Developing a course with the Learning Technologies team is a collaborative process. Prior to our preliminary design meeting we would like you to give some thought to the basic elements of your course. The questions below are designed to get you thinking about these basic elements. Please take the time to fill in the form as best you can. The information you provide will help us to gather appropriate resources, so plan to submit this to your instructional designer 5 business days ahead of that meeting. We look forward to working with you to develop the best course possible.

NOTE: This form is not a contract.

1. List course objectives/outcomes.

2. Do you a specific textbook in mind?

3. If the course is for redevelopment (Pathway II), how are you going to improve this course (e.g., new delivery methods, new course content, better teaching techniques, etc.)?

4. Do you need multimedia production support from Learning Technologies?
5. Explain learning activities including descriptions of learning materials and technology.

6. List types of assessment methods you will use to meet your course outcomes. (ex: group discussion, quiz, test, project, etc)

Additional Comments:
Things to Consider for Online Course Development

As you develop your online course there are a number of design considerations. The following resources have been provided to provide you with a theoretical framework as well as established best practices. They are as follows:

1. Community of Inquiry Framework
2. Quality Matters Rubric and Quality Assurance Document
3. Quality, Affordable Educational Resources including OER

(The Proposal will be developed as a collaborative effort between LEARNING TECHNOLOGIES and the Course Developer)

1. Community of Inquiry and the Online Experience

There is no denying that the experience of taking or delivering an online course is significantly different from the traditional classroom experience. One of the primary differences is the lack of the social component that exists when students and instructors share the same physical space. It has long been recognized that social learning takes on a significantly different aspect in online and blended classrooms. Without the traditional visual cues and nuances, many asynchronous, online learning environments utilize various Web 2.0 tools and platforms to promote social interactions and social presence. However, tools are not, in and of themselves, solutions. The use of learning technologies must be both intentional and strategic. The Community of Inquiry framework provides a useful theoretical perspective for creating engaging and effective online course experiences.

Garrison, Anderson, and Archer (2000) created the community of inquiry (CoI) framework that models an optimal educational experience by incorporating elements of teaching presence (TP), social presence (SP), and cognitive presence (CP). The CoI model portrays these three presences as “the necessary core elements for both the development of community and the pursuit of inquiry, in any educational environment” (Swan, Garrison, Richardson, and Payne, 2009, p. 5) The framework suggests that the dynamic interplay of “these three forms of presence together create a meaningful, collaborative, and constructivist discourse that is necessary for high-level learning” (Shea, Hayes, Uzuner-Smith, Gozza-Cohen, Vickers, & Bidjerano, 2014, p. 10).

In the community of inquiry framework teaching presence is defined as “the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes” (Anderson, Rourke, Garrison, & Archer, 2001, p. 5). This is the presence that most closely represents a traditional approach to the educational experience. It is instructor-centric and, when used as the predominant process, relies on the instructor to lead and direct the course content and learning experiences.

Social presence takes into account the potential isolation that a student might feel in an online environment and considers “the degree to which participants in computer-mediated communication feel affectively connected to one another” (Swan et al., 2009). To have a successful experience in which students feel comfortable sharing and connecting with one another this social aspect must be encouraged by providing tools and modeling behavior that encourage interaction. Course design has been determined to either encourage or discourage social interaction. (Swan & Shih, 2005; Tu, 2000). The mere existence of Web 2.0 tools will not lead to social interaction if students do not feel a sense of comfort or community.

“Cognitive presence is the element in the Col framework that is most basic to the success of higher education” (Vaughan, 2010, p. 61). Cognitive presence, according to Garrison and
Anderson (2003) “means facilitating the analysis, construction, and confirmation of meaning and understanding in a community of learners through sustained discourse and reflection” (p.55). Successful deployment of teaching presence and social presence will lay a foundation where cognitive presence can take place (Layne & Ice, 2014).


2. Quality Matters Rubrics

“The Quality Matters Higher Education Rubric, Fifth Edition, 2014 is a set of 8 General Standards and 43 Specific Review Standards used to evaluate the design of online and blended courses. The Rubric is complete with Annotations that explain the application of the Standards and the relationship among them” (quote from https://www.qualitymatters.org/rubric).

Please click the link above to take a look at the QM Rubrics. Learning Technologies will use QM rubrics as part of the course design process and to evaluate the quality of course that is developed through that process.

3. Open Educational Resources (OERs)

“The Open Education Movement is not just about cost savings and easy access; it’s about participation and co-creation. Teachers, students, and learning institutions are driving the development of OER. Diving into OER Commons is an exciting opportunity to collaborate with other teachers and learners, at the forefront of a new educational era.” (https://www.oercommons.org/about). The Learning Technologies Group will work with faculty to identify resources and opportunities to allow you to leverage high quality OERs in your courses. Forsythe Library is also a great resource for OER materials (http://fhsuguides.fhsu.edu/OERs/home).