




# Course Design Looks DO Matter

Mallory Matthews & Taylor Chesson  
Instructional Designers



# Agenda:

- OLC Rubric (5 min.)
- Design for Engagement (10-12 min.)
- Design for Organization (10-12 min.)





# 01

## OLC Rubric

- What is the Online Learning Consortium?
- Rubric 1: Course Overview & Information
- Rubric 3: Design & Layout



# OLC Rubric

## OLC QUALITY SCORECARD SUITE



## OSCQR Course Design Review

### OLC Quality Scorecard Suite: OSCQR 3.1

Need ideas? Click on a standard below for explanations and examples from <https://OSCQR.suny.edu>

Sufficiently Present

Minor Revision

Moderate Revision

Major Revision

Not Applicable

Action Plan

Estimated time needed for revision:

1/2 hour or less

1/2-2 hours

2+ hours

#### 1. COURSE OVERVIEW AND INFORMATION

		Sufficiently Present	Minor Revision	Moderate Revision	Major Revision	Not Applicable	Action Plan
1.	Course includes Welcome and Getting Started content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.	An orientation or overview is provided for the course overall, as well as in each module. Learners know how to navigate and what tasks are due.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.	Course includes a Course Information area that deconstructs the syllabus for learners in a clear and navigable way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.	A printable syllabus is available to learners (PDF, HTML).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.	Course includes links to relevant campus policies on plagiarism, computer use, filing grievances, accommodating disabilities, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.	Course provides access to learner success resources (technical help, orientation, tutoring).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.	Course information states whether the course is fully online, blended, or web-enhanced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.	Appropriate methods and devices for accessing and participating in the course are communicated (mobile, publisher websites, secure content, pop-ups, browser issue, microphone, webcam).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.	Course objectives/outcomes are clearly defined, measurable, and aligned to learning activities and assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.	Course provides contact information for instructor, department, and program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



- [Online Learning Consortium \(OLC\)](#)
- [OLC Rubric PDF](#)

# Course Overview and Information

1.	Course Overview and Information
<u>1.</u>	Course includes Welcome and Getting Started content.
<u>2.</u>	An orientation or overview is provided for the course overall, as well as in each module. Learners know how to navigate and what tasks are due.
<u>3.</u>	Course includes a Course Information area that deconstructs the syllabus for learners in a clear and navigable way.
<u>4.</u>	A printable syllabus is available for learners (PDF, HTML)
<u>5.</u>	Course includes links to relevant campus policies on plagiarism, computer use, filing grievances, accommodating disabilities, etc.
<u>6.</u>	Course provides access to learner success resources (technical help, orientation, tutoring).
<u>7.</u>	Course information states whether the course is fully online, blended, or web-enhanced.
<u>8.</u>	Appropriate methods and devices for accessing and participating in the course are communicated (mobile, publisher websites, secure content, pop-ups, browser issue, microphone, webcam).
<u>9.</u>	Course objectives/outcomes are clearly defined, measurable, and aligned to learning activities and assessments.
<u>10.</u>	Course provides contact information for instructor, department, and program.

# Design and Layout

3.	Design and Layout
<u>16.</u>	A logical, consistent, and uncluttered layout is established. The course is easy to navigate (consistent color scheme and icon layout, related content organized together, self-evident titles).
<u>17.</u>	Large blocks of information are divided into manageable sections with ample white space around and between the blocks.
<u>18.</u>	There is enough contrast between text and background for the content to be easily viewed.
<u>19.</u>	Instructions are provided and well written.
<u>20.</u>	Course is free of grammatical and spelling errors.
<u>21.</u>	Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document.
<u>22.</u>	Flashing and blinking text are avoided.
<u>23.</u>	A sans-serif font with a standard size of at least 12 pt. is used.
<u>24.</u>	When possible, information is displayed in a linear format instead of as a table.
<u>25.</u>	Tables are accompanied by a title and summary description.
<u>26.</u>	Table header rows and columns are assigned.
<u>27.</u>	Slideshows use a predefined slide layout and unique slide titles.
<u>28.</u>	For all slideshows, there are simple, non-automatic transitions between slides.



# 02

## Design for Engagement

- Overview
- Introduction Videos
- Discussions / Connections





**The design of the context matters. It is our responsibility to create environments that support engagement for learning. When we put engagement first, learning will follow.**

---

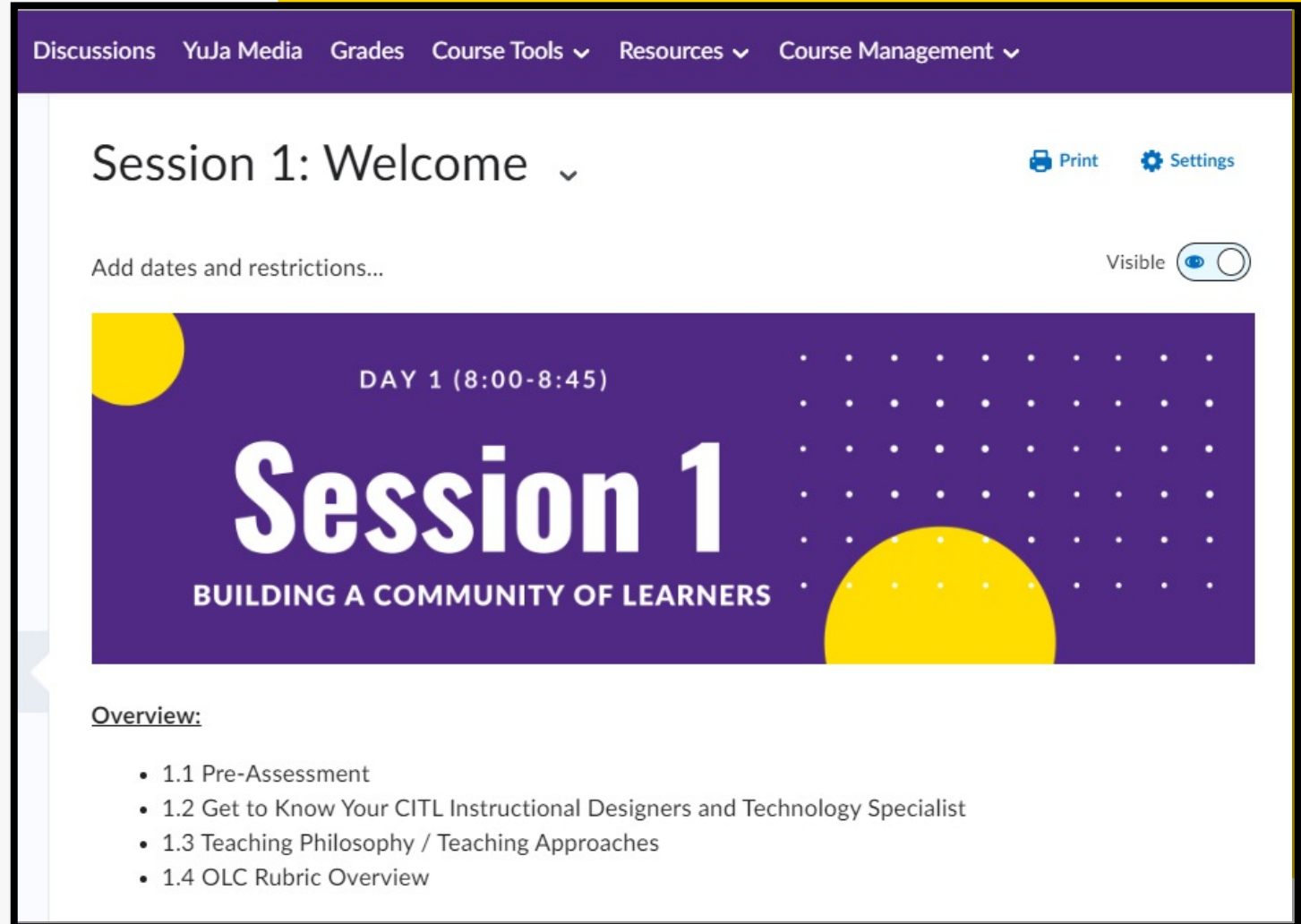
— Allison Posey (2019)





# Overview

- Banners / Descriptions
- Visually appealing
- Increases organization
- Offers personalization



The screenshot displays a course management interface with a purple header containing navigation links: Discussions, YuJa Media, Grades, Course Tools, Resources, and Course Management. The main content area is titled "Session 1: Welcome" and includes a "Print" icon and a "Settings" gear icon. Below the title, there is a link to "Add dates and restrictions..." and a "Visible" toggle switch. The central focus is a banner with a purple background, white text, and yellow circular accents. The banner text reads "DAY 1 (8:00-8:45)", "Session 1", and "BUILDING A COMMUNITY OF LEARNERS". Below the banner, an "Overview:" section lists four items: 1.1 Pre-Assessment, 1.2 Get to Know Your CITL Instructional Designers and Technology Specialist, 1.3 Teaching Philosophy / Teaching Approaches, and 1.4 OLC Rubric Overview.

Discussions YuJa Media Grades Course Tools Resources Course Management

Session 1: Welcome Print Settings

Add dates and restrictions... Visible

DAY 1 (8:00-8:45)

# Session 1

BUILDING A COMMUNITY OF LEARNERS

Overview:

- 1.1 Pre-Assessment
- 1.2 Get to Know Your CITL Instructional Designers and Technology Specialist
- 1.3 Teaching Philosophy / Teaching Approaches
- 1.4 OLC Rubric Overview



# Introduction Videos

- Making Connections
  - Instructor-to-Student
  - Peer Interaction
- Short and Engaging
  - Student Voice & Choice



# Discussions / Connections

- Encourages interaction
- Offer options in delivery format
- In-class or online activities
- [Think-Pair-Share](#)
- Opportunities for collaboration





# 03



## Design for Organization

- Announcements
- Module Alignment
- Course Clean Out

# Cognitive Load

Nick HS 🐝  
@NickHarveySmith

Cognitive Load GIF #MedEd #FOAMed

11:41 AM · Oct 11, 2019

[@NickHarveySmith](#)



# Announcements

What are some ways to make the announcement easier for students to read and understand?

## Course Information

Taylor Chesson posted on Mar 17, 2022 1:10 PM • Edited

Hello! I am Taylor Chesson, Online Instructional Design Specialist for the College of Engineering in the Center for Innovation in Teaching and Learning. I look forward to working with you. Welcome to OLCR-1010! You'll find syllabus-like information in a number of documents in the Week 1: Course Introduction under Course Materials (top left). I suggest that you read all the documents in this section in order and ask questions by utilizing the Ask Me Anything! discussion. Our textbook, *Understanding by Design*, by Grant Wiggins and Jay McTighe does a pretty good job presenting the course content in a clear and straightforward manner. I expect you to read the assigned chapters with understanding, but I also expect each of you to actively participate in an intelligent, on-going discussion of the course content. If you have questions, ask them. If you think something is especially interesting, important, or even stupid; say so. I have posted reading materials and videos for each chapter, in which I've attempted to highlight the especially interesting, important, or difficult material. I've also asked a question or two to start you thinking and get the discussion rolling. Once we get going, I hope to function as just one among many intelligent people involved in an interesting discussion. We'll all get very bored very quickly if I do all the talking. In addition to our text-based discussion, we'll be discussing best practices, the OLC Rubric, CITL training, and some of the important design techniques. I hope you're getting the idea that your active participation in these discussions will become the heart of this course. I'm guessing that this is the best way to teach you something about course design while at the same time giving you continuing opportunities to practice both thinking and communicating. What should you do next? Work through the rest of the Course Introduction documents before moving on to the course modules. Complete the Syllabus Quiz (You must make at least a 60% to access the rest of the course). Read chapters 1 and 2 in Wiggins and McTighe. Begin to think about what questions you may have. Good luck in your studies and remember, I am here for you.

-- Taylor Chesson



{firstname}

Hello, **Taylor**! I am Taylor Chesson, Online Instructional Design Specialist for the College of Engineering in the Center for Innovation in Teaching and Learning. I look forward to working with you.



Welcome to OLCR-1010! You'll find syllabus-like information in a number of documents in the **Week 1: Course Introduction** under Course Materials (top left). I suggest that you read all the documents in this section in order and ask questions by utilizing the **Ask Me Anything!** discussion.

## Announcements

- [Strings in iLearn](#)
- Adding Images
- [Hyperlink to Content](#)
- Natural Breaks
- [Change Homepage](#)

# Modules

- Descriptions
- Visibility
  - Start/Due Dates
  - Release Conditions
  - Hidden/Unhidden
- Alignment
- Chunking


The screenshot displays a course management interface for a session titled "Session 1: Welcome". The interface includes a navigation bar at the top with options like "Discussions", "YuJa Media", "Grades", "Course Tools", "Resources", and "Course Management". The session title "Session 1: Welcome" is prominently displayed, along with "Print" and "Settings" icons. A "Visible" toggle switch is shown in the top right corner, which is currently turned on. Below the title, there is a section for "Add dates and restrictions...". The main content area features a large purple banner with the text "DAY 1 (8:00-8:45)", "Session 1", and "BUILDING A COMMUNITY OF LEARNERS". Below the banner, an "Overview:" section lists four items: "1.1 Pre-Assessment", "1.2 Get to Know Your CITL Instructional Designers and Technology Specialist", "1.3 Teaching Philosophy / Teaching Approaches", and "1.4 OLC Rubric Overview". Three yellow arrows point from the list on the left to the "Add dates and restrictions..." link, the "Release Conditions" link, and the "Visible" toggle switch.

Teacher View



# Modules

- Descriptions
- Visibility
- Alignment
- Chunking

 Bookmarks


 Course Schedule

Table of Contents 68

Session 0: Start Here! 1

Session 1: Welcome 5

Session 2: Course  
Overview and  
Information 5

2.1 Introduction  
Announcement ✓

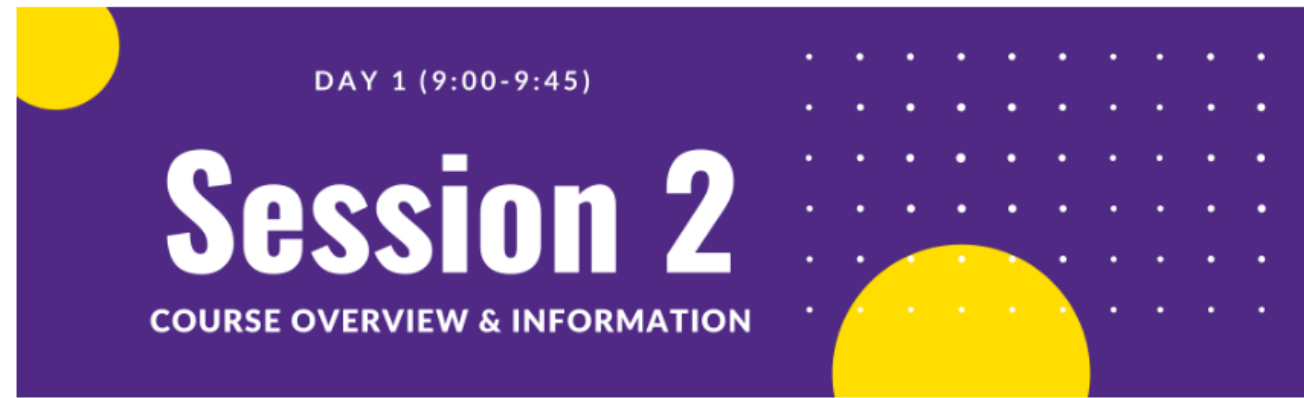
2.2 Welcome Video 3

2.3 Course  
Information ✓

2.4 Syllabus ✓

Session 3: Course  
Technology and Tools 11

Session 4: Design and  
Layout 14




## Overview:

- 2.1 Introduction Announcement
- 2.2 Welcome Video
- 2.3 Course Information
- 2.4 Syllabus

## Learning Objectives:

1. Create course introduction (including a video) on iLearn.
2. Design syllabus based on OLC Rubric.

 Download

Expand All | Collapse All



66.67% 10 of 15 topics complete

### Session 2 PPT

 PowerPoint Presentation



### Session 2 Recording

 Video



### Course Overview and Information Standards

 Web Page



Student View



# Course Clean Out



This Photo by Unknown Author is licensed under [CC BY-ND](#)



This Photo by Unknown Author is licensed under [CC BY-ND](#)



## Final Thoughts: (Choose 1)

1. What are some engagement or organizational strategies you currently use in your classes?
2. What is one takeaway from today's workshop you plan on using?

## References/Resources:

- Dirksen, J. (2016). *Design for how people learn* (Second edition.). New Riders.
- Neal, L. (2021, June 15). *Course design and layout* [Video]. *TnTech Center for Innovation in Teaching and Learning*, [Web Address](#).
- Posey, A. (2019). *Engage the brain: how to design for learning that taps into the power of emotion*. ASCD.

# Thank you!

Questions, Comments, Concerns?

[Feedback Survey](#)

Next Week's Session:  
iLearn Features You Might Not Know Existed (1/24)  
[Register](#)