

Creating online content

Begin with the end in mind using backward course design. Start with asking what are the overall course learning outcomes? In other words, what skills and competencies should the student obtain by completing the course? Break this down in the manageable lesson objectives by asking what should the student be able to know, understand or do upon completion of a lesson? How will we be able to assess if the student was able to achieve the lesson objectives? What supporting lesson materials, activities, and resources are needed for the student to achieve the lesson objectives?

Lesson objectives - Thoughtfully formulate your lesson objectives based on what students should be able to accomplish by completing the lesson. Confirm that your lesson objectives are:

- Aligned with the course competencies.
- Informed by learning materials (i.e. reading/presentation/activities).
- Assessed in formative and/or summative assessments.
- SMART - Specific, Measurable, Attainable, Relevant, and Timely .
- Refer to the Bloom's Taxonomy [Chart](#) and [Verbs](#) to determine if the stated learning objectives are specific and measurable .

Lecture presentations – In preparing your lectures, avoid repeating what is already contained in the textbook. Remember to use lecture presentations to:

- Highlight and redirect students to additional material on topics.
- Explain difficult concepts.
- Tell real life stories and examples.
- Use bullet points or brief sentences rather than long, narrative passages.
- Use multi-media such as video and audio to enhance your presentations.
- Use interactive activities to help students learn when possible.

Assessments - Provide students an opportunity to demonstrate achievement of the course competencies and module learning objectives.

- All assessments should have clear and complete instructions on how to complete and submit the assessment.
- Rubrics assigned to each assessment explain define the criteria for evaluation of submissions.

- Group assignments help foster a learning community in online courses.
- Relevant project-based assessments can be meaningful in achieving course competencies.
- Emphasizes interactivity, real-world projects when possible.

Discussion posts - Online discussions are intended to create a learning community for online courses, encouraging student to interact with each other, with the instructor, and with the content.

- Designed prompts to allow for reflection time and critical thinking.
- Provide clear instructions regarding what students should discuss.
- Be clear about expectation by using a rubric for grading discussions.
- Include current events topics where appropriate.
- Use case-studies, audio or video resources to encourage students' interest.

Rubrics - Rubrics clearly define expectations for students and help to ensure consistency in the evaluation of academic work through a coherent set of criteria based on lesson objectives. The following are examples for different types of assignments:

- [Rubric for Grading Papers \(1\)](#)
- [Rubric for Grading Papers \(2\)](#)
- [Rubric for Grading Posters](#)
- [Rubric for Grading Oral Presentations](#)
- [Rubric for Discussions](#)

Resources:

<https://www.insidehighered.com/blogs/gradhacker/creating-course-understanding-design>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1885909/>