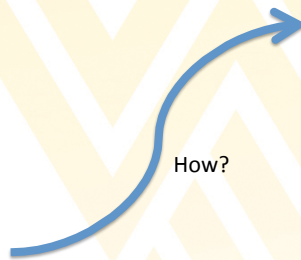


Preparing your course for online delivery

Guided Transformation
from Classroom to the Web



Intended
Learning
Outcomes
(learning objectives)



Actual
Learning
Outcomes
(assessments)



Differences?

Transfer of Knowledge

Traditional Classroom	Online
Takes place in the teaching	Takes place in the course design & development
Teacher is the “keeper of knowledge”	Knowledge is everywhere & easily accessible
Teacher is “giver of information”	Teacher explains information; Makes connections with information; Deciphers information; Shows how information matters in everyday life

Smith, Robin M., *Conquering the Content: Step-by-Step Guide to Online Course Design*, 2008, John Wiley & Sons, Inc.

Learning Environment

Traditional Classroom	Online
Teacher centered	Learner centered
Time is dictated (e.g., 10:00-11:00 a.m.)	Time is determined by student
Location is dictated	Location can be anywhere
Pace is communal and determined by teacher	Pace is individual. (Students can spend less time on what they already know and more on what they don't)

Smith, Robin M., *Conquering the Content: Step-by-Step Guide to Online Course Design*, 2008, John Wiley & Sons, Inc.

Learning Environment (con't.)

Classroom	Online
Teacher feedback to all	Feedback to individual
Visual cues (smile, frown, stare, etc.)	No visual cues (for the most part)
Instruction on-the-fly	Instruction & navigation planned and put in place ahead
Discussions not recorded	Discussions are visible and can be archived
Content is delivered once	Content available to be reviewed repeatedly

Smith, Robin M., *Conquering the Content: Step-by-Step Guide to Online Course Design*, 2008, John Wiley & Sons, Inc.

Student's Role

- More responsible
- More self-disciplined



- Instructor's directions must be impeccably clear
- Students must be able to communicate with each other
- Content should be "chunked"
- Content must be able to be repeated and reviewed, paused and resumed.

Instructor's Role

Course Developer \neq Course Facilitator

- Course is developed *before* delivery—
not on-the-fly

(allows for more time to interact with course participants)

The Goal:

To create a
rich learning environment

...not a presentation

Structure

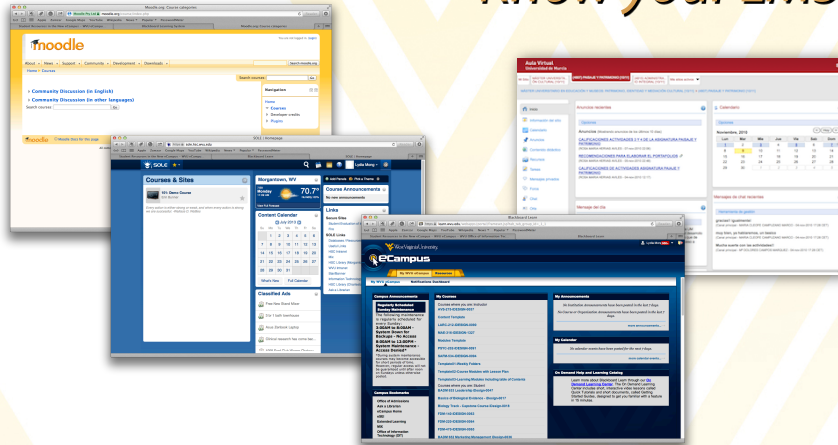
Organization

Communication

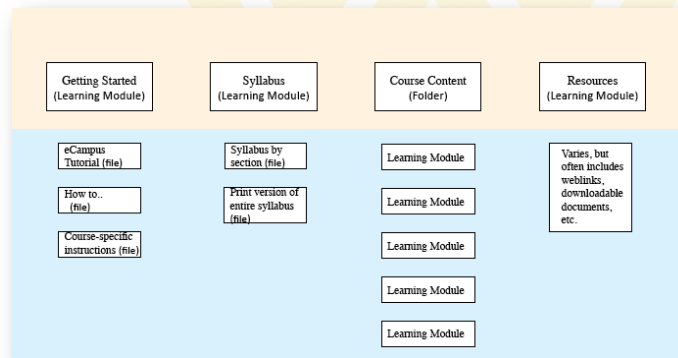
Flow

But, before you begin structuring, organizing, etc. ...

Know your LMS



Structure *Storyboard it*



Structure Sketch it out

Start Here

Instructor's welcome
eCampus Getting Started tutorial
Navigation
How to approach this course

Syllabus with
Course Schedule

Course Units

Syllabus quiz
Course pre-test (not graded)

1. Psychology is a science
2. Ethics
3. Thinking like a researcher
4. Collecting and analyzing data
5. Observing behavior
6. Correlational research
7. Survey research
8. Experimental research
9. Small-N
10. Quasi-experimental designs
11. ~~Homos~~ Identifying research designs

Resource Material

Plagiarism module
APA Style

Assessments

mastery quizzes
Research proposal (break into parts)
IRB role play (groups)
midterm
Final (comp)

formative activities (where?)

Organization

Table of Contents for Syllabus

- 1 About this course
- 2 Instructor info
- 3 Text
- 4 Other Requirements
- 5 Grading
- 6 Specific Assignments
- 7 Personalized Career Plan paper
- 8 Personalized Successful Aging paper
- 9 Academic Integrity
- 10 Social Justice
- 11 Tips for Success
- 12 Course Schedule
- 13 Printable Version

Your location: Home Page > Syllabus > Course Schedule

Week 2 Module 2	Assignments & Assessments	Due Date
	Chapter 1 Quiz	to nursing at 5:00 PM, EST Thursday, 11:59 PM through Sunday 5:00 PM EST
Biology and Aging	Chapters 2 & 3 in Hayslip et al	Thursday, 11:59 PM through Sunday 5:00 PM EST
	Complete Module 2 online content, including activities	Thursday, 11:59 PM through Sunday 5:00 PM EST
	Sensory Aging Activity	
	Cognitive Aging Assignment	
	Chapter 2 Mastery Quiz Chapter 3 Mastery Quiz	Thursday, 11:59 PM through Sunday 5:00 PM EST
Week 3 Module 3	Assignments & Assessments	Due Date
Social Aging	Chapters 9, 4, & 5 in Hayslip et al	Thursday, 11:59 PM through Sunday 5:00 PM EST

Organization

Course Schedule

Week	Module	Topic	Activities	Deadlines	Other
1-2	Module 1	Introduction to computing, approximations, errors	Complete Homework-1 and Quiz-1	By Friday of 2nd week	
3-4	Module 2	Roots of non-linear equations	Complete Homework-2 and Quiz-2	By Friday of 4th week	
5	Review Modules 1 & 2	Collaborate (Chat) session with the instructor	Complete Test-1	By Friday of 5th week	Review and catching-up week
6-7	Module 3	Systems of Linear algebraic equations	Complete Homework-3 and Quiz-3	By Friday of 7th week	
8-9	Module 4	Regression analysis, curve fitting, interpolation	Complete Homework-4 and Quiz-4	By Friday of 9th week	Review and catching-up week
10	Review Modules 3 & 4	Collaborate session with the instructor	Complete Test-2	By Friday of 10th week	
11-12	Module 5	Ordinary Differential equations	Complete Homework-5 and Quiz-5	By Friday of 12th week	
13-14	Module 6	Statistical data analysis	Complete Homework-6 and Quiz-6	By Friday of 14th week	
15-16	Review all course material and study for final exam	Collaborate session with the instructor	Complete Final Exam	By Friday of 16th week	Review and study for final exam

		<p>Review: Module 3 Notes (PDF download)</p> <p>Code Scenario Case Study begins</p> <p>Module 3 Test</p> <p>* Mid-term Exam *</p>
4	Building Construction	<p>All work is due on Friday, March 7, 2014 no later than 11:30 p.m.</p> <p>Reading:</p> <p>From <i>Fire Safety Management</i>:</p> <ul style="list-style-type: none"> Chapter 5 (for historical reference as the text is somewhat dated as it relates to model codes) <p>From <i>Fire Inspection and Code Enforcement</i>:</p> <ul style="list-style-type: none"> Chapters 4, 5, 6, and 16 <p>Review: Module 4 Notes (PDF download)</p> <p>Code Scenario Case Study due</p> <p>Module 4 Test</p>
5	Fire Detection, Suppression, and Control Systems	<p>All work is due on Friday, March 28, 2014 no later than 11:30 p.m.</p> <p>Reading:</p> <p>From <i>Fire Safety Management</i>:</p> <ul style="list-style-type: none"> Chapters 6 and 7 <p>From <i>Fire Inspection and Code Enforcement</i>:</p> <ul style="list-style-type: none"> Chapters 9, 10, and 11



Organization

Syllabus

- 1 [About this course](#)
- 2 [Instructor Info](#)
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Week	Module	Assignments & Assessments	Due Date
		Chapter 1 Quiz	Thursday, 11:59 PM through Sunday 5:00 PM EST
Week 2	Module 2		
Biology and Aging	Chapters 2 & 3 in Hayslip et al	Thursday, 11:59 PM through Sunday 5:00 PM EST	
	Complete Module 2 online content, including activities	Thursday, 11:59 PM through Sunday 5:00 PM EST	
	Sensory Aging Activity		
	Cognitive Aging Assignment		
	Chapter 2 Mastery Quiz Chapter 3 Mastery Quiz	Thursday, 11:59 PM through Sunday 5:00 PM EST	
Week 3	Module 3		
Social Aging	Chapters 9, 4, & 5 in Hayslip et al	Thursday, 11:59 PM through Sunday 5:00 PM EST	



Communication Plan

Up front

- Learning objectives
- Rubrics

During the course

- Announcements
- Messages
- Discussion board
- Bb Collaborate
- Feedback on assignments
- Journal feedback
- Group work

SAFM 534 - Fire Safety Management

Learning Objectives

To assure upon completion of the Course, the student will be able to analyze a comprehensive fire service program, usually provided under safety management jurisdiction, with special attention to legal compliance, organizational structure, services rendered, training needs and management techniques.

Upon completion of the Course the student will be able to:

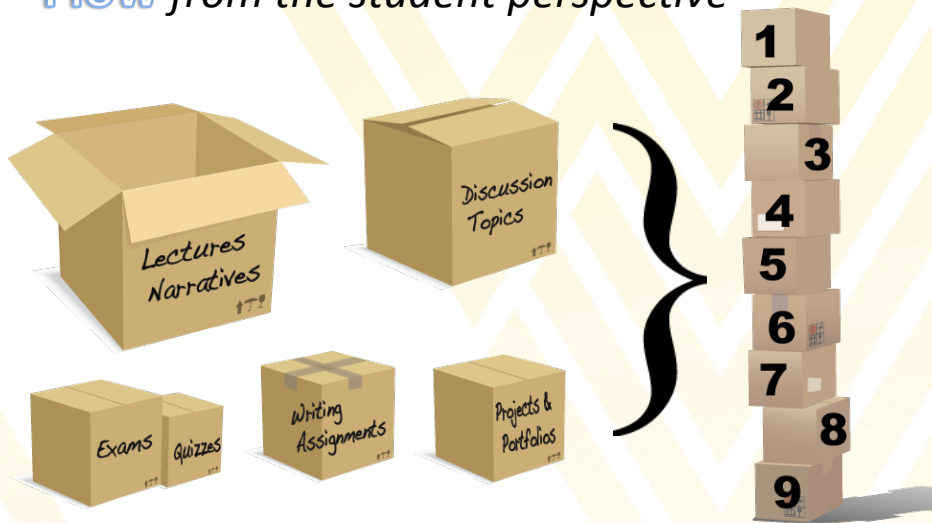
1. Conduct the management of a fire prevention and abatement program.
2. Describe legal bases for establishing fire service operations (NFPA & IBC) and fire safety organizations and their management.
3. Evaluate effectiveness of fire prevention, detection, control and emergency systems.
4. Recommend qualifications, training and education of personnel in planning and use of fire service systems.
5. Describe hazard communications and hazardous materials.
6. Describe components of fire service communications and dispatching.
7. Evaluate Fire Prevention and Inspection Programs.
8. Identify and apply the characteristics of Fire Behavior and Chemistry.
9. Identify and review basic building construction types and features.

Assessments to Course Objectives

1. Analyze standards for fire prevention and protection thru various textbooks and code editions.
2. Learning module completion and testing of core subjects.
3. Individual projects based on knowledge of the legal bases, techniques, and codes promulgated by NFPA and IBC.
4. Analyze information gathered from literature searches and assigned reading.



Flow from the student perspective



The screenshot displays the West Virginia University eCampus interface. A 'Content Template' dropdown menu is open, listing various options: Course Home, Course Information, Course Content, Collaborate (Chat), Discussions, Course Messages, Tools, Library Resources, Student Resources, Instructor Resources, eCampus Support, and How to Use this Template. The background shows a course home page with a 'To Do' section and a 'What's Past Due' section.

The diagram illustrates the relationship between Intended Learning Outcomes, Learning Module Construction Guide, and Actual Learning Outcomes. It features three main components:

- Intended Learning Outcomes (learning objectives):** Represented by a document icon on the left.
- Learning Module Construction Guide:** A central box containing a checklist of items to check when constructing a learning module:
 - As you finish selecting materials for this module, double check that you have included these items:
 - Mainpage Learning Objectives
 - Introduction/Overview
 - Learning Activities Checklist, include all student work, both graded and ungraded.
 - Do any pages of student content interaction have "headers on each page?"
 - Alternate with either a hyperlink or source any images, videos, or audio.
 - o Public files will be viewed in another window, email the files to the student.
 - Include Student/Student activity details.
 - Load your quizzes, exams, etc. using the "tests, surveys, and final" category course tool. (omit what you build here in the learning module.)
 - Remember to include rubric or grading criteria for all activities.
- Actual Learning Outcomes (assessments):** Represented by a document icon on the right.

Arrows indicate the flow from Intended Learning Outcomes to the Learning Module Construction Guide, and from the Learning Module Construction Guide to Actual Learning Outcomes.

The QM Rubric



Quality Matters

...faculty-centered, peer review process to certify the quality of online courses and online components

TRAINING

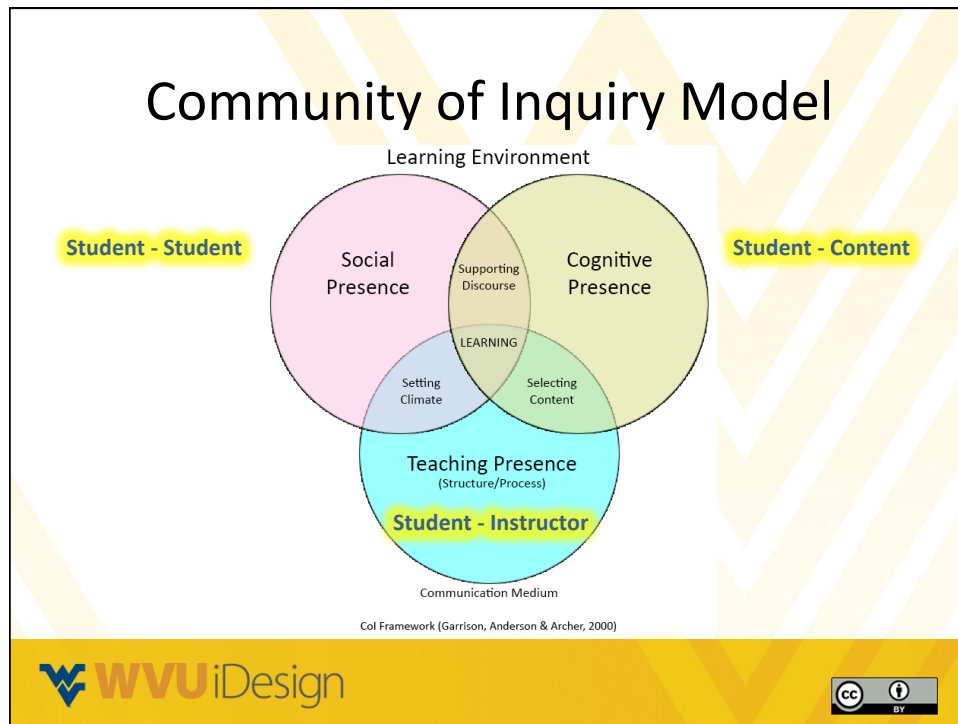
<http://idesign.wvu.edu/QualityMatters/>



Engagement!

- Student ↔ Instructor
- Student ↔ Student
- Student ↔ Content





Credit Hours for Online

One credit hour of online learning is equivalent to **15 hours of direct instruction via computer-assisted (modules), multimedia interaction, discussions, and/or engagement for exams/quizzes/assessments** as documented in the course syllabus and approved to meet best practices in online learning, and **30 hours of student work (e.g. readings, supplemental home work)** to complete the course requirements as set forth by the course instructor. Online courses developed from existing face-to-face instruction adhere to the defined learning outcomes and assessments of the original face-to-face format for the course. All WVU online programs are reviewed for nationally accepted standards for online learning.

From memo to WVU Faculty from the Federally-Defined Credit Hour Subcommittee dated April 23, 2012

WVUiDesign

Credit Hours for Online

Counts toward “direct instruction” (contact hours)

- Instructor’s narrative in a learning module
 - Text
 - Podcast
 - Video
 - In-text exercises
- Multimedia interaction (learning objects)
- Discussions, blogs, wikis
- Exams, quizzes, & assessments

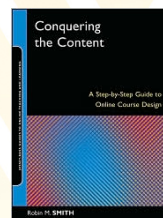
Counts toward “student work”

- Readings
- Homework
 - Papers
 - Projects
 - Prep of presentations
 - Research

Recommended

- Quality Matters Rubric
<http://www.qmprogram.org/rubric>
 QM [pdf](#)

*Conquering the Content:
A Step-by-Step Guide to
Online Course Design*
by Robin M. Smith



Why Learning Modules?

Learning Modules typically allow you to keep all the elements and activities together **in one place**.

Within a Learning Module you might have:

- Assignments
- Discussions
- Embedded videos (Quicktime and YouTube videos are shown here).
- Interactive learning objects for:
 - Review
 - Visual learning enhancement
 - Formative quizzing
 - ...in addition to your own commentary and narrative.

Learning Modules typically allow you to keep all the elements and activities together **in one place**.

..Cell phone research 2
If this item does not open automatically you can open ..Cell phone research 2 here

Page 9 of 20

1. Overview
2. Objectives
3. Learning Activities
4. What is a research que
5. ..Activity
6. ..the question
7. ..Basic and applied res
8. ..Cell phone research
9. ..Cell phone research :
10. ..Cell phone research
11. Operational definition
12. ..Activity
13. ..Activity continued
14. Developing research
15. Theories, hypotheses
17. References
18. Article review activity
19. Research Proposal A

PSYC 202
Research Methods in Psychology

What they did

The invisible gorilla experiment (Simons & Chabris, 1999) showed that complex tasks can cause **inattention blindness**, failures to notice remarkable things in your environment. As you recall from Learning Module 2, almost half of participants who successfully completed the counting task did not notice the man in the gorilla suit.

To determine whether people experienced inattention blindness while walking and doing other things, Hyman and colleagues observed people walking across a campus quadrangle. They classified the people they observed according to whether they were "single" (i.e., alone and not interacting with an electronic device), using a cell phone, listening to an mp3 player or similar device, or part of a pair. In the first study, investigators recorded behavior such as weaving, changing direction and acknowledging others.

In the second study, they applied a version of Simons and Chabris' inattention

Click the image to see a 3:15 minute video about this experiment in a new window.

Intended Learning Outcomes (learning objectives)

Learning Module Construction Guide

As you finish collecting materials for this module, double check that you have included these items:

- Measurable Learning Objectives
- Introduction/Overview
- Learning Activities Checklist: include all student work, both graded and ungraded.
- Do your pages of Student-Content Interaction have headers on each page?
- Attribute with either a hyperlink or source any images, video, or audio.
 - o If video, etc. will be viewed in another window, make that clear to the student.
- Include Student-Student activity details.
- List your quizzes, exams, etc. using the "Tests, Surveys, and Polls" eLearning course tool. (Link what you build here in the learning module.)
- Remember to include rubrics or grading criteria for all activities.

Actual Learning Outcomes (assessments)

Handouts:
<http://community.wvu.edu/~lsm018/>