



# Building a Foundation for Learning

Choosing the Right  
Course Design for  
Your Students

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# Quality Matters

- Nationally recognized
- Quality assurance rubric
- Measures course design NOT delivery
- Seton Hall is an Institutional Member

# Types of Interactions

- Student-to-Instructor
- Student-to-Content
- Student-to-Student

# Course Design Options

- Online
  - Self-paced
  - Instructor-led
- Hybrid

## Course Format Chart

	Online Course	Hybrid Course	Face-to-Face Course
Mix of Delivery Formats	<ul style="list-style-type: none"> <li>Few, F2F meetings, if any</li> </ul>	<ul style="list-style-type: none"> <li>Approximately 25% to 75% of the course occurs F2F</li> <li>Significant portions of the learning are delivered both online and F2F</li> <li>Seat time is reduced to reflect the proportion of the course delivered online</li> </ul>	<ul style="list-style-type: none"> <li>100% of the course occurs F2F in regularly scheduled sessions, which meet required seat time for the course</li> <li>Course meets synchronously at one or more sites</li> </ul>
F2F Component	<ul style="list-style-type: none"> <li>F2F meetings are typically limited to orientation or capstone events</li> <li>May also include F2F proctored exams</li> <li>Students have little or no expectations of meeting the faculty member F2F</li> </ul>	<ul style="list-style-type: none"> <li>F2F meetings may include but are not limited to lectures, active learning sessions, student-centered discussions, group-work projects, presentations, posters, demonstrations, performance art, movies, laboratory experiences, and assessments</li> </ul>	<ul style="list-style-type: none"> <li>Students have F2F interaction with their faculty member on a regular basis throughout the course of the semester</li> </ul>
Online Component	<ul style="list-style-type: none"> <li>The entire course is mediated by technology</li> </ul>	<ul style="list-style-type: none"> <li>Portions of the course are mediated by technology</li> <li>Students can gain an understanding of the overall structure and requirements of the course online</li> </ul>	<ul style="list-style-type: none"> <li>Technology, if used at all, is supplementary</li> <li>May include use of a course management system and extensive Internet-based reading/research assignments, and online discussions</li> </ul>

# Considerations

- Learners
- Technology Access and Skills
  - Faculty
    - Determine interactions
  - Students
- Purpose of course

# Online: Self-Paced

- Large scale
- One deadline – course ends
- Little to no interaction
  - Student-to-student
  - Student-to-faculty
- Moderator
- Recertification, update courses
- Deliverables
- Location – no issues

# Online

- Few F2F meetings – if any\*
  - Residency/ Orientation
  - Exams/ capstone
- Strong instructor presence
  - Instructor-to-student
  - Student-to-material
- Technology dependent
- Start of semester – end of semester
- No required day/time meetings



# Hybrid

- 25%-75% F2F\*
- On-campus seat time is reduced
  - Activities/projects
  - Group work
  - Presentations
  - Lab
- Flexibility
- Limitations: audience

# Common Ground

- Clear instructions and expectations
  - Type of course
  - Communication
  - Grading
- Schedule<sup>\*</sup>
  - Details! Details! Details!
  - Due dates and times (ET)
  - Consistency
- Course completed before launch
- START EARLY!



Which format is best for  
your students?



# Are you ready?

<https://weblearning.psu.edu/FacultySelfAssessment/>

Developed by Penn State

# TLTC Resources

Master course template

Content templates

Exemplar course

Online Teaching and Learning Faculty Organization

Sloan Consortium Member

Quality Matters Institutional Member