Creating an Online Course

What an Online course is

Online courses are courses that take place fully in an online environment using tools such as Canvas (DU's primary learning management system), Zoom (a web-conferencing tool that allows people to meet virtually for a class or working session), and Kaltura (a video creation and management tool). Online courses can be synchronous, asynchronous, or ideally a mixture of both. Critical to the success of online courses is clear course organization that allows students to easily navigate the online environment

Synchronous: a delivery modality in which work and participation requirements take place at specific times, often using a program like Zoom

Asynchronous: a delivery modality in which work and participation requirements may take place at different times and elements of the coursework and learning materials would be available with a degree of flexibility rather than only offered at a specific time.

Steps for Creating an Online Course

Step	Output
1) Identify and Align Major Course Components	
a) Identify/confirm/articulate overall learning outcomes. Means making sure you have a clear answer to the question: *What do I hope students will have learned, that will still be there and have value, several years after the course is over?* Keep in mind: • Given that it *may* not be possible to do it all, articulating/focusing on your *most* significant/essential learning outcomes is especially key Additional Resources: **Student Learning Outcomes Worksheet** *(located in the "Alignment" area of the "Planning" section of this toolkit)*	First column of **Online Alignment Table**
b) Identify/confirm/articulate overall assessments. Make sure you have a clear answer to the question: *What would my students have to do to convince me – and themselves – that they had achieved those learning goals?* Keep in mind: • Assessments that support students in being able to assess/monitor their *own* learning are especially important so students can make adjustments to how they are engaging if necessary (e.g, spend more time reviewing important resources, reach out to professor for help, etc.)	Second column in **Online Alignment Table**
c) Identify/confirm/articulate overall learning activities. Make sure you have a clear answer to the questions: *What would students need to do during the course to be able to do well on these assessment activities/achieve the learning outcomes?* Keep in mind:	Third column in **Online Alignment Table**

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• Not *all* activities have to be within the online classroom – some common activities might involve doing projects off-line, etc. (by, for example, doing activities in one's local environment/surroundings/community) • As much as possible, rather than solely using synchronous class time to lecture or do other somewhat passive learning activities, have students also learn/engage with course content asynchronously (through, for example, listening to brief recorded lectures at their own pace, pausing or reviewing them if necessary, rather than listening to live lectures which assume "one pace fits all"), then … • Have options for discussion/interaction/application activities	
2) Create Detailed Plan for Course	
a) Plan for Each Week/Module Create a week-to-week plan for your course, using the online alignment map that you created as a guide. For this, you may want to use the Online Vision Map with due dates and such**.** Keep in mind: • You may have "module-level" learning objectives that are at a more fine-grained level than your overall course outcomes	**Online Vision Map -** detailed course schedule (with activities by week/module)
b) Develop Syllabus The key with the syllabus is making clear that this is an online course and what that means in terms of expectations, as well as what the expectations are for participation (both in the overall course description and in the version of the course schedule that you share with students).	Course Syllabus
3) Build Course in Canvas	
Clarity here is key: Make sure students know intended outcomes and how they'll know if they achieved them. See **Canvas Course Setup Checklist** for more details on how to set-up your Canvas course or **Canvas Template Import Guide** *(located in the "Canvas Course Design" area of the "Canvas Core" section of this toolkit)* to import an editable, built-out Canvas course.	Complete Canvas Course