**ONLINE COURSE DEVELOPMENT: STEP BY STEP**

*This document is designed as a starting point to help faculty think through the process of developing a successful online course. Faculty will want to use this document in combination with more detailed information provided on* [*socialscience.msu.edu/online*](https://socialscience.msu.edu/online)*.*

*A well-considered, simple, and well-organized class with a confident instructor will help students succeed in an online environment. Choose tools and modalities that you can quickly become comfortable with.*

1. **COURSE INFORMATION**

**Course Name**:

**Course Learning Goals**:

**Special Considerations**: *What attributes might affect how you plan the course? Is it a capstone? Writing-intensive? Populated by first-year students? How do these attributes affect how you plan the course?*

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| Special Considerations | Why it Matters |
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1. **DELIVERING CONTENT**

**Course Content**: *List the topics/chapters necessary to teach in the course. Break the topics into modules by looking for logical groupings. Create a name for each module and indicate which topics belong to each module.*

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| Course Topics | Modules |
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**Modality**: *We are being asked to modify instruction and learning for unusual circumstances. Teaching well online is not a matter of simply recording classroom material and placing it online. Now is the time to step back from business-as-usual and carefully consider what is best for the student. Given your understanding of the course material and student needs, as well as your comfort level, will you teach synchronously (teacher and learner are online simultaneously), asynchronously (teacher and learner do not need to be online at the same time) or a hybrid (synch/asynch or face-to-face and online)?*

**Format:** *What tools do you feel comfortable employing to deliver instruction for this class?*

* Zoom/Camtasia/other video software
* Audio/Podcasts
* Powerpoint/other presentation software
* Chat
* Discussion Boards
* Word processing documents

1. **ASSESSMENT**

**Course Learning Outcomes**: *List the demonstrable learning outcomes for the course and the associated assessments you would assign in a face-to-face course. How can these assessments be modified for an online environment? Keep accessibility, equity, and compassion in mind.*

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| Learning Outcomes | F2F Assessment | Online Assessment |
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**Modularity:** *Building on your answers in #2, Course Content, consider how you can modularize assessment so that students build their scores as the semester progresses. Although the ideal is for students to learn all course material, the more responsive courses can be to potential illness, the less disruption there will be for the class as a whole.*

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| Module Name | Module-Level Assessment(s) |
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1. **BUILDING THE COURSE SHELL**

**Suggested Steps:**

1. Create an outline of the course that includes modules, topics, and assessments.
2. Using the Course Builder [Course Tools -> Course Builder], use the “modules” tool to create an organizational structure based on your outline. Consider using nested folders (like a file system) to create a highly organized learning environment.
3. Add course content (videos, links, quizzes, assignments, etc) to the course and to the appropriate module.
4. Set up your gradebook [see x video]
5. Communicate with your students. This is your chance to create a presence or personality for your course and will likely be the first thing students learn of you.
   1. On the content “overview” page [Content -> Overview], introduce yourself and explain, briefly, how the course navigation works. If you like, you can add the syllabus or other documents as an attachment on this page.
   2. Create an announcement [Communication -> Announcements or click in the Announcements box on the home page] that reiterates the information in step e (identical information is fine).
   3. Set up a draft email to send students on the first day of class, containing the same information as in a and b.
6. Publish the Course