Course Design, Overview, and Introductions in the Online Classroom

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At the end of this workshop, participants will be able to:

- Identify navigation features that are consistent, logical, and efficient.
- Apply Standard 1 design concepts to their Blackboard shells.
“Chunking”

• “Chunk” course materials into modules, units, or weeks

• Example:
  • Week 1 Module could contain
    • Week 1 Instructions
    • Week 1 Objectives
    • Week 1 Materials
    • Week 1 Assignment
    • Week 1 Discussion
Module 1: How to Design an Online Course

Module Objective:

At the end of this module, students will:

- use their knowledge of designing an effective online course to create a course outline.
- create a course learning objective.

Module 2: Designing and Delivering Content

Module Objective:

At the end of this module, students will:

- discuss what types of content format(s) they will use in their own online courses and how it will be beneficial.
- apply their knowledge of best practices in delivering content in a quality online course.

Module 3: How to Create Interaction in an Online Environment

Module Objective:

At the end of this module, students will:

- discuss what type(s) of online interactive community forum(s) they will implement in their own online course using best practices.
Unit A: Objectives

Course/Unit Objective:

A. Students will be able to explain the foundations of Sport Administration (CO-A)

Topic Objectives:

1. Students will IDENTIFY and LIST managerial leadership components necessary for athletic administrators (TO-1)
2. Students will ANALYZE historical aspects of the business industry by comparing positive and negative aspects of sports commercialization (TO-2)
3. Students will DISCUSS technological influences in sports and the impacts of those for the future (TO-3)
4. Students will EXPLAIN and INTERPRET leadership skills necessary in sports administration (TO-4)

Topic 1: Overview of Sports Administration

Topic 1 Objective: Students will IDENTIFY and LIST various managerial leadership components necessary for athletic administrators (TO-1)

Topic 2: Historical Aspects of Sports Administration

Topic 2 Objective: Students will ANALYZE historical aspects of the business industry by comparing positive and negative traits of sports commercialization (TO-2)

Topic 3: Management Strategies

Topic 3 Objective: Students will DISCUSS technological influence in sports and the impacts of those in the future (TO-3)

Topic 4: Leadership Strategies

Topic 4 Objective: Students will EXPLAIN and INTERPRET leadership skills necessary in sports administration (TO-4)
Week 5: The Ethics and Politics of Social Research

Week Five to Do Checklist

Week Five Course Objectives & Module Objectives

Week Five Lecture Power Points

Week 4 Video (Do scientist Cheat) Penn State

This 7 series video (38 minutes) examines the issue of scientific fraud, showing why scientists may be less than honest, analyzing how our scientific system deals with quality control, and questioning the adequacy of the scientific community’s response when a researcher is involved in fraud

Sample ECU IRB Application

Sample ECU Informed Consent Form

Quiz 2

This quiz consist of a total of 20 questions worth 2 points each. It will test your knowledge of materials covered in week three, week four and week five. The time limit is 40 minutes. Once you start the quiz you must finish it in one sitting. You cannot log out and back to complete the quiz.
Course Overview and Introduction

- Instructions
- Purpose and structure
- Communication Expectations (netiquette)
- Course/institutional policies
- Technology requirements
- Computer/digital information literacy skills
- Pre-requisite knowledge
- Introductions
Where do I go next?

What should I do first?

How do I get started?

Where do I go next?
1.1 Instructions make clear how to get started and where to find various course components.

- Navigational video
- Course tour
- PowerPoint
- Start Here page
1.2 Learners are introduced to the purpose and structure of the course.

- **Purpose**
- How the learning process is structured
- **Course schedule**
- **Course map**
- **Delivery modalities (online or blended)**
1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.

- Provide netiquette statement in your syllabus AND somewhere else in your course (“Start Here” page or directly in the Discussion Board)
- [http://ecok.libguides.com/faculty/QM](http://ecok.libguides.com/faculty/QM)

Netiquette, or Internet etiquette, are procedures for sustaining polite, professional and effective communication in an online environment and e-mail exchanges. Instructors and learners will exhibit appropriate netiquette when interacting with each other. Written communication will be conducted using standard corporate English.

Here are some basic rules:
- Keep questions and comments relevant to the discussion topic. If another participant posts a comment or question off topic, do not reply. The instructor will reply privately to the participant.
- Treat others in the forum in a courteous and respectful manner. Model the same standards of behavior online that you would follow in a face-to-face discussion.
- Avoid “net speak/text speak,” i.e., “u,” “r,” “omg,” and “lol.”
- Do not use ALL CAPS when posting as this is considered, “shouting.” Do not “flame” others in the forums. Flaming is the “act of responding in a highly critical, sarcastic, or ridiculing manner.”
1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.

- Student conduct
- Academic integrity
- Late submission policy
- Any other course policies with which you expect students to comply
1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain technologies is clearly provided.

- Hardware
- Software
- Subscriptions
- Provide information on obtaining and using

**Technology Requirements (QM1.5.6.5)**

[Course technology and instructions for use]

Example:

To be successful in this course, you should always use a reliable computer with high speed Internet, such as DSL or a cable modem. Your Internet connection is a critical component of using Blackboard.

You are also required to complete some portions of this course through publisher materials. For instructions on using your access code proceed to the following link:

You will also need to use an online overlay tool called Chalk & Wire.

**Chalk & Wire**

All education students are required to have a Chalk & Wire account throughout their program. Chalk & Wire is the program that students use to develop the state and department required program portfolio which is integral in maintaining your program’s accreditation. For more information on Chalk and Wire purchasing, assignment submission information, creating or hiding a portfolio, or troubleshooting issues, please visit the following link:

[https://docs.google.com/document/d/1jaduZXwc8DXEgqaugxT2Jf1vZGso0D-ublZrkX8ZBqU/edit?usp=sharing](https://docs.google.com/document/d/1jaduZXwc8DXEgqaugxT2Jf1vZGso0D-ublZrkX8ZBqU/edit?usp=sharing)

If you have used the above link and still need assistance, email Dr. Jessica Koch, jkoch@ecok.edu.
1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated.

• Using the LMS
• Using email
• Using online libraries to locate information
• Using online search tools
• Properly citing sources
Computer and Digital Information Literacy Skills (QM1.6)

[Minimum computer/digital literacy skills]

For example: In order to be successful in this course, you need to have a basic knowledge of computer and Internet skills. This includes:

- using Blackboard;
- being familiar with email;
- using Excel;
- creating a word processing document;
- performing searches on the web;
- accessing library databases;
- using application software.

### Computer Literacy

You need to have a basic knowledge of computer and Internet skills in order to be successful in an online course. Here are some of the highlights:

- Knowledge of terminology, such as browser, IMHO, application, etc.
- Understanding of basic computer hardware and software; ability to perform computer operations, such as:
  - Using keyboard and mouse
  - Managing files and folders: save, name, copy, move, backup, rename, delete, check properties
  - Software installation, security and virus protection
  - Using software applications, such as Word, PowerPoint, Excel, email clients
  - Knowledge of copying and pasting, spell-checking, saving files in different formats
  - Sending and downloading attachments
- Internet skills (connecting, accessing, using browsers) and ability to perform online research using various search engines and library databases. Visit [Distance Library Services](http://www.mnsu.edu/ext/online/skills.html) for more information.
- Ability to use online communication tools, such as email (create, send, receive, reply, print, send/receive attachments), discussion boards (read, search, post, reply, follow threads), chats, and messengers.
1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.

- List skills students should have before taking the course
- List other courses that need to be completed first
- If none, list “N/A” or “None”

IV. Course Description:
Introduction to the concepts, aspects, and philosophies of managing sport, fitness and recreational organizations. The course will use the East Central University Blackboard Course Management System. 
- Blackboard Privacy Policy

V. Prerequisite(s): EDUC 5113: Techniques of Research and Graduate Standing

VI. Method of Instruction:
The instructor will guide on-line interactions and discussions that will facilitate student discovery and knowledge building through literature & audiovisual reviews, critical thinking skills, and discussions.
1.8 & 1.9 Introductions

• Help students get to know you by providing a short bio or introduction video; be professional!
• Ask students to introduce themselves to help them build relationships with one another

Meet Your Facilitators

My name is Haley Vickers, and along with Wendy McKibben, I will be your facilitator for this training course. I am a graduate of Troy University in Alabama, where I studied English in my undergraduate degree and Post-Secondary Education in TESOL (Teaching English as a Second or Other Language) in my graduate studies. An Alabama native, I have lived in Norman, OK for the past 6 years, and taught ESL courses at the University of Oklahoma. I have presented at numerous conferences including, ALADE, AMTESOL, OKTESOL, and NAFLA Region III, and along with my husband, Dr. Jace Vickers, have been published in TESOL New Ways in Teaching with Music (2017). In 2019, we will present at the International TESOL Conference on this topic. I love to cook, watch Netflix, and play with our 16-month-old, Fox, and our 2 cats, Hilde and Willie. Monday through Friday, you can find me in Admin 210. Feel free to call me at x521, or email me at hvickers@buck.edu. I look forward to meeting all of you!

Within a forum, you may create, initiate an initial post and/or reply to it. If your instructor allows, you encourage conversation about topics relevant to your course. More Help.

<table>
<thead>
<tr>
<th>Forum</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Course Introductions</td>
<td>Please introduce yourself to the class. Include</td>
</tr>
<tr>
<td></td>
<td>general information about yourself, such as your</td>
</tr>
<tr>
<td></td>
<td>name, where you are from, your major, a little</td>
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<td>about your family, etc.</td>
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Center for Excellence in Teaching and Learning: We’re here to help!

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http://ecok.libguides.com/faculty