



## Identify Instructional Goals, Activities, and Resources

Placing a course online or in a hybrid learning environment requires course re-design and planning to minimize student confusion and maximize student learning Consider:

### **What are your course instructional goals?**

Identify the three, five, or ten primary concepts, activities, or processes you want your student to know at the end of the quarter. What do you want them to remember six months later? What will they need to know next quarter? Or when they go into the workplace?

### **What are your course learning activities?**

What do your students need to learn to do – or do in order to learn – the material identified in your learning goals? If your students need to be able to present a marketing plan in the workplace, perhaps the best learning activity would be ... to create a marketing plan. Break that larger activity into smaller activities – building your course from the end result – the final product - backward to the concepts, facts and data student will need.

### **What supporting materials do students need?**

Do they need examples of excellent work? What about research articles in peer-reviewed journals? Will short video clips better explain this fact? Will hearing a short speech by a leader in the field bring more authority to that concept? Do they need maps, graphics, or photographs? What about a template for evaluating professional web sites?

### **What communication will best support the learning activities?**

When do I want students discussing course content and how will that be accomplished – online discussion forum or in class? How do I want to manage the one-to-one discussions between instructor and individual students? When does that happen, how can it happen? Do I want to maintain online, virtual, office hours?

### **What collaborative activities will students participate in?**

Will collaboration be on group projects, how will that participation be evaluated? Shall all collaboration occur in Blackboard “groups” so the instructor can view interactions and participation?

### **How will assessment and evaluation occur?**

Are students provided a grading rubric? How will consistent and frequent feedback be provided to students – an online grade book, email, or quizzes? Can students provide feedback to the instructor on what they may or may not understand? Or ways they think the course might be improved?

### **For Assistance with Designing Your Online or Hybrid Course:**

Contact your Instructional Design and Development consultant. See:  
<http://www.idd.depaul.edu/contactUs/> –to find your IDD consultant.