

Online Teaching Academy

Optimizing Digital Learning Training Course (ODL)

Module 3: Instructional Design Principles and Strategies



Online Teaching Academy
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<https://nccconlinelearning.com/>

Session Overview

Upon completion of this session, you will be able to:

- Chunk your course into learning modules
- Discuss Backward Course Design
- Create a course map for the design of your course
- Identify active learning strategies you can incorporate into your course(s)

OSCQR: Overview and Information

OVERVIEW AND INFORMATION



1. Course includes Welcome and Getting Started content.
2. Course provides an overall orientation or overview, as well as module-level overviews to make course content, activities, assignments, due dates, interactions, and assessments, predictable and easy to navigate/find.
3. Course includes a course information area and syllabus that make course expectations clear and findable.
4. A printable syllabus is available to learners (PDF, HTML).
5. Course includes links to relevant campus policies on plagiarism, computer use, filing grievances, accommodating disabilities, etc.
6. Course provides access to online learner success resources (technical help, support services, orientation, academic honesty, tutoring).
7. Course information states whether the course is fully online, blended, or web-enhanced.
8. Course provides appropriate guidelines for successful participation regarding technical requirements (e.g., browser version, mobile, publisher resources, secure content, pop-ups, browser issues, microphone, webcam).
9. Course objectives/outcomes are clearly defined, measurable, and aligned to learning activities and assessments.
10. Course provides contact information for instructor, department, and program.

<https://oscqr.suny.edu/evidence-examples/overview-and-information/>

OSCQR: Design & Layout

DESIGN & LAYOUT

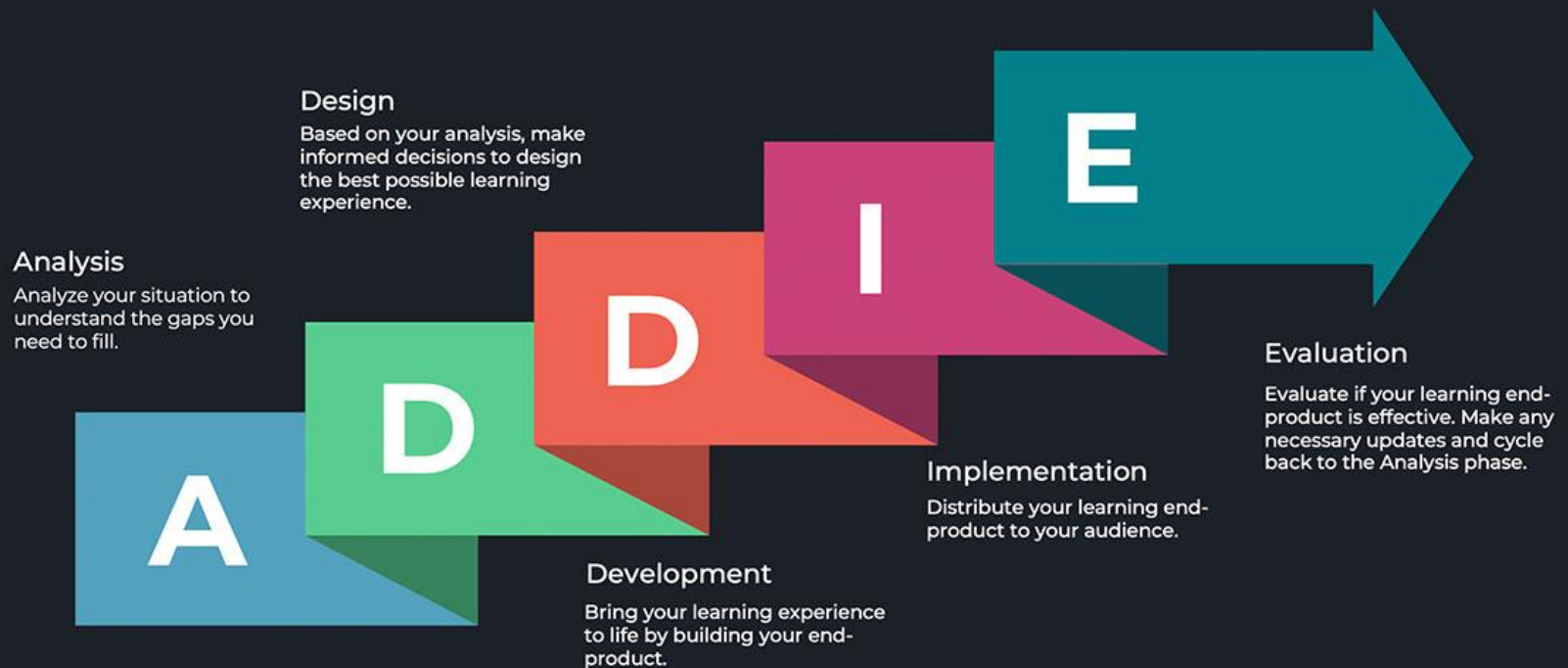
- 16. A logical, consistent, and uncluttered layout is established. The course is easy to navigate (consistent color scheme and icon layout, related content organized together, self-evident titles).
- 17. Large blocks of information are divided into manageable sections with ample white space around and between the blocks.
- 18. There is enough contrast between text and background for the content to be easily viewed.
- 19. Instructions are provided and well written.
- 20. Course is free of grammatical and spelling errors.
- 21. Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document.
- 22. Flashing and blinking text are avoided.
- 23. A sans-serif font with a standard size of at least 12 pt is used.
- 24. When possible, information is displayed in a linear format instead of as a table.
- 25. Tables are accompanied by a title and summary description.
- 26. Table header rows and columns are assigned.
- 27. Slideshows use a predefined slide layout and include unique slide titles.
- 28. For all slideshows, there are simple, non-automatic transitions between slides.



<https://oscqr.suny.edu/design-layout/>

Instructional Design

ADDIE Model of Instructional Design



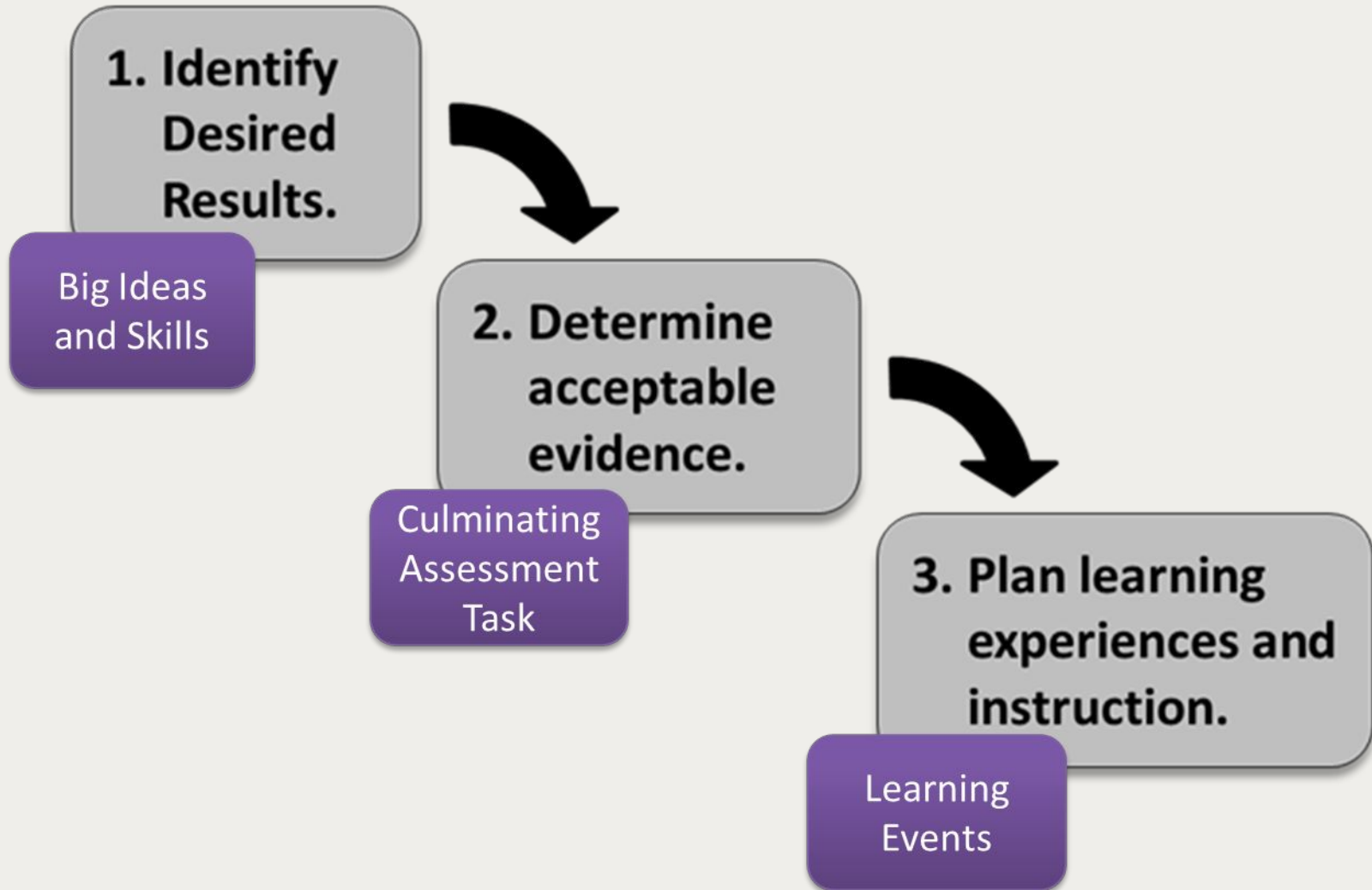
Instructional Design Principles: Planning the Course through Backward Design

Instructional Design Discussion



https://www.youtube.com/watch?v=T5a7JGfgfEw&feature=emb_logo

Backward Design



Course Planning

Online Course Planning Sheet & Hybrid/Blended Course Planning Sheet

Learning Module Name	Learning Module Objectives	Module Activities/Assessments	Course SLO Mapping (listed on your syllabus)
Example From DIG110 Module 3: Media and Information Literacy	<ul style="list-style-type: none"> ✓ Identify real vs fake news ✓ List key principles of digital citizenship ✓ identify the steps in the search process ✓ Search the web using Boolean logic and advanced search strategies ✓ Save online resources to a social bookmarking website (DIIGO) ✓ Locate scholarly information on the deep web using the NCCC library databases ✓ Compare the differences between the surface, deep, and dark web 	<ul style="list-style-type: none"> ➤ View Narrated Module 4 Overview - Video Dubuc YouTube DIG110 Channel ➤ What's Due When (learning objectives/what's due when) ➤ Kahoot Google Challenge Pre-Assessment (built in Kahoot) ➤ Read/View material in Cyber-lesson 5/Quiz at end of lesson (created in Soft chalk) ➤ Assignment: WL5 Searching - QFC Learn OER resource ➤ Discussion: Media Literacy - How do you get your news? ➤ Assignment: WL6 - Social Bookmarking with DIIGO ➤ Assignment: WL7 -Scholarly Searching "Deep Web" LLC Databases ➤ Assignment : Learning Journal - Entry 4 in DIG110 Learning Journal Blog 	3, 5, 7

Course Planning

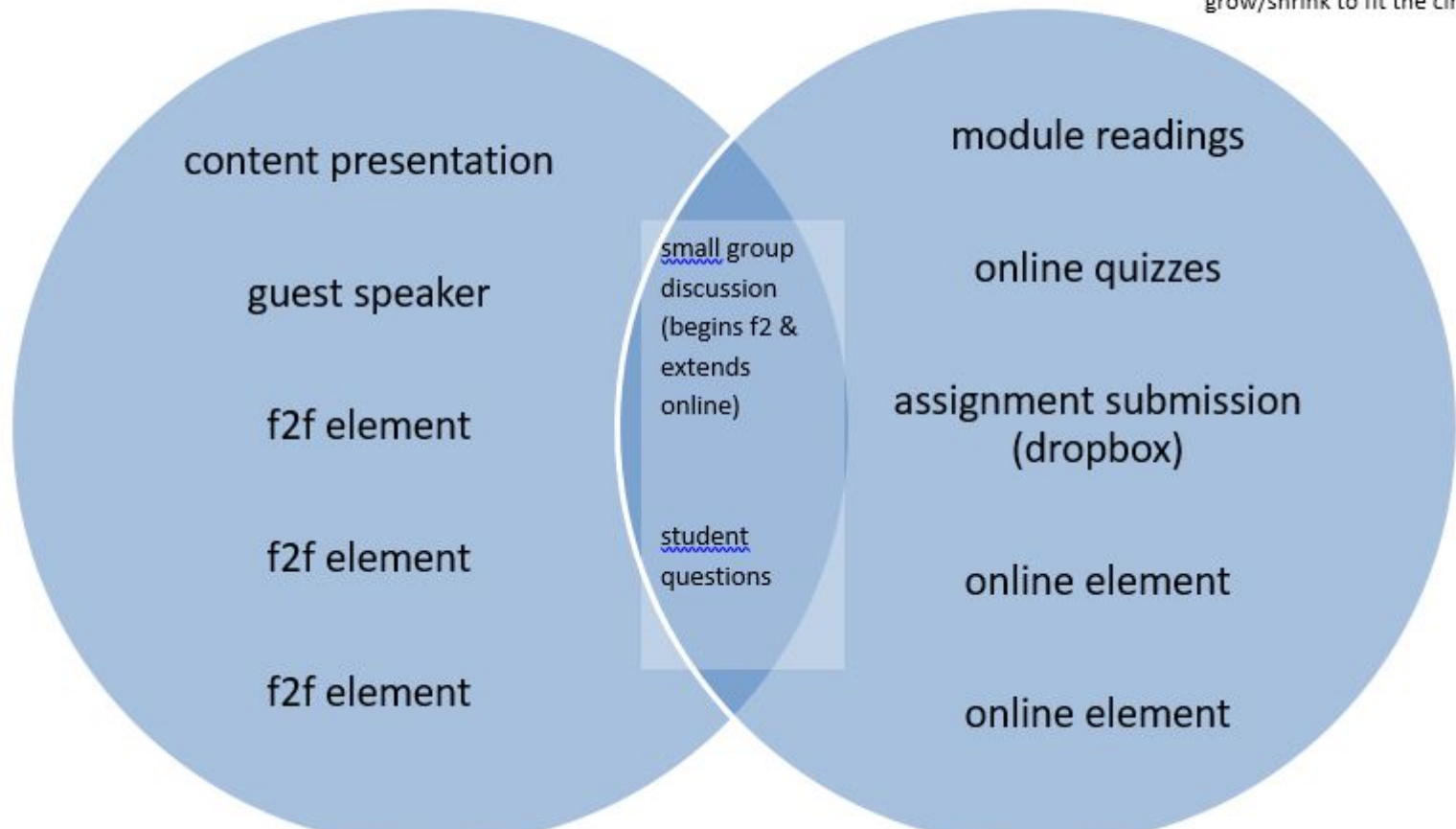
Hybrid/Blended Course Mix Map

Blended Learning Mix Map

FACE-TO-FACE

ONLINE

Instructions: Replace the text in the circles with your own notes about the mix of learning activities occurring face-to-face, online, or in the overlap. Grow/shrink to fit the circle.



Icebreakers/Modules



Icebreaker Activities

Enabled: Statistics Tracking



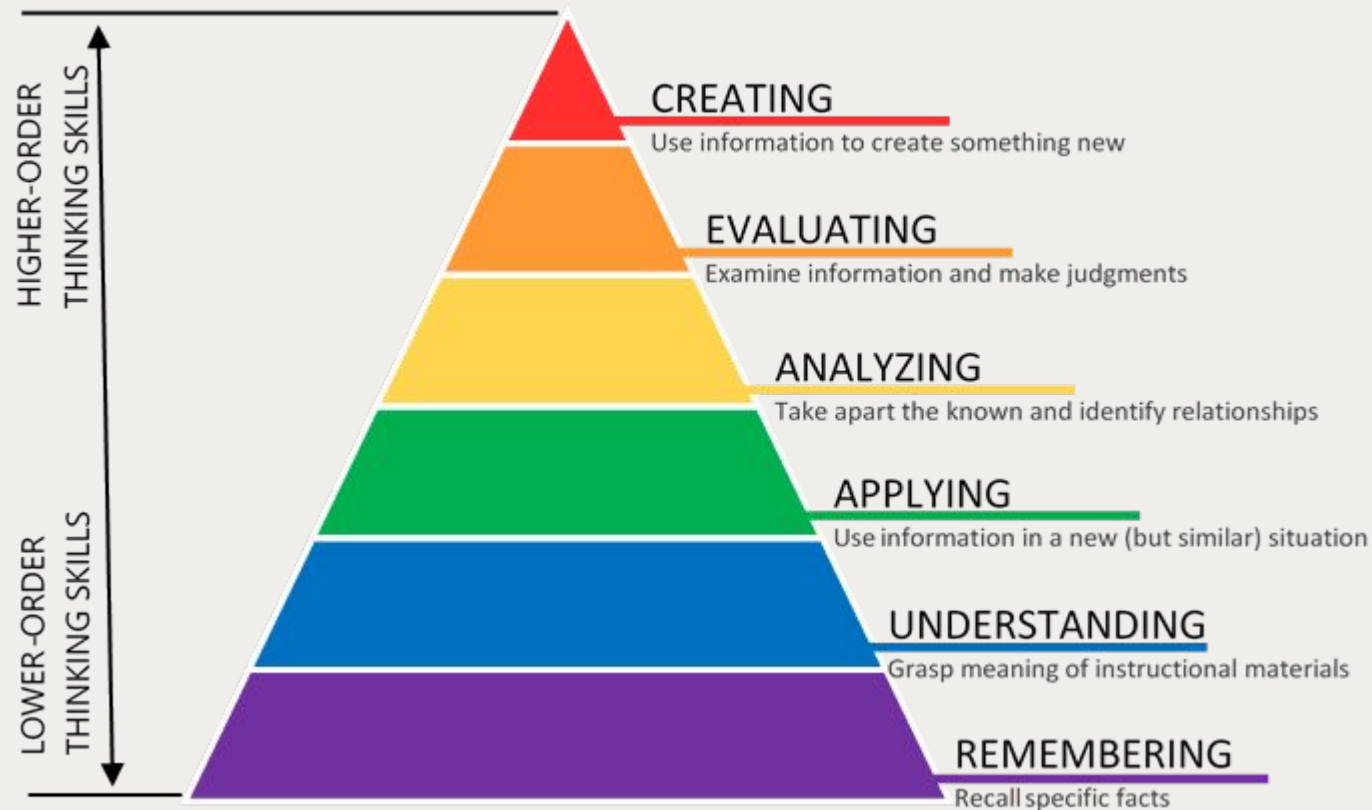
1. Module Name: Have the title and subtitle reflect the content of this module

Enabled: Statistics Tracking



Instructional Design Strategies

BLOOM'S TAXONOMY – COGNITIVE DOMAIN (2001)



BLOOM'S TAXONOMY DIGITAL PLANNING VERBS

REMEMBERING



Copying
Defining
Finding
Locating
Quoting
Listening
Googling
Repeating
Retrieving
Outlining
Highlighting
Memorizing
Networking
Searching
Identifying
Selecting
Tabulating
Duplicating
Matching
Bookmarking
Bullet-pointing

UNDERSTANDING



Annotating
Tweeting
Associating
Tagging
Summarizing
Relating
Categorizing
Paraphrasing
Predicting
Comparing
Contrasting
Commenting
Journaling
Interpreting
Grouping
Inferring
Estimating
Extending
Gathering
Exemplifying
Expressing

APPLYING



Acting out
Articulate
Reenact
Loading
Choosing
Determining
Displaying
Judging
Executing
Examining
Implementing
Sketching
Experimenting
Hacking
Interviewing
Painting
Preparing
Playing
Integrating
Presenting
Charting

ANALYZING



Calculating
Categorizing
Breaking Down
Correlating
Deconstructing
Linking
Mashing
Mind-Mapping
Organizing
Appraising
Advertising
Dividing
Deducing
Distinguishing
Illustrating
Questioning
Structuring
Integrating
Attributing
Estimating
Explaining

EVALUATING



Arguing
Validating
Testing
Scoring
Assessing
Criticizing
Commenting
Debating
Defending
Detecting
Experimenting
Grading
Hypothesizing
Measuring
Moderating
Posting
Predicting
Rating
Reflecting
Reviewing
Editorializing

CREATING



Blogging
Building
Animating
Adapting
Collaborating
Composing
Directing
Devising
Podcasting
Wiki Building
Writing
Filming
Programming
Simulating
Role Playing
Solving
Mixing
Facilitating
Managing
Negotiating
Leading

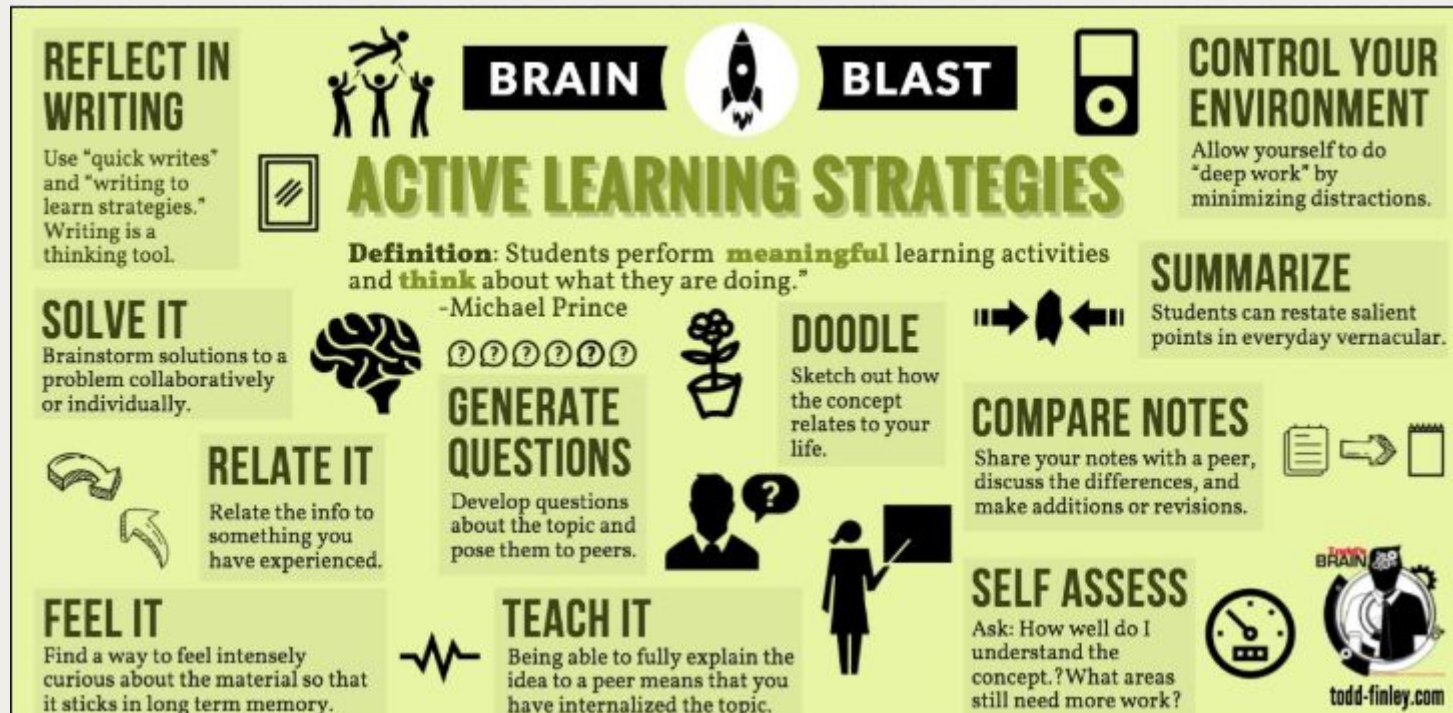
Active Learning

*T*ell me and I forget
*T*each me and I remember
*I*nvolve me and I learn.

Benjamin Franklin

Active Learning

Active learning engages students in **learning**, using activities such as reading, writing, discussion, or problem solving, which promote analysis, synthesis, and evaluation of class content.



Active Learning Examples

- Discussion (muddiest point and key concepts and take-aways)
- One-Minute Paper
- Journal
- Mid-Semester Reflection
- Peer-Review

[See page 26-28 ODL Playbook](#)
[Active Learning Resources](#)

Demo

- Overview of Mod 3 activities
- Locate Courses for Observation

Your Next Steps/Questions

Work through the reading and watch videos.

Activities: participate in module discussion, create your course plan, start building Icebreaker and first Module.

Module #3: Course Design / Instructional Strategies

If you have questions, please ask us in the course question area or via email at: onlinelearning@niagaracc.suny.edu