

# On Designing an Online Course

## Mississippi College

This document was created to help MC faculty design online courses that are both instructionally and pedagogically sound. The best practices are a synthesis of strategies, activities, design techniques and organizational tips that have been successful in higher education.

**Important:** In addition to the best practices below, instructors are highly encouraged to create a faculty page for their course. It is intended to give prospective students a very clear idea of what your course is about, how it operates, what types of activities are required, and what the expectations are, prior to the student registering for it. For more information about this and other resources, contact Jessica Manzo at [manzo@mc.edu](mailto:manzo@mc.edu).

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### I. Course Introduction

### II. Course Organization and Design

### III. Instructional Design

#### **I. Course Introduction**

Standard	Description
1. Detail the general course content and student responsibilities, among other items, in your syllabus.	<p>Include items that address/explain the following:</p> <ul style="list-style-type: none"><li>• Course description</li><li>• Faculty contact information. Include a statement on how long students should expect to get a reply from you.</li><li>• Textbooks</li><li>• Learning outcomes that are measurable</li><li>• How the course is organized and how it works</li><li>• Grading policy</li><li>• Exams</li><li>• Term papers/projects</li><li>• Course schedule</li><li>• Research information and links</li><li>• Netiquette</li><li>• Plagiarism</li><li>• How to succeed in an online course</li><li>• The college withdrawal policy</li><li>• Technical requirements for the course</li><li>• Downloads/plugin-ins</li><li>• Technical support</li></ul>

	<ul style="list-style-type: none"> <li>• Help for students with disabilities</li> <li>• Copyright information for students</li> <li>• Others who might have access to the course, including invited guests, technical support people, and course evaluators</li> </ul>
2. One week prior to course start date, greet your students with a welcome message, and tell them how to get started in the course.	This welcome message should be the first thing students see when they initially log into the course. Keep the tone of this message warm and inviting.
3. Introduce yourself to the class in the “Introduce Yourself forum”, and have students introduce themselves to you and to one another in order to begin building a “community of learners”.	The instructor might ask students to answer specific questions, such as their year in college, major, what high school they attended, city they live in, hobbies, future goals, family, pets, job, and anything else they are willing to share.
4. Acquaint students with the course software.	<p>Instructors can have students:</p> <ul style="list-style-type: none"> <li>• Send an email in which students explain why they enrolled in the course, what they already know about the content of the course, and what they hope to learn.</li> <li>• Introduce themselves in the “Introduce Yourself” forum.</li> <li>• Submit a short paper in the assignment module that details their computer-related skills and experience.</li> <li>• Complete a quiz based on the syllabus.</li> </ul>
5. Ensure that students understand what is required for them to	<p>Include an activity that teaches students:</p> <ul style="list-style-type: none"> <li>• Successful study strategies</li> </ul>

<p>succeed in an online course.</p>	<ul style="list-style-type: none"> <li>• How to communicate online</li> <li>• How to behave ethically online</li> <li>• How to prepare technologically for the course</li> <li>• Where to access college resources</li> </ul> <p>Quizzes for each chapter can be created into an online course. These self-grading quizzes are connected to the grade book and automatically will score. For more information about building quizzes, contact Jessica Manzo.</p>
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## II. Course Organization and Design

Standard	Description
<p>1. Structure your course in a well-organized manner, and make it easy to navigate.</p>	<p>Students should be able to intuitively get from place to place within the course.</p> <ul style="list-style-type: none"> <li>• Content should be divided into learning units, appropriately labeled, and presented in a logical manner. Instructors typically divide these learning units into modules, chapters, etc.</li> </ul>
<p>2. Ensure that your links are active and up-to-date.</p>	<p>Instructors should check all links prior to the course and prior to each segment of the course.</p> <p>Inactive links should be fixed or removed. Links with outdated information should be updated.</p>
<p>3. Create web pages that are consistent and reasonably attractive.</p>	<p>If you are creating web pages and need design help, consult the college's instructional technology staff.</p> <p>The course's main navigation menu should not be cluttered with unnecessary items.</p>
<p>4. Design your course so that all aspects of it are accessible to students with disabilities.</p>	<p>If you need assistance, consult the college's instructional technology staff.</p>

<p>5. Include one forum where students can ask and answer class-related questions and one where they can ask and answer non-class-related questions. Also, post frequently-asked questions in your course.</p>	<p>Forums for communication is titled "Ask the Instructor". To signify that posts to these forums will not be graded, you can included the word "Ungraded" in front of each.</p>
<p>6. Design your course so that pages can be downloaded within a reasonable period of time even without a high-speed Internet connection.</p>	<p>Do not upload extremely large files to your course. Image file size should be under 50k. The JPEG format should be used for photos; GIF should be used for all other graphics. Audio and video can be streamed, instead of downloaded. Design for users with a 56k modem.</p> <p>If you need assistance with any of the above, consult the college's instructional technology staff.</p>

### III. Instructional Design

Standard	Description
<p>1. Introduce learning units with an overview of the topic.</p>	<p>This can simply be a paragraph that briefly explains the topic to be studied.</p>
<p>2. Connect what the students already know about the topic to what they are going to learn.</p>	<p>This can include questions or activities to make this connection. Recalling prior knowledge should help provide a context for the students and get them excited about the learning tasks ahead of them.</p>
<p>3. Write and post objectives for each learning unit.</p>	<p>Your objectives should emanate from your course's learning outcomes and detail the specific tasks that students will be able to complete.</p>
<p>4. Align your learning activities to your objectives and outcomes.</p>	<p>Use your objectives and outcomes to determine your learning activities. Be consistent. For example, if one of your objectives states that students will discuss a topic, make sure the activity is a class discussion in the discussion board.</p>

<p>5. Align your assessments to your objectives and outcomes.</p>	<p>Use your objectives and outcomes to determine your assessments. Be consistent. For example, if one of your objectives states that students will evaluate a topic, make sure the assessment has a corresponding essay question that asks students to evaluate.</p>
<p>6. Structure your learning activities to foster student-instructor, student-student, and student-content interactions.</p>	<p>Strive to design a student-centered classroom where active learning and engaging activities are present.</p>
<p>7. Clearly write your content and lessons.</p>	<p>Ambiguity will result in confused students and a lot of emails to you. If your instructions aren't clear, the students don't have you in front of them to ask clarifying questions. The clearer you write, the less confusion for your students.</p> <p>Include formatting techniques such as bolds, bullets, and white space, and make sure your text contains no spelling or grammar errors.</p>
<p>8. Post model submission assignments.</p>	<p>Model assignments are examples that your students can view in order to better understand the differences between quality and non-quality work.</p> <p>To use model assignments from former students, get their permission in writing, and remove their names from the assignments prior to posting. If you can't get these from former students, consider creating them yourself.</p>
<p>9. Post rubrics for grading.</p>	<p>Rubrics are criteria for grading non-objective tests and assignments. They let students know exactly how you will grade them, and they take the subjectivity out of your grading.</p> <p>You can develop rubrics for individual assignments, or in the case of discussion board postings, you can develop a generic rubric that applies to all posting assignments.</p>
<p>10. Ensure that the breadth of your content covers all of the content in the course outline of record.</p>	<p>If your course doesn't cover everything in the course outline, your students won't learn everything they are supposed to learn. This especially has a negative impact on students who transfer to four-year institutions and are expected to know specific content.</p>

<p>11. “Chunk” the information that you post for students.</p>	<p>Written material posted to students, particularly lectures, should be divided into short, readable (“chunked”) sections with links to subsequent pages, if necessary. PowerPoint presentations—with or without audio narration—should be chunked and 5-10 minutes in duration. Podcast lectures should be chunked and the same length.</p>
<p>12. Ensure that your content meets the needs of students with different learning styles.</p>	<p>Multimedia works best to meet the needs of audio, visual, and kinesthetic learners. Audio narrations, podcasts, videos, pictures, charts and graphs, and simulations all enhance learning. For help creating your own lecture using multimedia, contact Ryan Capell at the Learning Resource Center, ext. 3490.</p>
<p>13. Extend your students’ learning with optional web resources.</p>	<p>For those students who get excited about a topic and want to learn more on their own time, provide a resource page with links to web sites that you think will be helpful. Conversely, you can also provide links that will help remediate students who struggled through a topic.</p>
<p>14. When designing lengthy quizzes or exams, design them so students see <i>one question at a time</i>.</p>	<p>If you decide that you really want all of the questions presented on the same screen, consider no more than 5 questions to a page or dividing the lengthy exam in multiple shorter exams, and tell students to click the Save button often.</p>
<p>15. Gather feedback from your students on the course so you can improve it for the future.</p>	<p>Gathering feedback is not done as an official evaluation of the course; it is merely a way to improve the course. Surveys can be used to gather the feedback, and they can be used at any point during, and/or toward the end of, the course.</p>
<p>16. Refrain from illegally using copyrighted materials.</p>	<p>If you are unsure as to whether you are violating copyright law, seek permission to use the copyrighted material.</p>

**Sources for information on best practices:**

Guidelines for Good Practice: Technology Mediated Instruction, The Academic Senate for California Community Colleges

Distance Learning Manual, Accrediting Commission for Community and Junior Colleges

Rubric for Online Instruction, CSU Chico

Quality Matters Peer Course Review Rubric, Maryland Online

Best Practices in Distance Learning Programming – Award Criteria, U.S. Distance Learning Association

Selection Criteria for Best Online Teaching Website, California Virtual Campus

ADEC Guiding Principles for Distance Teaching and Learning, The American Distance Education Consortium

Quality on the Line, National Education Association and Blackboard, Inc.

Website: [http://ipc1.clpccd.cc.ca.us/lpc/blackboard/best\\_practices/](http://ipc1.clpccd.cc.ca.us/lpc/blackboard/best_practices/)

