

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:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Instructor  Roles | School girl | Course  Policies | Classroom | Learning  Objectives | Checklist | LMS  Shell | 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. |
| □ | Pedagogical  Role:  (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: |  |
| □ | Social  Role  (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.

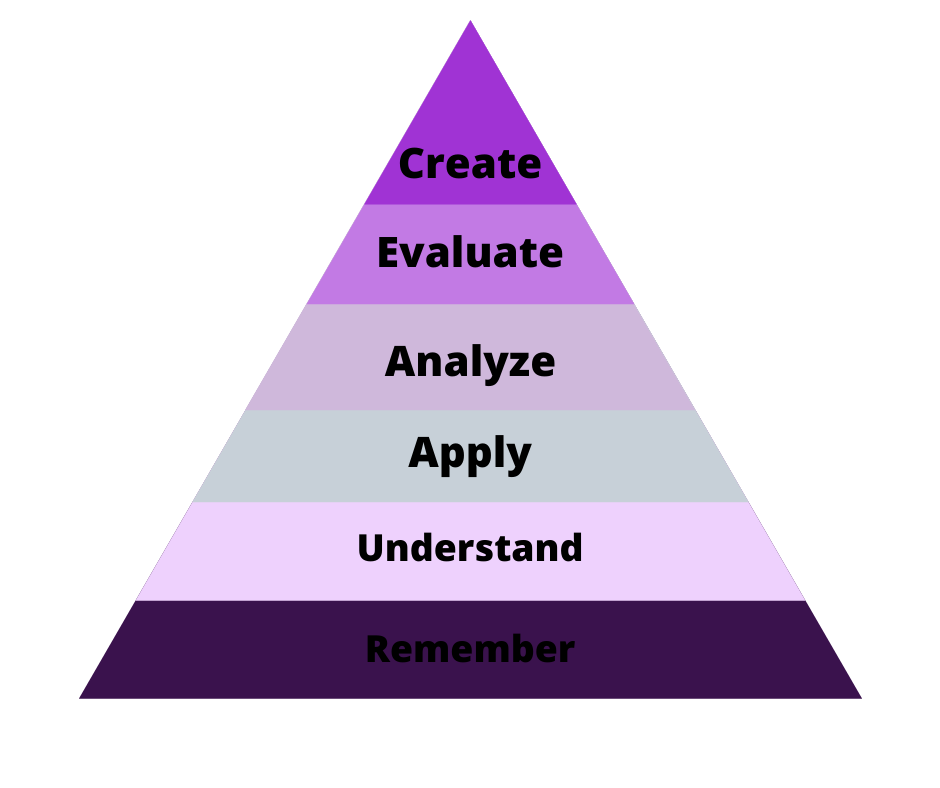
**What are the practical differences?**

|  |  |
| --- | --- |
| 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

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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

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

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