Module 3 Workbook:

Course Design and Implementation

# Unit 1: Start with Collaboration

## Reflection

After watching teams speak of their approach to collaboration reflect on the following questions:

Why was collaborative work important to these teams? How did their collaborative approach benefit course design?

Write your response here.

## Reflection

Consider collaboration in context of your program course development: In what ways will it be easily accomplished? In what ways will it be challenging? How has collaboration already been a part of the process? In what ways will it be important going forward?

Write your response here.

## Checklist of Collaborators

Who’s already part of your team? Who’s not? Who should be consulted, but doesn’t need to be a core member of the team?

|  |  |
| --- | --- |
| Collaborator  | Select the status of the role from the dropdown menu below. |
| Accessibility Advisor  |  |
| Copyright Advisor  |  |
| Educational Developer  |  |
| Equity Advisor  |  |
| Experiential Learning Coordinator  |  |
| Indigenous Collaborators  |  |
| Instructional Designer  |  |
| Learning Management System Specialist  |  |
| Librarian    |  |
| Media Developer  |  |
| Project Manager  |  |
| Quality Assurance Specialist  |  |
| Student Partners    |  |
| Student Support Roles  |  |
| Subject Matter Experts  |  |
| Other? (add rows as necessary)  |  |

## Reflection

* When and how will you bring people on board in the course design process? At what point in the process will different perspectives be needed?
* Given their roles and skillsets, what’s each person’s relationship to the project? What aspects of the program and its development will be most relevant to them?
* How will different roles be resourced and staffed? What will be the reporting structure?
* How will leaders foster a sense of motivation and fun in working together?
* How will leaders work to ensure that involvement from a diversity of perspectives is not tokenized, but meaningfully integrated into the fabric of the program’s development?

Write your response here.

## Unit Reflection and Actionable Tasks

* What will be your next steps? Hopefully this unit has inspired collaborative thinking.
* If you’ve already begun with a collaborative approach, consider how you will continue to foster and prioritize relationships throughout the program’s course development stages.
* If you’ve identified a few places where further collaboration could be of value, how will you seek out and connect with the people whose expertise, perspectives, and input is needed?

Write your response here.

# Unit 2: Turning Program Vision into Curriculum

## Pre-Check: Assess your Readiness for Exploring Models

|  |  |
| --- | --- |
|  | Select your response from the dropdown menu below |
| Have program outcomes been articulated?    |  |
| Has a vision for the program been articulated?   |  |
| Have you or other members of the planning team already identified existing courses that may become a part of your new program? |  |

## Reflection

What core components, philosophies, pedagogies, or forms of engagement would you expect to see if observing the teaching and learning happening the courses that comprise your program?

Write your response here.

## Unit Reflection and Actionable Tasks

**What resonates?** Which elements of this unit resonate with you and other leaders of the program? How do you plan to adopt or adapt the pieces that resonate into your program curriculum design work?

Write your response here.

**What’s next?** On reflection of what resonates, consider what your next steps will be with this information. How will you proceed in working with these ideas as you progress with program developments?

Write your response here.

**How can this be used to drive conversation?** One of the most critical elements of curriculum design is ongoing conversation with key stakeholders such as program leaders, identified instructors, course developers, future students, and other stakeholders as identified.

Write your response here.

# Unit 3: Program Design to Course Development

## Unit Reflection and Actionable Tasks

Why will you engage in curriculum mapping for your online program? What goals are important to you?

How will your goals influence your curriculum mapping strategies? Recall the following table. Check the boxes on the left that most closely resemble your goals.

|  |  |  |  |
| --- | --- | --- | --- |
|   | **Are you looking to...**  | **Consider the Following Mapping Approaches**  | **My plans:**  |
| [ ]  | Build a visual overview of your program as a whole?  | Take high-level and visual approaches to mapping out the program as a whole  |  Write your response here. |
| [ ]  | Clarify or strengthen relationships within the curriculum, such as connections between learning outcomes, student assessments, and teaching and learning activities?      | Plan a curriculum map that’s designed to map the relationships you’re seeking to emphasize |  Write your response here. |
|  | Engaging in mapping activities encourages communication amongst faculty members within a program?  | Prioritize collaborative approaches to mapping. Giving enough time and scheduled opportunities for conversation are essential here.  |  Write your response here. |
| [ ]  | Engage in mapping to provide opportunities for reflection?  | Similarly, build time for conversation and reflection into the workflow  |  Write your response here. |
| [ ]  | Support curriculum designers and instructors to articulate tacit understandings about a program?  | Plan a curriculum mapping approach that requires input from your team, and guides their input around those tacit understandings you’re seeking to clarify (e.g. where will students purposefully develop writing skills?)  |  Write your response here. |

# Unit 4: Curriculum Mapping

## Reflection

Before you bring exploring the content in this unit, record your initial thoughts in response to these questions:

What are you already working with in terms of identifying course in the program? For example, are there pre-existing courses or have your previously identified ideas for new courses?

Write your response here.

How do you imagine students will progress through the program?

Write your response here.

What will they need to learn or do, and when?

Write your response here.

## Activity: Reviewing Existing Courses for Inclusion into a New Program

Consider these questions:

* Does the course get incorporated into the new program by substituting it in as is with no functional change?
* Are functional improvements required as the course is adjusted to the new program curriculum?
* Does the course require significant redesign for aligning it to the program and its situational factors?
* Are there ways of redefining the course itself, such that previously inconceivable ways of teaching and assessing student learning within that course are explored as it is incorporated into the program?

Write your response here.

## Activity: Devise Your Draft Map

Try creating a draft curriculum map for yourself based on all the information you’ve gathered and considered through this section. Remember, the goal is to capture broad, initial ideas for program structure rather than finer details of course specifics. Based on your interpretation of this as informed by your own contextual factors, the level of specificity of your draft map will vary. You may be able to use this draft as a starting point for future conversations with your curriculum development team.

Write your response here.

## Unit Reflection & Actionable Tasks

Questions to consider next include:

* Whose perspectives will be important in taking a collaborative approach to curriculum mapping?
* What approaches will work best for continuing on with curriculum mapping activities for program planning?
* When will you take action on curriculum mapping tasks?
* What obstacles do you anticipate in taking this approach? What might be some solutions or strategies for addressing these concerns?

Write your response here.

# Unit 5: Essential Considerations for Online Course Design

## Quality Reflection

* What characteristics will shape your program’s definitions of high-quality online education?
* How will you measure and guarantee the quality of your online courses?
* Which frameworks or tools will your group engage?

Write your response here.

## Teaching and Learning-Driven Technologies Reflection

What tools and technologies have already been identified for the program and course development?

Write your response here.

What recommendations do your team members have to make about the eLearning tools and technologies the program and its courses should use?

Write your response here.

How might students be encouraged to participate in active learning through the use of technology and eLearning tools?

Write your response here.

Do assessment technologies or digital assignments support authentic assessment of knowledge and skills?

Write your response here.

How do your measures of Quality aid you in accounting for technologies that are driven by teaching and learning needs rather than the other way around?

Write your response here.

## Learner Persistence Reflection

How will your courses support students to persist with their learning?

Write your response here.

How will you leverage the facilitators and reduce the barriers to persistence?

Write your response here.

## Accessible and Universal Design Reflection

What actions are required for ensuring courses are accessible to all learners?

Write your response here.

How will concepts of accessibility and universal design be represented in your program and its courses?

Write your response here.

What will be the tone of course accommodations policies?

Write your response here.

How can courses engage multiple means of engagement, multiple means of representation, and multiple means of action & expression?

Write your response here.

## Academic Integrity Reflection

What are the academic integrity practices at your own Institution?

Write your response here.

Do you have policies or guidelines for academic integrity specifically for online courses?

Write your response here.

What practices will set students up for success in understanding and engaging with academic integrity?

Write your response here.

## Decolonization and Indigenization Reflection

What are your next steps in considering decolonization and Indigenization in your program and course design?

Write your response here.

Who can you collaborate with?

Write your response here.

What does reciprocal and meaningful collaboration look like to you?

Write your response here.

How will you facilitate comfort amongst the team (e.g. instructors, subject matter experts) regarding such inclusion?

Write your response here.

## Equity, Diversity, and Inclusion Reflection

How will you work toward ensuring fair and equitable treatment, access, and opportunity for all learners?

Write your response here.

How will learning in your course and in the program reflect various identities and differences?

Write your response here.

What will you specifically do to create online learning environments that foster students’ sense of inclusion, where they are respected and valued?

Write your response here.

## Unit Reflection and Actionable Tasks

This unit opened with a nod to the knowledge and expertise related to these considerations that frequently come from within your own team. Your team and those you consult with throughout course design each bring their own wealth of knowledge related to the essential considerations presented here. Their work serves to navigate, incorporate, and focus on these pieces throughout the course design process.

What actions will you take next to prioritize these relationships in centering the considerations presented in this unit within program and course design?

Write your response here.