Jul 27th, 10:00 AM - 11:00 AM

Consistency Matters: Templates in Course Design and Maintenance

Mark N. Kayser
University of Minnesota - Twin Cities, kayse007@umn.edu

Jay Hopkins
University of Minnesota - Twin Cities, jhopkins@umn.edu

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Consistency Matters: Templates in Course Design and Maintenance

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Jay Hopkins - University of Minnesota
The Case for Templates

College of Continuing Education

- Yearly roster of over 300 course sites
- Content ranges from Math to English to Management
- Three in-house designers / three remote designers
- Instructors with varying degrees of design expertise
- A single designer maintains and updates all our sites
Uses/Advantages for designing with a Template

- Timely and efficient troubleshooting, updating and maintenance
- Increased consistency of design
- Wider faculty adoption of new tools
- Quality Matters requirements met by design
- Improved usability
- Faster course design and focus on content
- Students experience increased confidence
- Systematic change
20 of 46 Quality Matters elements met by template

CCE Course Review Form
1.1 Instructions make clear how to get started and where to find various course components
1.2 Learners are introduced to the purpose and structure of the course. In the case of a blended course, the statement clarifies the relationship between the face-to-face and online components
1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.
1.5 Minimum technology requirements are clearly stated and instructions for use provided.
1.7 Minimum technical skills expected of the learner are clearly stated.
1.8 The self-introduction by the instructor is appropriate and is available online.
1.9 Learners are asked to introduce themselves to the class.

3.2 The course grading policy is clearly stated and indicates the value of each graded activity.
3.5 The Grade Center in the Learning Management System is made available to students for prompt feedback.
4.3 All resources and materials used in the course are appropriately cited and are free from copyright infringement
4.7 The course content is presented into web appropriate chunks and sequenced accordingly (weeks, topics, or modules).
5.4 The instructor’s plan for classroom response time and feedback on assignments is clearly stated. (turn-around time for email, grade postings, assignments etc.)
5.5 The requirements for learner interaction are clearly stated.
6.5 Links are provided to privacy policies for all external tools required in the course.
6.6 Navigation throughout the online components of the course is logical, consistent and efficient.

7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.
7.2 Course instructions articulate or link to the institution’s accessibility policies and services.
7.3 Course instructions articulate or link to an explanation of how the institution’s academic support services and resources (tutoring, library, Writing Center, etc.) can help learners succeed in the course and how learners can obtain them.
7.4 Course instructions articulate or link to an explanation of how the institution’s student services (advising, financial aid, etc.) and resources can help learners succeed and how learners can obtain them.
8.1 Course navigation facilitates ease of use.
8.2 Information is provided about the accessibility of all technologies required in the course.
The CCE Course Template collectively called The Blank Slate consists of:

- Moodle Layout/Center Column
- Moodle Blocks
- Google Documents
Blank Slate Course Site - Continued

Student Help Block

- Academic Help
- Research Help
- Technology Help
- Your E-Portfolio
Instructor Block
Technology Help
Home Base
Course Development
Meet your Instructor Sample

Syllabus Template

Assignments Summary Template

Assignments Summary Sample
Online Course Development Site

CCE Course Design site

Moodle Blank Slate (Anonymous access)

Password: MELS2016

Moodle Blank Slate Back-up

Restore on your Moodle server to see our entire template
This concludes the presentation.

Thank you!
Sample Courses

EEB 3001

Phys 1108