

ONLINE COURSE DESIGN

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Online Course Design

I. Course Information

Course Title	Digital Marketing Strategies
Instructor	[Your Name] [Your Email]
Course Code	DM 202
Course Description	This online course provides an in-depth exploration of digital marketing strategies, including SEO, social media marketing, email marketing, and content creation. Participants will learn how to design and implement effective digital marketing campaigns and analyze their performance using various digital tools and analytics.
Prerequisites	Basic understanding of marketing principles and familiarity with online platforms.
Duration	8 weeks (2 hours per week)
Completion Date	November 1, 2050

II. Curriculum Overview

Module	Title	Duration
1	Introduction to Digital Marketing	1 Week
2	Search Engine Optimization (SEO)	1 Week
3	Social Media Marketing	2 Weeks
4	Email Marketing	1 Week
5	Content Marketing	1 Week
6	Analytics and Performance Measurement	1 Week
7	Campaign Design and Implementation	1 Week

Course Design

Harvard University



Course Design:

Designing Courses For Higher Education Toohey, Susan, 1999-05-01 This book focuses not on teaching techniques but on the strategic decisions which must be made before a course begins It provides realistic advice for university and college teachers on how to design more effective courses without underestimating the complexity of the task facing course developers and offers course designers both an understanding and a framework within which to clarify their own teaching purposes

Course Design Fraida Dubin, Elite Olshtain, 1986-09-26 Course planning and development in the context of current theories of language learning

Canvas LMS Course Design Ryan John, 2021-05-14 A simple easy to follow guide to learning the advanced features and integrated services of Canvas for creating a transformative and personalized educational experience Key Features Simplify online and hybrid learning with Canvas with the help of this updated second edition Discover best practices to engage with students as they complete assignments and receive feedback through the Gradebook Follow clear directions to use Canvas tools and features for your educational requirements Book Description Canvas is an online learning management system LMS and one of the most powerful teaching tools that educational institutions worldwide have adopted thanks to its streamlined functionality intuitive user interface and robust features This revised second edition of Canvas LMS Course Design will show you how to design create and teach engaging classes in online hybrid or fusion settings using the Canvas LMS The book will guide you through the steps of setting up your Canvas account creating activities and assignments designing and customizing the course layout and teaching your course Whether you re using an institutional or Free for Teacher account you ll be able to use Canvas for grading feedback and communication with and between students As you progress you ll learn how to integrate external apps and services with Canvas Finally the book features an exclusive section detailing how you can use Canvas built in resources as well as other resources to tackle challenges while working with the LMS Throughout this book will give you the technical knowledge you need to create unique learning experiences for students By the end of this Canvas LMS Course Design you ll be able to successfully teach online with the help of logical descriptions and step by step screenshots that clearly explain how to build a phenomenal course What you will learn Understand online learning as a powerful and unique tool for student growth Create access and personalize your user account and profile settings in Canvas Generate upload and import course content for students to engage with as participants in your courses Design and sequence the content of your course to present information and activities with clarity and simplicity Discover expert techniques for designing a curriculum and creating activities Explore Canvas features that meet your educational needs such as online assessments and content delivery Who this book is for This book is for educators who want to use Canvas to deliver instructions in online hybrid or fusion teaching models Whether you re new to online learning or a seasoned expert you will be able to learn both the primary functions and the advanced features of Canvas with this book As a minimum beginner level experience with online learning is required given the widespread

implementation of distance learning due to the pandemic [Moodle Course Design Best Practices](#) Susan Smith Nash,2018-08-27 Fast paced guide for designing effective Moodle courses experiment with Moodle s features for free using MoodleCloud Key Features Apply principles of instructional design to create great Moodle learning experiences Enhance collaboration and spur creativity with Moodle Bring together instructional materials social interaction and student management functions in your courses Book Description Moodle is a leading virtual learning environment for your online course This book incorporates the principles of instructional design showing you how to apply them to your Moodle courses With this guidance you will develop and deploy better courses content and assessments than ever This book will guide you as you learn how to build and incorporate many different types of course materials and dynamic activities You will learn how to improve the structure and presentation of resources activities and assessments All this will help you to create better for self led courses instructor led courses and courses for collaborative groups The use of multimedia features to enhance your Moodle courses is also explained in this book Our goal is to encourage creativity and the free MoodleCloud hosting option is an ideal place for teachers students trainers and administrators to jump in and play with all the new features which include powerful new plug ins new resources and activities Moodle can be your sandbox as well as your castle of learning With this book you will build learning experiences that will last your learners lifetimes What you will learn Build a course structure that fits your goals Design a unique appearance Manage the resources and activities Tips for better organization of your course content Select and set up assessments Include effective instructional strategies Incorporate competency frameworks Run and archive webinars Motivate learners by incorporating badges Explore MoodleCloud Who this book is for If you create courses with Moodle this book is for you It can be used by teachers instructors training managers Moodle administrators instructional technologists instructional designers and e learning entrepreneurs Prior experience with Moodle will be helpful

A Guide to Online Course Design Tina Stavredes,Tiffany Herder,2013-12-16 A Guide to Online Course Design offers faculty and professional staff a practical and easy to follow model for creating exceptional online courses that focuses on quality standards in instructional design transparency in learning outcomes and learner persistence A comprehensive resource the book includes effective research based instructional strategies to motivate online learners and help them become more self directed A Guide to Online Course Design emphasizes quality standards and removing barriers to learners persistence which ensures online courses meet the needs of online learners as well as distance education initiatives All faculty members and course designers regardless of experience level content background or technology skills can benefit from applying the approaches defined in this book The authors have imparted a wealth of knowledge that can improve the quality of any online class and I highly recommend this book for all those involved with online learning Anton G Camarota faculty University of Denver Anyone involved in developing online courses should read this book Packed with great insights and the research to back them up Stavredes and Herder guide readers with practical information that will support online

course development Brenda Boyd director of professional development and consulting Quality Matters Program The blend of theory and application makes A Guide to Online Course Design and indispensable resource for any professional seeking to create high quality outcomes based learning experiences I loved the action steps that close each chapter as they lead the reader through the entire process of course design from analysis to implementation Kathe Kacheroski dean of curriculum and instruction Rasmussen College

Designing and Assessing Courses and Curricula Robert M. Diamond,2011-01-13 Designing and Assessing Courses and Curricula reflects the most current knowledge and practice in course and curriculum design and connects this knowledge with the critical task of assessing learning outcomes at both course and curricular levels This thoroughly revised and expanded third edition of the best selling book positions course design as a tool for educational change and contains a wealth of new material including new chapters case examples and resources

Handbook of Open, Distance and Digital Education Olaf Zawacki-Richter,Insung Jung,2023-01-01 This open access handbook offers a one stop shop for both new and established researchers educators policy makers and administrators in the field of open distance and digital education ODDE to gain a comprehensive overview of the history theory and practice at all levels of ODDE and at the same time stimulates in depth discussions on various themes and issues of ODDE for today and future Researchers scholars and students in the field of ODDE can use this handbook as a major reference to conduct their own research and learning agendas To cover the field comprehensively the handbook is structured following the 3M framework developed by one of the chief editors Zawacki Richter The 3M framework categorizes the major research areas and issues in ODDE on three levels Accordingly the handbook is divided into six sections in total two section at each of the three levels 1 Macro Level ODDE Systems and Theories 2 Meso Level Institutional Perspectives Management and Organization and 3 Micro Level Learning and Teaching in ODDE This is an open access book

[Large-Scale Technology Implementation Stories to Inspire Change](#),2022-11-28 Technology mediated learning is the reality of this digital age Although a major disruptor the global pandemic inspired innovation and collaboration to advance 21st century teaching and learning Thus leaders must understand the dynamics and complexities of large scale technology implementations to realize educational gains This includes the dynamics of procurement instructional design and the challenges from inadequate network security internet and technology access to support faculty and learners Through storytelling and narrative case studies Large Scale Technology Implementation Stories to Inspire Change provides evidence based practices practical strategies and inclusive excellence considerations to any current or aspiring school leader The diverse perspectives of institutional and industry leaders help school leaders discover opportunities resulting in more effective processes partnerships and technologies for engaging instruction and lasting change

Idea-Based Learning Edmund J. Hansen,2023-07-03 Synthesizing the best current thinking about learning course design and promoting student achievement this is a guide to developing college instruction that has clear purpose is well integrated into the curriculum and improves student learning in predictable and measurable ways The process involves

developing a transparent course blueprint focused on a limited number of key concepts and ideas related tasks and corresponding performance criteria as well as on frequent practice opportunities and early identification of potential learning barriers Idea based Learning takes as its point of departure the big conceptual ideas of a discipline that give structure and unity to a course and even to the curriculum as opposed to a focus on content that can lead to teaching sequences of loosely related topics and aligns with notions of student centered and outcomes based learning environments Adopting a backwards design model it begins with three parallel processes first identifying the material that is crucial for conceptual understanding second articulating a clear rationale for how to choose learning outcomes based on student needs and intellectual readiness and finally aligning the learning outcomes with the instructional requirements of the authentic performance tasks The resulting syllabi ensure cohesion between sections of the same course as well as between courses within a whole curriculum assuring the progressive development of students skills and knowledge Key elements of IBL include Helping students see the big picture Building courses around one or more authentic performance tasks that illuminate the core concepts of the discipline Clearly identifying performance criteria for all tasks Incorporating practice in the competencies that are deemed important for students success By placing the onus of learning on the student liberating faculty to take on the role of learning coaches Designing tasks that help students unlearn simplistic ideas and replace them with improved understandings Edmund Hansen expertly guides the reader through the steps of the process providing examples along the way and concluding with a sample course design document and syllabus that illustrate the principles he propounds

Applied Languages: Theory and Practice in ESP Jordi Piqué Angordans, David J. Viera, 1997 Today more and more linguists and language specialists the world over are acknowledging the vital role of ESP within the English language teaching and learning area Consequently teachers and learners alike are discovering that there is a wider scope available to them in the field Hopefully the joint effort that went into the publishing of this volume will serve to motivate others to continue working in this direction

Developing Faculty Learning Communities at Two-Year Colleges Susan Sipple, Robin Lightner, 2023-07-03 This book introduces community college faculty and faculty developers to the use of faculty learning communities FLCs as a means for faculty themselves to investigate and surmount student learning problems they encounter in their classrooms and as an effective and low cost strategy for faculty developers working with few resources to stimulate innovative teaching that leads to student persistence and improved learning outcomes Two year college instructors face the unique challenge of teaching a mix of learners from the developmental to high achievers that requires using a variety of instructional strategies and techniques Even the most experienced teachers can find this diversity demanding Faculty developers at many two year colleges still rely solely on the one day workshop model that while useful rarely results in sustained student centered changes in pedagogy or the curriculum and may not be practicable for the growing cohort of part time faculty members By linking work in the classroom with scholarship and reflection FLCs provide participants with a sense of renewed engagement and stimulate

collegial exploration of ways to achieve educational excellence FLCs are usually faculty instigated and cross disciplinary and comprise groups of six to fifteen faculty that work collaboratively through regular meetings over an extended period of time to promote research and an exchange of experiences foster community and develop the scholarship of teaching FLCs alleviate burnout and isolation promote the development testing and peer review of new classroom strategies or technologies and lead to the reenergizing and professionalization of teachers This book introduces the reader to FLCs and to the Scholarship of Teaching and Learning offering examples of application in two year colleges Individual chapters describe among others an FLC set up to support course redesign an Adjunct Connectivity FLC to integrate part time faculty within a department and collaborate on the curriculum a cross disciplinary FLC to promote student self regulated learning and improve academic performance and persistence a critical thinking FLC that sought to define critical thinking in separate disciplines examine interdisciplinary cross over of critical thinking and measure critical thinking more accurately an FLC that researched the transfer of learning and developed strategies to promote students application of their learning across courses and beyond the classroom Each chapter describes the formation of its FLC the processes it engaged in what worked and did not and the outcomes achieved Just as when college faculty fail to remain current in their fields the failure to engage in continuing development of teaching skills will equally lead teaching and learning to suffer When two year college administrators restrain scholarship and reflection as inappropriate for the real work of the institution they are in fact hindering the professionalization of their teaching force that is essential to institutional mission and student success When FLCs are supported by leaders and administrators and faculty learn that collaboration and peer review are valued and even expected as part of being a teaching professional they become intrinsically motivated and committed to collaboratively solving problems setting the institution on a path to becoming a learning organization that is proactive and adept at navigating change

The Sage Handbook of Online Higher Education Safary Wa-Mbaleka, Kelvin Thompson, Leni Casimiro, 2023-11-01 The SAGE Handbook of Online Higher Education presents a cutting edge collection of 50 essays that explores the rapidly evolving landscape of online teaching and learning in higher education Assembled and contributed by a team of leading experts the Handbook adopts a uniquely holistic approach to examining the needs of online education Chapters bring together voices from diverse and international backgrounds to provide insights applicable to a broad range of contexts and present practical strategies for planning delivering quality online higher education The handbook covers a wide range of topics including online pedagogy instructional design student engagement technological innovation assessment leadership and the developing role of online education in the context of broader societal and cultural shifts The SAGE Handbook of Online Higher Education is an essential resource for educators researchers policymakers and practitioners who seek to understand and shape the future of higher education in the digital age

Section 1 Fundamentals of Online Education
Section 2 Online Education Around the World
Section 3 Online Instructional Design
Section 4 Online Instructional Delivery

Section 5 Instructional Technology for Online Education Section 6 Online Education Administration and Management Section 7 Student Support Services **Best Practices for Online Education** Mark A. Maddix, James R. Estep, Mary E.

Lowe, 2012-02-13 This book offers best practices from online educators in Christian higher education focusing on teaching and developing courses from a Christian perspective It serves as a practical resource for academic administrators and professors whether they are new to or experienced in online program development and instruction *Online Nursing*

Education: A Collaborative Approach Melissa Robinson, Henny Breen, 2020-11-09 The increase of online nursing education programs has furthered the need for nursing faculty to have specific preparation for online teaching Drawing from the authors extensive experience teaching online nursing education programs Online Nursing Education A Collaborative Approach is unlike any other text It was written and designed for faculty teaching online post licensure students in a nursing education degree program post master s certificate program advanced practice program or other advanced education related degree program This unique text takes a theoretical approach and includes practical examples as well as sample curriculum course design and policies Topics covered include strategies for teaching online learning through writing in an online classroom experiential learning in online programs generational differences in online learning and more practical discussions backed by evaluation studies and qualitative research Essentials of Online Course Design Marjorie Vai, Kristen

Sosulski, 2011-03-15 In spite of the proliferation of online learning in higher education creating online courses can still evoke a good deal of frustration negativity and wariness in those who need to create them Essentials of Online Course Design takes a fresh thoughtfully designed step by step approach to online course development At its core is a set of standards that are based on best practices in the field of online learning and teaching Pedagogical organizational and visual design principles are presented and modeled throughout the book and users will quickly learn from the guide s hands on approach The course design process begins with the elements of a classroom syllabus which after a series of guided steps easily evolve into an online course outline The guide s key features include a practical approach informed by theory clean interior design that offers straightforward guidance from page one clear and jargon free language examples screen shots and illustrations to clarify and support the text a Companion Website with examples adaptable templates interactive learning features and online resources a checklist of online course design standards that readers can use to self evaluate Essentials of Online Course Design serves as a best practice model for designing online courses After reading this book readers will find that preparing for online teaching is contrary to popular belief a satisfying and engaging experience The core issue is simply good design pedagogical organizational and visual **Catalog** Michigan State University, 1913 **Canvas LMS Course Design** Ryan

John, 2014-08-25 This book is intended for educators who want to use Canvas to enhance their teaching or for educators whose institution has adopted Canvas as its learning management system Whether you are brand new to online learning or you are a seasoned expert you will be able to master both the basic functions and the advanced features of Canvas with this

book Course Design for TESOL Florin Mihai, Kerry Purmensky, 2016-03-22 Course Design for TESOL offers a unique approach of integrating curriculum with teaching activities to allow language educators to utilize the text in a variety of courses in a TESOL program Although the authors assume readers have a basic knowledge of English grammar this textbook resource is designed to be comprehensible to those who have not had an SLA or Applied Linguistics course Because each language skill is discussed in detail in terms of important theories and concepts and actual teaching activities are included the book can also be used in a Methods course or a combined Curriculum Design Methods or Methods and Materials course Part I explores the basic language acquisition theories and their influences on current teaching practices in the field Part II then moves on to the core elements of designing a curriculum or course conducting the needs analysis setting of course goals objectives designing the syllabus and writing lesson plans Part III Instructional Activities and Assessment Techniques features chapters on the teaching of listening speaking reading writing grammar and culture Within each of these chapters the authors address the fundamental issues related to the teaching of each skill and then discuss the components of a good activity for that skill and how to design one and then offer four sample activities one for each type of syllabus and guidance on assessing that skill The activities can be adapted for use in a variety of classrooms and settings Part IV addresses contemporary trends curriculum issues in North America and Europe standards and educational policy practices in teaching in Asia particularly China and Korea and technology enhanced learning **Catalog of the Officers and Students of the University in Cambridge** Harvard University, 1909 Course Design George J. Posner, Alan N. Rudnitsky, 2001 Bridging theory and practice in curriculum development this field tested title provides teachers with invaluable concepts and skills for planning effective courses Pedagogical features include numerous exercises representative examples a glossary of terms bibliographic references as well as sample course designs completed by other students The step by step process of actually designing a course makes this text a unique approach to learning curriculum development skills

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