Course Architecture

Let’s Get Started!
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<tr>
<th>ADVANTAGES</th>
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What motivates them?
What obstacles might they encounter?
What are their strengths and weaknesses?
What excites you about working with them?
What worries you about working with them?
Materials I have

Materials I must create

Online search

Other (publisher)
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<th>Unit/Module/Topic</th>
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Learning Guide for Module 1
Module 1: Xxxxxxxxx
Course Name:
Module 1: INTRODUCTION

Script:

Production Note: Text, audio, video, other?

Example permission Susie Feero
Module 1: Learning Goals and Outcomes

Upon completion of this module you will be able to:

• Xxxx
• Xxxx
• Xxxx
• Xxxx

Example from ED593 Purvis/Baldwin

Fish Facts and Lesson Objectives

This week we’re highlighting the Alaskan arctic char. There are two different types of char that sometimes coincide in the same lakes, “normal” and “dwarf”. The two varieties grow at different rates and attain different body size because of their habitat and diet. Some char can reach over 10 pounds while older char in another lake will reach only 3 pounds. Like the char, our students will thrive if provided with an environment conducive to learning, structured, easy to navigate, and free of unnecessary redundancy, clutter and contradiction. And, just as arctic char vary in color depending on environmental conditions of the lake they live in so too students and instructors vary in success and frustration levels depending on the structure, organization and look of their online course.

The arctic char truly exemplifies how the environment and habitat have a great impact on the desired outcome.

Upon completion of this lesson, you will:

• Create your course structure
• Create the navigation and appearance of your course
• Manipulate photos
• Write your expectations for student participation... expectations for timeliness etc.
Module 1: Checklist

Read*Review*Attend*Discuss*View*Post*Complete (quiz, assignments)*Reflect*Other

Example with permission of Karen Meizner
Module 1: Readings

Required:

Optional:

### Recommended Readings

The books, articles and links we provide to you are excellent resources that we'd like for you to read in detail, browse, bookmark and reference in the future. We are not assigning specific readings.

This week we recommend:

- The Understanding by Design Guide to Creating High-Quality Units, Wiggins and McTighe, ppgs. 3-12 and 70-88. (These pages have been copied and mailed to you. If you would like to read the entire book, the Instructional Design Center has multiple copies available for loan.)
- The Center for Faculty Development, University of Colorado, has created an excellent tutorial on learning objects and alignment. Module 3 deals specifically with learning objectives and we highly recommend that you read through the entire Module. You can back up and begin with the Intro and read through Modules 1 and 2 if you like. Later in our course, we will ask you to read Module 4 and 5. This resource has a lot of excellent information. You might want to bookmark it so you can return to it frequently. [Assessment and Instructional Alignment: An Online Tutorial for Faculty](#)

You will probably want to complete the reading assignments before continuing to the presentation and this week's activities.
Module 1: Learning
Materials/Presentations/Collaborate
Sessions/Other Content

Required:

Supplemental:
Module 1: Learning Activities

What activities will enhance learning and retention?

- Minute papers
- Team activities
- Plus-minus, interest points
- Concept maps
- Discussion forums
- Projects
- Practice problems
- Labs and lab write-ups
- Journals
- Quizzes
Module 1: Discussion Questions

List discussion or reflection prompts:

Questions?

If you have any questions about the course, or any "how do I" type questions, please post them here. We'll try to respond to questions within 48 hours. Feel free to subscribe to this forum, and if you have an answer for someone and see the question before we do, please go ahead and give a response.

Shared space

Did you come across an interesting video or article that you'd like to share with us? If so, please post it here! Thanks.

Feedback/input

Do you have any topics or questions that you would like to add to the next Collaborate session?

Content Discussion

When you consider the demographics that comprise your student population, what do you consider your biggest obstacle in creating and delivering a successful online course? Be sure to:

- Consider Alaska Native or other non-traditional students you have had in your previous courses.
- Share something relevant that you found that resonated with you when you considered your response to this question. Remember to include title and page number.
- Reply to at least 2 other students in the course.

Note: This forum has been set to hide the responses made by others *until* you have posted our first response.

Scheduling

If you are interested in hearing more about badges please let us know by entering this discussion and choosing a time when a Collaborate session is convenient:

Monday or Tuesday of next week at either 9 AM or 1 PM.
Module 1: Self-check Activities

List practice activities, quizzes, etc. to underscore learning:

Sample T-F Quiz

Test your understanding of Chapter 7 by taking this short True/False quiz. Your score will not affect your grade in this class.

Example with permission from Julie Hamilton
Module 1: Student Feedback

How will you know students are getting it?
Module 1: Graded Assessments

Discussion, DEBATES, Stories, Art, Exams, Quizzes, Journals, PRESENTATIONS, Projects, Labs, Speeches
Module 1: Summary

Your summary or conclusion, their reflection. Roadmap to where you are headed.

Wrap-up

When spring arrives in Sitka, daffodils are not the main event. Nope, it’s the herring! Whales, sea lions, and seals begin to converge along the shores and in the harbors. Then thousands of seagulls and hundreds and hundreds of eagles whirl in the sky, drawing even more attention to our increasing light. With the herring fleet not far behind, the harbors, processing plants and community are full of eager anticipation.

The Tlingits also look forward to Herring, a major cultural event for them. Hemlock branches and kelp blades are "planted" in the hope that when the herring spawn, they will leave their eggs on something that can be retrieved. After spawning, volunteers go out on boats to haul the branches in, sort them into containers and get them ready to give away. The community flocks to the docks to pick up this free bounty from the sea and it's delivered to elders. Potlatches, 40 day parties and other community events begin to feature herring eggs. People across the state beg to have herring eggs sent to them. Herring connect us to the same activities our ancestors experienced.

We hope that as you come to the end of this unit, you too have a feeling of community with your fellow faculty taking this course. We hope that you have gathered good insights about the importance of a community of learners and how to facilitate that in an appropriate way for your classroom. Over the course of this class, you’ll have additional opportunities to connect with your fellow faculty and build community with them using a variety of different tools. Pay attention to which tools will be the best for your content area and teaching style. Feel free to look or listen back to the tips for facilitating discussions, illuminate sessions, chats and audioconferences. Pick out a new tool to use to facilitate community and try it out. Your students will appreciate it and thank you with their active involvement in your course.
People Resources

Kathi Baldwin  ksbaladin@alaska.edu
Nicole Duclos  naduclos@uas.alaska.edu
Tina Coulston  tjcoulston@uas.alaska.edu
Mary Purvis  mary.purvis@uas.alaska.edu
Maureen O’Halloran  maohalloran@alaska.edu
Handouts

Faculty Learning Corner

http://flc.learningspaces.alaska.edu

Click On Faculty Resources & Training

Click On Additional Resources

Look For Course Architecture
Bb Support Courses

Training Semester:

>Search Blackboard

  >for faculty: Blackboard: Instructor Orientation

  >for students and faculty: Blackboard: Behind the Scenes

Click on course and you’ll be added!