

Instructional Unit Plan

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Step 1 - Unit Overview

Unit Title	Web Design		
Subject/Class Name	Online Instructor Course Preparation		
Learner Ages/Grades	Faculty (Adults)	Semester/Year	Spring 2017

Unit Summary

Faculty will take this course to become certified to teach online courses at the college. This unit, web design, will provide research-based practices for designing content that is to be consumed on the web. It will look heavily at items of accessibility and universal design in learning, and include components of the use of multimedia as a learning tool.

This unit will be one of six units in the course. Other units in this course will examine using technology tools, instructional design, collaboration and communication, assessment, feedback, and course evaluation.

Pre-Requisite Skills

Prior to this unit, learners should know:

- How to use a word processing system, such as Microsoft Word
- How to access and log into Blackboard
- How to submit an assignment in Blackboard
- Their content area and required objectives/course outcomes as defined by the institution.

Learners should have an attitude of openness and willingness to hear other's opinions. Learners should be open to new ideas and be prepared to examine their current ideas of teaching online, and be open the idea of adjusting their philosophy of online education.

Learners should complete the Instructional Design unit prior to this unit, as many elements will build off the discussions in that unit. Learners should also pass the Blackboard proficiency exam, or complete the Anatomy of Blackboard training course before enrolling in this course.

Standards/Organization or Source

The unit is being created to address the objectives the Online Course Development Quality Checklist created by the college. This unit examines the web design objective, which states:

Course content presented in an online format aligns with best practices of use for web design and navigation, uses graphics and multimedia to enhance learning objectives, and aligns with accessibility standards.

Learning Outcomes (Instructional Objectives)

Learners will...

- Critique the use of multimedia (videos, images, GIFs, etc.) in an online environment

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and create guidelines for when multimedia is appropriate in an online environment.

- Examine the standards from Section 508 of the Rehabilitation Act and Web Content Accessibility Guidelines 2.0 and assess the accessibility of an online course.
- Compare Universal Design in Learning to formal accessibility standards and understand the need for UDL in an online course.
- Create a unit of instruction in the Learning Management System for an online course incorporating accessibility and web design standards.

Outcomes will be considered achieved if 80% is received according to a rubric.

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Unit Timeline

Lesson 1: Accessibility

Objective: Learners will examine the standards from Section 508 of the Rehabilitation Act and Web Content Accessibility Guidelines 2.0 and assess the accessibility of an online course. Learners will compare Universal Design in Learning to formal accessibility standards.

Lesson 1.1 – What is Accessibility?

Examine laws and regulations surrounding accessibility and understand the steps to make a document accessible.

- **Read** Section 508 of the Rehabilitation Act - <https://www.section508.gov/section-508-of-the-rehabilitation-act> and Web Content Accessibility Guidelines 2.0 - <https://www.w3.org/TR/WCAG20/>
- **Create** an accessible PDF document and share it with assigned partner. Partners will then assess the PDF document using the PDF File 508 Checklist - <http://www.hhs.gov/web/section-508/making-files-accessible/checklist/pdf/index.html>

Lesson 1.2 – What is a Disability?

Understand that disabilities are not always visible and the stigmas surrounding certain disabilities to enhance their understanding of the need for accessible courses.

Discussion

- Define what disability means to you and consider any stigmas preventing us from understanding disabilities.
- Explore invisible disabilities, select one disability to research and create a report following the Invisible Disability Report guidelines and rubric to share what you know and have learned about this disability.

Lesson 1.3 – Universal Design in Learning

Explore Universal Design in Learning and the purpose of accessibility even in a classroom that doesn't have any students with disabilities. Understand that disabilities are not always visible.

Discussion

Address the following topics in your discussion post. Be creative in your responses.

- What is Universal Design?
- What are the similarities and differences in Universal Design and Universal Design in Learning?
- Why does accessibility matter even when no students with a disability are enrolled in your course?
- What is one way you can include UDL in your course?

Lesson 1.4 – Assessing a course for accessibility

Examine a provided course and use what we have learned about accessibility to provide feedback on the course.

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Submit a review of the provided course using the Online Course Review Quality Rubric, taking into consideration:

- Section 508 of the Rehabilitation Act - <https://www.section508.gov/section-508-of-the-rehabilitation-act>
- Web Content Accessibility Guidelines 2.0 - <https://www.w3.org/TR/WCAG20/>
- PDF File 508 Checklist - <http://www.hhs.gov/web/section-508/making-files-accessible/checklist/pdf/index.html>
- Making Files Accessible - <http://www.hhs.gov/web/section-508/making-files-accessible/index.html>
- Section 508 Guide - How to Identify 508 Errors in Web Sites - http://www.hhs.gov/sites/default/files/How%20to%20Identify%20Errors%20In%20HTML_Final.pdf
- Natural Reader - <http://www.naturalreaders.com/index.html>
- Invisible Disabilities Association - <https://invisible disabilities.org/>

Assessment

Learners will:

1. Create a document including accessibility standards.
2. Discuss Universal Design in Learning and its application in an online course.
3. Evaluate a provided course for accessibility and suggest potential improvements.

Reading and Resources

- Section 508 of the Rehabilitation Act - <https://www.section508.gov/section-508-of-the-rehabilitation-act>
- Web Content Accessibility Guidelines 2.0 - <https://www.w3.org/TR/WCAG20/>
- PDF File 508 Checklist - <http://www.hhs.gov/web/section-508/making-files-accessible/checklist/pdf/index.html>
- Making Files Accessible - <http://www.hhs.gov/web/section-508/making-files-accessible/index.html>
- Section 508 Guide: How to Identify 508 Errors in Web Sites - http://www.hhs.gov/sites/default/files/How%20to%20Identify%20Errors%20In%20HTML_Final.pdf
- Natural Reader - <http://www.naturalreaders.com/index.html>
- Research-Based Web Design and Usability Guidelines, compiled by HHS after extensive research and review, reflect best practices that ensure sites are easy to use. <http://webstandards.hhs.gov/standards/>

Lesson 2: Multimedia

Objective: Learners will critique the use of multimedia (videos, images, GIFs, etc.) in an online environment.

Lesson 2.1 – The use of multimedia in an online learning environment

Discover the varying uses of multimedia in an online learning environment.

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Read

- Multimedia in Online Courses: Bells and Whistles or Solutions? - http://www.uwex.edu/disted/conference/resource_library/proceedings/03_59.pdf
- 7 Tips To Choose Multimedia For Your eLearning Course - <https://elearningindustry.com/7-tips-to-choose-multimedia-for-your-elearning-course>
- Amplify the Power: Five reasons to use interactive video - <http://elearnmag.acm.org/archive.cfm?aid=2856391>

Submit answers to lesson 2.1 reading response questions

Lesson 2.2 – Video in Education

Explore the use of video and multimedia in education. Consider if this techniques is ineffective or effective in an online learning environment.

Discussion

Review [The State of Video in Education 2016: A Kaltura Report](#) and write a summary on the key elements of the report. Potential topics to include are:

- A general summary of the document
- A personal critique describing areas of strength (or which you agree with) as well as areas of weakness (or which you disagree with)
- Apply the idea of video in education to your coursework. Do you think this would work for your personal style and content? Why or why not?
- How do you think you could incorporate video into your course?
- What apprehensions do you have with incorporating video?

Lesson 2.3 – Creating guidelines

Develop and submit guidelines for using multimedia in an online course

Assessment

Learners will create multimedia guidelines for their online course based on their critique of multimedia in an online environment.

Readings and Resources

- 7 Tips To Choose Multimedia For Your eLearning Course - <https://elearningindustry.com/7-tips-to-choose-multimedia-for-your-elearning-course>
- Multimedia in Online Courses: Bells and Whistles or Solutions? - http://www.uwex.edu/disted/conference/resource_library/proceedings/03_59.pdf
- Amplify the Power: Five reasons to use interactive video - <http://elearnmag.acm.org/archive.cfm?aid=2856391>

Lesson 3: Web Design

Objective: Learners will be able to create a unit of instruction in the Learning Management System for an online course incorporating accessibility and web design standards.

Lesson 3.1 – Digital Marketing

Examine digital marketing and consider web content created for consumers and how these

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design principles can transpose to an online learning environment.

Read

- <https://www.techopedia.com/definition/27110/digital-marketing>
- http://www.liveink.com/VSTF_ReadingOnline_IRA_2005_Walker.pdf

Submit a response to how design principals can transpose into an online learning environment.

Lesson 3.2 - Organizing online content

This section of the unit examines design techniques to effectively organize the delivery of online content and instruction.

Read

- How Users Read on the Web – <https://www.nngroup.com/articles/how-users-read-on-the-web/>
- F-Shaped Pattern For Reading Web Content - <https://www.nngroup.com/articles/f-shaped-pattern-reading-web-content/>
- How Chunking Helps Content Processing - <https://www.nngroup.com/articles/chunking/>
- <http://www.knowledgevision.com/the-first-timers-guide-to-organizing-online-learning-courses/>
- <http://sixrevisions.com/usabilityaccessibility/information-architecture-101-techniques-and-best-practices/>

Submit part one of your course structure using the provided template

Lesson 3.3 - Course structure

Learners will examine the use of a home page, content pages and a course (navigation) menu

Read

- Home page –
 - <http://blog.hubspot.com/blog/tabid/6307/bid/31097/12-Critical-Elements-Every-Homepage-Must-Have-Infographic.aspx#sm.001jjvks3156tf69rrx16mgsosmqo>
- Course menu –
 - http://techterms.com/definition/navigation_bar
 - <https://blog.kissmetrics.com/common-website-navigation-mistakes/>

Assessment

Learners will create a course structure with one completed unit/week of instruction using the provided template.

Readings and Resources

- How people consume content - <http://www.businessinsider.com/sc/how-people->

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[consume-content-2015-3](#)

- Tech terms - http://techterms.com/definition/navigation_bar
- Navigation mistakes - <https://blog.kissmetrics.com/common-website-navigation-mistakes/>
- Critical elements of a home page - <http://blog.hubspot.com/blog/tabid/6307/bid/31097/12-Critical-Elements-Every-Homepage-Must-Have-Infographic.aspx#sm.001jjvks3156tf69rrx16mgsosmqo>
- How Users Read on the Web – <https://www.nngroup.com/articles/how-users-read-on-the-web/>
- F-Shaped Pattern For Reading Web Content - <https://www.nngroup.com/articles/f-shaped-pattern-reading-web-content/>
- How Chunking Helps Content Processing - <https://www.nngroup.com/articles/chunking/>
- Organizing Online Learning Courses - <http://www.knowledgevision.com/the-first-timers-guide-to-organizing-online-learning-courses/>
- Techniques and best practices - <http://sixrevisions.com/usabilityaccessibility/information-architecture-101-techniques-and-best-practices/>

Step 2 - Unit Implementation

Learner Interview

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Interview A: Faculty considering teaching online

The first person I met with is someone who currently teaches a course face-to-face and has been asked to teach this course online. We discussed what is causing her to feel like she should not take on the task of teaching online, and concerns she has with online teaching. One of the biggest concerns she spoke of was how the University she was asked to teach at does not provide any sort of required training to teach online. She expressed deep concern in not being able to live up to the expectation of an online instructor without any guidance from the institution.

We also discussed course design; one of her greatest concerns revolved around the structure of the course content. Currently, her face-to-face class is a problem-based learning environment that requires students to work together throughout the course and collaborate to resolve a problem. We discussed ways this could be done in an online environment and how the need for collaboration doesn't disappear simply because students are learning online. We then discussed how the design of a course is so critical to foster the collaborative environment, and how there are a range of ways in which this type of an environment can be created.

She shared with me that the course is so content heavy, but so many students bring a range of knowledge she wants to make sure she both addresses the needs of the students, but doesn't assume that all students have the same knowledge basis. We discussed how the design of a course can help foster this type of an environment, and how adding additional resources into a course allows student so access what they need, but only if they need it.

What this conversation told me was how deep the need for this type of a training is and how applicable it would be to many instructors. Additionally, her feedback on the concept of web design helped me push my thoughts forward. As she asked questions about specific areas of content, I was challenged to consider how I would be delivering and developing the unit through our Learning Management Systems.

Interview B: Faculty who has been teaching online

I spoke with an online instructor who has been teaching online for just under 25 years. We discussed challenges of teaching online and what support could have, or still could, be beneficial as an online instructor. What I took away from this conversation was the need to discover ways to increase collaboration in an online environment, which won't necessarily be added into this unit of instruction, it will be added into other units which will make up the entire course. The second piece I took away from this conversation was the need to have faculty who are actually teaching the courses share what works for them and real-life examples of how they are teaching their subject area. I can offer suggestions based on design research, but I will never be the Subject Matter Expert in the content areas that are being taught. Bringing in content area experts with examples of how they are implementing best practices of web design could help increase a positive attitude and the motivation to understand why web design is important and how it can be done.

Instructor Interview

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Interview C: Faculty who teaches online and mentors other online instructors

While meeting with the Online Learning Manager of the college we discussed the content included within each lesson. As a result of our conversation, she reminded me to consider that disabilities are not always visible and it is important to be aware of that. This caused me to examine my section on accessibility, where I realized I spent quite a deal of time exploring what accessibility means, without addressing what disabilities we should be aware of. While there is no way to cover every single disability, I think it is important to address disabilities that are not visible, such as mental illness (anxiety, depression, adhd) and illnesses that could impact students energy or ability to participate as expected in a classroom (POTS, Crohn’s Disease, Multiple Sclerosis). As a result of this conversation, I added in a lesson in the accessibility section discussing disabilities to help increase exposure to all types of disabilities.

Distance Education Setting/Rationale

Describe the distance education delivery system you will be using and why it is appropriate for this content. (Simonson Chapter 4 should help).

Technology – Hardware (Click boxes of all equipment needed.)

<input checked="" type="checkbox"/> Computer(s)	<input type="checkbox"/> 35mm Camera	<input type="checkbox"/> Projection System
<input type="checkbox"/> Printer	<input checked="" type="checkbox"/> Video Camera	<input checked="" type="checkbox"/> Microphone
<input type="checkbox"/> Digital Camera	<input type="checkbox"/> Scanner	<input type="checkbox"/> Video Conferencing (AdobeConnect)
<input type="checkbox"/> Television	<input type="checkbox"/> DVD Player	<input type="checkbox"/> Headset
<input type="checkbox"/> Handheld Devices (iPhone, iPod Touch, mp3 players)		
<input type="checkbox"/> Other:		

Technology – Software (Click boxes of all software needed.)

<input checked="" type="checkbox"/> Microsoft Word	<input type="checkbox"/> Dreamweaver	<input type="checkbox"/> Photo Editing
<input type="checkbox"/> Microsoft Excel	<input checked="" type="checkbox"/> Firefox, Chrome, Safari	<input type="checkbox"/> Cloud Mapping
<input type="checkbox"/> Microsoft PowerPoint	<input type="checkbox"/> Online Encyclopedia	<input type="checkbox"/> Online library
<input type="checkbox"/> Microsoft Publisher	<input type="checkbox"/> LiveText	<input type="checkbox"/> Web 2.0 tools
<input checked="" type="checkbox"/> LMS (Blackboard, Edmodo, Moodle, etc)	<input type="checkbox"/> Social Networking (Twitter, Facebook, Instagram, Skype, etc)	<input type="checkbox"/> Podcasting (GarageBand, ProfCast)
<input checked="" type="checkbox"/> Other: Adobe PDF reader		

Explanation of delivery system

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The delivery system for this online session will be the Learning Management System the college is currently using. As of right now, this is Blackboard, however, should this change, the course will be delivered through the LMS that we select. The use of Blackboard will allow instructors to experience learning in the environment their students will be learning in, offering a chance for exposure to things that work for their teaching/learning style, potential issues that could arise, and help them translate their experiences to their teaching. Microsoft Word and Adobe PDF reader were selected because of the time spent creating and reflecting on accessible documents, as well as the need for those learners who submit written assignments.

For learners with disabilities, or learners who choose to submit an audio or video assignment instead of a written report, the microphone and webcam options were selected. These selections are on an as-needed basis, pending the submission type of the learner.

Additionally, an approved Blackboard-compatible web browser, such as Firefox or Google Chrome, will be required to access the LMS. All of the aforementioned items are used through a computer, and therefore a Computer will be required for successful completion of this unit.

Accommodation Options (Special Needs, Gifted, etc) – you must specify at least two different populations you may have in your class

Arthritis	Learners will be given the opportunity to deliver reports in either a written or verbal format. Writing skills are not assessed in this course, although academic writing and presentation is expected, therefore, the content being assessed can be delivered in a format that fits the needs of the learner.
Hard of hearing/deaf learners	All video content will include closed captioning, if a student should need to meet for an online synchronous session, the instructor will hold the session on campus and request a sign-language interpreter to translate the session using multiple webcams and other available video-conferencing equipment. The student will also be able to use the chat portion of the online synchronous meeting as an alternative, if he/she is more comfortable typing questions to the instructor.

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Step 3 – Unit Design				
Objective and Standard	Instructional Strategy	Technology Requirements	Specific Outcomes	Assessment Technique
<p>What learning objective and standard are you addressing? Complete this table for each of the objectives in this unit.</p>	<p>What instructional activities are necessary to achieve this objective?</p>	<p>What technology is required for this objective?</p>	<p>What will you see/hear/feel when the learner succeeds?</p>	<p>How will you assess the learners' success? (This must match the objective/outcomes!)</p>
<p>Examine laws and regulations surrounding accessibility.</p> <p>(Examine the standards from Section 508 of the Rehabilitation Act and Web Content Accessibility Guidelines 2.0 and assess the accessibility of an online course.)</p>	<p>Learners will examine provided readings and use what they learn about the laws and regulations of accessibility and the guidelines provided in an Online Course Review Quality Rubric to deliver an assessment of an online course.</p>	<p>LMS – Blackboard Microsoft Word Computer with internet access Firefox or Google Chrome Natural Reader Adobe Reader</p>	<p>A learner will be considered successful when he/she is able to identify areas in which the course could improve accessibility based on guidelines of Section 508 of the Rehabilitation Act and WCAG 2.0.</p> <p>A learner who is successful will submit an evaluation of alternative text, the use of tables, and the organization of content.</p> <p>He/she will address both areas for improvement and areas of success within the course being evaluated.</p>	<p>Learners will be expected to provide feedback aligned with the Online Course Review Quality Rubric.</p> <p>Learners will be assessed based on the Feedback Assignment rubric and must receive an 80% on the assignment to pass.</p>
<p>Understand the steps to make a document accessible.</p> <p>(Examine the standards from Section 508 of the Rehabilitation Act and Web Content Accessibility Guidelines 2.0 and assess the accessibility of an online course.)</p>	<p>Learners will read and synthesize information from provided readings and apply what they know to create an accessible document.</p>	<p>LMS – Blackboard Microsoft Word Computer with internet access Firefox or Google Chrome Natural Reader Adobe Reader</p>	<p>A learner will be considered successful when he/she is able to create a document that can be read with a screen reader and enlarged with a zoom function.</p> <p>A learner who is successful will submit a documents aligned with the PDF File 508 Checklist.</p>	<p>Learners will be expected to align their document with the PDF File 508 Checklist.</p> <p>Learners whose documents align with 90% of the rubric will pass this assignment.</p>

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<p>Understand that disabilities are not always visible and the stigmas surrounding certain disabilities to enhance their understanding of the need for accessible courses.</p> <p>(Compare Universal Design in Learning to formal accessibility standards and understand the need for UDL in an online course.)</p>	<p>Learners will research an invisible disability and create a report to help others understand what the disability is, stigmas surrounding the disability, and ways to accommodate the disability in the online environment.</p>	<p>LMS – Blackboard Computer with internet access Firefox or Google Chrome</p>	<p>A learner will be considered successful when he/she is able to explain how a classroom can adapt to an invisible disability and potential changes they will make to ensure any student with a disability feels included.</p> <p>A learner who is successful will identify stigmas (their own or social stigmas) surrounding disabilities and identify one or more ways to improve inclusion in the classroom.</p>	<p>Learners will be expected to identify ways they can improve their learning environment to include students with an invisible disability.</p> <p>Learners will be assessed based on the report and participation rubric and must receive an 80% on the assignment to pass.</p>
<p>Explore Universal Design in Learning and the purpose of accessibility even in a classroom that doesn't have any students with disabilities.</p> <p>(Compare Universal Design in Learning to formal accessibility standards and understand the need for UDL in an online course.)</p>	<p>Learners will research Universal Design, Universal Design in Learning and use prior knowledge on accessibility laws to explore the benefits of UDL.</p> <p>Learners will respond to and engage in discussion questions with their classmates.</p>	<p>LMS – Blackboard Computer with internet access Firefox or Google Chrome</p>	<p>A learner will be considered successful when he/she identifies the benefits of UDL and the differences between UDL and accessibility.</p> <p>A learner who is successful will provide an evidence-based analysis of UDL and accessibility, as well as ways these two ideas are similar and different.</p>	<p>Learners will be expected to identify how UDL and accessibility standards are beneficial to all students.</p> <p>Learners will be assessed based on the participation rubric and will be expected to achieve an 80% to pass.</p>
<p>Discover the varying uses of multimedia in an online learning environment.</p> <p>(Learners will critique the use of multimedia (videos, images, GIFs, etc.) in an online environment.)</p>	<p>Learners will respond to reading response questions to synthesize provided readings, and include personal resources to explore how multimedia is used in a learning environment.</p>	<p>LMS – Blackboard Computer with internet access Firefox or Google Chrome Microsoft Word</p>	<p>A learner will be considered successful when he/she is able to identify areas multimedia – including images, audio and video – can be used in an online learning environment.</p> <p>A learner who is successful will submit a list and thoughtful reflection of areas where multimedia has enhanced or deterred learning.</p>	<p>Learners will be expected to identify how multimedia can be used in an online learning environment.</p> <p>Learners will be assessed based on their responses to the reading response questions and the participation rubric. Learners will pass if they achieve 80% of requirements on the participation rubric.</p>

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<p>Explore the use of video and multimedia in education. Consider if this technique is ineffective or effective in an online learning environment.</p> <p>(Learners will critique the use of multimedia (videos, images, GIFs, etc.) in an online environment.)</p>	<p>Learners will review, summarize and respond to The State of Video in Education 2016: A Kaltura Report. Learners will explore their own opinions around video in an online learning environment and engage in discussion about this topic with their classmates.</p>	<p>LMS – Blackboard Microsoft Word Computer with internet access Firefox or Google Chrome Adobe Reader</p>	<p>A learner will be considered successful when he/she is able to identify their personal attitude toward including video in an online learning environment.</p> <p>A learner who is successful will submit a thoughtful analysis on his/her opinion toward video in education and an analysis of why he/she feels this way. This analysis should be supported by research-based evidence.</p>	<p>Learners will be expected to identify their personal attitude toward video in an online learning environment and express why they feel this method is effective or ineffective.</p> <p>Learners will be assessed based on the summary report and participation rubric and will be expected to achieve an 80% to pass.</p>
<p>Develop and submit guidelines for using multimedia in an online course.</p> <p>(Learners will critique the use of multimedia (videos, images, GIFs, etc.) in an online environment.)</p>	<p>Learners will analyze all information and discussion from this lesson to develop their own guidelines of when multimedia should be used in an online learning environment.</p>	<p>LMS – Blackboard Microsoft Word Computer with internet access Firefox or Google Chrome Adobe Reader</p>	<p>A learner will be considered successful when he/she identifies areas that multimedia should be used and areas where it should not be used.</p> <p>A learner who is successful will create at least 5 guidelines to help identify when to use multimedia. These guidelines will be supported by evidence gathered from the readings and other outside sources, as well as personal experiences.</p>	<p>Learners will be expected to submit their own guidelines for when to use multimedia in an online course based on their belief toward multimedia in education.</p> <p>Learners will be assessed based on the multimedia guidelines rubric and will be expected to achieve an 80% to pass.</p>

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<p>Examine digital marketing and consider web content created for consumers and how these design principals can transpose to an online learning environment.</p> <p>(Learners will be able to create a unit of instruction in the Learning Management System for an online course incorporating accessibility and web design standards.)</p>	<p>Learners will read provided readings and respond to a reflection question to explore how digital marketing and web content creation principles can enhance an online learning environment.</p>	<p>LMS – Blackboard Computer with internet access Firefox or Google Chrome</p>	<p>A learner will be considered successful when he/she identifies how marketing design principals transpose to an online learning environment.</p> <p>A learner who is successful will submit a thoughtful response pulling data and information from the provided readings. He/she will also provide a personal connection to how he/she feels marketing strategies can connect to online learning.</p>	<p>Learners will submit a reflection to the question “how do design principals transpose into an online learning environment?”</p> <p>Learners will be assessed based on the multimedia guidelines rubric and will be expected to achieve an 80% to pass.</p>
<p>Examine design techniques to effectively organize the delivery of online content and instruction.</p> <p>(Learners will be able to create a unit of instruction in the Learning Management System for an online course incorporating accessibility and web design standards.)</p>	<p>Learners will examine readings on the topic of online content organization and submit the first part of their course structure</p>	<p>LMS – Blackboard Microsoft Word Computer with internet access Firefox or Google Chrome Adobe Reader</p>	<p>A learner will be considered successful when he/she submits the structure of his/her course shell incorporating elements of accessibility and web design.</p> <p>A successful learner will submit a completed course menu in the LMS and a Microsoft Word or PDF document with a thoughtful outline of the course structure.</p>	<p>Learners will submit part one of the course design process.</p> <p>Learners will be assessed based on the web design portion of the Online Course Development Quality Checklist and will be expected to achieve an 80% to pass.</p>
<p>Examine the use of a home page, content pages and a course (navigation) menu</p> <p>(Learners will be able to create a unit of instruction in the Learning Management System for an online course incorporating accessibility and web design standards.)</p>	<p>Learners will explore readings on how users interact with web-based content and submit a final course structure, including one completed unit, inside the LMS.</p>	<p>LMS – Blackboard Computer with internet access Firefox or Google Chrome</p>	<p>A learner will be considered successful when he/she submits his/her final course structure.</p> <p>A successful learner will submit a completed course including a course menu home page and folder organization. Additionally, one folder/unit will be completed and include at least one piece of multimedia and all elements of accessibility.</p>	<p>Learners will submit a final course structure and one unit/weekly folder will be completed.</p> <p>Learners will be assessed based on the Online Course Development Quality Checklist and will be expected to address all areas outlined in the web design portion of the checklist to pass this final assignment.</p>