

**NOVA COLLEGE-WIDE COURSE CONTENT SUMMARY
EDU 287 – INSTRUCTIONAL DESIGN FOR ONLINE LEARNING (3 CR.)**

Course Description

Prepares educators to design online courses that encourage active learning and student participation. Focuses on instructional design practices including the development of content tied to learning objectives and a peer-based approach to evaluating courses. Lecture 3 hours per week.

General Course Purpose

The purpose of this course is to prepare learners to develop instructional content for online delivery. Learners will complete a Course Design Project (CDP). A CDP is at least one complete learning module of an online course. The learners will complete this goal by developing well-written instructional goals for the learning module; writing measurable and observable student learning objectives; selecting methods, media, and materials and creating content specific multi-media that enhance/compliment the specified student learning objectives; and writing/developing appropriate assessment for the CDP.

Course Prerequisites/Co-requisites

This course compliments EDU 285, which addresses the roles and tasks of the online teacher. EDU 285 and 287 may be taken in any sequence.

This course is for teaching faculty who are interested in instructional design.

Participant must have used Blackboard (the VCCS' course delivery system) as a supplement to their face-to-face course for at least one semester prior to enrolling.

Participants should be comfortable using the Internet along with the basic operation of PCs, including installing software and browser plug-ins. A microphone is also required to complete this course.

Course Objectives

- Identify the six steps of the ASSURE model and explain how each step is used in designing lesson plans for a course
- Summarize the eight (8) General Review Standards of the Quality Matters rubric, and design learning modules for an online course to meet the 17 essential 3-point review standards of the rubric
- Complete a course design project that includes three separate deliverables in the form of a "Start Here" content area, a course syllabus, and at least one learning module that follows the guidelines of the ASSURE model and the QM rubric
- Write course-level and module-level learning objectives that are observable and measurable
- Apply the concept of alignment to ensure that assessment and measurement, resources and materials, learner interaction, and multimedia technology are all directly tied to the learning objectives of the course and learning modules
- Identify basic principles and core concepts of the Americans with Disabilities Act (ADA) and design a statement that directs students to ADA policies and/or guidelines for the institution.
- Identify the three forms of learner interaction within an online course and design activities which foster learner interaction
- Select and create three multimedia elements and /or materials that support the learner's course outcomes as stated in their course design project
- Design and develop assessment strategies that measure effective learning and assess student progress
- Identify the key components, which you have learned throughout this course, and describe how you will utilize them within your own online learning environment

Major Topics to be Included

- The ASSURE Model of Instructional Design
- Unit 1 - Analyze Learners / Course Overview & Introduction
Unit 2 - State Objectives / Learning Objectives
Unit 3 - Select Methods, Media, and Materials / Resources & Materials
Unit 4 - ADA Compliance
Unit 5 - Utilize Media and Materials / Multimedia Technology
Unit 6 - Require Learner Participation / Learner Interaction
Unit 7 - Evaluate and Revise / Assessment & Measurement
Unit 8 - Self-Reflection
- Quality Matters Rubric for Online and Hybrid Courses
- Alignment of objectives, learning materials and assessments