

Online Course Design – Faculty Self-Check Guide

This guide provides suggestions for your consideration as you build a new course. Each class is unique and it is not expected, or desired, that they all look the same. Hopefully, these common elements will give you a point of reference and spark even more creative ideas for the future!



Course Introduction

Yes Future N/A

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Do you have a custom Home Page that is visually appealing, provides the course name, and informs students how to navigate through the material? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Did you create a message introducing yourself that is preferably a video or a narrated photo story, but at least a personal, friendly note with pictures? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Does your introduction include sharing some aspects of your Christian faith? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is there a space for students to introduce themselves in an interesting way to you and each other in the discussion board? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are you planning to respond to each introductory post with a welcoming, individualized message? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is your syllabus posted in Canvas and does it include the recommended components that are on the sample that OTLS provides? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is your contact information and availability philosophy available for students to readily find in Canvas? |



Course Organization

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Did you create and post a snap-shot type calendar /schedule of course activities and deadlines that students can print and reference? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Have you used the modules feature of Canvas to organize topics and the sequential flow of information so that navigation is consistent & easy to follow? |

- Does each module have a name, an introduction page that covers the objectives / key points along with an overview of the activities and assignments?
- Is the course material presented in manageable chunks that do not overwhelm students?
- Have you turned off menu options that may cause confusion for students such as seeing all your files or assignments rather than discovering them within the proper module?
- Do you have a plan for when you will release course content and have you shared that plan with the students?
- Is your policy on deadlines for participation & assignment completion reasonable and consistent by balancing accountability with mercy and being considerate of holidays, worship time, and emergencies?



Learner Engagement

- Are there opportunities, where appropriate, for students to participate in discussions, peer sharing, a Q&A board, and/or collaborative work?
- When you use discussions, do you provide prompts that are thought-provoking rather than rote recall and alter the style of discussion (debates, choice of questions, type of response, group arrangement, etc.) during the course?
- Have you presented the content through a variety of methods that might include instructor created lecturettes, interactive tutorials, multimedia presentations, publisher content, screencast demos, videos, practice exercises, case studies, animations, virtual worlds, chapter and article readings?
- Do you have assessments that focus on authentic application of the material through a combination of approaches such as traditional quizzes, hands-on projects, video &/or audio submissions, research papers, critiques, journal entries, power point or other multimedia presentations, & real-world artifacts?
- Have you provided rubrics or examples (faculty or student ones with permission), when applicable, for the assignments?
- Is the coursework challenging and substantial and free of busywork?
- Have you connected the content with spiritual formation issues through dialogue, reflection, and shared experiences?



Instructor Presence

- Have you planned for a way to create an ongoing sense of your presence through perhaps weekly video announcements, active involvement in discussion boards, or emails with periodic encouragement or light-hearted cartoons?
- Do you intend to provide timely, personalized feedback (individual &/or group based) on assignments and assessments?
- Do you share your scholarly knowledge, experiences, and unique style so that students benefit from having you, specifically, as their professor?
- If the course has been offered before, have you made changes to keep the material current & the methods of instruction fresh?
- Have you setup optional live video chat sessions for test reviews or showcase events or made students aware that they can request a 1:1 meeting with you?
- Do you demonstrate you care by sending individuals messages to check-in on students (both in times of concern and to celebrate victories)?
- Are you approachable with your students so that they feel comfortable talking to you?



Technical Considerations

- Have you divided video lecture content into segments of around 10 minutes and are those stored in Kaltura or with a 3rd party rather than in your Canvas files?
- Have you made a good-faith effort to comply with copyright laws?
- Have you taken into account best practices for accessibility for all learners?
- Is your gradebook setup (and explained in your syllabus) in a manner that students can easily determine their grade and progress?
- Have you checked any links you may have previously used and copied for this semester to make sure they work?
- Do you have graphics and other design elements that enhance your pages?
- If you determine that an exam is critical enough to employ exam proctoring have you clearly relayed the steps that students must take?

We encourage you to read through all of the steps in the *Baloo Print for Instructional Design* to gain more ideas and to contact OTLS if you want help or suggestions: becky_parton@baylor.edu