



Designing Online Courses Institute

May 10-13, 2010 University of Central Missouri, Warrensburg

This institute is for educators who are designing and creating courses for an on-line environment. While there is great excitement about the possibilities for increased access and enhanced learning, it is critical that quality standards be established for both design and implementation in this new environment. Lessons learned about good curriculum design and practices refined for traditional courses must be incorporated into the design process to ensure that the courses are student-centered and use the active learning approaches that enhance student ownership of their learning. This institute is intended to help teachers design high quality courses while using technology as the vehicle for interacting with students.

Participant Benefits:

Learn to structure and write quality process-oriented materials for an online course.

Identify and assess key learning skills that students must develop when using technology in coursework.

Develop and link assessment strategies to specific learning activity types in creating interactive learning activities.

Participate in a stimulating and collaborative environment of educators while crafting quality curriculum for online courses.

Facilitator:

Dr. Daniel K. Apple is the President of Pacific Crest, an educational consultancy that has provided development workshops for more than 12,000 educators.

Registration:

To register for this event, please visit: www.pcrest.com/events

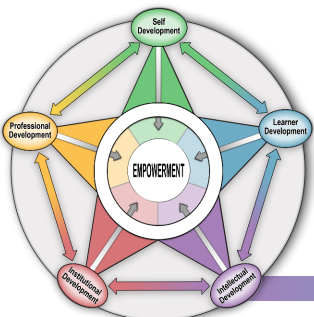
For more information about this event, please contact: [Melissa Wilson, Coordinator, CTL](mailto:mewilson@ucmo.edu)
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Key Performance Areas

Designer Clearly defines desired results, creates precise dimensional learning outcomes, defines the activities and processes used to produce results, identifies ways to embed assessment in order to increase quality, and produces an evaluation system to assure desired results.

Technologist Constantly monitors state-of-the-art technologies, learns quickly, selects appropriate tools, and increases performance by creatively applying technology in innovative ways.

Facilitator Inventories and monitors collective needs, helps synthesize a clear set of outcomes, focuses on process rather than content, shares ownership in making decisions, and constantly strives for improved quality by strengthening the process.

Sample Agenda and Activities

Day One

- overview of the curriculum design process
- determine goals and institute outcomes
- identify long-term behaviors desired from a course
- identify course intentions
- develop learning outcomes
- construct a knowledge table for a course
- describe projects and goals
- inventory potential institute activities
- explore potential software options for design of activities

Day Two

- use the learning process methodology
- build a knowledge map
- choose themes for a course
- create methodologies for key processes
- produce key performance criteria
- select activity types appropriate for on-line learning
- identify specific learning skills
- build performance measures
- learn to use the assessment methodology
- assess the quality of an activity.

Day Three

- create methodologies
- design an activity for: a concept, a process, a tool, and way of being
- draw a concept map
- allocate time across themes
- choose sequencing activities across a term/semester
- design a guided-discovery activity
- write critical thinking questions
- assess and peer review an activity

Day Four

- create a course assessment system
- create quality performance measures
- build a glossary
- design a course evaluation system
- design a course syllabus
- develop implementation plans
- assess the institute