



Online Course Design Readiness Guide

Educational Technology Support, Faculty of Education

This guide provides considerations for the delivery Online Courses offered by the Faculty of Education at UBC.

If using ETS template, marked items include placeholder text | If you need support, please [contact ETS Staff](#).

Course Introduction

- Home page includes banner with Faculty of Education logo and appropriate resource links including:
 - eLearning Help & Resources
 - Education Library Research Help
- Syllabus includes elements as per [UBC syllabus policy](#), including Instructor information, assignments and assessment, course timelines, overall course goals and description, expectations.
- Instructor information is present, which should include:
 - A picture or other representative image for the instructor
 - A short instructor biography
 - Contact information for the instructor (e.g., email, canvas messages, phone, etc.).
 - Instructor availability and what students can expect in terms of response time
- Land Acknowledgement is included.
- Assignment feedback timelines are included (e.g., within 2 weeks of submission)
- Student participation expectations are provided (e.g., Log in at least 3 times a week and participate in discussions / chats as appropriate)
- Discussions are included that provide a space for students to ask questions about the course and its assignments, and to connect with each other.
- Introduction or 'Getting to know each other' activity at the beginning of the course is provided.

Course Navigation & Usability

- Modules provide an intuitive course structure and progression through course materials with clear weekly or module-based structure.
 - Module naming conventions are consistent throughout the course:
 - e.g., WEEK 2: Preparing differentiated instruction (May 11-May 18), or; MODULE 3: Frameworks for the use of Learning Technologies (Weeks 3-5)
- Assignment due dates, and activity 'to-do' items are accurate and clearly indicated.

Outcomes, Assessment, and Activities

- Course Learning Outcomes are clear and measurable, and phrased from a student-centred perspective (e.g., "At the end of this course, you will be able to:")
- Modules include learning outcomes/objectives or guiding questions.
- Assignments include clearly defined assessment criteria (such as rubrics)
- Assignment deadlines are set consistently on the same weekday throughout the course. This helps students plan and establishes consistency and routine within the course.
- Assignments include exemplars or if permission has been provided, samples of past student work
- Grades section has assignment [grade posting policies set to manual](#).
- Assignments and activities allow students to connect their existing experience and interests to their work.
- Assignments and activities provide options for achievement of learning outcomes beyond written expression.

Learning Materials (see [ETS Showcase](#) for examples)

- Course readings have been added to, and made available through the [UBC Library Online Course Reserves \(LOCR\) system](#) (available in every Canvas course). You may upload a syllabus to this system and library staff will populate it for you.
- Learning materials are presented primarily in pages (not in uploaded word documents or PDFs) and are laid out and images placed with aesthetic considerations in place.
- All course links are functional. Use '[Validate Links in Content](#)' tool in the Settings section of your course
- Learning materials provide metacognitive prompts, or interactive elements that foster student engagement with the content.
 - e.g., "When engaging with this week's readings on differentiation, consider how recommendations may affect learners based on socio-economic status or region."
- Course materials, including files, images or multimedia assets that are sourced from the web are not always free to use, so these are checked for copyright. If they are not licensed appropriately, alternate materials should be sourced and used instead..
- Multimedia materials (audio/video) recorded by the instructor or sourced elsewhere do not exceed 10mins in length (Duration is clearly indicated on longer videos)

Learning Technologies

- Resources on ETS's '[eLearning Help and Resources](#)' page is linked to where appropriate, so students have information about the basics of using common tools.
- Technologies that may present barriers or challenges to students (e.g., Collaborate Ultra, Zoom, etc.), are scaffolded with tutorials where appropriate (e.g., within assignment instructions). Students are encouraged to practice using the tool before it is used for learning.
- Students are informed if technologies are used that store data outside of Canada, using standard language that outline their rights and how they may use pseudonyms to ensure their privacy. See [Choosing Learning Technologies: Student Privacy](#) for more.

Universal Design for Learning (see [Canvas UDL Course](#) for more)

- A variety of modalities are used to engage students (text, images, video, audio, etc.)
- Text colours and image layouts conform to Web standards. (i.e. do not use colour to bring attention to elements, but keep standard colours, and bold or italicize text.)
- Heading tags (e.g., H2, H3, H4) are used to structure text-based course materials in place of quantified text sizes commonly used in Word documents (e.g., 18pt)
- Images contain ALT tags (descriptions of images for those with diverse vision abilities)
- URLs / Web links are not presented directly in text (e.g., http://ets.educ.ubc.ca), but use descriptive text with the link attached (e.g., ETS Website)
- Required video and audio materials include captions / subtitles and/or transcripts.

