Asbury University Online Campus Course Developer’s Toolkit

School of Education

Course Design Guide and Checklist

Purpose:

*AUOC Design Guide and Checklist* identifies and describes the action steps required to develop an Asbury University online course, using a process that incorporates instructional design principles and *best practices* for learning in the online environment. This guide has been customized for use with the Atheneo Learning Management System. The document checklist is used in conjunction with the Asbury University Online Campus Course Design Input Template (AU Online Template). Use this checklist to develop the template in the order given below and check off each section as completed.

Summary of Best Practices and Tips:

- Focus on organization of online materials
- Connect to learners’ prior experiences and knowledge when possible
- Ensure that learning activities and assessments support learning outcomes
- Provide transition between learning activities and experiences
- Provide a variety of assessment activities
- Provide a variety of learning activities and experiences
- Provide ample opportunities and a variety of venues for feedback
- Encourage student participation
- When possible and appropriate, engage students in synchronous audio and video experiences
AU Online Campus Design Guide and Checklist

Course Navigation
This information has already been inserted into the Atheneo course template that you will use to develop your course. You may review and edit this information as appropriate for your course. Please note, the Asbury academic policy has also been inserted in the Atheneo course template.

1.0 Course Overview

1.1 Mission and Vision

Vision Statement
“To be leaders of world class professional educators”

Mission Statement
Our mission as the School of Education is to facilitate the preparation of professional educators who embody world-class academic excellence, spiritual integrity, and servant leadership.

1.2 Course Description

This should be the same as in the course bulletin.

1.3 Course Strategies

<The following is an example; modify as appropriate for your course.>

It is suggested that you use a word processor, such as Microsoft Word, in order to type in all of your responses to the assignments including your journal entries and Final Paper. There are two reasons to do this: 1) you can save your documents for your own personal use later after the course has been completed; and 2) it is much easier to open your Word document while you are submitting your assignments and highlight your answer, go under the Edit menu and select copy, click your mouse in the answer box for the assignment you wish to submit and go under the Edit menu and select Paste.

By doing this you will avoid any type of service interruption problems with your Internet service provider in the event that you become disconnected in the middle of typing your answer. You will not lose your work and you can maximize your time online by doing much of your work while offline. You will also have a backup of all of your work.
It is also recommended that you backup all of your course work to an external storage drive, drop box, or other storage system.

<Insert any other course strategies here>

1.4 Minimum Technology Requirements

The minimum technology requirements for this course are located at http://www.asbury.edu/online/online-students/orientation-quick-guide#minimum

1.5 Course Structure

<The following is an example; modify as appropriate.>

Learning Activities and Learning Assessments: These are the core components of the course. For most activities, there are associated learning assessments.

Learning assessments are primarily based on reading assignments from course textbooks, viewing video, clinical experiences, papers, reflections, forum discussions, chats, and more.

Project: Add any other descriptive or important information here about the course project, if included.

Participation and Communication: Each person in the course is not only required to be primarily self-directed, but they are also expected to participate and interact with others in the course. In onsite classes there is often a great deal of communication, discussion and learning from one another. Collaborative learning and community building in online courses primarily comes through threaded discussions using the Forum, but is also enhanced by using the personal profiles, email messages, chats, and phone calls as appropriate. Current research and anecdotal evidence also suggests that many students enjoy and benefit from synchronous communications using mediated communication tools (Groves and Pugh, 2010). It is the primary responsibility of students to take the initiative in contacting their Instructor to discuss problems or concerns that they are having and seek for the best ways to resolve the issues. All communications should occur through the Atheneo platform. Please do not send email from any other source, if possible.

1.6 Clinical-based Preparation

<The following is an example - make this applicable to your course.>
In clinical-based preparation, the focus is on learner-based instruction emphasizing the value of each student’s achievement. The inquiry-based method of instruction creates the pedagogical framework with an emphasis on project-based learning in each course. Using authentic experiences and clinical practices, the goal is to help every candidate in education to “think like a teacher” developing skills to design instruction, assess student learning, analyze student progress and achievement, diagnose learning needs, and prescribe for personalized learning plans. Two features define the types of clinical experiences in the program: (1) Course-Embedded school experiences are in each course and range of authentic activities will be provided; and (2) Extended School Experiences – each program has multiple school-based experiences. Clinical-based preparation bridges the gap between the theory in courses and school practice by targeting authentic experiences and making direct connections to conceptual understandings. As a candidate experiencing clinical-based preparation, 21st century skills of innovation, collaboration, creativity, critical thinking and problem solving will be emphasized in courses and clinical experiences.

Also, you must identify the specific clinical experiences in your course here:

Clinical Experiences in This Course:

1.7 Conceptual Framework

1.8 Dispositions
the knowledge of assessment design principles in applying “fair and equitable” measurements. As part of the work sample, collaboration is a necessary skill that requires ability to work with people (compassion for others). The Assessment Work Sample is a semester-long project requiring perseverance (which requires emphasized skills in emotional health and wellness), work ethic, and professional thinking as a demonstration of passion and enthusiasm for teaching. Our devotions within this course focus on the delivery of instruction and assessment to enhance spiritual sensitivity and purpose.

1.9 Project-based Learning

In this section, you will identify and describe the major project for this course – projects are required for all School of Education Online Courses.

1.10 Course Grading

Insert all course grading policies here. <The following is an example.>

Reading Assignments and Learning Assessments: These are the core components of the course. Learning assessments are primarily based on reading assignments from course textbooks and articles. However, grades for journal entries are also included in this percentage.

Final Paper: Refer to the Final Paper section of the Course Introduction for instructions and directions on how to prepare and submit your Final Paper for this course. Late submissions of Final Papers need to be approved by and arranged with your Instructor, it could result in a penalty for tardiness and a grade reduction.

2.0 Learner Outcomes

2.1 Identify and list the course learner outcomes

- 5 – 8 per course
- Make them broad...at the end of this course, what do you want the students to know, do, and/or understand?

Example: At the end of this course, the student will be able to discuss educational reform by describing political and socio-economical history, current reform policies and initiatives, and current issues.
3.0 Assessments

3.1 Identify and develop the learning assessments for each learning outcome

- Learning assessments should enable the student to show proof or evidence that the learning outcomes have been achieved
- Use a variety of assessment types
- Develop clear instruction for the assessments, including how they are to be delivered to the instructor for grading. If they are to upload a file, make sure the file naming convention is included.
- It is a best practice to fully develop the assessments before developing learning activities and experiences. However, many first-time developers find this difficult, and this is to be expected. This practice ensures that learning assessments support the learning outcomes, and precludes the developer from developing learning assessments based on learning activities.

**Examples:**
- a. Answer the questions
- b. Post to a forum question (Reply to a post)
- c. Write a paper
- d. Draw a picture
- e. Compare and contrast
- f. Argue a point/position
- g. Perform matching
- h. Reflect on a unit of study
- i. Make a presentation
- j. Present a project, case study, etc.
- k. Solve problems
- l. Perform an experiment and record the results
- m. Label countries, cities, regions on a map

4.0 Modules/Instructional Units

4.1 Identify and list the major modules or instructional units

- These will be developed as instructional units
- 5-8 per course (in some cases there may be more)
- Classes less than 3 hours credit may have less content areas
- **Example:** 1) Ancient Art, 2) Medieval Art, 3) Renaissance Art, Neoclassicism and Romanticism, 4) Impressionism, 5) Post-impressionism
Example: You may also find that the course learning outcomes may also serve as your content areas or themes. In 1.1 above, the instructional unit could become, *Educational Reform*

4.2 Develop the module/unit overviews and identify the resources

These module/unit overviews provide teacher perspectives and context for learning on the front-end of module/unit. This context will also establish the purpose of the adjoined topics. The overview can be in text, audio, video, or combination of all three formats. Remember to include links to prior knowledge or experiences. This will enable students to connect to the knowledge or activity. You can also include links and media in this section, including embedded images.

5.0 Major Learning Concepts/Topics/Resources/Activities

5.1 Identify the major learning concepts/topics for each instructional unit

(See example at end of Section 4.0)

5.2 Order the topics in the appropriate/logical instructional sequence

(See example at end of Section 4.0)

5.3 Develop the overview/introduction for each learning topic

These topic overviews provide teacher perspectives and context for learning on the front-end of the student activities. The overviews can be in text, audio, video, or combination of all three formats. Remember to connect to prior knowledge and experiences when possible. You can also include links and media in this section, including embedded images.

5.4 Identify and list the resources required for each learning topic and activity

Some examples include: textbooks, internet sites, electronic databases, pdfs, links to multimedia files e.g., audio, video, podcast, YouTube, Camtasia files, etc. (See Example at end of Section 4.0)

5.5 Identify and describe the learning activities for each topic

You may have more than 1 learning activity for a topic.

 Examples: Read chapter, watch video, view art images, read white papers, case studies, poetry, stories, articles, etc. explore internet sites, listen to audio files, perform simulation, visit a museum, discuss a forum post, participate in a live chat (small group), collaborate with learning peers, research a topic, read teacher commentary, view teacher presentation video (Camtasia)

Examples:

a. Answer the questions
b. Post to a forum question (Reply to a post)
c. Write a paper
d. Draw a picture
6.0 Putting it All Together

6.1 Comprehensive View of Structure Using Unit Example

Ancient Art Unit

a. **Unit Overview**

The Annotated Mona Lisa

In the first week we are getting to know each other and our course. This introduction to art, over the course of time, begins in the ancient world. For many of you history buffs this will be among your favorite units as you explore ancient Egypt, ancient Mesopotamia, Greece and Rome. You may be surprised to find that early art was did not generally take “creativity” as its primary purpose (although creativity is necessarily always involved).

In this unit, you will: 1) read the textbook and respond to questions 2) watch videos in Films on Demand and complete the questions, and 3) view art in ArtStor and answer questions, and reflect on this knowledge and understanding.

In the second week, you will demonstrate what you have begun to learn about ancient art by comparing and contrasting different works. You should also be looking for an art exhibit in your area, that you would like to visit. Please consult with your instructor after making a selection.
Activity 1: Read textbook

Image 1 Mona Lisa

Carol Strickland, the author of your textbook, provides a compelling history of the Mona Lisa, as well as clarifies many misunderstandings about this painting. For example, do you know whom the Mona Lisa actually depicts? Do you know where this famous painting resides? If you love a great mystery, I am sure you will enjoy these readings. Now, go to Chapter 1 and read pages 3 – 12. Respond to the assessment questions noted below.

Read Chapter 1, pages 3 – 12 and respond to the assessment questions and statements below.

Assessment 1:
Now that you have read Chapter 1, pages 3 – 12, respond to each question by writing a short paragraph in the textbox.
Question #1: The earlier art objects were created for what purpose?
Question #2: What is believed to have been the function of Stonehenge?
Question #3: Describe the palace of King Sargon at Nineveh.
Question #4: What was the overriding concern of Egyptian art and architecture?
Question #5: What was the purpose of statuary in ancient Egyptian tombs?
Question #6: What period in time is referred to as the Greek Golden Age?
Question #7: What were common subjects in vase paintings?
Assessment 1 Point Value: 14
Facilitators of Student Success

Activity 2: View Video DVD

Assessment 2: View Video in Films on Demand

Assessment 3: Image 1: Egyptian Relief

Assessment 3: Image 2: Greek Sculpture

Assessment 2: Image 1: Assyrian Sculpture of Lion

Assessment 2: Image 2: Egyptian Relief

While each of you may have your personal preferences for art, it is often stated, “art changes but it does not get better.” Sister Wendy’s section on ancient art illustrates and explains why this is true. In this activity, you will view Egyptian and Assyrian stone reliefs on a stone relief, respond to the statement in this assessment.

Now that you have viewed the video depicting ancient Assyrian and ancient Egyptian warfare and bloodshed is depicted in ancient history and culture are revealed through art. Sculptures, murals, canvases, cave paintings, pottery and other art forms are valuable resources that enable us to understand historical periods without books, movies, or audio recordings. Often, entire narratives are included in the art form. Now, view the video located on Films on Demand to explore how ancient Assyrian warfare and Egypt's ancient art as it is revealed in the assessment 2.

Assessment 2: Response to the statement in this assessment:

Statement: Describe how Assyrian warfare and bloodshed is depicted in ancient Assyrian stone relief.
Assessment 3 Point Value: 15 points

Activity 4: View ArtStor Images – Analyze and Synthesize

By now, you have seen many examples of Greek, Egyptian, and Assyrian early art. In this activity, you will use your understanding of how art forms are used to depict culture and history by writing a lengthy paragraph describing how that work of art or architecture illustrates characteristics of the ancient culture of which it was a part.

Assessment 4:

Provide a length paragraph for each work of art or architecture, illustrating characteristics of he ancient culture of which it was a part. Be sure to clearly state which slide it is you are describing as you write each of the three paragraphs. See the instructions of how to access the ArtStor folder in the Introduction section of this course. Reference this Art 100 Ancient Art slide list while viewing the period slides: FA100 slide lists, Dr. Stratford.

Listed below are the acceptance slide lists for this project:

Prehistoric:
Sculpture: Venus of Willendorf, c. 25,000 B.C.
Painting: Cave Painting at Lascaux, 15,000 to 13,000 B.C.
Architecture: Stonehenge, c. 2000 B.C., Britain, several views

Ancient Egyptian Civilization (after 3000 B.C.)
Pyramids: Pyramids of Giza, c. 2500 B.C.
Sculpture: Prince Rahotep and Wife Nofret, c. 2600 B.C.
Painting: Fowling Scene from tomb of Nebamun, c. 1400 B.C.
**Ancient Greek Civilization**
Painted pottery:

Exekias, *Black-figure amphora with Achilles and Ajax playing dice* 6th cent. B.C. vase


Sculpture: *Nike of Samothrace*, c.190 B.C. (“Winged Victory”)

Architecture: *The Parthenon*, 5th cent. B.C.

**Ancient Roman Civilization**
Photograph of Roman Forum

Photograph of model of Imperial Rome

Architecture: *The Coliseum*, 1st cent. A.D., views of interior/exterior


** A WORD ON DATING – note many dates are rounded off to general time periods

Assessment 4 Point Value: 15

b. **The Story of Painting in Ancient Art (Topic 2)**
Overview with resources and connection to prior knowledge and experiences:

Activity 1 with resources:
Assessment 1:
Assessment 1 Point Value:

Activity 2 with resources:
Assessment 2:
Assessment 2 Point Value:

Activity 3 with resources:
Assessment 3:
Assessment 3 Point Value:

Activity 4 with resources:
Assessment 4:
Assessment 4 Point Value:

c. **Christian Symbolism (Topic 3)**
Overview with resources and connection to prior knowledge and experiences:

Activity 1 with resources:
Assessment 1:
Assessment 1 Point Value:

Activity 2 with resources:
Assessment 2:
Assessment 2 Point Value:
Activity 3 with resources:
Assessment 3:
Assessment 3 Point Value:
Activity 4 with resources:
Assessment 4:
Assessment 4 Point Value:

d. Byzantine Art (Topic 4)
Overview with resources and connection to prior knowledge and experiences:
Activity 1 with resources:
Assessment 1:
Assessment 1 Point Value:
Activity 2 with resources:
Assessment 2:
Assessment 2 Point Value:
Activity 3 with resources:
Assessment 3:
Assessment 3 Point Value:
Activity 4 with resources:
Assessment 4:
Assessment 4 Point Value:

References

Inv. 779. Retrieved September 20, 2011, from http://library.artstor.org/library/secure/ViewImages?id=2%FThWdC8hlywtPygxFTx5TnQ kVn0tfA%3D%3D&userId=gjJGcjcm&zoomparams


Unknown (c. 180 BCE). *Zeus altar at pergamon; detail of a dying giant pushing his sword into the side of a lion* [Sculpture]. Germany; Staatliche Museen zu Berlin Antikensammlung. Retrieved September 20, 2011 from http://library.artstor.org/library/secure/ViewImages?id=%2FThWdC8hlywtPygxFTx5Tnk gXn8ufw%3D%3D&userId=gjJGcjcm&zoomparams