

**J. Sargeant Reynolds Community College
Course Content Summary**

Course Prefix and Number: EDU 295

Credits: 3

Course Title: Instructional Design for Online Learning (IDOL)

Course Description (including lecture hours, lab hours, total contacts)

Introduces learners to the fundamentals of creating and organizing online courses according to the ASSURE Model of instructional design and the standards created by Quality Matters. IDOL covers analyzing learners, writing proper learning objectives, ADA compliance, selecting methods, media, and materials to be used within an online course, utilizing those methods, media, and materials, requiring learner participation, evaluating and revising your course, assessing and measuring performance, and a self reflection. Prerequisites: Basic computer skills, ability to navigate the World Wide Web, experience using Blackboard in teaching for at least one semester, and permission of the instructor. Lecture 3 hours per week.

General Course Purpose

The purpose of IDOL is to certify faculty to create online course content for the VCCS. Those enrolled in IDOL will learn how to analyze their students, write proper learning objectives, become compliant with ADA standards, select resources for use in their online classroom, actively engage their learners, and methods to evaluate and revise their online course.

Course Prerequisites/Corequisites (*Entry-level competencies **required** for enrollment*)

IDOL enrollees must have basic computer skills, be familiar with how to navigate the World Wide Web and have used Blackboard for a minimum of one semester (as a supplement to a face-to-face class will fulfill this requirement).

Course Objectives (Each item should complete the following sentence.)

Upon completing the course, the student will be able to:

- a. Identify the six steps of the ASSURE model and explain how each step is used in designing lesson plans for a course
- b. 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
- c. Demonstrate the completion of 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
- d. Write course-level and module-level learning objectives that are observable and measurable
- e. 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
- f. 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
- g. Identify the three forms of learner interaction within an online course and design activities which foster learner interaction
- h. Select and create three multimedia elements and /or materials that support the learner's course outcomes as stated in their course design project

- i. Design and develop assessment strategies that measure effective learning and assess student progress
- j. Identify the key components, which they have learned throughout this course, and describe how they will utilize them within their own online learning environment

Major Topics to be Included

- 1. Analyzing learners
- 2. Writing measureable learning objectives
- 3. Selection criteria for learning objects
- 4. Communication guidelines
- 5. Incorporating learning objects into an online classroom
- 6. Voice Boards
- 7. Student participation and engagement
- 8. Software and multimedia applications for online teaching
- 9. Evaluating and revising online courses
- 10. Quality Matters' Rubric

Effective Date of Course Content Summary (Month, Date Year): August 31, 2009