

# Organizing Courses Using Learning Modules

**Lisa Brown, EdD**

Assistant Director

University IT & URMCI Institute for Innovative Education

**Ann Giralico Pearlman, MA**

Learning Management Support Specialist

University IT



# Learning Objectives

## Participants will be able to...

- Understand the rationale behind University Blackboard Template
- Understand the value of a well organized course
- Develop Learning Modules
- Review the course from the student view





# Course Design and Student Expectations

## Familiarity in the classroom



# Traditional Instruction/Tools



# WHY THE TEMPLATE



o

**×**

**Login Name**

**Password**

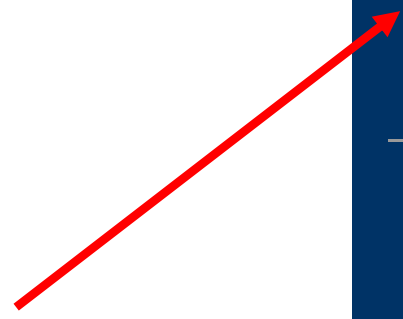
**Log in**

**Forgot your password?**  
If you have forgotten your password, [we can send you a new one.](#)

M  
1  
8  
1:  
2:  
28 2:



- Familiar menu
- Consistent Wording



Course Home Page

Announcements

Syllabus

Learning Modules

Course Schedule

---

University Policy and Support

Technology Support and Information

Library Resources

Email

My Grades

---

Access to Tools

Student Support

Help





- College TEMPLATE (college.template)
- Announcements
- Syllabus
- Course Materials
- Streaming Video
- Library Resources
- Course Academic Honesty
- My Grades
- Access to Tools

## Announcements

*New Announcements appear directly below the repositionable bar. Reorder by dragging announcements to new positions. Move priority announcements above the repositionable bar to pin them to the top of the list and prevent new announcements from superseding them. The order shown here is the order presented to students. Students do not see the bar and cannot reorder announcements.*

Create Announcement

**New announcements appear below this line**

**No Announcements found.**

- Structured Template for Courses updated 2021 (Structured.Template.Generic)
- Course Home Page
- Meet the Faculty
- Announcements
- Syllabus
- Learning Modules
- University Policy and Support

## Course Home Page



**Read Me First!**

### Welcome to Structured Template for Courses updated 2021

*The course name above is automatically pulled from the course name in Blackboard.  
Use this space to provide guidance to students on what to do during different periods of your course.  
For example, at the beginning of the course, welcome them and tell them how to get started.*

**Hello M Brown**



Course Materials

Build Content Assessments Tools Partner Content


*It's time to add content...*  
*Use functions above to add it.*

College TEMPLATE (college.template)  
Collapse College TEMPLATE (college.template)


Announcements  
Syllabus  
Course Materials  
Streaming Video  
Library Resources  
Course Academic Honesty

LEARNING MODULES

Build Content Assessments Tools Partner Content

 **Course Overview and Introduction**

This folder contains overall course information. Please review this material before the start of the course. You will

 **Module 1 - Core Concepts: Values, Government, News, and Definitions**

This first part of this course covers identification of personal values, the role of individuals, community and govern



Course Materials

Build Content Assessments Tools Partner Content

*It's time to add content...*  
*Use functions above to add it.*

Collapse College TEMPLATE (college.template)

- College TEMPLATE (college.template)
- Announcements
- Syllabus
- Course Materials
- Streaming Video
- Library Resources
- Course Academic Honesty

Module 1 - Title

Build Content Assessments Tools Partner Content

**Module Overview**

**Overview**

*Provide an overview of the module.*

**Learning Objectives**

At the end of this module, you will be able to:

- Structured Template for Courses updated 2021 (Structured.Template.Generic)
- Course Home Page
- Meet the Faculty
- Announcements
- Syllabus
- Course Schedule
- Learning Modules
- Streaming Video
- Academic Honesty



# Quality Matters



- A national program focused on quality online course design
- [www.qualitymatters.org](http://www.qualitymatters.org)
- A rubric with categories that include:
  1. Course Overview and Introduction
  2. Learning Objectives
  3. Assessment and Measurement
  4. Instructional Materials
  5. Learner Interaction and Engagement
  6. Course Technology
  7. Learner Support
  8. Accessibility

HE Specific Review Standards from the QM Higher Education Rubric, Sixth Edition		Points
General Standards	Specific Review Standards	
<b>Course Overview and Introduction</b>	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 Learners are introduced to the purpose and structure of the course.	3
	1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.	2
	1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.	2
	1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	2
	1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated.	1
	1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.8 The self-introduction by the instructor is professional and is available online.	1
	1.9 Learners are asked to introduce themselves to the class.	1
<b>Learning Objectives (Competencies)</b>	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
	2.2 The middle-/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3 Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.	3
	2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.	3
	2.5 The learning objectives or competencies are suited to the level of the course.	3
<b>Assessment and Measurement</b>	3.1 The assessments measure the achievement of the stated learning objectives or competencies.	3
	3.2 The course grading policy is stated clearly at the beginning of the course.	3
	3.3 Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.	3
	3.4 The assessments used are sequenced, varied, and suited to the level of the course.	2
	3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback.	2
<b>Instructional Materials</b>	4.1 The instructional materials contribute to the achievement of the stated learning objectives or competencies.	3
	4.2 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.	3
	4.3 The course models the academic integrity expected of learners by providing both course references and permissions for use of instructional materials.	2
	4.4 The instructional materials represent up-to-date theory and practice in the discipline.	2
	4.5 A variety of instructional materials is used in the course.	2
<b>Learning Activities and Learner Interaction</b>	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3
	5.2 Learning activities provide opportunities for interaction that support active learning.	3
	5.3 The instructor's plan for interacting with learners during the course is clearly stated.	3
	5.4 The requirements for learner interaction are clearly stated.	2
<b>Course Technology</b>	6.1 The tools used in the course support the learning objectives or competencies.	3
	6.2 Course tools promote learner engagement and active learning.	3
	6.3 A variety of technology is used in the course.	3
	6.4 The course provides learners with information on protecting their data and privacy.	1
<b>Learner Support</b>	7.1 The course instructors articulate or link to a clear description of the technical support offered and how to obtain it.	3
	7.2 Course instructors articulate or link to the institution's accessibility policies and services.	3
	7.3 Course instructors articulate or link to the institution's academic support services and resources that can help learners succeed in the course.	3
	7.4 Course instructors articulate or link to the institution's student services and resources that can help learners succeed.	1
<b>Accessibility and Usability</b>	8.1 Course navigation facilitates ease of use.	3
	8.2 The course design facilitates readability.	3
	8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.	3
	8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.	2
	8.5 Course multimedia facilitate ease of use.	2
	8.6 Vendor accessibility statements are provided for all technologies required in the course.	2

\* Meeting QM Specific Review Standards regarding accessibility does not guarantee or imply that the specific accessibility regulations of any country are met. Consult with an accessibility specialist to ensure that accessibility regulations are met.

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# QM Standards and the Online Template

The screenshot shows a Blackboard course home page for 'ONLINE TEMPLATE (TEST.ONLINE.EXAMPLE)'. The page includes a navigation menu on the left, a top navigation bar, and a main content area with sections for 'Read Me First!', 'Meet the Faculty', 'Meet your Classmates', and 'Learning Modules'. Three blue callout circles highlight specific QM Standards: 'QM Standard 8.1' points to the 'Read Me First!' section, 'QM Standard 1.1' points to the 'Welcome to ONLINE TEMPLATE' heading, and 'QM Standard 1.8 and 1.9' points to the 'Meet your Classmates' section.

**QM Standard 8.1**

**QM Standard 1.1**

**QM Standard 1.8 and 1.9**



# QM Standards and the Online Template

The screenshot displays the Blackboard Learning Modules interface for a course titled "ONLINE TEMPLATE (TEST.ONLINE.EXAMPLE)". The top navigation bar includes links for Main, Courses, Student Access, Instructor Access, Advisor Access, My Accounts, Content Collection, Libraries, and Help. The left sidebar menu lists various course and student support options. The main content area shows a list of learning modules, each with a folder icon and a title. A blue oval is overlaid on the page, containing the text "QM Standard 1.1".

**Learning Modules**

Build Content ▾ Assessments ▾ Tools ▾ Partner Content ▾

**Course Overview and Introduction**  
This folder contains overall course information. Please review this material before the start of the course.

**Module 1 - Title**  
Summary information about this module.  
Include timeframe for the module.

**Module 2 - Title**  
Summary information about this module.  
Include timeframe for the module.

**Module 3 - Title**  
Summary information about this module.  
Include timeframe for the module.

**Module 4 - Title**  
Summary information about this module.  
Include timeframe for the module.

**Module 5 - Title**  
Summary information about this module.  
Include timeframe for the module.

**Module 6 - Title**  
Summary information about this module.

QM Standard 1.1



# QM Standards and the Online Template

Module 1 - Title

Build Content Assessments Tools Partner Content

**Module Overview**  
Overview  
Provide an overview of the module.

Learning Objectives  
At the end of this module, you will be able to:

- . Learning Objectives
- . Learning Objectives

Learning Activities  
During this module, you are expected to:

- . Task or Learning Activity
- . Task or Learning Activity

**Reading Assignments**  
Put information about reading assignments here, use the appropriate citation method for your discipline.  
Attach files or include links.  
Provide clear guidance on what is required and what is optional or supplemental.

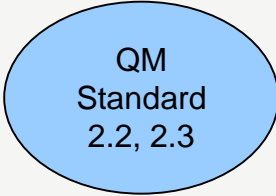
**Module Content**  
Put information about other content (videos, audio, powerpoint) here.  
  
Note that you can also link directly to other materials using the tools provided:  
YouTube videos-Build Content - YouTube video  
URL -Build Content - Web Link

**Discussion - Module 1**  
This is currently a graded item (1 point).  
Put information about how you want students to participate in the discussion board here.  
Make sure that you start the first threads in your discussion board with the questions you want addressed.

**Assignment - Module 1**  
Place instructions for assignment here.  
Note, this is currently set for 1 point. You will need to determine how many points you want to assign to this assessment.  
It is also set to a single attempt - a student may only submit once.

**Quiz - Module 1**  
Availability: Item is not available.

**Reflection - Module 1**  
Place instructions for Reflection Assignment here.  
Include that students should include their journal entry in the "Write Submission" area rather than as an attachment for easy review and grading!



# QM Standards and the Online Template

## Course Overview and Introduction



### Welcome to the Course

Welcome to Template 2014 Online Warner!

Provide a brief introduction.

Prior to the start of the course, there are some things you should do.

1. Review all of the information in this Course Overview and Introduction Module.
2. Acquire the textbooks for the course.
3. Etc.



### Course Overview

Feel free to put the official course description here.



### Learning Objectives and Activities

The course learning objectives are:

1. List
2. List

Course learning activities provide opportunities for interaction with classmates and

1. List
2. List

QM  
Standard  
2.1



### Course Expectations

#### Academic Policies

All students are expected to comply with School and University academic policies. <https://www.warner.rochester.edu/students/matriculated/policies>

#### My expectations of students

*What is expected of the student? How often should they participate in the course? How much work should they be expected to do in and out of class?*

This is a graduate level course; therefore, students are expected to do extensive reading and writing of graduate level quality. Students are expected to spend one week to spend on this course between reading and class participation.

All students are expected to do well in the course and the instructor will strive to help them achieve. The instructor also expects the student to be prepared to do well in the course.

Students should also strive to help each other as best they can. The instructor expects everyone to be kind and courteous to each other and to collaborate and "co-construction" of knowledge. The instructor expects that students will take advantage of that. In addition, the instructor expects students to be honest and to follow the University of Rochester policy on Academic Honesty.

For online discussions, you will need to post comments that are substantive. Substantive comments, for our purposes, are those that add insight, probe more deeply, challenge (intellectually), and generally help us learn. It is also helpful to post comments that are "social" in nature. So, while, "I agree" is not a substantive comment, it is a useful response in that it helps us know that we are being "heard". But you will need to post substantive comments to "get credit" for discussions. I also encourage you to edit before you post. This course is a graduate course, it is expected that you will carefully read and edit your work prior to sending it. It can be helpful to compose using a word processor to prevent cosmetic errors; this way you can concentrate on demonstrating your highest quality writing.

QM  
Standard  
1.4



### Course Etiquette

You are encouraged to follow appropriate "netiquette" and be kind, thoughtful and supportive. The following are as follows:

1. Remember the human.
2. Adhere to the same standards of behavior online that you follow in real life.
3. Know where you are in cyberspace.
4. Respect other people's time and bandwidth.
5. Make yourself look good online.
6. Share expert knowledge.
7. Help keep flame wars under control.
8. Respect other people's privacy.
9. Don't abuse your power.
10. Be forgiving of other people's mistakes.

#### Reference:

Shea, V. (2005). *The core rules of Netiquette*. Retrieved 23 April, 2014, from <http://www.albion.com/netiquette/>

QM  
Standard  
1.3





# QM Standards and the Online Template



## Prerequisites and Background

*Does this course have any prerequisites? If so, list them here.*



## Minimum Technical Skills Needed for this Course

Students should have a current computer (new within the last two years) with audio and video camera capabilities. Reliable and robust internet access is also required.

Students taking this course should be proficient navigating the Internet.

In some cases, students will be expected to be comfortable using word processing software, spreadsheet software, and/or presentation software.

Downloading and installation of applications may be required.

Students should review the Technology Support and Information area for information about the tools used in this course.

*Please add any special technology requirements, software applications, or skills.*

QM  
Standard  
1.6

QM Standard  
1.5 and 1.7




## About this Course



# QM Standards and the Online Template

↑

 **How you will be evaluated** ▼

**Grading Policy**

Discussion Board, Quiz, Assignments	44%
Mini-Projects	16%
Annotated Bibliography	10%
Draft of Methods	10%
Final Research proposal	20%

Failure to submit a Research Proposal will result in an E, regardless of points earned.

Letter grades will be assigned as follows:

A	93-100
A-	90-92
B+	85-89
B	80-84
C	70-79
E	Under 70

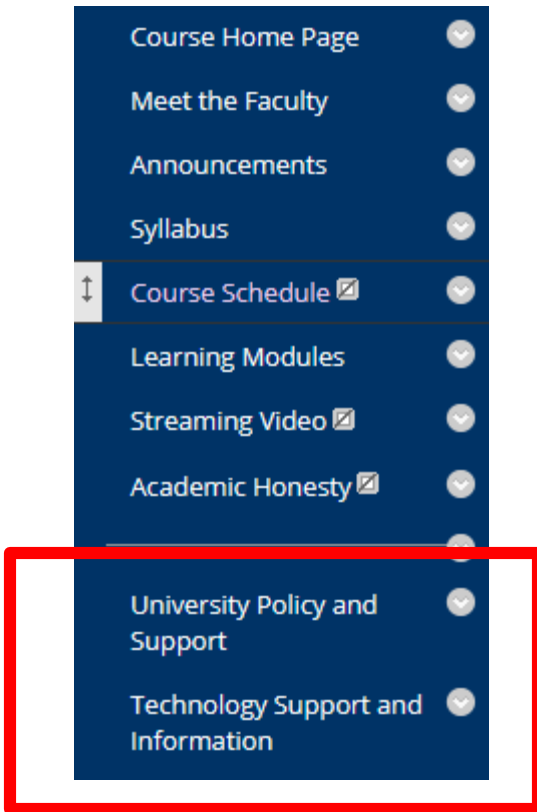
QM  
Standard  
3.2



# SUPPORT SECTIONS



# Support Sections in Menu



Easier for students to find University policy links

Quick access to Technology support information

Supports QM 6, 7, 8





**Academic Policies by School** ▼

All students are expected to comply with school and University policies as outlined in the Student Handbooks



**Accessibility Accommodations** ▼



**Eastman School of Music Accommodations Requests** ▼

QM  
Standard  
7.2



**Title IX** ▼



**UR CARE Services** ▼

QM  
Standard  
7.3

1



**Online Etiquette, Anti-discrimination and Harassment Policy** ▼




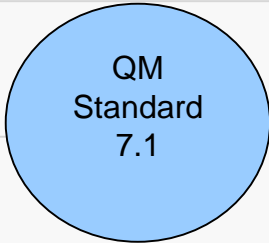










**Email Expectations** ▼

QM  
Standard  
7.4



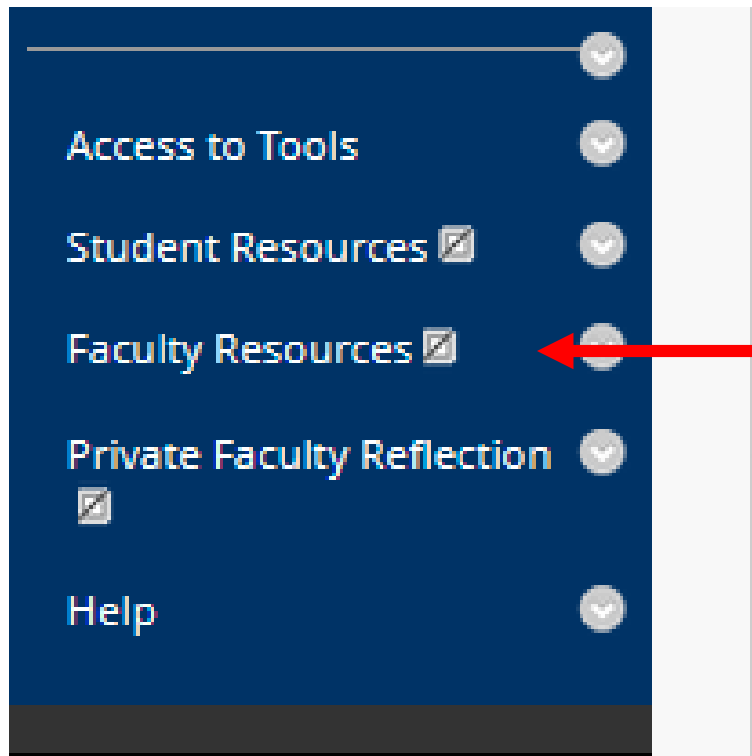
**The School of Medicine and Dentistry Learning Environment** ▼



 <b>Technical Support</b>	
 <b>Tips for Using Blackboard in an Online Course</b>	
 <b>Create your Online Presence</b>	
 <b>Zoom - Online Synchronous Sessions</b>	
 <b>Panopto - Recorded Lectures</b>	
 <b>Voicethread</b>	
 <b><u>How to Host an Online Meeting with Zoom</u></b> <p>The instructions in this folder provide information on how to work together in Zoom.</p>	
 <b>Software Accessibility Statements</b>	
 <b>Software Privacy Statements</b>	



# Help for Faculty



Hidden from Students, but  
Available to Faculty



## Faculty Resources


Build Content 

Assessments 


Tools 

Partner Content 



**Note to Faculty** 




**Copying from a Fall 2020 or Spring 2021 Course into this Course** 



**Copying Content Prior to Fall 2020 into this Template** 




**Instructions for Removing this Template** 



**Accessibilty Tools at University of Rochester** 



**ASE: Center for Excellence in Teaching and Learning - Resources for Online Teaching** 







**SMD: Institute for Innovative Education: Online Learning Team** ▼



**ESM: Technology and Media Production** ▼



**Online Learning - Faculty Resources and Support** ▼



**Blackboard and other Tools - Help and Resources** ▼



**See a sample course** ▼



**Sample Blackboard Tools** ▼



# CONTENT ORGANIZATION



# Learning Modules



## **Module/Week 1 - Course Overview - Icebreaker**

Week 1 Date: to - from



## **Module/Week 2 - Digital Literacy**

Week 2 - Date to from



## **Module/Week 3 - Integrating Technology into a Unit of Study**

Week 3 Date to from



# Included in Learning Modules

- Module/Week Overview
- Reading Assignments
- Module Content
- Learning Activities
- Ask a Question

*“Develop a Clear, Consistent Structure”*

<https://www.insidehighered.com/digital-learning/advice/2017/03/15/4-expert-strategies-designing-online-course>





## Module Overview ▼

### Overview

*Provide an overview of the module.*

### Learning Objectives

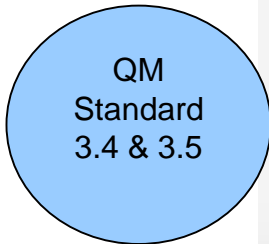
At the end of this module, you will be able to:

1. Learning Objectives
2. Learning Objectives

### Learning Activities

During this module, you are expected to:

1. Task or Learning Activity
2. Task or Learning Activity



## Module/Week Overview ▼

### This weeks lessons and activities:

(As shown in "About This Course Video," each Learning Module in the course will have a similar layout incl

### Learning Objectives

At the end of this module, you will be able to:

- Research educational websites and listserves on the topic of digital literacy
- Meet classmates to prepare for group activities

### Learning Activities

To get the course started, in this Module 1 please complete the following three assignments:

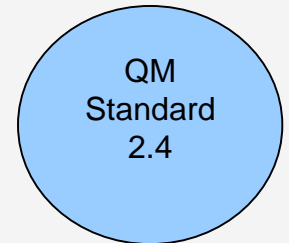
- Complete the Syllabus - Course Overview Quiz
- Complete the "Getting to know you" Ice Breaker Activity
- Visit, review, and register for the listed educational websites/listserv's, and to write a " minute paper" f
- Complete and submit all assignments by the due dates specified on each

Also, next week we will be reading chapters from the course text and working in teams on a course Wiki (a Module 2 for specific instructions.

### Graded Items

Class Participation - ice breaker 2.5 points

Minute Paper Essay 2.5 points





## Reading Assignments

Availability: Item is hidden from students.

Put information about reading assignments below, use the appropriate citation method for your discipline.

Attach files or include links.

Provide clear guidance on what is required and what is optional or supplemental.

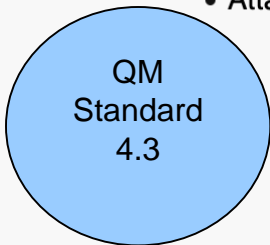
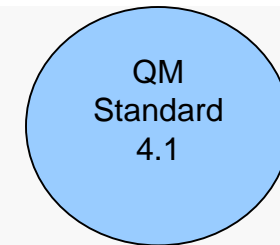


## Reading Assignments

Attached Files:  [Educause 7 Things Know Wikis.pdf](#)  (76.953 KB)  
 [Prensky - Digital Natives, Digital Immigrants - Part1.pdf](#)  (128.377 KB)

Read:

- Chapters 1 -7 required class text - *Understanding the Digital Generation: Teaching and Learning in the New Digital Landscape*, Jukes, I., McCain, T. & Crockett, L. [2010]
- Attached Articles:
  - Educause 7 Things to Know about Wikis  
(*7 Things You Should Know About Wikis*, 15 July 2005, library.educause.edu/resources/2005/7/7-things-you-should-know-about-wikis.)
  - Prensky - Digital Natives, Digital Immigrants - Part1  
([Prensky, M.](#) (2001), "Digital Natives, Digital Immigrants Part 1", *On the Horizon*, Vol. 9 No. 5, pp. 1-6. <https://doi.org/10.1108/10748120110424816>)





## Module Content

Availability: Item is hidden from students.

Put information about other content (videos, audio, powerpoint) below.

Note that you can also link directly to other materials using the tools provided:

- YouTube videos -> Build Content - YouTube video
- URL -> Build Content - Web Link
- Panopto Videos -> Tools - Panopto video link (More information about Panopto <https://tech.rochester.edu/services/panopto/>)



## Module/ Week 1 - Video to View

The videos in this folder and the following URL links discuss the theory of digital natives/digital immigrants. You will be using recordings for this weeks wiki assignment, detailed below, and to meet address the weeks learning outcomes.

QM  
Standard  
4.2

recordings

QM  
Standard  
4.5

## Digital natives and digital immigrants — how are they different



### Entering Digital Renaissance, the digital natives (r)evolution | Eric Rodriguez | TEDxLiège



Watch Video

### Entering Digital Renaissance, the digital natives (r)evolution | Eric Rodriguez | TEDxLiège

Duration: 15:58

User: n/a - Added: 5/4/16

QM  
Standard  
4.4





## Learning Activities

Availability: Item is hidden from students.

Include links to your various Learning Activities below. These can include:

- Blackboard discussion board
  - Link at Tools -> Discussion board.
  - More information about Blackboard discussion boards <https://tech.rochester.edu/services/blackboard-discussion-boards/>
- Blackboard "Assignment" where students make a submission
  - Link at Assessments -> Assignment.
  - More information about assignments <https://tech.rochester.edu/blackboard-assignments/>
- Blackboard Test/Quiz
  - Link at Assessment-> Test.
  - More information about Blackboard tests <https://tech.rochester.edu/tests-and-surveys-in-blackboard/>
- Blackboard Journal
  - Link at Tools -> Journal.
  - More information about Blackboard journals <https://tech.rochester.edu/blackboard-blogs-and-journals/>
- Voicethread activity
  - Enable under Customization, Tool Availability
  - Link at Tools -> Voicethread
  - More information about Voicethread <https://tech.rochester.edu/services/blackboard-voicethread-discussion-board/>



### Assignment Instructions Wiki PT 1 - Digital Natives/Immigrants

EDI 581 Module 2 Assignment:

**Digital Natives and Immigrants Fact or Fiction, or Somewhere In-Between: a Wiki Collaborative Writing Project**

Required text chapters to read: Understanding the Digital Generation chapters 1-7, and read/view additional material in the

The class text, Understanding the Digital Generation, academic articles and video interviews in the course folders present a picture of the theory of digital natives/students and digital immigrants. The first presented his study and concept of Digital Natives, Digital Immigrants in 2001. Since his study was presented, there has been newer research findings that are either in agreement with his research and create an annotated bibliography knowledge base of your findings.

Throughout the course, you will be working with your team to summarize the required readings and find supporting or contrasting studies/presentations on the concept of the digital generation research repository that looks at contrasting points of view. The module also has articles and videos from experts in the field for further reference, which are not required or shown.

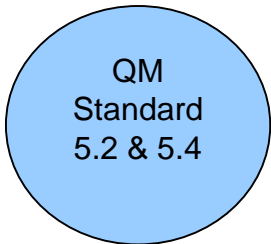
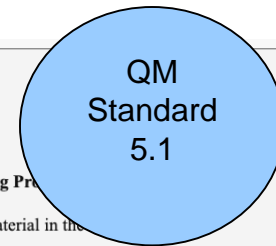
Definition of Wiki:

1. Noun, plural wikis. (Sometimes initial capital letter) a website that allows anyone to add, delete, or revise content by using a web browser.
2. Also called wiki engine, wiki application. The software used to create a wiki.

What you will be doing:

For each reading assignment in this course, you will be using Google Docs to create a collaborative Wiki space with your team members. These Wiki's will be a way to share your

1. Assignment steps to creating your informational team Wiki: (Note: Writing should be without grammatical and spelling errors, and citations must be in APA style.)







## **Ask a Question** ▼

Use this space to ask a question at any time during the course. By asking your question here, your classmates can benefit from the answers as well.

Be sure to check here to see if the question you want to ask has already been asked and answered.

Please email the instructor directly for any questions regarding grades or personal issues.



### **Raise your hand: Ask a question**



Many times, students have similar questions and find it helpful to have a place to post a question or look to see if others are looking for the same answer. Please post any question about the course here. Also, feel free to answer any question you feel comfortable sharing.

22

<input type="checkbox"/>	<b>Date</b> <span>▼</span>	Thread
<input type="checkbox"/>	6/20/17 2:29 PM	<a href="#">Module 5 Flipped Learning Question</a> <span>▼</span>
<input type="checkbox"/>	6/16/17 11:43 AM	<a href="#">Voice Thread Question</a> <span>▼</span>
<input type="checkbox"/>	6/9/17 4:42 AM	<a href="#">Google Docs Module 2 Question</a> <span>▼</span>
<input type="checkbox"/>	6/6/17 4:53 PM	<a href="#">Annotated Summary for WIKI?</a> <span>▼</span>



## Forum: Ask a Question

*Forums are made up of individual discussion threads that can be organized around all replies to it. When you access a forum, a list of threads appears. [More Help](#)*

Create Thread

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# Online Class Management Tips

- Course Design
  - Learning Objectives and Outcomes
  - Assessments
  - Assignments
  - Technology Integration to Achieve Learning Outcomes
- Don't
  - Overwhelm yourself – make the course manageable
- Development Process: You are not alone
  - Curriculum/Design support > Instructional Designer
  - Blackboard support > University IT



**THANK YOU  
QUESTIONS?**



# More Workshops

<http://rochester.edu/online-learning/index.html>



# Video Tutorials

- <http://rochester.edu/online-learning/disruption/index.html>

