These are two development cases we’ve recently encountered with faculty creating online courses, and we wanted to share different considerations for approaching an online course or program development. The following infographic breaks down themes we frequently encounter in our work helping faculty design courses, curriculum, and experiences.

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| Category | Instructor A | Instructor B |
| Building | Built the course in advance. This means a lot of time up front, but allows for more time for teaching once underway. | Built the course as it was taught, but found this challenging once the course was underway and fell behind. |
| Recording | Recorded independently using screen capture and audio recording tools. | Recorded in studio, sometimes with a light board and a grad student for collaboration. |
| Accessibility | Had an accessibility expert remediate the course after it was built. | Used accessible document templates and tools while building. |
| Textbook | Used the same hard copy textbook from the on-campus course. | Contacted the library to create an electronic course pack. |
| Copyright | Contacted the book publisher to get access to post figures from the book and use them in recordings. | Created original materials, figures, and equations for the course. |
| Support | Attended department faculty workshops to meet with other faculty and talk about common issues and share strategies and experiences. | Reached out to an individual faculty member who already taught online for recommendations and feedback. |
| Audience | Designed the course for an audience local and specific to MSU--full-time grad students in the area who simply prefer online to on-campus. The course included synchronous zoom sessions and a scheduled final exam at the MSU testing center. | Designed the course for working professionals at a distance--students who work weekdays, possibly in another time zone. No required synchronous sessions, night and weekend online office hours, and a final exam proctored by someone local to the student within a window of time. |
| Student Feedback | Asked students for feedback in a synchronous zoom chat. | Gathered student feedback with a mid-semester survey. |

Lessons Learned:

One thing we’ve noticed is that very few folks have taken D2L training, and this would have helped both professors learn more about how to build their course in D2L and plan their online learning experiences. MSU IT Services offers many different training sessions and there’s training available online in a D2L self-directed training course for faculty. [Click here to open the training and access schedules in a new window](https://help.d2l.msu.edu/training). We’ve also learned to get a jump on accessibility early, and will work to bring in an accessibility expert earlier in the design process.

Parting thought:

After you teach your course online the first time, you are going to find things to fix and change. Don’t shoot for perfect the first time, shoot for good, and ask for feedback from your students to improve it the next time.