Online Course Development Steps: Part 1

HDI Online Learning Center

# Identify the Problem

This can be a formal process with stakeholders either in a face-to-face meeting or through an online survey.

# Brainstorm behaviors you want to change in order to resolve the problem

This is another opportunity to bring in stakeholders and could again be conducted via a meeting or online survey. Once the behaviors are listed, group where there is overlap. Finally, prioritize the behaviors, knowing that not all of them will be addressed through an online course or a single course.

# Identify knowledge, skills and attitudes for each behavior

Behavior change is complex, and will require some new knowledge, skills and/or attitudes. For each behavior, list new KSA’s. Note: not every behavior will require all three.

# Determine how you will measure success

Assessing the behavior change is the next major step. The HDI Learning Center uses three types of assessments

• Think Spot: An ungraded opportunity to reflect on the topic discussed and likely is tied to the course handout. It is recommended that you download or print the handout to have on hand while you complete this course.

Consider using a scenario: Someone asks you to describe \_\_\_\_, An employee comes to you with this problem…

Twitter style, 120 characters or less, describe (this key concept).

You and a new employee are riding up an elevator. They ask you about (this key concept). In 30 seconds, describe (this key concept). If you prefer to upload a video or audio of this assignment, use the Browse button to do so.

Develop a song that describes (this key concept).

• Check Your Knowledge: A graded quiz to check your understanding of the topic(s) covered. Check Your Knowledge quizzes are complete when 80% of the questions are answered correctly. You may take the Check Your Knowledge quizzes multiple times until 80% is achieved.

• Application Activity: Graded submission demonstrating a new skill.

Application activities can be essays, PowerPoint presentations, videos, etc. These are graded by a human and will need a grading rubric to accompany it.

# Identify what learners need to know to successfully complete the assessment

Now, we look at developing the actual course content. Use the behaviors to guide developing the course outline. The course outline will then be filled in to create the paper.

* No slides at this point in development. In part 2, we can use slides to reinforce key points.
* EAT – Experience, Awareness, Theory. Don’t just throw out the theory, use experiences and stories for learners to understand why it’s important. Start with the experience, explain how it impacts their role, and then reinforce with theory.