

Top 10 Things to Consider in Designing a Online/Hybrid Course

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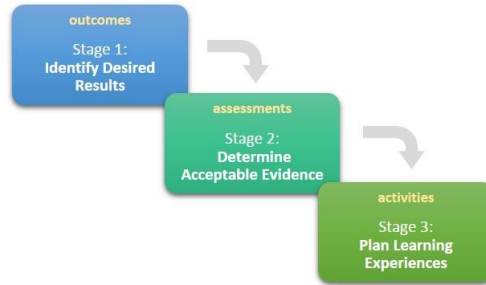
UCSF School of Nursing
Ed Tech and Curricular Innovation HUB

Faculty + IDs = Powerful Partnership

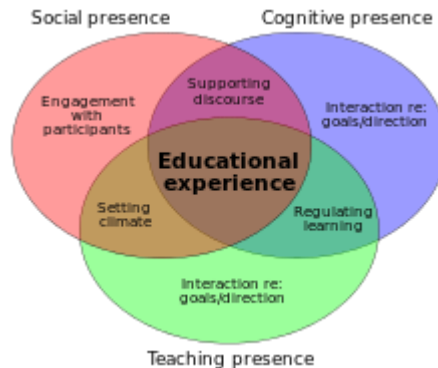
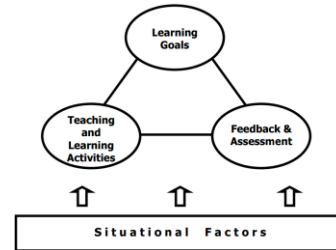


Planning with Learning Theories and Design Models in Mind

- Backward Design
- Integrated Course Design
- Community of Inquiry
- Connection-Engagement-Empowerment (CEE)
- Purdue's Interactive Course Re/Design (ICD) Wheel



The Key Components Of INTEGRATED COURSE DESIGN



Course Quality Rubrics

- Quality Matters
- Online Learning Consortium (OLC) Quality Scorecard
- Institutionally Developed Rubrics

HE Specific Review Standards from the QM Higher Education Rubric, Sixth Edition		
General	Specific Review Standards from the QM Higher Education Rubric, Sixth Edition	Points
Course Overview and Introduction	1.1 The course page clearly states the course title and provides information on course content. 1.2 The course is available for the full term and the term of the course. 1.3 The course page provides information on the course's history, goals, and how the course is structured. 1.4 The course page provides information on the course's history, goals, and how the course is structured. 1.5 The course page provides information on the course's history, goals, and how the course is structured.	2 2 2 2 2
Learning Objectives (Competencies)	2.1 The course learning objectives or competencies are measurable, describe outcomes that are measurable, and are measurable. 2.2 The course learning objectives or competencies are measurable, describe outcomes that are measurable, and are measurable. 2.3 The course learning objectives or competencies are measurable, describe outcomes that are measurable, and are measurable. 2.4 The course learning objectives or competencies are measurable, describe outcomes that are measurable, and are measurable. 2.5 The course learning objectives or competencies are measurable, describe outcomes that are measurable, and are measurable.	2 2 2 2 2
Assessment and Measurement	3.1 The assessments measure the achievement of the stated learning objectives or competencies. 3.2 The assessments measure the achievement of the stated learning objectives or competencies. 3.3 The assessments measure the achievement of the stated learning objectives or competencies. 3.4 The assessments measure the achievement of the stated learning objectives or competencies. 3.5 The assessments measure the achievement of the stated learning objectives or competencies.	2 2 2 2 2
Instructional Materials	4.1 The course materials are available to students in a timely manner and are accessible. 4.2 The course materials are available to students in a timely manner and are accessible. 4.3 The course materials are available to students in a timely manner and are accessible. 4.4 The course materials are available to students in a timely manner and are accessible. 4.5 The course materials are available to students in a timely manner and are accessible.	2 2 2 2 2
Learning Activities and Course Navigation	5.1 The learning activities provide the achievement of the stated learning objectives or competencies. 5.2 The learning activities provide the achievement of the stated learning objectives or competencies. 5.3 The learning activities provide the achievement of the stated learning objectives or competencies. 5.4 The learning activities provide the achievement of the stated learning objectives or competencies. 5.5 The learning activities provide the achievement of the stated learning objectives or competencies.	2 2 2 2 2
Course Technology	6.1 The course page provides information on the course's history, goals, and how the course is structured. 6.2 The course page provides information on the course's history, goals, and how the course is structured. 6.3 The course page provides information on the course's history, goals, and how the course is structured. 6.4 The course page provides information on the course's history, goals, and how the course is structured. 6.5 The course page provides information on the course's history, goals, and how the course is structured.	2 2 2 2 2
Course Support	7.1 The course page provides information on the course's history, goals, and how the course is structured. 7.2 The course page provides information on the course's history, goals, and how the course is structured. 7.3 The course page provides information on the course's history, goals, and how the course is structured. 7.4 The course page provides information on the course's history, goals, and how the course is structured. 7.5 The course page provides information on the course's history, goals, and how the course is structured.	2 2 2 2 2
Accessibility and Quality	8.1 The course page provides information on the course's history, goals, and how the course is structured. 8.2 The course page provides information on the course's history, goals, and how the course is structured. 8.3 The course page provides information on the course's history, goals, and how the course is structured. 8.4 The course page provides information on the course's history, goals, and how the course is structured. 8.5 The course page provides information on the course's history, goals, and how the course is structured.	2 2 2 2 2



Top 10 Things to Consider

1. Define learning objectives

- Knowledge, skill, values
- SMART (Specific, Measurable, Action-oriented, Realistic, Time Frame)
- Course & module objectives.

3. Content and activities

- Don't reinvent the wheel
- Organize content into small learning units
- Incorporate multimodal content
- Choose active teaching strategies

2. Assessment of learning

- Direct vs indirect
- Summative vs formative
- Self vs peer vs teacher assessment

4. Course modality and technology

- Synchronous vs Asynchronous
- Facilitate the learning process
- Protection of student data and privacy
- Adopt one new tool at a time

Align course materials/activities, teaching strategies, assessments and course modality/technology to the objectives.

Top 10 Things to Consider

5. Interaction and Community Building

- Set up profile
- Provide course orientation/live Zoom session
- Set up student lounge/facilitate the first icebreaking discussion
- Send announcements, unit introductions or summaries
- Have synchronous sessions
- Design collaborative activities

6. Student support

- Provide instructor, technical support and academic support services contact information
- Set up clear expectation and create weekly checklist and schedule
- Provide timely & supportive feedback
- Check student's progress and reach out to them individually if needed

7. Layout and Navigation

- Develop a clear, consistent structure
- Create a clear starting point for your course
- Large blocks of information are broken down into manageable sections
- Provide clear instructions for all course activities.
- Visually appealing

Top 10 Things to Consider

8. Accessibility

- Images include text descriptions
- Video and audio captioned
- PPT slides (built in accessibility checker)
- Text Documents
- Webpages
- ...

9. Reflect and Revise

- Assess with quality rubrics
- Keep a journal of things
- Student Evaluation (when and how)

10. Incorporating Diversity

- Include materials that represent various perspectives
- Be inclusive of various learning modalities and preferences
- Increase accessibility to students of various abilities

UCSF Supported Toolkit

Technology	Description	Functions	Teaching Mode	Tech experience
CLE	Course management system	Create and host course materials and activities (assignment, assessment, feedback, discussion...) Community building	Asynchronous	Beginner to Intermediate
Mediasite	Lecture/Class capture	Deliver live lecture Record the lecture	Synchronous/ Asynchronous	Beginner
Media@UCSF	Video recording hosting	Create video Deliver video content	Asynchronous	Beginner to Intermediate
Poll Everywhere	Audience response system	Collect real time feedback Boost engagement	Synchronous/ Asynchronous	Beginner to Intermediate
Zoom	Web conferencing tool	Live session connect learner across locations Breakout room, annotation, poll, share promote collaboration and engagement	Synchronous/ Asynchronous	Beginner to Intermediate
Turnitin	Plagiarizing prevention	Originality checking Peer review assignment	Asynchronous	Beginner to Intermediate
Qualtrics	Survey	Collect feedback Assessment	Asynchronous	Beginner to Intermediate
Box	Collaboration & Share	Share documents Collaborate a box notes	Synchronous/ Asynchronous	Beginner

Resources

- **Backward Design**

Wiggins, G., and McTighe, J. (2005). Understanding by Design

Backward design template: <https://cft.vanderbilt.edu/guides-sub-pages/understanding-by-design/#template>

Table-style course map: <https://canvas.ucdavis.edu/courses/34528/files/35395/download?wrap=1>

[Popplet](#) and [Lucid Chart](#) provide free concept/mind-mapping tools.

- **Integrated Course Design**

<https://www.deefinkandassociates.com/GuidetoCourseDesignAug05.pdf>

- **Community of Inquiry**

Garrison, D. R., Anderson, T., & Archer, W. (2001). Critical thinking, cognitive presence, and computer conferencing in distance education. American Journal of distance education, 15(1), 7-23

<https://coi.athabasca.ca/coi-model/>

- **Connection-Engagement-Empowerment (CEE)**

[Yearwood, D., Cox, R., & Cassidy, A. \(2016\). Connection-engagement-empowerment: A course design model. Transformative Dialogues: Teaching & Learning Journal, 8\(3\), 1-15.](#)

- **Purdue's Interactive Course Re/Design (ICD) Wheel**

<https://tinyurl.com/mhkv588>

- **Quality Matters:**

<https://www.qualitymatters.org/>

- **Online Learning Quality Scorecard:**

<https://onlinelearningconsortium.org/consult/olc-quality-scorecard-administration-online-programs/>

- **TopKit Institutionally developed rubric list :**

<https://topkit.org/evaluating/checklists-rubrics/>

- **Online Course Accessibility Checklist**

<https://www.wcupa.edu/distanceed/documents/AccessibilityChecklistOnlineCourses.pdf>



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