Designing and Facilitating the Online Classroom

A successful competitive science fair project takes planning and organization. Complete this page as soon as you learn of the assignment, post it in a prominent place, and use it as a guide for pacing and contents.

# The Major Elements of Online Course Design:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| InstructorRoles | School girl | CoursePolicies | Classroom | LearningObjectives | Checklist | LMSShell | Monitor |

**Element 1: Define Instructor Roles in the Online Class Space**

|  |  |  |
| --- | --- | --- |
|  | Role Category | Write notes to indicate how you will fulfill each of these roles. When you have made a decision for a given role, you may check off the box on the left-hand side. |
| □ | PedagogicalRole:(Liu et al. 2005) | Use **up-to-date, innovative information** to build the materials, activities, and assessments in your course. Provide consistent feedback on content and illustrate concepts with **real-world examples.**  |
|  | How I Will Fulfill This Role: |  |
| □ | Managerial Role(Liu et al. 2005) | Take **leadership** in ensuring that the course is **well-organized**, **materials are accessible, directions are clear**, and **communication among the online community is moderated.**  |
|  | How I Will Fulfill This Role |  |
| □ | Technical Role(Liu et al. 2005) | Select technologies that **help students to achieve the learning goals** of the course and **provide thorough support for those technologies.**  |
|  | How I Will Fulfill This Role: |  |
| □ | SocialRole(Liu et al. 2005) | Establish your online presence by **fostering classroom communication,** providing **feedback** to each learner, and **maintaining availability** to support students.  |
|  | How I Will Fulfill This Role: |  |

**Element 2: Build University and Classroom Policies Into Your Course**

**University Policies** are the **broader Classroom policies** are **specific**

**guidelines** at Florida State University **to your course**. These may be which apply across classes, directly affected by university

departments and individuals. policies, your department, or

 your personal class management.

**What are the practical differences?**

|  |  |
| --- | --- |
| University Policies (Mandated) | Class Policies (Personalized) |
| University Attendance Policy* Excused/unexcused absences
* Accommodations
* First-day attendance
 | **Class Attendance Policy** * Unexcused absence allowance
* Tardiness rules
 |
| Academic Honor Policy* Academic Integrity
* Alleged allegations
* Student/staff rights and procedures
 | **Grading Policy*** Grades for major assignments/activities
* Assignment revisions
* Extra credit
 |
| Americans with Disabilities Act* Rights/accommodations for students with diverse needs
* Procedures for accommodating students with diverse needs
* Staff responsibilities/resources through SDRC
 | **Technology Policy*** Laptop use rules
* Cell phone restrictions
* Class-specific technology guidelines
 |
| FERPA* Student rights to academic privacy
* Staff responsibilities and procedures pertaining to student grade/course privacy rights
* Processes handled by the FSU Registrar
 | **Netiquette Policy** * Online communication guidelines
* Civility
* Email guidelines
 |
| Sexual Harassment/Discrimination * Student rights/procedures pertaining to harassment allegations
* Equal opportunity rights
 | **Coursework Policy*** Rules for group work
* Rules for submitting past work
* Rules for seeking tutoring services
 |

|  |  |
| --- | --- |
| Resources  | Notes on My Policies  |
| Note: The university and class policies should be a foundation for your course syllabus * Policy Information: <https://fla.st/31NexEN>
* Syllabus Policies: <https://fla.st/37lOrdl>
 |  |

**Element 3: Design Learning Objectives & Alignment**

High-tier verbs ideal for final projects

****

Low-tier verbs ideal for establishing foundations

Middle-tier verbs ideal for mid-semester activities/assessments

**Step 1: Determine the hierarchy of learning outcomes in your course.**

* The **Bloom’s Taxonomy Pyramid** can be used to determine what **level of learning/cognition** you wish to evaluate.

**Step 2: Write measurable learning objectives.**

* Learning objectives should use **clear, observable verbs** and **specific criteria** to ensure that you can accurately determine content mastery.

**Step 3: Establish alignment—choose materials, activities, technologies, and assessments that facilitate learners’ successful completion of your learning objectives**

* A given objective should be accompanied by **materials, activities, technologies, and assessments that clearly coincide with that objective**. For example, if you have a “Create” tier objective, the other elements of your course should help students to create a product.

***Use the table below to write notes on your objectives and how you will achieve alignment.***

|  |  |  |  |
| --- | --- | --- | --- |
| Objective  | Materials/Tech | Activities | Assessments |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Element 4: Build Your Course Shell in the LMS (Canvas)**

**Course Shell Checklist**

*Use this list to verify that you have included these* ***major components*** *in your* ***Learning Management System*** *(LMS). You may write notes about your course in the right-hand column and check each component as you complete the list.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | LMS Component | Overview | Resources | Notes |
| □ | Syllabus | You may **import** a syllabus or **build one** via **Canvas design tools.** Also consider attaching a **Word document syllabus** for accessibility purposes. | Syllabus Guide: <https://fla.st/39vfeFg>Canvas Help: <https://fla.st/3bvXFa1> |  |
| □ | Course Introduction | Standards of high-quality course design state that your online course should include an **instructor introduction** and **instructions for how to get started in the course**.  | QM Standard 1 on Course Intro: <http://bit.ly/3bx2Hmx> |  |
| □ | Modules | You may choose to **build units, materials, and activities** into the course by adding **weekly modules.**  | Canvas Module Building: <https://fla.st/2UMDVZZ> |  |
| □ | Additional Apps/Tools | If you would like to include external **Canvas-supported apps,** you must request access to them via **Canvas settings**.  | Canvas App Support: <https://fla.st/2SlzsLV> |  |
| □ | Institutional Resources | Standards of high-quality course design state that your online course should include a page with **institutional resources** for students such as IT, medical services, and external tech support.  | QM Standard 7 on Student Support: <http://bit.ly/3bx2Hmx> |  |

Content/Link References

Database Center for Life (n.d.). Scientist at desk [Online image]. Retrieved from

[https://commons.wikimedia.org/wiki/File:201706\_PC\_silhouette.svg](https://commons.wikimedia.org/wiki/File%3A201706_PC_silhouette.svg)

* Image CC License: <https://creativecommons.org/licenses/by/4.0/deed.en>

External apps supported in FSU’s Canvas (n.d.). Retrieved from

https://support.canvas.fsu.edu/kb/article/772-external-apps-supported-in-fsus-canvas/

How do I add a syllabus to my site? (n.d.). Retrieved from

https://support.canvas.fsu.edu/kb/article/850-how-do-i-add-a-syllabus-to-my-site/

How to build your new Canvas course (n.d.). Retrieved from

https://support.canvas.fsu.edu/kb/article/781-how-to-build-your-new-canvas-course/

Liu, X., Bonk, C. J., Magjuka, R. J., Lee, S. H., & Su, B. (2005). Exploring four dimensions of online

instructor roles: A program level case study. *Journal of Asynchronous Learning Networks*, *9*(4),

29-48. Retrieved from

<https://pdfs.semanticscholar.org/75a1/b1d56196fcc9a75a41af1b13aabfc5423b16.pdf>

Office of faculty development and advancement (n.d.). Retrieved from

<https://fda.fsu.edu/leadership-toolkit/syllabus_preparation>

Specific standards from the QM higher education rubric, sixth edition (n.d.). Retrieved from

<https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducatio>

nRubric.pdf

Syllabus language (n.d.). Retrieved from <https://facsenate.fsu.edu/Curriculum-Resources/syllabus->

language

Teaching policies (n.d.). Retrieved from

<https://facsenate.fsu.edu/sites/g/files/upcbnu476/files/Media/Files/Curriculum/University%20>

and%20FS%20Teaching%20Policies.pdf