

## Recommended Online Course Development Timeline (6 months)

Before you teach an online course, you must complete the Foundations of Online & Hybrid Course Development. To learn more, visit: <http://www.gvsu.edu/idel/foundations>

<b>6 months</b>	<b>Completed</b>
Ensure that you have received any necessary training, including <a href="#">Foundations of Online/Hybrid Course Development</a> and completed the Blackboard Competencies and make sure your course has been submitted to <a href="#">SAIL</a> and approved to be delivered in a hybrid or online format by the Online Education Council.	
<b>5 months</b>	<b>Completed</b>
Identify and schedule an appointment with one of the <a href="#">instructional designers</a> from <a href="#">IDeL</a> .	
Schedule first meeting with Instructional Designer <ul style="list-style-type: none"> <li>• Content analysis: take inventory of existing content to determine reusability and new content development load.</li> <li>• Review syllabus</li> <li>• Curricular analysis: review current curricular approaches for applicability, transferability and to begin identification of alternative approaches for some activities</li> <li>• Identify primary and ancillary content and texts.</li> <li>• Request a Blackboard site to begin organizing and developing content. You may ask the instructional designer or send email to <a href="mailto:bbadmin@gvsu.edu">bbadmin@gvsu.edu</a></li> </ul>	
Identify your <a href="#">library liaison</a> from the <a href="#">GVSU University Libraries</a> and schedule an appointment to review library resources for you online or hybrid course	
<b>4 months</b>	<b>Completed</b>
Identify Blackboard, Panopto Video and other technical resources available at GVSU ( <a href="http://www.gvsu.edu/elearn">http://www.gvsu.edu/elearn</a> ). This may include scheduling an appointment with one of the digital media developers. <ul style="list-style-type: none"> <li>• Take appropriate technology and Bb training workshops (<a href="http://www.gvsu.edu/sprout">http://www.gvsu.edu/sprout</a>)</li> <li>• As needed, work with the eLearning team to become familiar with appropriate tools and technologies.</li> </ul> <p><i>(Remind yourself to keep it simple with technology features/tools. You can add new tools/features in your second iteration).</i></p>	

Develop and Organize Course Content For Online Delivery

- Review learning objectives and how you will assess and measure student learning.
- Develop objectives based on outcomes
- Consider the importance of how the learner will engage with your course content, how they will engage with their peers, and how they engage with you (the instructor).
- Review and revise assignments to emphasize a higher level of Bloom’s Taxonomy and to ensure that course level objectives are being met.
- Chunk content into learning modules, weekly folders or topical folders
- Develop assessments
- Build weekly interactions
- Develop grading scheme and supporting rubrics

**3 months**

**Completed**

Put course materials and required text books in Blackboard. You may also wish to schedule a follow-up appointment with your [library liaison](#) to review resources and research assignments.

Progress meeting with Instructional Designer

- Syllabus draft
- Review course design and chunking strategy

Develop lessons and media rich audio/video content using relay/ensemble or other media discussed with your instructional designer and digital media developer.

**2 months**

**Completed**

Review/Finalize syllabus with Instructional Designer

Review learning modules, weekly folders or topical folders

- Review learning objectives for each folder or learning module
- Verify that all referenced sources are properly cited.
- Make sure directions are clear and easy to understand for tasks/assignments within Blackboard and within the syllabus.
- Check all web links (external urls) and video links are accurate. Remove or replace any broken links.

**6 weeks prior to going “live”**

**Completed**

Course copy content from your temporary Blackboard site to your “real” course.

<b>1 month</b>	<b>Completed</b>
Confirm online gradebook settings are accurate for total assessment.	
Make sure grading policy and the GVSU Academic Integrity Policy are clearly visible. Make sure late and make-up work policy is clearly stated. Establish netiquette rules. How you will be grading online discussion and forms of online interaction.	
Create and review your welcome video or video tour of your online or hybrid course.	
Review course with Instructional Designer and make any last minute adjustments.	
Make Bb course available and send welcome email with syllabus to students and encourage them to complete some form of ice breaker.	
<b>Semester begins</b>	<b>Completed</b>
Remind students of the technical assistance available to them (other than you).	
Reiterate to your students your preferred method(s) of receiving questions and student communications, including virtual office hours.	
Make an effort to be present in both face to face and online portions of our course, using	
Strive for consistency between online communications and returning feedback and grades. Hold yourself and your students accountable to established procedures.	
Solicit feedback from your students periodically using anonymous surveys.	
Keeping a running log of modifications you wish to make the next time you teach this course.	
Ask for help from others when you need it.	
Consider asking a trusted colleague, or one of the instructional designers and/or your library liaison to be added as a teaching assistant to review your course.	
<b>Semester ends</b>	<b>Completed</b>
Review all student feedback.	
Create a list of course changes based on feedback from students, colleagues and your own observations.	
Give yourself adequate time to make changes prior to teaching the course again.	
Schedule an appointment with an instructional designer to review new technology or online pedagogy techniques. Review Sprout and register for new workshops. <a href="http://www.gvsu.edu/sprout">http://www.gvsu.edu/sprout</a>	