

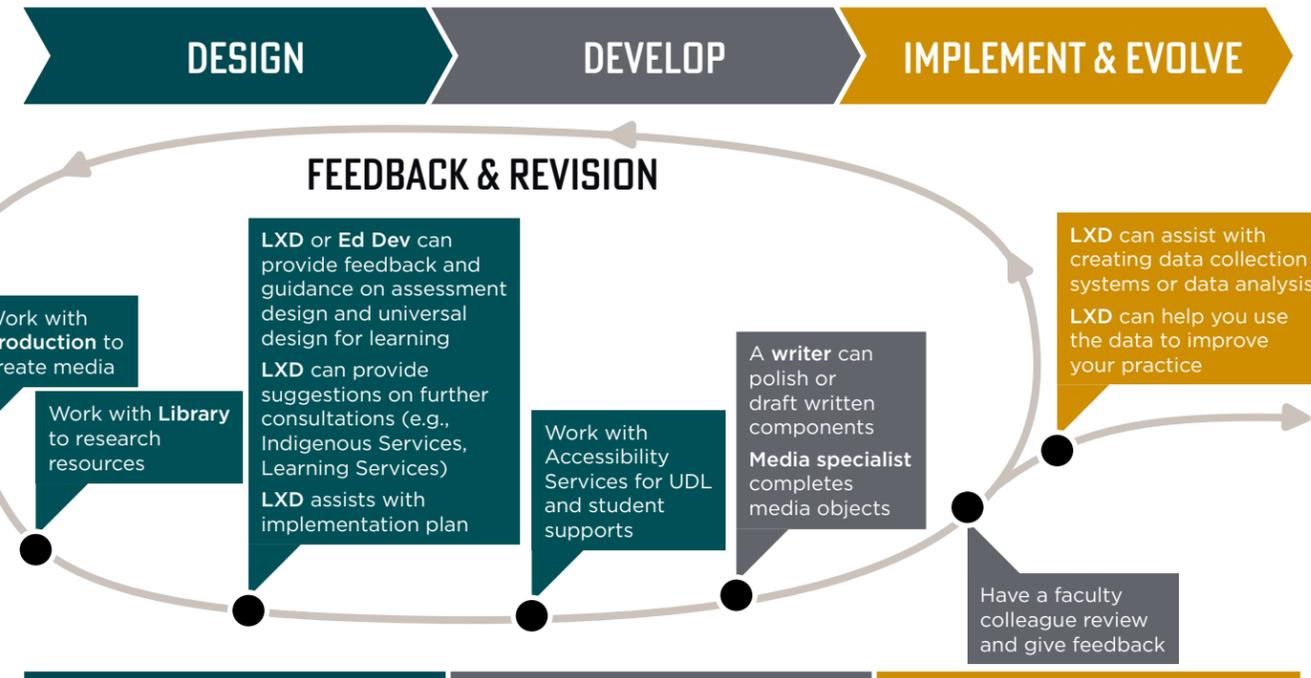
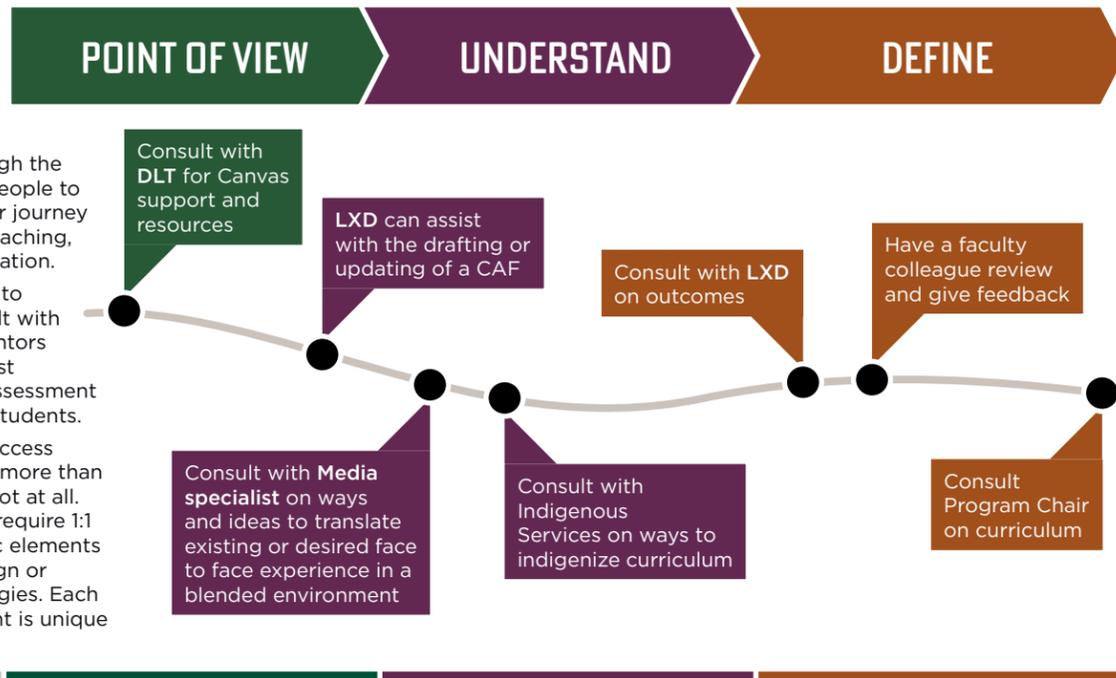
BLENDED AND ONLINE COURSE HANDBOOK

COURSE DEVELOPMENT JOURNEY MAP

LXD: Learning Experience Design Team
 CAF: Curriculum Alignment Framework
 UDL: Universal Design for Learning
 DLT: Digital Learning Team
 ED Dev: Educational Development Team

TOUCH POINTS

As you move through the phases, there are people to help you along your journey in the Centre for Teaching, Learning and Innovation. We encourage you to connect and consult with colleagues and mentors to help you find best instructional and assessment practices for your students. You may find you access some touch points more than others, and some not at all. You may also only require 1:1 support for specific elements such as rubric design or engagement strategies. Each course development is unique in its process.



ACTION

- Review [Academic Programming and Instructional policies](#) & procedures related to course development and credential guidelines
- Access any available Canvas course templates
- Complete [Project Plan Template](#) with the assistance of an LXD
- Develop a learner profile
- Review exemplar courses
- Review program outcomes, maps and relevant frameworks
- Complete an updated [CAF](#)
- Check course outcomes align with program outcomes and suggested assessments
- Develop or refine outcomes/assessments if needed
- Identify possible activities & assessments to embed [Student Core Competencies](#)

- Finalize CAF including blended course instructional, strategies, and student activities
- Prototype any desired media items
- Access resources to explore [alternate assessment options and learning activities](#)
- Complete course outline
- Complete assessments
- Complete gradebook
- Revise and make edits to overall courses
- Format content and ensure UDL standards are met
- Course delivery
- On-going data collection and evaluation of learning experiences
- Data analysis

REFLECTIVE QUESTIONS

- What considerations and plans must I make to create an [excellent blended course](#)?
- How can requirements outlined in the LC procedures and policies be used to improve my teaching practice?
- How can I adapt my courses to address findings from my learner profile?
- What content and strategies used in exemplar courses can I use or adapt to improve my own blended course delivery?
- In updating my CAF, what learnings or realizations can I transfer to improve the quality of my blended course?
- Is there an existing or desired f2f experience that can be translated to a blended environment?
- How do my course outcomes inform the rest of my blended delivery?
- Which instructional strategies and student activities need to be adapted for blended delivery?
- How do my instructional strategies and student activities need to be adapted for blended delivery?
- Which of my assessments need to be adapted for blended delivery?

- What learning experience do I want my students to take away from this blended course?
- How does my course design, instructional strategies and student activities support my desired learning experience?
- Do my proposed/requested media items enhance the learning experience for my students?
- Am I using best practices assessments for the blended and face-to-face instructional delivery?
- Does my course design support all learners by effectively applying UDL practice?
- What is my current practice for self-reflection after each instructional delivery?
- How can I improve my reflective practice?
- How do I use this reflection to improve my instructional practice each day?
- What is my current practice for data collection and data analysis throughout and at the end of my course(s)?
- How can I improve this practice?
- How do I apply learnings from data analysis to improve my instructional practice?

On average, a full course revision or development takes four months. The amount of time for smaller consultations is dependent on the request and LXD can support in the project planning.

DEFINITIONS

Lethbridge College provides a flexible learning environment that leverages faculty expertise, the advanced use of technology, and incorporates key experiential learning opportunities.

Flexible Learning Solutions at Lethbridge College include:

On Campus - On-campus courses may be connected to a learning management system. However, the primary means of delivery is in a synchronous, face to face classroom. Students will complete the majority, or all, of their work on-campus.

Blended/Hybrid - a blended course has a continuum of both face to face/on-campus and online delivery and may be synchronous or asynchronous. Communication, instruction and assessment components of a blended course provide consistent information but go further by enhancing and supplementing each other. Students may complete some of their lessons online and may also be required to come to campus.

Online - Online courses are instructor led. Communications, teaching and assessment components are delivered solely online, and do not have any on-campus elements. They are typically taught through a learning management system and may be either synchronous or asynchronous. Students complete all of their work online and are not required to come to campus.

ONLINE
FOCUS

IN-CLASS
FOCUS

Asynchronous - Learning happens on the students' schedule. Instructor provides materials including online readings, recorded lectures or presentations, posted lecture notes, video content, assignments and exams for online completion. Students can access the course materials within a flexible timeframe prescribed by the instructor.

Synchronous - Learning happens in real time. Student and instructors interact and engage with each other in a specific virtual space, through a specific online medium, at a specific time. This can include video conferencing, live chatting, and live-streaming lectures.

Experiential - Learning includes the application of theory and academic content to real-world experiences - the what and how to do things. This can be done in a classroom, within the community, or within a workplace environment. Learning happens when students engage in an activity related to the roles they will fill as graduates and also through reflection.

REQUIRE A CONSULTATION?

We are happy to 'meet you where you are at'!



(Large Size) Full Course Development - Are you developing a new course from the ground up and don't know where to start? We will assist you from A to Z with your course development by providing customized curriculum, assessment, design, media and technical support.



(Medium Size) Middle of the Road - Revising a course, or need help with one aspect of your course? We can provide one on one support catered to your unique needs.



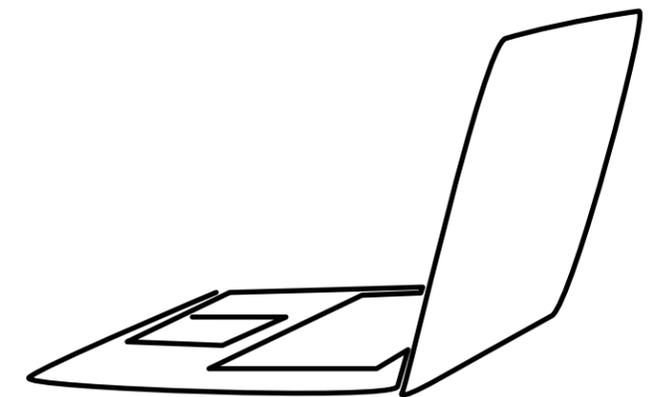
(Small Size) Drop In - Got it all under control but just have a couple quick questions? Feel free to 'drop in' or contact us any time with your questions and we are happy to help.

CONTACT

The Learning Experience Design Team

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(403)320-3202 ext. 5388



ROLES AND RESPONSIBILITIES IN COURSE AND PROGRAM DEVELOPMENT

Instructor - Subject matter expert, consult with members of CTLI during design and development process, create/revise curriculum alignment framework, develop course to meet best practices of universal design for learning (UDL), inclusive pedagogy, active learning and engagement.

Learning Experience Designer - initial and central point of contact for instructors, provide consultation on: program and curriculum best practices, UDL, Core Competencies, suggestions for contact with other support teams.

Instructional Designer - provides consultation on the course curriculum, UDL, project plan, CAF, learner profile, course outcomes, and assessment plan.

Digital Learning Team - create course shell (using LXD weekly or module templates). Provide support for the LMS and emerging technology.

Production Team - Provide a broad range of services, including (but not limited to): information design & media development (e.g. graphics, interactive visual elements, animation, etc.), writing, editing and formatting of course content & relevant documents.

Audio Visual Team - provide video, lecture-capture and audio needs

Library Team - Provides faculty with resources, including Open Educational Resources, customized resources for course packs, literature reviews and research support, for the intended learners and learning outcomes; will also identify opportunities for information literacy sessions, embedded librarians, customized research sessions, and individual student support.

Testing Services - Provide consultation on exam type assessments and proctoring options, and schedule exams when requested.

Learning Café - Identify opportunities for study skills sessions and Learning Café support for difficult course concepts.

Accessibility Services - Accessibility Services provides flexible, innovative and collaborative support for the success of diverse learners while advancing a culture of universal teaching and learning. Prospective and current Lethbridge College students who identify as having cognitive, developmental, physical, psychological, sensory disabilities or temporary disabilities can access a variety of services and supports through our office.

Educational Development - Consult on the scholarship of teaching and learning opportunities.

Learners - Provide feedback in various ways on all aspects of the course.

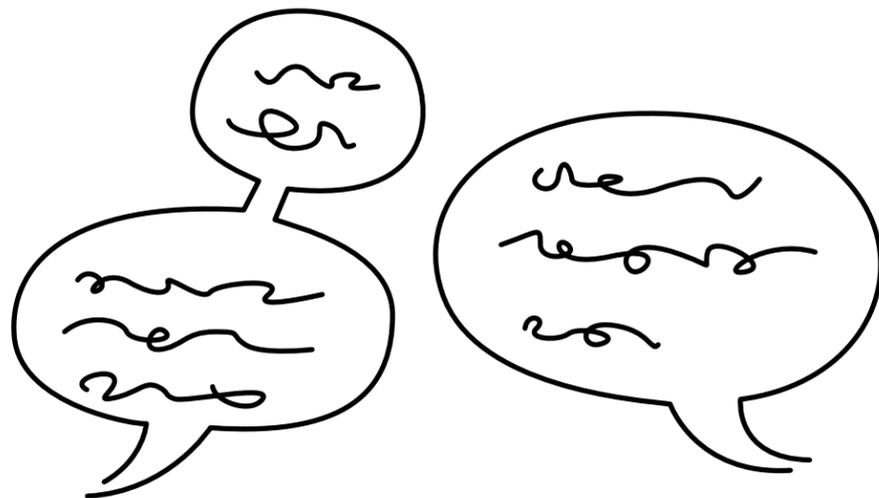
COMMUNICATIVE & ENGAGING

DEFINITION:

Communicative means setting clear criteria and expectations for the students and the course and making that information available to students in a variety of forms. What will students be able to do when the course is completed? Are the concepts, skills and instructional strategies aligned with how that will be measured in the course through assessment? Being engaging means being learner centred and defines how students will relate to the course material and the concepts.

WHY IS IT IMPORTANT?

Communicative is important so that students get the information that they need when they need it and how they need it so that they can be successful in the course. Just as an instructor is present in a face to face classroom, Communicative and Engaging instructors are 'present' in the online versions of courses. Communicative and engaging elements help the student to form connections with other students, the instructor and the course.



“Community and dialogue shouldn’t be an accident or by-product of a course. They should be the course. You can’t just stick people into a room and expect them to talk. The same is true for online space. We must create platforms that both actively facilitate and passively encourage interaction. Then, we work to model constructive interaction. The best online courses have a personality, create genuine relationships, and ask hard intellectual questions.”

Retrieved from: [HybridPedagogy.org](https://www.hybridpedagogy.org/)

“Asking students to analyze and interpret primary materials and timely content can boost their critical thinking and engagement. The teachers interviewed in the study gave some examples:

- “Snippets of recordings from a radio show aired weekly that was related to course topics, and which students were required to discuss in an online forum.” A history teacher, for example, could share this list of 10 major historical broadcasts.
- “Videos from courtrooms and recorded interviews with prosecutors about specific aspects of legal cases.” Students can listen to the live arguments in many U.S. Supreme Court cases, including the Bush v. Gore suit related to the 2000 election, on Oyez.
- “Recorded podcasts with experts on the course topics to model their thinking and provide authentic material to the students.” A podcast that interviews science experts, like Ologies with Alie Ward, is one option.”

Retrieved from: [Edutopia.org](https://www.edutopia.org/)

BLENDDED AND ONLINE COURSE RUBRIC CHECKLIST

CRITERIA	ESSENTIAL	EXCELLENT
Course Outline/ Syllabus	<p>Approved course outline/syllabus is included in the course is posted in canvas</p> <p>The instructor reviews the outline/syllabus with learners at the beginning of the course (e.g., in an asynchronous or synchronous discussion, presentation, etc.)</p> <p>All aspects of the Course Outline Policy are followed</p>	<p>Course outline/syllabus is learner-centred (focused on learner needs and their learning process)</p>
Instructor Communication	<p>Instructor contact information is provided</p> <p>The course includes a welcome message to learners</p> <p>Information about instructor office hours is provided or a placeholder is included for this information</p>	<p>Professional biographical information about the instructor is provided</p> <p>The course includes an engaging welcome video or video call to learners</p>
Learning Outcomes Relevant, concise, and clearly stated outcomes from the learner's perspective are expected to be provided by the program sponsoring your course.	<p>Learning outcomes/objectives are achievable by learners within the context of the course</p> <p>Outcomes are measurable in terms of assessing desired performance</p> <p>Learning activities and assignments are aligned with learning outcomes/objectives and match those provided in the course outline/syllabus</p> <p>Outcomes listed in the course outline/syllabus and course must match the Curriculum Alignment Framework associated with your course</p>	<p>Learning outcomes/objectives are presented within each course module</p>
Grading Information & Marking Criteria	<p>Grading information is presented early in the course and is easily accessed</p> <p>The weighting of each graded activity is identified</p> <p>Clearly stated, detailed scoring rubrics or equivalents describe important performance criteria expected of learners</p> <p>Marking criteria is presented with each graded activity</p> <p>Learners are told which activities are graded and which are not</p>	<p>Learners are encouraged to self-assess by reviewing criteria prior to beginning an activity and again after completing the activity</p> <p>Where peer-review is encouraged, learners are informed about how to provide peer feedback</p>

Grading Information & Marking Criteria (continued)	<p>Learners are able to track their overall course grade using an LMS grade book</p> <p>If suitable, models of "high performance work" are provided, along with clear marking criteria and results</p> <p>All aspects of the Assessment Policy are followed</p>	<p>"High performance work" models are similar enough to graded activities to demonstrate what high performance looks like, but do not provide answers to graded activity</p>
Assessment Quality	<p>Performance criteria align with learning outcomes/objectives</p> <p>Formative and summative assessments are included</p> <p>Assessments reflect authentic practice in industry or in the field</p> <p>Assessments follow best practices for ensuring academic honesty and integrity</p>	
Timelines & Time Commitments	<p>Methods and schedules for formal and informal feedback are shared with students</p> <p>Time commitments for in-class participation and assignment work are clearly laid out by the instructor</p> <p>Due dates for assignments and assessments are clearly posted and easily accessed</p> <p>Policies and expectations regarding late or missed submissions are clearly stated in course outline</p>	<p>Policies and expectations regarding late or missed submissions are clearly stated in course outline and throughout the course</p> <p>Weekly reminders are sent to students regarding assignment expectations and due dates</p>
Roles of Instructors and Learners	<p>The instructor's role in supporting student learning is explained in the course orientation</p> <p>The learner's role is explained at the beginning of the course, noting the level of independence required in online learning, the importance of communicating online with the instructor and other learners/peers, and any other expectations the instructor has of learners</p> <p>The instructor has a specific discussion forum or communication method in which learners may post questions related to course content</p> <p>If synchronous or face-to-face delivery is used in a course, expectations for learners' active participation and responsibility for content covered if a session is missed are explained</p> <p>Learners are informed of expected instructor response time</p>	<p>Instructor response time is always within 24 hours of receiving student communication</p> <p>Learners take on leadership roles (acting as facilitators for online discussion, using collaboration tools to organize study groups)</p>

EXPERIENTIAL & INCLUSIVE

DEFINITION:

Inclusive means that all students can access the course in the way that they are able to. Inclusive also means that the course content features a wide range of people. Experiential and inclusive means that courses are accessible and use Universal Design for Learning standards.

WHY IS IT IMPORTANT?

Inclusive is important so that students can see themselves in the course. For example, a leadership course includes examples of leaders from a variety of genders, abilities, nationalities, cultures, LGBTQ+.

“UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone—not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.” (National Center On Universal Design For Learning, CAST, Inc. (2012))



Provide multiple means of
ENGAGEMENT

Affective networks
The “why” of learning

- Access** Provide options for **Recruiting interest**
- Optimize individual choice and autonomy
 - Optimize relevance, value, and authenticity
 - Minimize threats and distractions

- Build** Provide options for **Sustaining effort & persistence**
- Heighten salience of goals and objectives
 - Vary demands and resources to optimize challenge
 - Foster collaboration and community
 - Increase mastery-oriented feedback

- Internalize** Provide options for **Self-regulation**
- promote expectations and beliefs that optimize motivation
 - facilitate personal coping skills and strategies
 - develop self-assessment and reflection

Expert Learners Who Are:

Purposeful & motivated



Provide multiple means of
REPRESENTATION

Recognition networks
The “what” of learning

- Provide options for **Perception**
- Offer ways of customizing the display of information
 - Offer alternatives for auditory information
 - Offer alternatives for visual information

- Provide options for **language and symbols**
- Clarify vocabulary and symbols**
- Clarify syntax and structure
 - Support decoding of text, mathematical notation, and symbols
 - Promote understanding across languages
 - Illustrate through multiple media

- Provide options for **Comprehension**
- Activate or supply background knowledge
 - Highlight patterns, critical features, big ideas, and relationships
 - Guide information processing and visualization
 - Maximize transfer and generalization

Resourceful & Knowledgeable



Provide multiple means of
ACTION & EXPRESSION

Strategic networks
The “how” of learning

- Provide options for **Physical action**
- Vary the methods for response and navigation
 - Optimize access to tools and assistive technologies

- Provide options for **Expression & communication**
- Use multiple media for communication
 - Use multiple tools for construction and composition
 - Build fluencies and with graduated levels of support for practice and performance

- Provide options for **Executive functions**
- Guide appropriate goal-setting
 - Support planning and strategy development
 - Facilitate managing information and resources
 - Enhance capacity for monitoring process

Strategic & Goal-Directed

BLENDDED AND ONLINE COURSE RUBRIC CHECKLIST

CRITERIA	ESSENTIAL	EXCELLENT
Interactive	<p>Interactive activities are incorporated into the course, all of which facilitate deeper understanding of content.</p> <p>Learner-to-learner (e.g., discussion boards, collaborations, group projects)</p> <p>Learner-to-teacher (e.g., discussion boards, formative feedback, virtual office hours)</p> <p>Student-to-content (e.g., interactivities, stop and reflect, web/library search activities)</p>	
Content Accessibility	<p>Provides alternative learning activities and options for students to fulfill learning outcomes/objectives (e.g., podcasts, multi-media presentations other than PowerPoint)</p> <p>A variety of instructional tools provide learners with options for how learning material is presented, (e.g., an audio presentation that includes a transcript, a PDF document that is also available in MS Word)</p> <p>Instructional strategies are designed to be compatible with learners' different interests, learning needs and preferences</p>	
Learning Support	<p>A process is in place for accommodating accessibility requests</p> <p>A list of learner support resources, including links to sources, is provided</p> <p>Course documents are compatible with assistive technology</p> <p>Course includes various forms of representation that build on prior knowledge (background information on concepts, vocabulary/terms lists at various reading levels)</p> <p>Alternatives for auditory or visual info (i.e., closed captioning, transcripts for videos narrated lecture slides, or auditory description of visual images) are provided</p> <p>Highlight tools or apps that can be useful when reading or learning (i.e., Read&Write, dyslexic font) are provided</p> <p>Course organization encourages success and scaffolding for all learners (e.g., chunking activities, including mind-mapping software or visuals, providing writing time management apps)</p>	
Inclusive	<p>Content is free of bias related to age, culture, ethnicity, sexual orientation, gender, or disability</p> <p>Positive tone of written learning material contributes to a supportive learning environment</p> <p>Content and narratives demonstrate respect for and acknowledgement of the Blackfoot people and their territory and history</p> <p>Content provides a balance of inclusivity in terms of incorporating appropriate societal and cultural groups (e.g., ages, cultures, ethnicities, sexual orientations, genders and abilities)</p>	

Learner-centred

Course design emphasizes learner autonomy and independent problem-solving

Opportunities for learners to be active with other learners, the instructor, and course content are presented

Learners are encouraged to set course-related goals and reflect on their progress in achieving these goals throughout

Learners are given opportunities to be involved in class decision making (where appropriate)

Learners are given some autonomy in choosing the focus of content (e.g., choosing their own research topic within the field of study and outcomes)

Aesthetic Quality

Aesthetic design choices are consistent and relevant

Media content meaningfully enhances the learning experience

Media content effectively communicates the concept or information (e.g., explaining a process or content relationship)

Visuals, graphics, and/or aesthetic elements support the clear vision and focus of course outcomes

Visuals, graphics, and/or aesthetic elements support learner reflection

USABLE

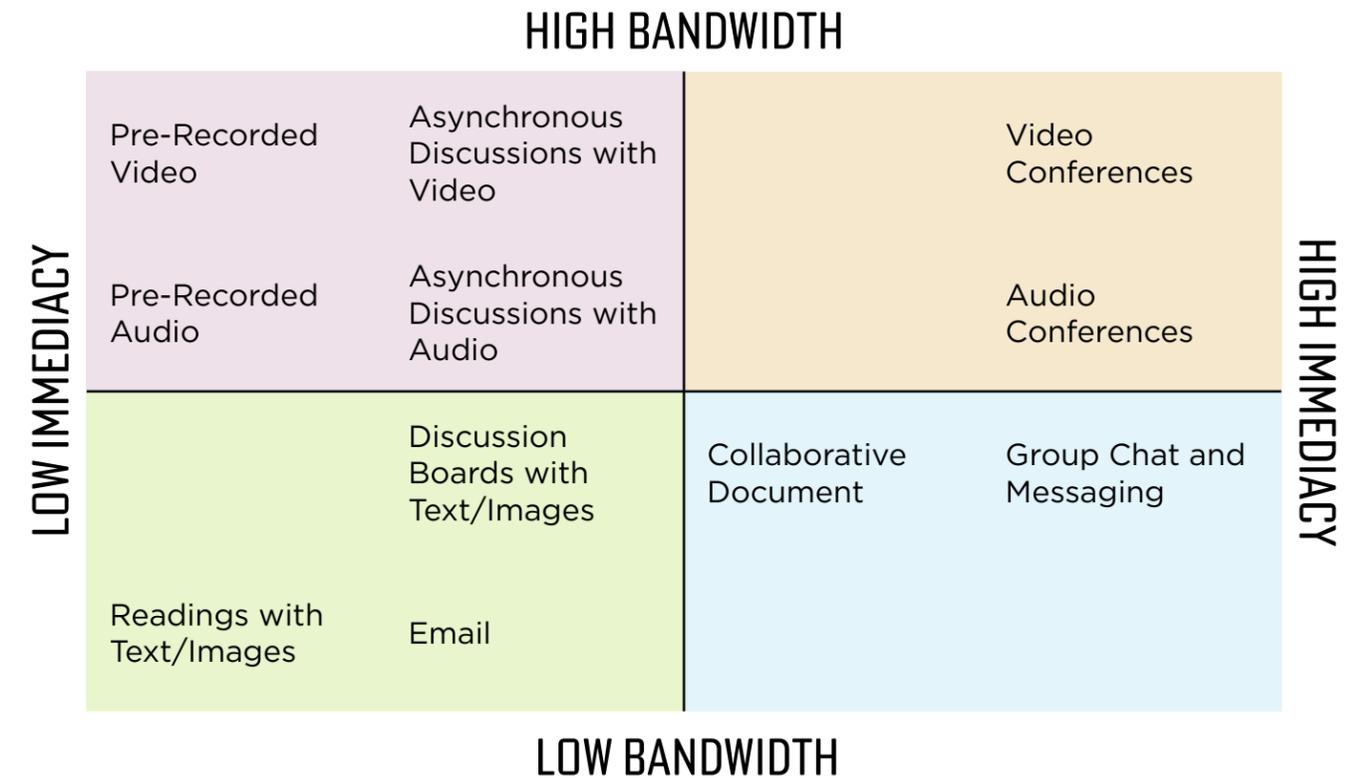
DEFINITION:

Usable means there are set standards and consistency in the formatting and navigation in a course. Something that is usable is intuitive, it is easy to use and easy to find information.

WHY IS IT IMPORTANT?

Usable aspects of a course are much like street lights and road signs, when they work, we know when to go or change direction and how to get places. We take them for granted, the technology is almost invisible and don't really think about them, until they are not working, or are missing and then suddenly we are lost and frustrated.

IMMEDIACY BANDWIDTH CONTINUUM



Retrieved from: IDDBlog.org

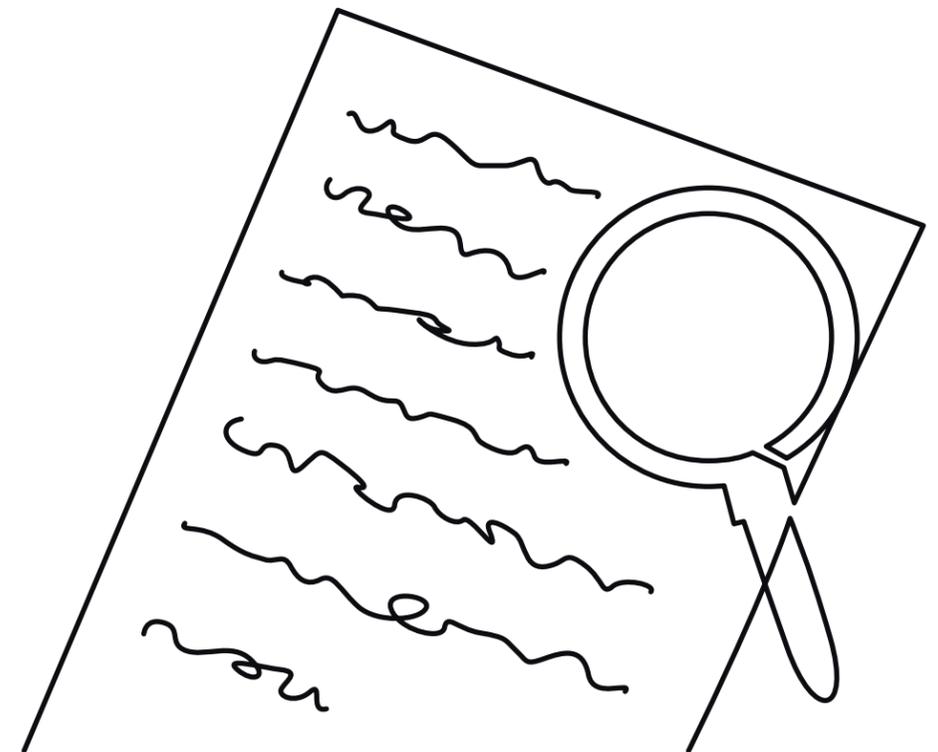
“When students aren’t able to find important information or course components, they simply are unable to use them. This can result in frustration, lowered motivation, and decreased self-efficacy. Research suggests that findability is the most significant predictor of both self-efficacy and motivation among students in online courses.”

Retrieved from: EdServices.Wiley.com

BLENDED AND ONLINE COURSE RUBRIC CHECKLIST

Canvas will most likely default to these standards. If you have any questions about meeting the criteria in this section, reach out to the Production Team.

CRITERIA	ESSENTIAL	EXCELLENT
Course Outline/ Syllabus	<p>The following elements are consistently applied to course material:</p> <ul style="list-style-type: none"> Layout design orients users Font, colour, graphics and icons Formatted sections, pages or units that incorporate the same writing style, layout, graphic design, and organizational levels Naming conventions are appropriate and logical 	<p>Icons used to guide students through learning material reflect their function (e.g., book represents reading, question mark represents help)</p> <p>All text and images are large or enlargeable; all information conveyed by colour is also available without colour; a text equivalent is provided for all non-text information</p>
Legibility and Readability	<p>Designed with visual contrast between text colour and background, sans serif font, appropriate use of typographical emphasis (e.g., bolding, underline, colour changes) and appropriate use of white space/alignment</p> <p>Font size is minimum 11 to 13 pt. for text (except for footnotes, credits or referencing)</p> <p>Material is accessible to learners with visual or auditory challenges</p> <p>Alternative text is included for images</p>	
Navigation	<p>Navigation is consistent, predictable and efficient</p> <p>Hyperlinks and internal links are concise (not address links) and clearly identified by underlining (or other differentiation)</p> <p>All links function properly</p> <p>Screens in course materials have minimal scrolling (about two screens maximum)</p> <p>All pages have navigation options (e.g., links are provided to guide learners from one area of the course to another; a newly opened window has an option provided to close it and return to the previous window)</p> <p>Breadcrumbs or other visual displays of the learner's path are used</p> <p>A clear process for learners to report broken links is in place</p>	
Technology	<p>Uses basic hardware and free software plug-ins, where required</p> <p>An orientation to delivery technologies used in the course is provided.</p>	



CREDIBLE (WRITING & FORMATTING STANDARDS)

DEFINITION:

Credible courses feature content that is accurate, trustworthy, authoritative (e.g. recognized experts, respected organizations, peer reviewed journals), relevant and current and the sources are known and referenced correctly. Credible content uses evidence based sources where possible and applicable.

WHY IS IT IMPORTANT?

Credible means we are leading by example when we give proper credit to sources of course content in the same way that we expect students to. Credible content is student centred and relevant. It is important because it is at the foundation of education and academia.

BLENDED AND ONLINE COURSE RUBRIC CHECKLIST

CRITERIA	ESSENTIAL
References	<ul style="list-style-type: none"> All academic content presented in the course is appropriately cited All references are accurate and up-to-date All resources are credible and have solid rationale for use as course material
Mechanics	<ul style="list-style-type: none"> Course material uses correct grammar, punctuation, and spelling

THE CRAAP TEST – INTERNAL AND EXTERNAL COURSE RESOURCES

- C Currency** – The timeliness of the information and course content
- When was the information published or posted?
 - Has the information been revised or updated?
 - Is the information current or out-of-date given the subject of your course?
 - How important is currency in your field/subject area?
- R Relevance** – The importance of the information for your needs
- Does the information and course resources fit your course?
 - Who is the intended audience? Does it fit the learner profile of your course?
 - Is the information at an appropriate level (i.e., not too elementary or advanced for your needs)?
 - Have you looked at a variety of sources before determining this is one you will use?
- A Authority** – The source of the information
- Who is the author/publisher/source/creator/sponsor?
 - Are the author’s credentials or organizational affiliations given?
 - What are the author’s qualifications to write on the topic?
 - Does the URL reveal anything about the author or source (i.e., .com, .edu, .gov, .org, .net)?
- A Accuracy** – The reliability, truthfulness, and correctness of the content
- Where does the information come from?
 - Is the information supported with evidence?
 - Has the information been reviewed or refereed?
 - Can you verify any of the information in another source or from your own personal knowledge?
- P Purpose** – The reason the information exists
- What is the purpose of the information? To inform? Teach? Sell? Entertain? Persuade?
 - Do the authors/sponsors make their intentions or purpose clear?
 - Is the information fact? Opinion? Propaganda?
 - Are there political, ideological, cultural, religious, institutional or personal biases?

CONSISTENT

DEFINITION:

Consistent means that in a blended course, the face to face version is consistent with the online version of the course. Students are given the same outcomes, assignments, grading criteria and schedules in class as they find in the course online. However blended courses can be more than just consistent, excellent courses go further and feature ways to optimize the time spent face to face and online. Consistent pattern within the instructional strategies of their own course.

WHY IS IT IMPORTANT?

Being consistent is important so that students don't get mixed messages between the two versions of the same course.

BLENDED AND ONLINE COURSE RUBRIC CHECKLIST

CRITERIA	ESSENTIAL	EXCELLENT
Course Outline/ Syllabus	Expectations on student participation are consistent online and in-class (ei: instructions, assignment submission, late penalties)	
Legibility and Readability	Communications and course delivery methods between online and face-to-face are consistent Schedule of online and face-to-face classes are provided and followed. Any changes in schedule are given to students with appropriate notice	Instructors takes advantage of both delivery methods, online and face-to face to optimize students learning and interaction



CENTRE FOR
TEACHING, LEARNING
AND INNOVATION

