

COURSE DEVELOPMENT RESOURCES

This document provides a guide to a variety of resources on course development.

Instructional Design Support SharePoint Site

This [Instructional Design Support](#) SharePoint site is a space to collaborate on course design projects and to share instructional design resources.

The information in this document can be found in the [Resources](#) folder.

Course Design Checklist

This [Course Design Checklist](#) provides a checklist to help improve the quality of course design and student learning. While much of the information comes from [Quality Matters](#) (QM), a global organization that leads in quality assurance for online education and innovative digital teaching and learning environments, this information is also applicable to face-to-face learning.

The document also provides a checklist when building courses in UArizona's learning management system [Desire2Learn](#) (D2L).

College of Pharmacy Syllabus

The [College of Pharmacy Documents](#) website provides resources for building a syllabus, including a [template](#), [links](#) to additional syllabus resources, and the [rubric](#) used by the Curriculum Committee.

Consider creating an [Interactive Syllabus](#) by recording a video presentation and creating interactive engagement using PlayPosit.

Course Objectives and Learning Outcomes

Watch this [video](#) on the differences between goals, objectives, and learning outcomes.

Course objectives describe what the instructor plans to cover in the course. When writing course objectives, ensure that the objectives:

- Describe the course overview and goals
- Align with the UA/CAPE outcomes or the Accreditation Standards Appendix 1
- Start with the phrase: “This course will”

Learning outcomes state what the students will be able to do. When writing learning outcomes (sometimes referred to as Expected Learning Outcomes), ensure that the outcomes:

- Refer to the expectations the learner meets at the end of the course
- Align with specific UA/CAPE Outcomes that fit the course – see UA COP Student Handbook
- Start with the phrase: “By the end of this course the student will be able to”

When writing objectives and outcomes, ensure that they are measurable and observable. Refer to [Bloom’s Taxonomy](#) (or other similar websites).

Concept of Alignment

The concept of alignment conveys the idea that critical course components work together to ensure that learners achieve the desired learning outcomes. Measurable course and module/unit-level learning outcomes form the basis of alignment in a course. Other elements of the course, including assessments, instructional materials, learning activities, and course technologies, contribute to the accomplishment of the learning outcomes (Source: [QM Higher Education Course Design](#)).

This [website](#) provides examples of learning activities and assessments that align with specific levels of Bloom’s Taxonomy.

Using a [Course Map](#) can help ensure alignment between course learning outcomes, weekly/module learning outcomes, assessments, instructional materials, learning activities, and course technologies.

Teaching Resources

The [Office of Instruction and Assessment](#) (OIA) provides many resources and support for instructional activities.

For example, OIA provides information on different [teaching models](#). The [mini primers](#) provide short introductions to a variety of topics, such as active learning strategies, planning a course, online discussions, etc.

Instructional Technologies

UArizona supports several instructional technologies and tools to enhance student learning.

Desire2Learn (D2L)

D2L is the course management system that assists in creating an organized experience for students and provides students access to materials and activities to enhance learning.

See OIA's [D2L Brightspace](#) page or the [D2L Consulting](#) page for more information. Once logged in to D2L, instructors can self-register for the [D2L New Instructor Orientation](#) course.

Zoom

Zoom is an online synchronous meeting tool and uses video cameras, microphones, screen sharing, polls, and breakout rooms.

See OIA's [Zoom](#) page for more information.

Panopto

Panopto is a video streaming and lecture capture platform.

See OIA's [Panopto](#) page for more information.

Adobe Creative Cloud

Adobe Creative Cloud and Adobe Stock are offered to current students, faculty, and staff at no cost.

Sign up for [Adobe Create Cloud](#) or request images from [Adobe Stock](#).

See the InTech's [Apps and Tutorials](#) section to learn more about what instructors can do with Adobe Create Cloud apps.

PlayPosit

Use PlayPosit to add interactive engagement to videos. Instructors can use videos on streaming services like Panopto, YouTube, or Vimeo, and add points of interaction such as multiple choice or true/false questions, reflective pauses, polls, discussions, and more. This gives students an opportunity to engage with the video, while reflecting on the knowledge gained from the lesson. PlayPosit's term for an interactive video is a bulb.

See InTech's [PlayPosit](#) page for more information.

Here is an [example](#) of using PlayPosit with a short video from YouTube.

VoiceThread

VoiceThread is a web-based, interactive collaboration tool that allows users to compile a variety of media such as images, videos, audio clips, presentations, and documents into a single space for discussions. With VoiceThread, conversations may take place in real-time or asynchronously through contributed comments with microphone, text, webcam video, telephone, or uploaded audio/video files. Think of VoiceThread as bringing the in-person classroom discussion to a virtual space.

See InTech's [VoiceThread](#) page for more information.

Here is an [example](#) of using VoiceThread.

Online Course Design

When designing online courses, UArizona follows the standards of Quality Matters. “QM Rubrics and Standards were created to help course developers, teachers, faculty, entire organizations, and — most importantly — students. The General Standards and Specific Review Standards in each Rubric are intended to guide you through the development, evaluation, and improvement of your online and blended courses. Meeting these quality expectations at or above the 85% level is key to certifying the quality of your courses.” (Source: [QM Website](#))

The [QM Higher Education Rubric](#) contains 8 General Standards and 42 Specific Review Standards. Instructors can use these standards to aid in the creation of courses designed to meet Standards. Additionally, evaluators use this rubric to assess the level of quality in a course and to make recommendations for improvement.

Note on the terminology: QM’s use of the term “learning objectives” refers to COP’s use of the term “learning outcomes”.

An Interactive Guide to Online Course Design

This [Online Course](#) was developed by the Office of Digital Learning. It is a self-paced guide for instructors new to online learning and developing a course for the first time. The guide can also be used as a reference to refer to continually. The guide provides an overview of the course design process and provides additional resources to further your development in online course design.

Quality Matters (QM) Online Course Design Guide

The [QM Online Course Design Guide](#) provides a road map for creating a course with QM Standards in mind. The guide helps instructors to structure their course to ensure that face-to-face and online components complement each other. The guide also helps ensure instructors develop online course components with quality in mind.

Online Learning Best Practices

This [PowerPoint](#) provides a summary of online learning best practices. It also provides examples of course design elements.

Note: Run the PowerPoint to view the interactive components incorporated into the PowerPoint.

Available Trainings

There are many opportunities for professional development.

Office of Instruction and Assessment (OIA)

OIA's [Webinars and Classes](#) website contains information about the current schedules for webinars and mini classes. The webinars typically discuss instructional technologies, while mini classes cover topics such as teaching online, collaborative learning, reimagining slides, designing effective writing assignments/rubrics, etc.

InTech

The InTech group (from the Office of Digital Learning) offers Adobe Creative Cloud app-specific online workshops throughout the year. Register for online workshops at [Events | Adobe & Arizona](#).