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UNIVERSITY OF CALGARY CONTINUING EDUCATION  
**COURSE DESIGN WORKBOOK**

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# INTRODUCTION

If you want to experience success with your Continuing Education course design, you've come to the right place.



*"Quality standards are important when designing a course because they impact student learning."*

*The purpose of the Course Design Workbook is to support course designers in quality course development that will increase learner success."*

**Sheila LeBlanc,**  
UCalgary Continuing  
Education Director

The learning activities in this workbook will help you design a new course or redesign an existing course. The workbook is written primarily for those who are new to course design and instruction, but can also serve the needs of experienced instructors wanting to improve their course designs. Feel free to complete the exercises in this handbook independently, or in collaboration with your program manager.

This handbook is based on University of Calgary Continuing Education course design standards. These standards are a set of research-informed recommendations on supporting student success. These standards arose in consultation with Continuing Education programming staff, and align with recommendations from the University of Calgary's Taylor Institute and eCampus Alberta's Essential Quality Standards.

To begin, select a course you would like work with and progress through the learning activities in the order that they appear. There are five assignments that serve as important checkpoints for feedback. If you need any help, please speak to your program manager. If you are designing an ungraded seminar instead of a course, please adapt the exercises for your use.

This workbook is dedicated to Continuing Education instructors who invest so much time and care into designing memorable learning experiences for students. Designing a course is not an easy or a quick process, but the guidance provided through the learning activities will reduce the amount of effort required by making sure it's done correctly. Let's get started!

*Note: The activities in this interactive PDF can be completed on a tablet or computer or you can print the file.*

Successful course designers will be able to:

1. Apply Continuing Education's course design standards.
2. Critique the learning outcomes for your course.
3. Design graded assignments that measure if your students have achieved the learning outcomes.
4. Create a BOPPPS-based lesson using a template.
5. Select ungraded learning activities that prepare students for the graded assignments.
6. Plan an orientation session that outlines your expectations for learners.



# MODULE 1: THE FOUNDATION OF COURSE DESIGN

In this module you will complete the following tasks:







- ✓ Review a list of adult learning principles.
- ✓ Select the course you will be designing/redesigning in this workbook.
- ✓ Complete an activity about how adult learning principles relate to your course.
- ✓ Compare your course learning outcomes to the standards and, if needed, recommend changes.






# REVIEW ADULT LEARNING PRINCIPLES


Some ContEd instructors are brand new to teaching, while others are expert educators. Let's start this workbook off on equal footing by reviewing some important guiding principles to consider throughout the course design process.

*Read the following adult learning principles then complete the exercise that follows.*

-  **Engage with learners throughout your course.** ContEd does not offer self-directed courses so we expect that both online and classroom instructors are regularly engaging with learners. Engagement can be one-on-one (e.g., emails, feedback, office hours, availability to answer questions, mentoring or coaching) or one-to-many (e.g., welcome messages, class announcements, discussions, etc.).<sup>1</sup> Asynchronous online courses can include a live or recorded orientation session, weekly office hours in Adobe Connect, recorded presentations created by the instructor, and/or a couple of optional live lessons in Adobe Connect.
-  **Provide opportunities for learners to interact with each other.** Give your learners opportunities to interact with each other so they can collaborate and exchange information. Examples include group projects, self-introductions, ungraded peer feedback and small group discussions (in class, in Adobe Connect or on discussion forums).
-  **Give timely, ongoing, constructive feedback that can be applied by the learner.** The importance of regular feedback cannot be stressed enough. This is how you support your students to improve throughout your course. Both grades and feedback must be given to learners throughout the course. Focus your feedback on one concrete thing that the student did well on and one or two changes that would make the most significant improvement. For example, if students are asked to build a birdhouse, focus on structure rather than paint colour.
-  **Design your course and each lesson with a ratio of one-third “presentation” to two-thirds “application” and feedback.** “Presentation” refers to how course content is delivered, for example, with lessons, demonstrations, readings and videos. “Application” refers to the hands-on learning activities you design such as case studies, games and discussions. We know that people learn by doing so it's our job to create learning activities that let learners practice applying their new knowledge before they are graded on those skills. This workbook will show you how.
-  **Design learning activities and graded assignments that simulate real life so students can apply what they learn to their lives and work.** Great learning activities and assignments are relevant and closely resemble real life so learners can build their confidence and successfully apply what they learn outside of the classroom.
-  **Incorporate the learner's prior knowledge, experiences and opinions into your course.** Everyone that comes into your class has a wealth of experience and opinions, no matter what age they are, and it's important to recognize this. One simple way to incorporate prior knowledge at the start of a course or lesson is to ask your learners what they know about the topic and if they'd like to share any of their experiences.

7.  **Include some self-directed aspects in the course.** Adult learners appreciate it if you give them a chance to express their uniqueness and creativity by, for example, letting them select a topic they're interested in for at least one assignment. This will increase their engagement with the assignment and their satisfaction with the course.
8.  **Incorporate self-reflection activities to help learners make personal meaning of their new skills.** Provide an opportunity for learners to reflect on their experience at the end of a lesson and at the end of the course. For example, you could ask the following questions in a discussion forum, an assignment or a written reflection at the end of a lesson: How does what we learned today relate to your life? What will you take away from this course/lesson?
9.  **Promote an atmosphere of respect and equality for all learners.** As a ContEd instructor you'll have an opportunity to work with learners from all cultures, religions, genders and levels of education (from high school to post-graduate). There are few admission requirements for our programs and you may find that designing and delivering a course to such a diverse group of

learners poses a unique challenge and opportunity. As a result, it's best not to think of your course as an academic one, but as a course that is accessible and valuable to learners at different levels. Inclusive language also plays a powerful role in eliminating discrimination. For example, ask yourself if it's necessary to refer to a learner's characteristics such as their sex, religion, racial group, disability or age. Also, don't assume that your learners are employed, or currently working in your field.

10.  **Use "plain language" and defined terms. Plain language is a way of organizing information so that it makes sense to the reader.** It uses straightforward, concrete words and examples that relate to the reader. It helps all readers understand information and it's not insulting to people who read well because it allows them to find information quickly. At the start of each lesson or module, be sure to define all the important terms or concepts you'll be using in clear simple words. As Socrates said: "Wisdom begins with the definition of terms."



## MODULE 1: THE FOUNDATION OF COURSE DESIGN

# CONSIDER ADULT LEARNING PRINCIPLES

*In this activity you will consider how the learning principles on the previous pages relate to your course and what you can do to apply these principles.*

1. The name of the course I'll be designing or redesigning as I work through the exercises in this workbook is:
2. The next course section I deliver begins on this day:
3. The format of the course I'm designing is (either online or classroom):

Please note: Select one format only. To read about how to transfer a classroom course to an online course, please read: **From Classroom to Online, Think "Transform" not "Transfer"**.

4. Select the **two principles** from the previous two pages that you feel are most relevant for the course you've selected.
5. Why are these the most important principles to consider for your course at this time? What are some ways you could apply these principles in your course? Write your response in the space below.



# THE IMPORTANCE OF COURSE LEARNING OUTCOMES

Now that you've explored some guiding principles for adult learning, we're ready to start the first step of the design process and look at your course's learning outcomes. To start, let's look at what learning outcomes are, what course design model we'll be using throughout this workbook and who the typical ContEd learner is.

### **What are learning outcomes?**

Learning outcomes identify what you want learners to be able to do by the end of a lesson, course or program.

### **What is “backwards design”?**

Backwards design<sup>2</sup> is one of the best ways to design a course. In backwards design, you identify the learning outcomes first, and then determine what type of assignments would provide evidence that your learners have achieved those outcomes. Learning activities are then created with the goal of preparing students for your graded assignments. This model ensures that course assignments and learning activities are relevant.

### **Who are my learners?**

As mentioned in the Adult Learning Principles, you will likely find that there is a broad array of learners in your class. ContEd learners may be pursuing employment, working in another field or be experts in your field. You will have culturally-diverse learners, from high school grads to post-grads. For some of your learners, English will be a second or third language so please use **plain language** in all of your course materials and define important terms and concepts in every lesson.





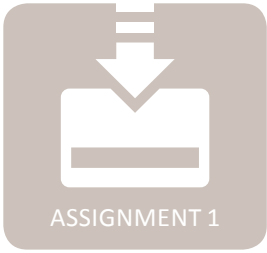
# THE STANDARDS FOR LEARNING OUTCOMES

Before you go any further, check your existing course learning outcomes against the standards below. These standards are used to evaluate Assignment 1.

**Yes**  
*My learning outcomes comply with the standard*

**No**  
*My learning outcomes do not comply with the standard or partially comply with the standard*

Standards for Course Learning Outcomes	Yes	No
The learning outcomes match those advertised to learners on the <a href="#">Continuing Education website</a> .		
There are 4-9 learning outcomes that focus on the most important goals of your course.		
The learning outcomes are consistent with current best practices in the discipline (e.g., in a project management course, the learning outcomes indicate tasks that project managers need to master in order to be successful in their field).		
Each learning outcome completes this statement: “By the end of the course, successful students will be able to...”		
Outcomes do not start with the verbs to understand, to know, to appreciate, to learn, or their synonyms.		
The primary verb used in each learning outcome indicates what the learner will be able to do or produce in the course’s graded assignments. Examples include:		
<ul style="list-style-type: none"> <li>· define            · apply            · compose        · explain</li> <li>· list                · compare        · create           · summarize</li> <li>· label             · solve            · design          · debate</li> <li>· memorize        · demonstrate   · revise          · evaluate</li> <li>· identify          · illustrate       · write            · rank</li> <li>· describe        · contrast        · report          · rate</li> <li>· analyze          · prioritize       · examine        · construct</li> </ul>		
It’s realistic that learners will be able to achieve each outcome in the timeframe of the course and each outcome is appropriate for the level the learners should be at.		
The learning outcomes aren’t too broad or too narrow. Broad outcomes are difficult to assess and narrow outcomes can be used instead as lesson-level learning outcomes.		
Each outcome is <i>not</i> written for subject matter experts, but for a general audience. Each outcome is easy for a general audience to understand and makes uses of plain language.		



## MODULE 1: THE FOUNDATION OF COURSE DESIGN

# CRITIQUE YOUR LEARNING OUTCOMES

In this assignment, you will take time to carefully consider your learning outcomes since they are the foundation of your course's design. If your foundation is weak, the design that follows will be ineffective.

### *Instructions:*

1. Read Module 1 in preparation for this assignment.
2. Download the **Course Design Assignment 1** (in Word format).
3. See document for details.

# MODULE 2: GRADED ASSIGNMENTS

In this module you will complete the following tasks:

- ✓ Review a list of different types of assignments and consider which ones might work in your course.
- ✓ Brainstorm assignments that align with your learning outcomes.
- ✓ Use the standards to do a preliminary edit of your assignments.
- ✓ Ask your peers for feedback on your draft assignments.
- ✓ Use a template to submit your draft assignments for feedback from your advisor.



# THE ART OF EVALUATING LEARNERS

Congratulations on completing Module 1. Once you have finalized your learning outcomes, you are ready to design the graded assignments for your course. In this module you will learn how to design great assignments and how to align your assignments with the learning outcomes.

*Before you proceed with the activities and assignments in this module, ensure that you've received feedback on Assignment 1.*

In Module 1 you learned that the primary verbs in a learning outcome determine what students will do or produce in a course assignment. For example, if one of your learning outcomes is that learners will be able to “cook a potato” by the end of the course, you could ask students to submit a cell phone video of them cooking said potato, or you could watch them perform this task if you had the facilities.

What we need to be cautious of is when the learning outcome is to *cook* a potato and the assignment is to *write* an essay about cooking a potato (because this would measure their writing skills not their cooking skills). It's unfair to judge a student's writing skills, when cooking skills were indicated as the learning outcome.

If, however, another learning outcome in the course was to “write a recipe” writing a recipe would be an “aligned” assignment.

The learning activities in this module break up the large task of creating and aligning assignments into bite-sized pieces. After you complete the learning activities, you'll complete Assignment 2 using the template.

When it comes to designing assignments, be willing to think outside the box and have some fun. If you think you'd enjoy completing an assignment, chances are your learners will feel the same way.



# TYPES OF GRADED ASSIGNMENTS

The following list represents a small selection of different types of assignments you could use in your course and important considerations for each type of assignment.<sup>3</sup>

Most of these assignments can be used in an online or classroom course, except for a few that are marked accordingly. In some cases, an online variation is given. Also, most of these assignments could be done by a small group or as an independent assignment. For group assignments, please read about [how to prepare for a successful small group assignment](#).

*Please group the methods into three categories:*

**Yes** (assignments you might use in your course)

**No** (assignments you won't use in your course)

**Maybe** (assignments you want to find out more about)



### Case Study\*

Students are required to work through a real life or invented case study to identify the problem(s) and to offer potential solutions; useful for assessing students' understanding and for encouraging students to see links between theory and practice.

Yes    No    Maybe



### Creative Project

This assignment works well as a final assignment or as a response to reflective questions about the course material. Students are required to assimilate what they've learned in order to create a video clip, web page, poster, podcast, song, collage, infographic, etc. Works surprisingly well for business-related topics, such as project management, finance, etc.

*Online variation:* Students could post their assignments to the discussion forum so other students can comment on them, or they could present their projects in an Adobe Connect session.

Yes    No    Maybe



### Debate

Debates are an effective and lively way to help students see more than one side of an issue. Students can work individually or in small groups to prepare a persuasive argument.

*Online variation:* A short paper is posted to the discussion forum where it is debated by the whole class. Or, small groups take opposite sides of an issue and debate it in Adobe Connect or on the discussion forum.

Yes    No    Maybe



### Participation (Classroom)

Assessing participation is discouraged since most instructors do not keep a running log of who contributed in class each day and what the quality of the contribution was. If you decide to assess participation, you will need to clearly indicate how you will be evaluating this and what learners need to do (specifically) to earn their grade. If you do choose to use this, allocate 10% max to classroom participation.

Yes    No    Maybe



### Discussion Participation (Online only)

On the discussion forum, students are graded on their initial post as well as on a detailed response to a classmate's post. Scenarios, case studies and other applications of course subject matter make excellent discussion topics because there are a number of valid approaches that can be discussed and not one right/wrong answer.

Yes No Maybe

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### Experiment

Learners develop a hypothesis and design an experiment to test it. A written report describes the experiment and how results could be interpreted.

Yes No Maybe

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### Field Report\*

Students are required to produce a written/oral report relating to a field/site visit.

Yes No Maybe

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### Interview

Research conducted by questioning individuals in order to answer a question, highlight an issue, or develop a perspective.

Yes No Maybe

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### Journals

Students keep journals in which they record their experiences. They can be asked to write about an incident in terms of what happened, the context, the outcomes, how theoretical material underpins the process and how they would do things differently in the future.

Yes No Maybe

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### Open Book Exams\*

Students use any or specified resources to help them answer questions under time constraints. This method removes the over-reliance on memory and recall, and models the way that professionals manage information.

Yes No Maybe

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### Oral Presentation

Oral presentations test understanding, research skills and communication skills. Presentations usually include a short written report and a timed class presentation, including visual aids such as PowerPoint (PPT). This assignment can be completed individually or in small groups to reduce the amount of class time they take. If you use too much class time, students may become bored or think the instructor is lazy.

*Online variation:* Use Adobe Connect to host live presentations, or ask learners to record their presentation via cell phone or in Adobe Connect.

Yes No Maybe

---



### Peer- and Self-Evaluation

To be used as a separate assignment when there is a graded group project in the course. After the group assignment is submitted, students have an opportunity to reflect on their participation and the participation of their peers. Allocate a small percentage of the final grade (5 – 10%) for this evaluation. When students know a peer- and self-evaluation is part of an assignment, it can foster accountability and improve group dynamics.

Yes No Maybe

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### Performance\*

Students are required to give some form of performance, e.g., concert, play, dance, etc.

Yes No Maybe

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### Portfolio

Submitting a portfolio at the end of a course can be a powerful way for students to see the progress they've made. More than just a collection of student work, good portfolios also include reflections. Asking students to spell out the concepts or techniques used with each piece, the themes addressed and the hurdles faced also brings a sense of completion to the learning process.

Yes No Maybe

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### Quiz

Using quizzes to end a unit is a good way to review what students learned, to prepare them for a final exam and to identify subjects that need to be clarified. Use a variety of questions including short answer, multiple choice and fill-in-the-blanks, etc. Quizzes don't have to count heavily toward students' grades. Note: Desire2Learn (D2L) can be used to **create and administer quizzes** for both classroom and online courses.

Yes No Maybe

---



### Research Paper

Use a research paper to assess a student's understanding of a topic and their ability to research, analyze and synthesize course material. Be aware students often have difficulty locating valid online or print sources, and plagiarism is a widespread problem. Research papers require proper referencing and citation. For an alternative perspective on research papers, read **Alternatives to Clip and Stitch: Real Research and Writing in the Classroom** published by the US National Council of Teachers of English.

Yes No Maybe

---



### Self-Reflection

Students deepen their understanding of course material when they have an opportunity to reflect on key concepts and to connect them to their own lives. Self-reflective assignments can measure depth of reflection, quality of analysis and writing skills. Here is a **list of 40 reflective questions**.

Yes No Maybe

---



### Simulations\*

Text or virtual computer-based simulations are provided for students who are then required to answer questions, resolve problems, perform tasks and take actions according to changing circumstances within the simulation. Useful for assessing a wide range of skills, knowledge and competencies.

Yes No Maybe

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### Survey

Ask learners to complete or write a number of survey questions.

Yes No Maybe

---



### Team Charter

This document is created in preparation for group work to establish ground rules for participation and consequences for lack of participation. It is worth a small percentage of the final grade.

*If you have a group assignment, please also refer to Peer- and Self-Evaluation on the previous page.*

Yes No Maybe

---



### Wiki/Blog\*

Students are required to keep a blog to record their progress on a project, or a wiki as part of a group project.

Yes No Maybe

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**Written Assignment**

“Written assignments” as we are defining them here, are different from research papers because a student’s opinion is explicit and expressed using first-person point of view (e.g., “I think this is great” not “research says this is great”). For example: Explain how a failure to apply Step 5 would impact your ability to make ethical decisions. Provide some examples to illustrate this impact. Or: Find two articles on a topic, one in a popular magazine and one in a scholarly journal, and compare the two. Written assignments may or may not involve additional research.

Yes    No    Maybe

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**Other**

Yes    No    Maybe

---



**Other**

Yes    No    Maybe

---



**Other**

Yes    No    Maybe

---



**Other**

Yes    No    Maybe

---

*\* Thank you to UK University of Reading for permission to include the asterisked items above.*





# ASSIGNMENT BRAINSTORM

Now that you've explored some possible assignments you could use, it's time to brainstorm how learners could demonstrate proficiency with each learning outcome in your course. This brainstorming exercise can be completed quickly and with creativity. Let your imagination run wild! And if you run into trouble with an outcome, move on to the next one and come back later. This exercise will help when it comes time to select a variety of assignments so let's begin!

*Write a learning outcome in the space provided.*

*Once you're finished brainstorming, take a break. When you come back to this with fresh eyes, check the checkboxes of the assignments you are leaning toward.*

## Learning Outcome #1:

### What is the main verb in the outcome (usually the first verb).

*Remember, the verb should not be "to know" or "to understand" which are vague and do not indicate what a learner needs to do as a result of their understanding (see Module 1).*

### Brainstorm 5-8 ways students could demonstrate this outcome.

*i.e., different types of assignments that align with the outcome*

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

## **Learning Outcome #2:**

**What is the main verb in the outcome (usually the first verb).**

**Brainstorm 5-8 ways students could demonstrate this outcome.**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

## **Learning Outcome #3:**

**What is the main verb in the outcome (usually the first verb).**

**Brainstorm 5-8 ways students could demonstrate this outcome.**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

## **Learning Outcome #4:**

**What is the main verb in the outcome (usually the first verb).**

**Brainstorm 5-8 ways students could demonstrate this outcome.**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

## **Learning Outcome #5:**

**What is the main verb in the outcome (usually the first verb).**

**Brainstorm 5-8 ways students could demonstrate this outcome.**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

## **Learning Outcome #6:**

**What is the main verb in the outcome (usually the first verb).**

**Brainstorm 5-8 ways students could demonstrate this outcome.**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

## **Learning Outcome #7:**

**What is the main verb in the outcome (usually the first verb).**

**Brainstorm 5-8 ways students could demonstrate this outcome.**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

## **Learning Outcome #8:**

**What is the main verb in the outcome (usually the first verb).**

**Brainstorm 5-8 ways students could demonstrate this outcome.**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

## **Learning Outcome #9:**

**What is the main verb in the outcome (usually the first verb).**

**Brainstorm 5-8 ways students could demonstrate this outcome.**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.



MODULE 2: GRADED ASSIGNMENTS

# STANDARDS FOR GRADED ASSIGNMENTS

Before you go any further with planning your course assignments, read the following standards and rate if your proposed assignments comply (i.e., the ones you checked off in the previous learning activity).

These standards are also used to evaluate Assignment 2 so please check your assignment against these standards before you submit it.

**Yes**  
*My assignments achieve this standard*

**No**  
*My assignments do not achieve this standard or partially achieve this standard*

Standards for Graded Assignments	Yes	No
Four to six assignments are included in the course. (If you are teaching a classroom intensive, however, three assignments may be advisable.) Note: Online discussion forum posts, weekly labs or weekly review quizzes are considered a "category" of assignments therefore, five review quizzes would be considered only one assignment and would not meet this standard. However, two quizzes, four discussion forum topics, a group project and a case study analysis would be considered four assignments in total and would meet the criteria.		
Each assignment is aligned with at least one course learning outcome and all learning outcomes are "assessed". Note: Assignments are <i>aligned</i> when the learning outcomes indicate what students will do or produce in course assignments.		
The assignments are interesting, engaging and simulate "real life" so students can apply what they learn to their lives and work. Note: Interesting and engaging assignments require that students use critical, creative or reflective thinking to complete them.		
A variety of types of assignments are included (e.g., case studies, group work, self-reflection, etc.). See Learning Activity 3 for a list of different types of assignments.		
No assignment is worth more than 40% of the final grade.		
Group work (if used) is not worth more than 40% of the final grade.		
Quizzes (if used) are not worth more than 40% of the final grade.		
Learners are not responsible for grading each other, however, you can use one peer and self assessment for group assignments for a maximum of 10% of the final grade.		
The percentage that each assignment is worth (out of the final grade) reflects the amount of work required and the importance of the work.		
Assignments make sense within the overall program or certificate. For example, there should be a variety of assignments in a program that progressively develop a learner's knowledge and skills. Please check with your program manager to see if this standard is a requirement for your course.		

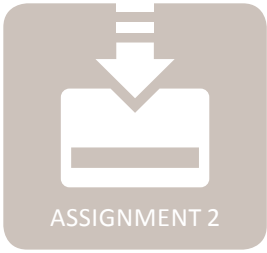


## PEER FEEDBACK ON YOUR DRAFT ASSIGNMENTS

Before you go any further, ask some colleagues for feedback on your proposed assignments. Getting a few opinions now will help you anticipate the feedback you'll receive from learners during or after the course.

### *Instructions:*

1. Ask some colleagues, your family, friends or other instructors what they think about your assignments.
2. Describe your course and your proposed assignments to your contact(s) in a general way (it's better if you do not have assignment instructions or rubrics at this point). If you're still not sure what direction to take or have a few different ideas, share your ideas, brainstorm with your contact(s) and ask questions.
3. Consider asking the following questions:
  - a. If you were taking this course would you enjoy completing the assignments?
  - b. Is there enough variety and potential real-world application in the assignments?
  - c. Do the assignments comply with the design standards?
  - d. Are there any other assignments that could add variety and interest to the course? Is anything missing?
  - e. Is there too much work for learners? If so, is it possible to break a large assignment down into two or three smaller assignments, or have students complete an assignment as an ungraded learning activity instead?
4. After the session, use the feedback to revise and improve your assignments.
5. You are now ready to complete Assignment 2 (see next page).



## MODULE 2: GRADED ASSIGNMENTS

# ALIGN YOUR ASSIGNMENTS TO YOUR LEARNING OUTCOMES

At this point you have reflected on a few details about your assignments. Now, you will use a template to map your proposed assignments to the learning outcome(s).

**Do not** create or submit detailed assignment instructions or rubrics yet because your program manager will likely recommend a few changes for you to make to your assignments.

### *Instructions:*

1. Complete learning activities 3, 4, 5 and 6 in preparation for this assignment.
2. Download the **Course Design Assignment 2** (in Word format).
3. See document for details.



# MODULE 3: LEARNING ACTIVITIES, LESSONS & ORIENTATIONS

In this module you will complete the following tasks:

- ✓ Review a list of learning activities and determine which ones will prepare your learners for the graded assignments.
- ✓ Read the standards for lessons and the standards for orientation sessions.
- ✓ Read a sample lesson plan for a first class.
- ✓ Brainstorm activities that will prepare your students for the graded assignments.
- ✓ Use a template to plan your first class, which includes an orientation session and a lesson.



## HOW TO ENGAGE YOUR LEARNERS

Now that you've aligned your assignments to the course learning outcomes, we're going to create lessons and learning activities to ensure that learners are prepared to succeed on course assignments. Preparing learners for assignments means allowing them to practice a new skill, and receive feedback on their performance, before being graded. For example, if one assignment is to "crack an egg without getting any shell in the yolk or white" we want to ensure that learners have time to practice this skill in the ungraded learning activities, because it's not fair to grade their first attempt. In this module, you'll explore a list of learning activities, think about what learning activities will prepare your learners for the assignments you've created, and plan one lesson and an orientation session for your next assignment.

### **What is a lesson?**

A lesson is a self-contained unit of instruction (i.e., you could pull it out of the course and it still works). A lesson usually covers one topic or task. For example, in a "Driving 101" course you might have a lesson on parallel parking, a lesson on highway driving, and so on.

### **What makes a great lesson?**

In Module 1 you learned that an instructionally-sound lesson "has a ratio of 1/3 presentation to 2/3 application and feedback". Remember that "presentation" refers to how your content is delivered, e.g., lectures, readings, podcasts, videos, etc. Much of this content can be delivered outside of the classroom in preparation for a lesson, so both online and classroom lessons consist largely of hands-on practice using learning activities such as discussions or debates about the content, case study examples, brainstorming, games, etc., followed by your constructive feedback.

Activities give learners a safe place to practice and make mistakes, and practice is powerful when combined with timely, constructive feedback that the learner can apply.<sup>4</sup>

### **The challenge**

If you've already invested a lot of time developing exquisite PowerPoint decks or recorded presentations for your course, the challenge in this module is to get out of your comfort zone and set them aside while you complete the next few learning activities. Although your lectures are likely works of art and represent a good deal of effort, you may be surprised by how easily your topic can be transformed into "2/3 application and feedback" and by how much your students appreciate you for actively involving them in their learning. That's not to say you can't use PowerPoint—but it's possible that you've been presenting conclusions to learners, instead of actively involving them so they can come to their own conclusions, and this is more valuable (and memorable) than spoon-feeding them facts.



# TYPES OF LEARNING ACTIVITIES

Lessons are composed of ungraded learning activities, and the following list represents a small selection of learning activities you could use in your lessons to make sure that your learners are prepared for your graded assignments.

For example, before you ask learners to submit an assignment on a case study analysis, have them practice analyzing a similar case study in small groups (in class time or in an Adobe Connect breakout room or on the discussion forum). Small groups could then present their brief analysis to the class (also an ungraded learning activity) and the instructor can comment on their findings. Other ways the instructor can prepare them for this assignment is to ask learners to read another example of a case study analysis before class in preparation for a debate about the topic. Preparing for an assignment with multiple ungraded learning activities helps to ensure your learners' success on graded assignments.

Most of the following activities can be adapted for either online or classroom delivery.<sup>5</sup> In some cases, an online variation has been given. Please feel free to research additional activities.

Sort the activities into one of the following three categories:

**Yes** (activities you could use in your course)

**No** (activities you won't use in your course)

**Maybe** (activities you want to find out more about)



## Blank index cards activity<sup>6</sup>

This activity enables you to get a small amount of feedback quickly and easily:

- Students respond to two questions that you pose, answering one question per card side
- Questions could be very general (i.e., What do you want more of? Less of?) or more specific (i.e., Are the problem sets too difficult?).
- Allow students one to two minutes to jot down their ideas. With any more time, they may become frustrated with the limited paper space.
- Collect students' responses and answer any questions they have during the next lecture.

Yes    No    Maybe



## Brainstorming

The main rule of brainstorming is to acknowledge every suggestion by writing it down and save any critiquing until after the idea-generation phase is over. For example, when beginning a new topic, you might say, "Tell me everything you know about..." After, you could ask students to suggest categories and group the comments into categories.

*For online courses: In Adobe Connect, you can brainstorm in the main room or break students into small groups (using breakout rooms) and ask them to use the whiteboard tool, which can be displayed once students return to the main room.*

Yes    No    Maybe



## Case study analysis

If you will be asking learners to complete a case study analysis as a graded assignment, be sure they have an opportunity to practice a similar case study in class, perhaps with a small group, to receive feedback and give them a good sense of what you are looking for in the graded assignment.

Yes    No    Maybe



### Concept mapping

Learners create a graphical representation of related information in which common or shared concepts are linked together.

Yes No Maybe

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### Debates<sup>7</sup>

Debates allow you to add a participatory dimension to your lecture without compromising your control of the class. One strategy is to divide students according to where they happen to sit. Another approach is to ask them in advance to seat themselves in the section representing a particular side of the debate. When some students refuse to choose one side or the other, create a middle ground and invite their reasons for choosing it. Ask each side to make summary arguments.

Yes No Maybe

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### Discussions

Discussions are a great way to involve learners. Here are a few types of discussions:

- Classroom discussions: Prompt with a thought-provoking question.
- Online discussion forum: Asynchronous discussions that learners participate in when they are able. Can be optional & ungraded or graded.
- Small or large group in Adobe Connect: Small group discussions take place in breakout rooms and large group discussions in the main room chat pod or with participant mics.

Yes No Maybe

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### Dyadic essays<sup>8</sup>

Students come to class prepared with an essay question they have written concerning the topic or concept learned about online, as well as an ideal response to that question. In class, students share their essay question with a partner, who will respond to it. Afterwards, students can discuss their responses and receive feedback from the instructor.

Yes No Maybe

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### Entry/Exit tickets<sup>9</sup>

Collected on 3"x5" cards, pieces of paper, or online through a survey, Entry tickets focus on the day's topic, e.g., "Based on the readings for class today, what is your understanding of \_\_\_\_\_?" Exit tickets collect feedback at the end of a class and provide the students with an opportunity to reflect on what they have learned. For example: "What was the muddiest point in today's class?" or "What questions do you still have about today's lesson?"

Yes No Maybe

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### Field Trip

The purpose of a field trip is to provide students with experiences outside their everyday lives. Field trip activities often include: lectures, tours, worksheets, videos and demonstrations. Discuss the reason for trip with learners beforehand and debrief the experience after it's over. Instructors must also discuss field trip liabilities with their program manager.

Yes No Maybe

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### Flip the Classroom

Flipping the classroom is a response to the idea that class time should be used to engage students in learning activities, instead of delivering lectures. Flipping the classroom replaces traditional lectures with student-centered activities such as discussions, problem-based learning, group work and peer instruction. Content and lectures are delivered outside of the classroom through videos or pre-class readings. This is very popular at universities.<sup>10</sup>

Yes No Maybe

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### Games

Students need a lot of practice to internalize new concepts, and they must be engaged. By customizing charades, Jeopardy or other games, students can practice using new concepts and terms. Even the highest level of leaders in an organization can both enjoy and learn a lot from a well-prepped game of Jeopardy! There are many free customizable PowerPoint game templates available online.

Yes No Maybe

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### Group work

Rather than having students complete ungraded activities alone, pair them up or make small groups or partners. You can arrange students for group work, ask learners to select their groups or randomize groups. See **30 Ways to Arrange Students for Group Work.**

*For online learning: Use Adobe Connect breakout rooms and D2L Discussion forums for group work.*

Yes No Maybe

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### Guest Speaker

An invited presenter shares feelings, thoughts, experiences and ideas. Students prepare questions in advance or ask them as they arise.

Yes No Maybe

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### Icebreakers

Icebreakers are useful at the beginning of a course or lesson, for example, ask students to introduce themselves to each other and describe three things about themselves (two are true and one is false; and their peers need to guess which is false). Advantages of icebreakers include: getting everyone involved and establishing a fun learning community.

*For online courses: Icebreakers can happen in your Adobe Connect sessions and/or on the discussion forum.*

Yes No Maybe

---



### Interactive Demonstrations<sup>11</sup>

Interactive demonstrations can be used to demonstrate a concept, skill or process.

- Introduce the goal and describe the demonstration.
- Students discuss (in pairs or small groups) what they predict may happen, or analyze the situation at hand.
- Conduct the demonstration.
- Students discuss and analyze the outcome in pairs or small groups, then as a whole class.<sup>7</sup>

Yes No Maybe

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### Interview

Research conducted by questioning individuals in order to answer a question, highlight an issue, or develop a perspective.

Yes No Maybe

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### Jigsaw<sup>12</sup>

Each team works on completing a different portion of the assignment and then contributes their knowledge to the class as a whole. Alternatively, within each group, one student is assigned to a portion of the assignment which comes together at the end of the activity to produce a solution to the problem.

Yes No Maybe

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### Learner Interview

Learners interview each other about material that was read prior to class. Learners come up with the questions they want to ask, then summarize the responses and share them with another pair or the class.

Yes No Maybe

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### Modeling analytical skills<sup>13</sup>

This involves viewing and analyzing passages of text, paintings, sonatas, graphs, charts, artifacts, etc. together with your students. You should make sure students have a copy of the document in front of them (or visual access through slides), and then follow three steps: model the analysis, let the students practice it and then give them feedback.

Yes No Maybe

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### One-minute paper<sup>14</sup>

Students write a response to a question at any time during a class, such as “What was the most important thing you learned today?” or “Summarize the main point of today’s lesson in one sentence.” These papers can be collected by the teacher to gain feedback and assess if students understood the material.

Yes No Maybe

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### Peer coaching

Peers analyze, provide feedback and encouragement on each other's performance.

Yes No Maybe



### Pro and con grid<sup>15</sup>

This grid lists advantages and disadvantages of any issue and helps students develop analytical and evaluative skills. It also forces students to go beyond their initial reactions, search for at least two sides to the issue and weigh the value of competing claims. Let students know how many pros and cons you expect.

Yes No Maybe



### Peer exchange

Students swap their work, motivating them to think more about the material and discuss it among themselves.

Yes No Maybe



### Polling

Using the poll tool in Adobe Connect or a cellphone app such as **TopHat** (or even red and green pieces of paper to indicate a No or Yes answer), poll students to determine if learners understand a topic or to see the range of opinions at the beginning and end of a class (and whether or not opinions changed).

Yes No Maybe



### Problem-based learning and case studies

Begin a class with a question, a paradox or a compelling, unfinished story. Guiding questions lead students through the activity, for example: What is the situation? What questions do you have? What problem(s) need to be solved? What are some solution strategies? Evaluate pros/cons and underlying assumptions of these strategies. *For online courses: These are great discussion forum questions.*

Yes No Maybe



### Question banks<sup>16</sup>

Students produce a certain number of questions on a topic in pairs. This helps students to recognize what they do and do not understand about a topic and is a useful way to collect a question bank that could be used for quick quizzes throughout the course.

Yes No Maybe



### Questions<sup>17</sup>

By asking questions, you not only turn students into active participants, but you can also get a sense of their interest and comprehension. Vary the timing of your questions to avoid creating a known pattern for students, which can lull them into passivity.

Yes No Maybe



### Readings/videos/recorded presentations

A non-interactive way to deliver course content. Can be reviewed by learners at home, and in preparation for participatory activities in a lesson.

Yes No Maybe



### Role playing

Members of the class take on a specific position or perspective and must interact from that perspective. Role playing can motivate learners to solve a problem, resolve a conflict and consider a new perspective. One variation is to divide the class into small groups and assign each group a clearly delineated role and a specific, concrete task – usually to propose a position and course of action. To bring closure to the topic, a debriefing exercise is necessary to help identify what students learned and make the transition to the next topic.<sup>18</sup>

Yes No Maybe



### Self-Reflection

At the beginning of a lesson ask your learners what they know about the topic, what experiences they've had and use these reflections to spark a conversation. At the end of each lesson, ask what they will take away. You can also ask learners to reflect on their goals

at the beginning of a course, and ask them to revisit these goals and write about what they learned. Other examples of reflective activities include: journals, discussions and brainstorming.

Yes No Maybe

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### Ungraded quizzes<sup>19</sup>

A quiz completed before the lesson allows you to determine how familiar students are with important terms, facts or concepts. An ungraded quiz that follows a lesson can reveal how well students understood the material and if any concepts need to be clarified.

*For classroom courses: You could write quiz questions on the board or a handout. You could collect anonymous responses, or students can raise their hands in agreement as you announce each response.*

*For online courses: Use D2L to set up and administer a quiz.*

Yes No Maybe

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### Sticky note exercise

Distribute sticky notes and ask learners to write a few answers to your question, then ask learners to sort the stickies into categories on the wall. Debrief the categories and their contents aloud with the class.

Yes No Maybe

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### The Fishbowl

The “fishbowl” helps students practice being contributors and listeners in a discussion. Students ask questions, present opinions, and share information when they sit in the “fishbowl” circle, while students on the outside of the circle listen carefully to the ideas presented and pay attention to process. Then the roles reverse. This strategy is especially useful when you want to make sure all students participate in the discussion, when you want to help students reflect on what a “good discussion” looks like, and when you need a structure for discussing controversial or difficult topics. Fishbowls make excellent pre-writing activities, often unearthing questions or ideas that students can explore more deeply in an independent assignment.<sup>20</sup>

Yes No Maybe

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### Think-pair-share

Think-pair-sharing forces all students to attempt an initial response to the question, which they can then clarify and expand as they collaborate.

1. Pose a question
2. Have students consider the question on their own (1 – 2 min).
3. Then allow the students to form groups of 2-3 people.
4. Next, have students discuss the question with their partner and share their ideas and/or contrasting opinions (3 min).
5. Re-group as a whole class and solicit responses from some or all of the pairs (3 min).

A variation is to have two pairs join each other and compare answers.

Yes No Maybe

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### White board activity

Make small groups and ask participants to answer a set of 3 – 5 questions about a topic covered in the pre-reading. Each small group gets a different topic and then presents their answers to the room. The facilitator provides feedback to each group or asks additional questions.

Yes No Maybe

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### Working session

Time during class when learners are given a specific project. Resources are made available and the instructor provides assistance, as needed.

Yes No Maybe

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### Other

Yes No Maybe

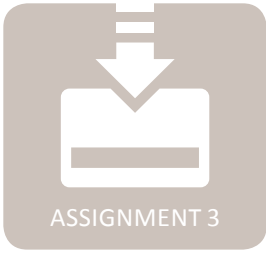
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### Other

Yes No Maybe

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## ALIGN YOUR LEARNING ACTIVITIES TO YOUR FINAL ASSIGNMENTS

For your third assignment, you will use a template to indicate which ungraded learning activities you will use to prepare students for each assignment.

For example, if one assignment is to “analyze a problem and propose solutions”, you could list the following activities:

- 1) Demonstrate an analysis in class.
  
- 2) Give learners an opportunity to practice an analysis with a small group (or, if online, in Adobe Connect breakout rooms or on the discussion forum). Ask each group to present their analysis to the class and provide feedback about what they did well and how they might strengthen their analysis.
  
- 3) Show a sample assignment in class, how it was graded and what you’d recommend to improve it.

These activities could be completed in the lessons leading up to the assignment to prepare learners for success on the assignment.

### *Instructions:*

1. Complete Learning Activity 7 in preparation for this assignment.
2. Download the **Course Design Assignment 3** (in Word format).
3. See document for details.





# STANDARDS FOR LEARNING ACTIVITIES, LESSONS AND ORIENTATIONS

Next, you will be working on a lesson plan for your first class or, if teaching online, Adobe Connect session. The first class of every course consists of: 1) an orientation session and 2) a lesson on an introductory topic of your choice. Review the standards now and review them again before you finalize Assignment 4.

**Yes**  
*My lessons achieve this standard*

**No**  
*My lessons do not achieve this standard or partially achieve this standard*

Standards for Lessons & Learning Activities	Yes	No
Ungraded learning activities prepare learners for graded assignments (e.g., students analyze case studies in class before submitting a graded case study analysis).		
A variety of learning activities are incorporated (see Learning Activity 7). Adobe Connect lessons incorporate a variety of tools including poll questions, the whiteboard, student microphones, the chat pod, status icons and breakout rooms for small group discussions or tasks.		
Learning activities mimic “real life” tasks so students can apply what they learn to their lives and work (e.g., in a project management course, learning activities mimic tasks that project managers would need to master in order to be successful on the job).		
Course resources are accurate and current.		

**Yes**  
*My orientation achieves this standard*

**No**  
*My orientation does not achieve this standard or partially achieves this standard*

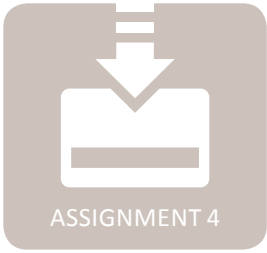
Standards for Orientation Sessions	Yes	No
Review the course outline, including learning outcomes, graded assignments, week-one tasks that learners should complete (refer to the schedule), as well as plagiarism, where to get technical help and where to access disability services.		
Indicate how you prefer to receive questions and comments from learners (i.e., via email, text, phone and/or discussion forum) and how long it will take you to respond. Note: It’s expected that ContEd instructors respond to student queries within 48 hours.		
Explain the approximate amount of time learners will need to spend on independent studying, graded assignments, learning activities and attending classes.		
Explain the learner’s responsibility for any missed classes or Adobe Connect sessions.		
Explain how you will provide ongoing feedback and support to learners.		
Explain course policies for late assignments.		
Provide learners with an opportunity to ask questions after the orientation session.		
Record and publish the orientation session for students who cannot attend.		



## WATCH A VIDEO ABOUT BOPPPS

There are many models for organizing lessons. Building up to Assignment 4, the following lesson plan uses the BOPPPS model as a framework for planning a first lesson. BOPPPS is popularized at universities across Canada in [Instructional Skills Workshops](#).

To start, please watch this [2-minute video to learn about the BOPPPS model](#).



## PLAN YOUR FIRST CLASS

For Assignment 4, use the template to plan your first class, which will include an orientation session and a lesson. Lessons in online courses are delivered in Adobe Connect.

### *Instructions:*

1. Complete learning activities 6, 7, and 8, as well as Assignment 3 in preparation for this assignment.
2. Download **Course Design Assignment 4** (in Word format) and read the sample lesson plan that's included at the beginning of the template.
3. See document for details.

# MODULE 4: COURSE OUTLINES & ASSIGNMENT INSTRUCTIONS

In this module you will complete the following tasks:

- ✓ Read the standards for course outlines and the standards for assignment instructions.
- ✓ Use the Continuing Education course outline template to prepare a course outline for your course, including a brief schedule.
- ✓ Use the assignment templates to prepare instructions for your learners about each graded assignment.



# HOW TO COMMUNICATE EXPECTATIONS TO LEARNERS

A course outline helps learners succeed in a course by outlining what's expected of them. In Continuing Education we have a standard course outline template that includes up-to-date resources for our learners as well as important information about plagiarism, the course schedule and how students will be graded.

In this module, you will prepare a course outline, as well as an assignment information sheet for each assignment in your course. Info sheets are documents that inform learners of everything they need to know about how they will be graded in the course, including a description of the assignment, detailed instructions, templates (if relevant), a rubric and a sample assignment (which is recommended if the assignment is complicated).

Continuing Education Learning Services has given you a head start by creating close to 30 templates with instructions and rubrics

assignment. Download these from the **Online Instructor Handbook** and customize them to suit your context. Each rubric can be embedded in D2L to make grading faster and easier. Completed outlines and assignment instructions are distributed to learners in your course.

After this module, all that's remaining is to submit your resources to the Copyright Office and set up your course in D2L. Then you are ready to start teaching.



# STANDARDS FOR COURSE OUTLINES

Course outlines will be evaluated using the following standards. Please review these standards each time you update your outline and check your progress. Your outline will need to be updated each time you teach a new section.

**Yes**  
My course outlines achieve this standard

**No**  
My course outlines do not achieve this standard or partially achieve this standard

Standards for the Course Outlines	Yes	No
Download the <b>course outline template</b> . Note: The template is updated each summer to ensure resources are accurate and up-to-date so please refresh your template every year.		
A weekly schedule is included in the last section of the course outline.		
Assignment details, including deadlines and weighting (out of 100%), are included in the outline.		
Assignment due dates are spread out throughout the duration of the course.		
At least one assignment is scheduled so you can provide feedback and grades in the first 1/3 of the course.		
Important information, links and details in the course outline template have not been changed or deleted.		
Check for spelling, grammar and formatting errors.		
Assign a max of 7 hours of course work each week on activities and assignments (does not include online or in-person class time).		
The program manager has approved or will approve the final version of the outline before it's posted to D2L.		



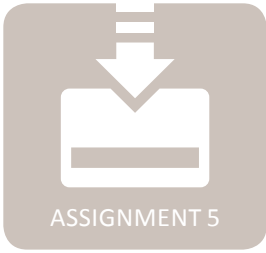
# STANDARDS FOR ASSIGNMENT INSTRUCTIONS

Your assignment instructions will be evaluated using the following standards.

**Yes**  
*My Assignment Instructions  
achieve this standard*

**No**  
*My Assignment Instructions  
do not achieve this  
standard or partially  
achieve this standard*

Standards for Assignment Instructions	Yes	No
Create an assignment instructions for each assignment. Note: Assignment templates are available on the <b>Classroom Teaching</b> or <b>Online Teaching</b> sections of the Instructor Handbook.		
Include detailed instructions about each assignment.		
Include a rubric that indicates to learners how the assignment will be graded and the criteria that is most important for success on the assignment.		
Check for spelling, grammar and formatting errors.		



# YOUR COURSE OUTLINE AND ASSIGNMENT INSTRUCTIONS

For this assignment, you will create a course outline and assignment instructions for each assignment in your course.

### *Instructions:*

1. Review the standards in learning activities 10 and 11 in preparation for this assignment. Those standards will be used to evaluate your outline and assignment info sheets.
2. Download the **classroom course outline template** for a classroom course or the **online course outline template** for an online course. Note: These templates are updated each summer so please ensure you are using the current version each time you teach.  
  
*Note: These templates are not included in the workbook, but are located in the Online Instructor Handbook. Click on the links above to download them.*
3. Read the instructions on the course outline template and fill in the details about your course, assignments and schedule.
4. Look at the assignment instruction templates on the **Classroom Teaching** or **Online Teaching** sections of the Online Instructor Handbook (depending on the format of the course you are teaching).
  - a. Read the descriptions to locate assignments that most closely resemble the ones in your course.
  - b. Download the appropriate templates and customize them for each assignment in your course.
5. Submit the course outline and assignment instructions with rubrics to your program manager.
6. After you receive feedback, please revise your course outline and assignment sheets and resubmit them to your program manager for final approval.
7. After they are approved, post them (in PDF format) to your D2L course space.

*Please see Module 5 for details about D2L.*



# MODULE 5: IMPLEMENT YOUR COURSE DESIGN

In this module you will complete the following tasks:

- ✓ Use a checklist to submit your materials to the Copyright Office.
- ✓ Set up an online or a classroom course in Desire2Learn (D2L) and Adobe Connect (AC).
- ✓ Review the Standards for Online Courses in D2L or the Standards for Classroom Courses in D2L (depending on the format of the course you will be teaching).
- ✓ Build your D2L course by following the **Set Up a New Course in D2L** tutorial workflow.



## SUBMIT MATERIALS TO THE COPYRIGHT OFFICE

Instructors at educational institutions are required to adhere to copyright rules and regulations. Protect yourself from copyright infringement by submitting your course materials to the UCalgary Copyright Office. The Copyright Office makes this process easy and quick. See the answers below to some commonly asked questions.

### What should I email to the Copyright Office?

- Lecture presentations (PowerPoint decks, etc.) including images.
- All readings (book chapters, articles, eBooks, etc.) and business cases you will photocopy and handout or post or link to in Desire2Learn (D2L).
- All videos that you will use in class and those you want to post or link to in D2L.
- Business materials, including any templates or work samples from your workplace.
- Multimedia (e.g., podcasts, songs, movies, cartoons, art, images, etc.) that you want to use in class or in D2L.

### Do I need to submit my materials each time my course runs?

Yes, your materials need to be submitted each time your course runs so the university can pay the appropriate royalties.

### How much time will it take to review my materials?

The Copyright Office is typically able to complete the review process in 2-3 business days. It is important to note that this is the timeline for the review process, but if permissions are required it can take anywhere from 1 hour to 8 weeks, depending on the material and publisher. Please let the Office know what your timelines are and they will do their best to accommodate.

### If I provide a link to a video (or article) in D2L and it is not embedded or viewed in D2L, do I still need to seek copyright approval? For example, I want to link to a video I saw on YouTube.

While linking is considered the “safest” method when it comes to sharing copyright-protected materials, instructors should still ensure they are linking to legally posted materials (materials made available by the copyright holder, or with their permission). If you have any concerns, the Copyright Office is happy to do a review and seek legal alternatives, if necessary.

For more details, read the Copyright Approval & Resources section on the [Getting Started page](#) of the Instructor Handbook. Please direct any questions to: [copyright@ucalgary.ca](mailto:copyright@ucalgary.ca) or visit <https://library.ucalgary.ca/copyright>



## LEARNING TOOLS

Desire2Learn (D2L) is the University of Calgary learning management system.

Adobe Connect is web conferencing software that can be used to provide interactive experiences to online learners (and can also be used to record presentations and lectures). Adobe Connect “rooms” are created inside D2L for each synchronous session you run.

After you have designed your course, input content into D2L by completing the following steps:

- Review the Standards for Online Courses in D2L or the Standards for Classroom Courses in D2L (depending on the format of the course you will be teaching). Consistency in D2L ensures that learners find important information easily. Note: There are fewer requirements for classroom courses.
- Use the **tutorials on the Instructor Handbook** to walk you through every step of creating a new course in D2L, as well as for grading, email and group-work tips. The tutorials are short and easy-to-understand.

D2L and Adobe Connect are easy to use and intuitive. The tutorials will provide you with all the help you need to set up your course. When you next teach your course, use the Copy and Update an Existing Course tutorials to copy your course into its new shell. Please give yourself some time to follow each step. You are in the final stretch of designing your course.



MODULE 5: IMPLEMENT YOUR COURSE DESIGN

# STANDARDS FOR ONLINE COURSES IN D2L

The following standards indicate how an online course should be set up in Desire2Learn (D2L). If you are teaching a classroom course, please refer to the next section on classroom courses in D2L. Instructions for implementing these standards are located at the [Instructor Handbook Tutorials webpage](#) and links to specific tutorials also appear below.

## Standards for Online Courses in D2L

*Yes*  
*My Online Course in D2L achieves this standard*

*No*  
*My Online Course in D2L does not achieve this standard or partially achieves this standard*

Standards for Technical Support	Yes	No
Online instructors must have access to a reliable Internet connection throughout the course.		
Online instructors refer to the <b>Instructor Handbook Tutorials</b> and <b>IT Support</b> for technical issues.		
Standards for Overview module	Yes	No
The Overview section is kept blank. Note: The Overview page is visible when you click on Content in the red navigation bar, but is not visible to students if left blank.		
Standards for Table of Contents	Yes	No
Create these modules in the Table of Contents (the Table of Contents is visible when you click on Content in the red navigation bar):		
<ul style="list-style-type: none"> <li>· Course Outline &amp; Schedule</li> <li>· Instructor Bio</li> <li>· Assignment Details (only required if your course is over six weeks in duration)</li> <li>· Additional content organized into weeks or modules (e.g., Week 1: Topic or Module 1: Topic)</li> </ul>		
Standards for Course Outline and Schedule module	Yes	No
Upload the program manager approved course outline to the Course Outline & Schedule module.		

Standards for Instructor Bio module	Yes	No
Include an up-to-date bio in the description field at the top of the page (not as an attached document).		
Include an instructor photo (approximately 200 X 200 pixels).		
Provide your @ucalgary email address. Instructors are legally required to use a UCalgary email address for all correspondence with or on behalf of UCalgary.		
Indicate your office hours. Office hours indicate when you are available to take phone calls or Adobe Connect one-on-one meetings with students. Two hours each week is recommended.		
Standards for Assignments	Yes	No
Post all <b>assignment information sheets</b> to D2L. If your course is over six weeks, post them in the Assignment Details module.		
Name assignments consistently throughout D2L including in the course outline, assignment sheet, Dropbox and in Grades, etc.		
Grade assignments via the Dropbox tool. Watch the <b>Grade Dropbox Submissions in Dropbox video</b> for details.		
Standards for Weekly/Module Content	Yes	No
In the description field at the top of each page, explain the week's theme and list the week's activities (include reminders about upcoming assignments).		
Reduce duplicate information and content by providing consistent directions to important content.		
Include links to weekly activities, readings, discussion topics, quizzes, files, and Adobe Connect sessions, etc.		
Label optional resources and activities as such.		
Standards for Grades	Yes	No
Use the <b>Set Up Grades tutorial</b> to configure grade items. The tutorial instructs you how to accomplish all standards related to the grade book and how to configure the Grade Setup Wizard.		
Check that assignment items total 100% in the grade book.		
Standards for Dropboxes	Yes	No
Use the <b>Set Up a Dropbox tutorial</b> to create Dropboxes that are linked to grade book items and rubrics. This tutorial instructs you how to accomplish all standards related to Dropboxes.		

Standards for Discussions	Yes	No
Post an ungraded discussion topic in week 1 asking learners to introduce themselves to the group and indicate what they hope to learn in the course.		
Include a maximum of two graded discussion topics per week, or no topics if an assignment is due that week.		
If you have a large class (over 20 people) put students into small groups for discussions.		
If you include a Q&A topic for general questions, indicate in the description how long it will take you to respond to questions that are posted here and remember to check the forum regularly.		
Use the <b>Set Up an Online Discussion tutorial</b> to configure the discussion forum so that discussion posts can be graded weekly in D2L. The tutorial indicates standards for discussion set-up.		
Label ungraded or optional discussion topics clearly.		
Standards for News	Yes	No
Include a news item to welcome students to the course via text or video and encourage them to explore the course shell. You can also indicate when/where the orientation session is and point them to the “Getting Started” text on the left side of the course home page. Note: D2L news items appear on the course home page and are the first thing students see each time they log in to the course.		
Provide regular updates via the news tool.		
Standards for Quizzes	Yes	No
Configure any quizzes according to the <b>Configure a Quiz tutorial</b> .		
Provide more than one type of question on quizzes or exams, e.g. multiple choice, short answer and problem solving.		
Standards for Groups	Yes	No
Configure groups according to the <b>Set Up Groups tutorial</b> . This tutorial includes instructions on how to achieve standards regarding groups, as well as technical instructions that ensure groups will be copied correctly when you offer the course again.		

Standards for Overall Formatting	Yes	No
Ensure course content is readable, with minimal distractions, and that text is formatted consistently (both font and size). Use the default font (Sans Serif, 10-point size, 80% black) or specify Arial, 12 point. Note: If learners need to enlarge the size of the text, they can press the Control key and the Plus sign together on their keyboard.		
Eliminate duplicate (i.e., repeating or copied) text by providing clear directions to important content.		
Add meaningful titles to file names and links, e.g. Take Quiz 1 not Click here.		
Break up text so D2L pages aren't too long (approximately 2 screens in length is ideal).		
Format external websites to open in a new tab and provide a description of the resource.		
Check that links are up-to-date each time the course runs.		



MODULE 5: IMPLEMENT YOUR COURSE DESIGN

# STANDARDS FOR INTERACTIVE ADOBE CONNECT LESSONS

Many online learners feel isolated, unmotivated and disconnected from their instructor and peers. Live Adobe Connect lessons are one way to increase engagement, provided the tool is used wisely. Please review the standards below and speak to your program manager if you have any questions.

*Note: If a lesson is not interactive (i.e., it is a lecture) it can be pre-recorded in Adobe Connect so learners can watch it at anytime.*

*Yes  
My course in D2L  
achieves this standard*

*No  
My course in D2L  
does not achieve this  
standard or partially  
achieves this standard*

Interactive (Live) Adobe Connect Lessons in Online Synchronous Courses	Yes	No
Lessons are interactive and incorporate a variety of AC tools including poll questions, the whiteboard, student microphones, the chat pod, status icons and breakout rooms for small group discussions or activities. For an example of an interactive Adobe Connect session, please see the <b>Assignment 4 Template</b> .		
In preparation for delivering an Adobe Connect lesson, the instructor views the ½ hour video <b>Design and Deliver an Online Lesson in Adobe Connect</b> .		
Learners are directed to the <b>configuration instructions</b> .		
Lessons are recorded so students who are not able to attend can view them later.		
Learners access lessons via the D2L course (under Online Rooms).		
Optional Interactive Adobe Connect Lessons in Online Asynchronous Courses	Yes	No
Attendance is voluntary, and Adobe Connect lessons are optional, ungraded and recorded. Note: Learners are not notified of lesson dates when they register, so it's not reasonable to expect that learners will be available. Let your students know that live sessions are "bonuses" and, if they are unable to attend it's no problem because a video recording of the session will be available.		
Use of Adobe Connect live lessons is optional and, if used, a maximum of 3 sessions are delivered.		
Lessons are interactive and incorporate a variety of AC tools including poll questions, the whiteboard, student microphones, the chat pod, status icons and breakout rooms for small group discussions or activities. For an example of an interactive Adobe Connect session, please see the <b>Assignment 4 Template</b> .		
In preparation for delivering an Adobe Connect lesson, the instructor views the ½ hour video <b>Design and Deliver an Online Lesson in Adobe Connect</b> .		
Learners are directed to the <b>configuration instructions</b> a minimum of 4 days before the first lesson. This may require emailing students before the course begins.		
Live lessons or orientation sessions are not scheduled for the first day of class to give learners a chance to configure their computers.		
Learners access lessons via the D2L course (under Online Rooms).		





MODULE 5: IMPLEMENT YOUR COURSE DESIGN

# STANDARDS FOR CLASSROOM COURSES IN D2L

Posting your course outline and handouts to D2L means you don't need to send everything through your UCalgary email.

*Yes  
My classroom-based course in D2L achieves this standard*

*No  
My classroom-based course in D2L does not achieve this standard or partially achieves this standard*

Standards for Classroom Courses in D2L	Yes	No
The following modules are created in the Table of Contents: Course Outline & Schedule; Instructor Bio; Assignment Details (if the course is longer than 6 weeks); and additional modules as desired to organize course content by week or by topic.		
Upload the approved course outline to the Course Outline & Schedule module.		
Post all <b>assignment information sheets</b> to D2L.		
Include an up-to-date bio in the description field at the top of the page (not as an attached document).		
Eliminate duplicate (i.e., repeating or copied) text by providing clear directions to important content.		
Use the <b>Set Up Grades tutorial</b> to configure the grade book and the Grade Setup Wizard.		
Check that assignments total 100% in the grade book.		
Grade assignments with the Dropbox tool. Watch the <b>Grade Dropbox Submissions in Dropbox video</b> for details.		
Use the <b>Set Up a Dropbox tutorial</b> to create Dropboxes that are linked to grade book items and rubrics. This tutorial instructs you how to accomplish all standards related to Dropboxes.		
Ensure course content is readable and that the text font and size are consistent. Note: If learners need to enlarge the size of the text, they can press the Control key and the Plus sign together on their keyboards.		
Add meaningful titles to file names and links, e.g. Take Quiz 1 not Click here.		
Break up text so D2L pages aren't too long (approximately two screens in length is ideal).		
Format external websites to open in a new tab and provide a description of external resources.		

Make the course active/visible to students by clicking on Edit Course in the red navigation bar and selecting Course Offering Information > Course is active. Courses should be active (at a minimum) by 9 AM on the first day of the course, however, if you have readings in D2L that you want learners to access before the first day of class you can activate the course earlier.

Once you have activated the course, **email students** to let them know.

Refer to the **Instructor Handbook Tutorials** and **IT Support** for technical issues.

# MODULE 6: DELIVER YOUR COURSE

In this module you will complete the following tasks:

- ✓ Review the standards for course delivery and for how to wrap up a course
- ✓ Track your progress as you deliver your course so future updates are streamlined



## MODULE 6: DELIVER YOUR COURSE

# INSTRUCTOR READINESS: SELF-ASSESSMENT

Are you ready to deliver your course? Use the course evaluation to assess your readiness. As you read the questions, put yourself in the learner's skin and reflect on how you want to achieve each item.

### **COURSE EVALUATION SURVEY FOR CONTINUING EDUCATION COURSES**

*This survey will be used to evaluate and improve UCalgary Continuing Education courses and instruction. Your feedback is important to us.*

*Your response is confidential. Your instructor(s) will receive a summary after they submit final grades. This summary will not identify students by name or UCID number. The survey will take approximately 5 minutes to complete. Thank you for your participation.*

*Each statement has the following ratings:*

- *Not Applicable,*
- *Strongly Disagree, Disagree,*
- *Somewhat Disagree,*
- *Neither Agree nor Disagree,*
- *Somewhat Agree,*
- *Agree,*
- *Strongly Agree.*

1. *The instructor treated learners with respect.*
2. *The instructor communicated clearly.*
3. *The instructor demonstrated knowledge of the subject.*
4. *The instructor was flexible.*
5. *The instructor was organized.*
6. *The instructor interacted with learners throughout the course.*
7. *The instructor responded to emails and questions in a reasonable timeframe.*
8. *The instructor gave practical, thorough and timely feedback.*
9. *Overall, the instructor was excellent.*

*Comment Box: Instructor*

10. *The course was consistent with the course description and outline.*
11. *The course experience was built around the stated learning objectives.*
12. *Course materials (e.g., textbooks, videos, readings, etc.) were relevant and useful.*
13. *The workload was reasonable.*
14. *You had opportunities to interact and collaborate with your classmates.*
15. *The use of technology was appropriate for this course.*
16. *Ungraded learning activities prepared you for graded assignments.\**
17. *Graded assignments were relevant and consistent with current practices in the field.\**
18. *Evaluation procedures and criteria were defined in advance.\**
19. *Overall, the course was excellent.*

*Comment Box: Course*

20. *Registration procedures for the course ran smoothly.*
21. *Information was available to help you solve technical problems before they caused delays.*
22. *You would recommend this course to a colleague/friend.*
23. *Is there anything else you would like us to know?*

*Comment Box: General*

*\*A survey question with an asterisk (\*) may not apply to an ungraded course.*

*If you have concerns about the course or instruction that are not addressed by this survey, please call 403-220-2866 or 1-866-220-4992 (Toll Free) or email [conted@ucalgary.ca](mailto:conted@ucalgary.ca).*



# STANDARDS FOR COURSE DELIVERY

As you progress through your course, rate your performance on each item.

*Yes*  
*Achieves this standard*

*No*  
*Does not achieve this standard or partially achieves this standard*

Standards for Feedback (For all courses) <sup>21</sup>	Yes	No
When providing feedback ask yourself these questions: What is one concrete thing the student did well? If this student could only change one thing next time, what change would make the most significant improvement?		
Feedback emphasizes what could be done differently next time (instead of what they did “wrong” this time).		
The most effective feedback is immediate and frequent. Therefore, ensure that you give back marked assignments before they submit the next one so they can incorporate your feedback into future revisions. Also, please grade at least one assignment in the first 1/3 of the course.		
Feedback is respectful and non-judgmental. For example, communicate deficits in the work with I statements: “I did not understand the relationship between X and Y,” instead of: “You did not demonstrate the relationship between X and Y.”		
Occasionally give learners an opportunity to resubmit the assignment after incorporating your feedback.		
Respond to student emails within 48 hours.		
Standards for Discussion Forums (Online courses only)	Yes	No
Post grades as soon as possible after each discussion ends. It’s ideal if students receive their grade before the next week of discussion so they can improve their posts if necessary. To learn how to quickly grade discussion posts, see the tutorial, <a href="#">Grade Discussion Posts with a D2L Rubric</a> .		
In addition to grades, give students written, one-on-one or video feedback on their discussion posts in the beginning and mid-way through the course (at a minimum).		
Be actively involved in summarizing and monitoring discussions. (You do not need to respond to every post.)		
Standards for News (online courses only)	Yes	No
Send regular news updates via the D2L news tool, video and/or email to highlight upcoming topics, activities and assignments.		

Standards for Course Administration	Yes	No
Attend all scheduled classes. If, for any reason, you are unable to attend a scheduled class, you must notify your program coordinator and program manager as soon as possible ahead of time to arrange for a substitute or reschedule.		
Take attendance the first night of class and contact your program coordinator the following day with names of any students not on your class list so we can make changes to enrollment data. Please do not allow students to attend a second class if they are not on your class list.		
Maintain open lines of communication with program staff.		
Send a list of your learning resources to the Copyright Office for approval.		
Ask students who want to register for a course, transfer, receive a refund, discuss a wait list, withdraw, audit, or discuss a prolonged student illness to contact Student Services at 403-220-2866 or 1-866-220-4992 (Toll Free) or conted@ucalgary.ca.		

Standards for Instructor Conduct	Yes	No
Appreciate and encourage diversity, and treat individuals in our diverse community fairly and equally.		
Respect university property.		
Create and maintain a positive and productive learning and working environment.		
Address conflicts and concerns in a positive, timely, reasonable, and effective manner.		
Display care and concern for community, lead and inspire learners and allow all points of view about an issue to be heard.		
Source: <b>UCalgary Code of Conduct</b>		



## TRACK YOUR PROGRESS

Great courses are regularly revised and updated. As you progress through delivering your course, take notes about what worked, what didn't and what you'd like to try next time. Any time you think of a change you'd like to make the next time you teach this course, add a note to a file on your desktop or make a quick note of it below. Tracking your progress will ensure that the course is easy to update the next time you teach it.

**Possible improvements and notes:**



MODULE 6: DELIVER YOUR COURSE

# STANDARDS FOR WRAPPING UP THE COURSE

When your course ends there are still a few tasks to complete. Rate your performance on each item below.

*Yes*  
*Achieves the standard*

*No*  
*Does not achieve the standard or partially achieves the standard*

Standards for Final Tasks	Yes	No
Thank learners for participating in the course and let them know the course space will be visible/available to learners for the next year. (After that, the course space will be closed due to copyright regulations.) Let them know of other courses they can take.		
Submit grades in the correct format to the program coordinator within 10 days of the course end date. See the Instructor Handbook for details. Note: If you are teaching a classroom intensive/compressed course, please speak to your program manager about your deadline.		
Review student evaluations and complete other tasks as requested by your program manager.		



# FINAL THOUGHTS

Congratulations! You've made it to the end of the Course Design Workbook.

Thank you for all of the time and effort you've put into completing the activities and assignments to ensure that your course complies with the standards. The work of a course designer is demanding, but if done right the first time it saves a tremendous amount of time in the future, and it's very rewarding to see the impact it has on the success of learners.

We hope you've found this workbook to be helpful and clear. If you have any questions, suggestions or comments, please contact your program manager.

# REFERENCES

- <sup>1</sup> **Four Types of Interaction**, Julie Magadan
- <sup>2</sup> Wiggins, G.P. and McTighe, J. (2005). *Understanding by Design* (2nd Ed.). Alexandria, VI: Association for Supervision and Curriculum Development.
- <sup>3</sup> Learning Activity 2 was inspired by an activity in the **UCalgary Taylor Institute's Course Design Program**.
- <sup>4</sup> Salas, E., Tannenbaum, S.I., Kraiger, K., Smith-Jentsch, K.A. (2012). The Science of Training and Development in Organizations: What Matters in Practice. *Psychological Science in the Public Interest*, 13(2), 74–101.
- <sup>5</sup> Learning Activity 6 was inspired by an activity in the **UCalgary Taylor Institute's Course Design Program**.
- <sup>6</sup> **Activities for Large Classes**, UWaterloo Centre for Teaching Excellence
- <sup>7</sup> **Active Learning Activities**, University of Waterloo Centre for Teaching Excellence
- <sup>8</sup> **In-class Activities and Assessment for the Flipped Classroom**, University of Waterloo Centre for Teaching Excellence
- <sup>9</sup> **Entrance and Exit Tickets**, by Brown University Center for Teaching and Learning
- <sup>10</sup> *Flipping the Classroom*, Cornell University Center for Teaching Excellence
- <sup>11</sup> **Interactive Classroom Activities**, Brown University Center for Teaching and Learning
- <sup>12</sup> **Interactive Classroom Activities**, Brown University Center for Teaching and Learning
- <sup>13</sup> **Active Learning Activities**, University of Waterloo Centre for Teaching Excellence
- <sup>14</sup> **One Minute Papers**, Humber Centre for Teaching and Learning
- <sup>15</sup> **Active Learning Activities**, University of Waterloo Centre for Teaching Excellence
- <sup>16</sup> **A-Z of Assessment Methods**, UK University of Reading
- <sup>17</sup> **Active Learning Activities**, University of Waterloo Centre for Teaching Excellence
- <sup>18</sup> **Active Learning Activities**, University of Waterloo Centre for Teaching Excellence
- <sup>19</sup> **Active Learning Activities**, University of Waterloo Centre for Teaching Excellence
- <sup>20</sup> **Teaching Strategies**, Facing History and Ourselves.
- <sup>21</sup> **Characteristics of Good Student Feedback**, University of Guelph

# DEFINITION OF TERMS

**Assessment:** A graded assignment. See below.

**Assignment:** Commonly referred to as an “assessment” in the field of education. Use to determine if learners have achieved the course learning outcomes.

**Asynchronous:** Asynchronous communication is the relay of information with a time lag. Discussion forums and email are two examples of how asynchronous communication is employed in online learning. In ContEd, asynchronous online courses have no pre-scheduled live online lessons in the course calendar.

**Bridge:** A “hook” that piques your learner’s curiosity about the subject of your lesson. The bridge motivates learners to pay attention. It can be a question, a personal anecdote or a case study or current event.

**Learning Activity:** Ungraded engaging and participatory activities that allow students to practice new skills and receive feedback before completing graded assignments.

**Learning Outcomes:** Also called learning objectives. Learning outcomes identify what you want learners to be able to do by the end of a lesson, course or program. Lesson learning outcomes break down your broader course outcomes into smaller tasks/goals at the beginning of each lesson.

**Lesson:** A lesson is a self-contained unit of instruction (i.e., you could pull it out of the course and it still works). A lesson usually covers one topic or task. For example, in a “Driving 101” course you might have a lesson on parallel parking, a lesson on highway driving, and so on.

**Post-Assessment:** A post-assessment is delivered at the end of a lesson to determine if the learner can demonstrate the skill described in the lesson learning objectives. This is part of a BOPPPS lesson.

**Pre-Assessment:** A pre-assessment often consists of questions to find out what learners already know about the task/topic before a lesson or at the beginning of a course.

**Section:** Each time a course runs it is assigned a unique identifier: the last 3 digits of a 9-digit course code. It is helpful, when communicating with ContEd staff to always include the full course code including the section in the subject line of the email or voice-mail message.

**Summary:** Summarize a lesson by referring back to bridge, summarizing key points and/or revisiting learning outcomes. You could also mention what you will cover in the next class and how it relates to this topic.

**Synchronous:** The word synchronous means working together at the same time, and live lessons in Adobe Connect are an example of synchronous communication. Synchronous online courses in Continuing Education have regularly scheduled live lessons, but can also include asynchronous tools such as email and discussion forums.