



Online/Hybrid Course Development Process

Goal of the Online/Hybrid Course Development Process: *Provide a collaborative approach to online and hybrid course design and development that combines sound online pedagogy with the academic rigor and excellence expected of University of Central Arkansas courses.*

If you are interested in developing and teaching an online or hybrid course, please contact Online Learning at ucaonline@uca.edu.

PHASE I: PLANNING

Step 1: Contact Online Learning.

Contact Online Learning at least six months prior to the course being offered online.

Step 2: Initial meeting with your Instructional Designer.

When your request for course development/conversion is received, you will be contacted by an instructional designer. Your instructional designer will provide you with an Online Course Planning Grid. The Online Course Planning Grid is designed to help you begin thinking about how your course content will align with your learning objectives and assessments. Your instructional designer will meet with you initially to plan and discuss the process for designing and developing your course.

Step 3: Course planning meeting with your Instructional Designer.

During the planning meeting, you will discuss your course with your instructional designer. You will work together to divide your course into “modules” and to construct a timeline for design and development of your online/hybrid course. Once the timeline is constructed, you will be asked to agree to the timeline so that the course is completed within the allotted time. In addition, you will discuss the course planning grid, course goals, course objectives, developing module level objectives, and the UCA Online Interface.

Step 4: UCA Online Interface

The UCA Online Interface enables faculty to construct courses in conjunction with the UCA Online Course Development Process that is easily customized without requiring advanced web design/development or technology skills. The UCA Online Interface is built into Blackboard Learn, UCA’s Course Management System. The Online Interface provides consistency in both navigation and structure while offering continuity for learners regardless of the course discipline. This approach empowers faculty to focus on the content, the learning outcomes, and the instructional strategies rather than being concerned about design elements, layout, navigation, typography, and usability.



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Step 5: Complete Online Course Planning Grids.

Begin planning your course by writing the learning objectives/outcomes for your first module. Next, you should focus on identifying the learning activities and interactions (how students will interact with you, each other, and the content), resources and materials, and what assessment measures you think best fit your module and learning objectives. Do not focus on using specific technology or tools. Focus on identifying the key elements to create a positive, rigorous learning experience for your students. If you have questions, contact your instructional designer.

PHASE II. DESIGN, DEVELOPMENT AND SUPPORT

Step 6: Meet with your Instructional Designer.

During this meeting, you and your instructional designer will examine your practice course with the online/hybrid interface structure. You will start the development/conversion of your online/hybrid course using the Online Course Planning Grid you have completed. You and your instructional designer will discuss your course goals and begin to plan the design of your course. You will also discuss instructional technologies and strategies that may be employed to support the course learning objectives. Your instructional designer can give you examples to illustrate some of the possibilities.

Step 7: Develop course content.

Based on the Online/Hybrid Course Planning Grid and consultation with your instructional designer, your next step is to develop your course content. Your instructional designer will work with you on the design of the modules as needed. If you are unfamiliar with a particular technology that would suit your course, your instructional designer can provide training on that technology. Some content may already be identified (such as a course syllabus) and may only need to be added to Blackboard. Some material may not be in a format optimized for online/hybrid learning. With the support of your instructional designer, you may need to develop additional content (e.g. narrated presentations, instructional videos, learning objects).

You will cycle between steps five, six, and seven for each course module prior to moving to step seven.

Step 8: Finalize and review your online course.

Based on your course content, customize the information in your “Getting Started” section in Blackboard. Also, verify that all assignments have clearly indicated due dates and point values. Make sure that your grade book reflects these point values. Review all of your tests to verify the answers are correct.



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PHASE III. CONTINUOUS QUALITY IMPROVEMENT PROCESS

Step 9: Checklist for Online/Hybrid Courses - Initial course review.

The course must pass the Checklist for Online Courses before the course is taught for the first time. You and your instructional designer will utilize the checklist to review your online course for essential and important elements before offering it for the first time. Many of the components included in the Checklist for Online Courses are built into the UCA Online Interface. At this point, your instructional designer will also log into your course and check images, multimedia components, and hyperlinks.

Step 10: Teach your online or hybrid course.

If you have questions, concerns or problems while teaching an online course contact your instructional designer. Keep a log of issues, concerns, problems, and successes that arise while teaching your course for the first time. Your instructional designer can meet with you after the end of the semester and assist you in addressing problems or concerns.

Step 11: Revise your online or hybrid course as necessary.

Meet with your instructional designer to discuss items included in your log (Step 9). Revise your course as needed. As you make changes, be sure that your objectives, materials, and activities continue to be aligned and are updated in the Online/Hybrid Course Planning Grid. Once you have completed your updates, notify your instructional designer so he/she can assist you with reviewing your course.