://www.webct.com/service/ViewContent?contentID=16969349>
Manual for Webct version 4.1
4. http://www.webct.com/products/viewpage?name=products_vista_guided_tour
self guided demo of vista
5. <http://gromit.webct.com/vistatour/>
Guided tour of vista
6. http://www.webct.com/quickstart/viewpage?name=quickstart_faculty3
Getting started with WebCT
7. <http://www.inspiration.com/vlearning/index.cfm>

Inspiration software for visual learning

8. <http://www.reusability.org/read/chapters/wiley.doc>
Connecting learning objects to instructional design theory

Plus others that I discover as I as my work progresses

People

1. Dr. Barbara Baxter, Executive Vice President of Mid-South Community College
Primary stakeholder: She will review the course site and give final approval for it to go live.
2. Dr. Gene Aist, ADHE
Will review and evaluate the course site during the testing phase
3. Sheila Maupin, ADHE
Will review and evaluate the course site during the testing phase
4. Melissa Cox, MSCC Student and assistant
May assist with editing and uploading content to Blackboard

Appendix

Learning Unit Topic List:

Learning Unit 1: Overview of online learning technology: LMS-Learning Management Systems / CMS-Course Management Systems

Learning Unit 2: Getting comfortable with the CMS on your campus

Learning Unit 3: Virtual Communication skills for instructors and students

Learning Unit 4: Online course structure and the necessary ingredients

Learning Unit 5: Who is your audience and how do group profile needs differ?

Learning Unit 6: Planning the course design project (template provided)

Learning Unit 7: Working the plan and tracking the project (template provided)

Learning Unit 8: Outlining the lessons and writing the lesson objectives

Learning Unit 9: Creating learner centered assignments based on lesson objectives

Learning Unit 10: Using tools of the trade to create reusable learning objects (Adobe Acrobat, SoftChalk, Impatica, etc.)

Learning Unit 11: Putting it all together – uploading learning objects to the course site

Learning Unit 12: New course site evaluation (template included)

Checkpoints:

Before going live, the course site will meet all the following checkpoints

- Site resides on the MSCC Blackboard server
- A backup master copy must be stored on the MSCC network (ask Sandy Cobb for assistance with this step)
- All vital content is contained within the Blackboard course site with the exception of external links (courses should not be dependent upon external links simply because these source can either change or disappear)
- Graphics are either .jpg or .gif
- Graphics are less than 100 mb
- Scrolling is not required to view graphics
- Site contains a course syllabus
- Site contains a clear explanation of how points are earned
- Site contains all assignments for the entire course and makes them available for viewing at all times
- Site contains an accurate grade book
- Site contains lecture presentations for each lesson/chapter, beginning with the lesson objectives. Voice narration will be included and Impatica will be used to create streaming, talking lectures. These need to be within the Course Documents area of the course site.
- Navigation is consistent with other course sites on the MSCC Blackboard server
- Site contains a clear explanation of how communication and feedback will occur throughout the course
- Weekly communication as a group is incorporated (face to face for hybrid / virtual for totally online. AIM is a common chat tool to use for virtual chats.)
- Course site should not contain .doc, .xls or .ppt files, unless such files are for template use. Alternatively, these file types should be converted to either:
 - pdf via Adobe Acrobat
 - HTMLvia SoftChalk
 - Impatica
 - Adobe Acrobat, SoftChalk and Impatica are available to all MSCC instructors
 - When converting PowerPoint presentations to .pdf for printing, the recommendation is 4 slides per page
- The course site needs to be reviewed and approved by the online course review evaluators (this group is new and subject to change – contact Sandy Cobb when your course site is ready for review) Edits, changes and additions may be requested before the course is approved to go live