



# COURSE DESIGN

The rhythm of learning in course development

P3 eLearning Solutions  
Powerful-Purposeful-Personal eLearning Courses

# Course Analysis



**RHYTHM OF  
LEARNING**

Question 1. What is the purpose for this course, what problem is this course trying to solve?

Question 2. Who is this course for?

Question 3. What will the learner be able to do once they have completed the course? ( Terminal Objective)

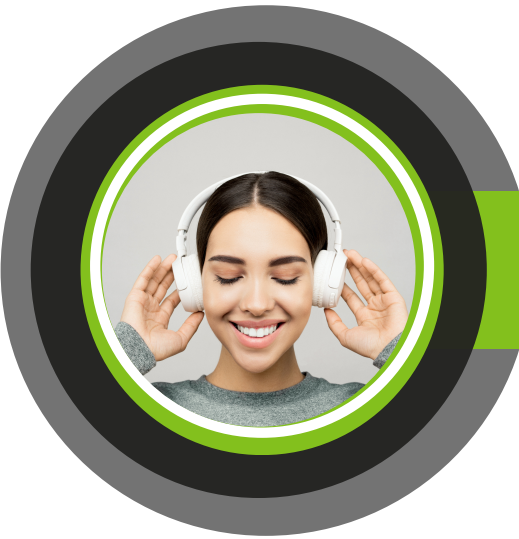
# Course Analysis



**RHYTHM OF  
LEARNING**

Question 4. What skills are to be taught to accomplish the terminal objective? (The answer to question 3)

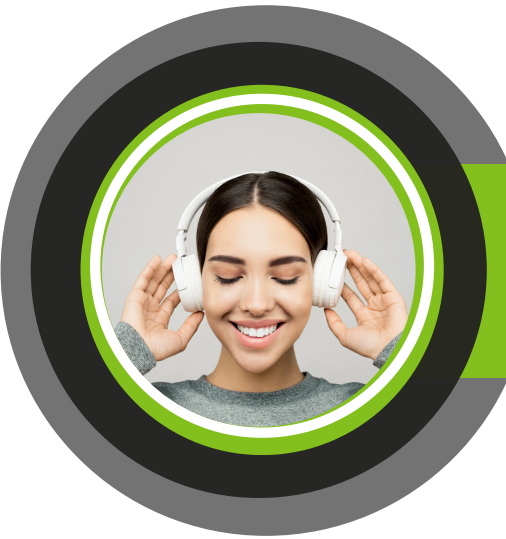
Question 5. How will you know the course is successful?



## BASICS

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- **Identify the problem to be solved.**
- **Determine the key skills to teach learners.**
- **Develop effective teaching methods for these skills.**
- **Create assessments to measure learner skill acquisition.**
- **For each unit and lesson, ask: "What are the most crucial skills the learner needs to know?"**



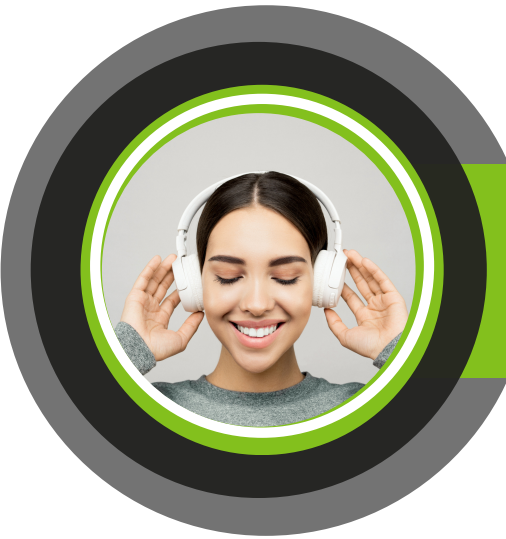
## CREATING THE COURSE

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### Course Structure

#### Course Outline 1: The Crescendo Model

1. **Introduction: Setting the Tone (DOK 1)**
  - Who the Course is for
  - Why the Course is important
  - Course objectives and expectations.
  - Self-paced interactive module introducing software basics.
2. **Establishing Basics (DOK 1)**
  - Video tutorials on primary software functions.
  - Interactive quizzes to reinforce basic features.
3. **Building On (DOK 2)**
  - Advanced feature walkthroughs.
  - Self-assessment quizzes on software functionalities.
4. **Deepening Understanding (DOK 3)**
  - Scenario-based tasks via software simulations.
  - Reflective prompts to guide self-reflection.
5. **Synthesis & Application (DOK 3)**
  - Step-by-step exercises to mimic real-world tasks.
  - Self-check solutions.
6. **Challenging Assumptions (DOK 4)**
  - Case-based software challenges.
  - Recommended readings on advanced use-cases.
7. **Culmination & Reflection (DOK 4)**
  - Interactive capstone activity on software mastery.
  - Self-reflection prompts on learning experience.



## CREATING THE COURSE

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### Course Structure

#### Course Outline 2: The Wavelike Journey Model

##### 1. Introduction: Getting into the Rhythm (DOK 1)

- Course overview.
- Interactive tour of the software interface.

##### 2. Establishing Basics (DOK 2)

- Tutorials on foundational software operations.
- Practice tasks with self-check answers.

##### 3. Building On (DOK 1)

- Recap animations on what's been covered.
- Light quizzes on fundamentals.

##### 4. Deepening Understanding (DOK 3)

- Deep dives into complex software functionalities.
- Software simulations with guided instructions.

##### 5. Synthesis & Application (DOK 2)

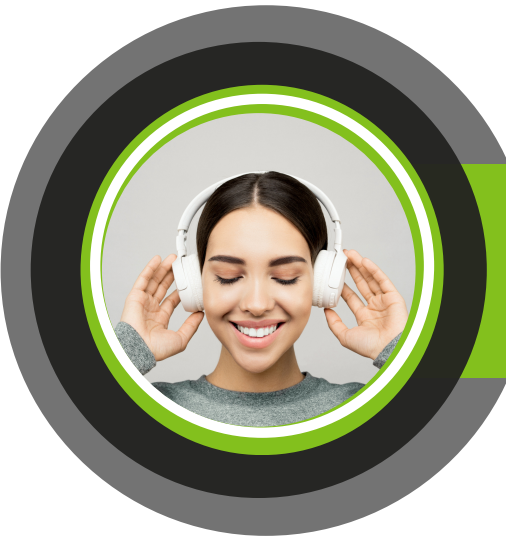
- Summary videos.
- Self-assessment tools.

##### 6. Challenging Assumptions (DOK 4)

- Advanced software challenges with feedback.
- Exploration prompts for further independent learning.

##### 7. Culmination & Reflection (DOK 1-4)

- Recap module of the course journey.
- Self-directed exploration prompts.



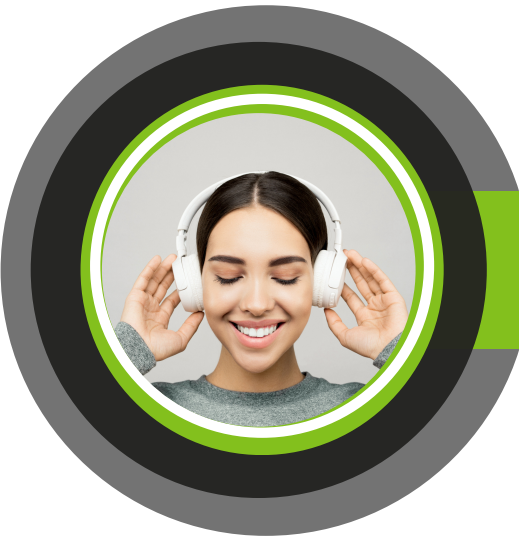
## CREATING THE COURSE

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### Course Structure

#### Course Outline 3: The Harmonic Progression Model

1. **Intro: Catching the Ear (DOK 1)**
  - Introduction to the software's importance and relevance.
  - Initial self-paced exploration tasks.
2. **Establishing Basics (DOK 1-2)**
  - Interactive modules on basic software features.
  - Quick-fire quizzes to reinforce understanding.
3. **Building On, Offering Contrast (DOK 2-3)**
  - Introducing lesser-known software features.
  - Challenges with feedback solutions.
4. **Deepening Understanding (DOK 3)**
  - Modules covering advanced operations.
  - Simulated tasks mimicking real-world scenarios.
5. **Synthesis & Application (DOK 2)**
  - Recap module.
  - Reflective prompts.
6. **Challenging Assumptions (DOK 4)**
  - Guided projects with auto-feedback systems.
  - Further exploration links and resources.
7. **Culmination & Reflection (DOK 1-4)**
  - Course wrap-up and key takeaways.
  - Optional challenges for the truly ambitious learner.



## WRITING OBJECTIVES

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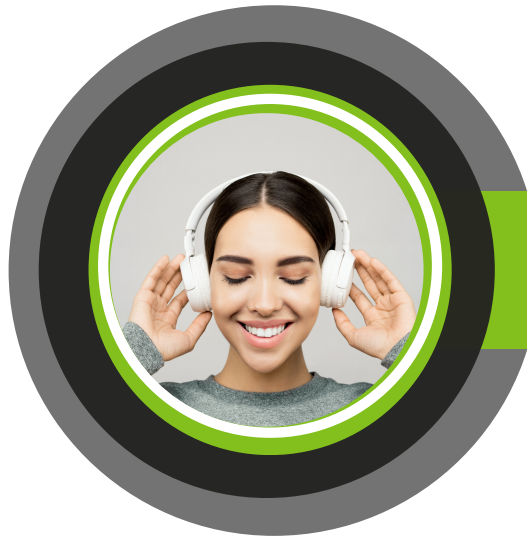
**How many Units and Lessons are needed to achieve the Terminal Objective? Only teach the most crucial skills the learner needs to know.**

**Align Content to teach these skills and divide them into the Units and Lessons.**

**Unit One Skills to be taught:**

**Unit Two Skills to be taught:**



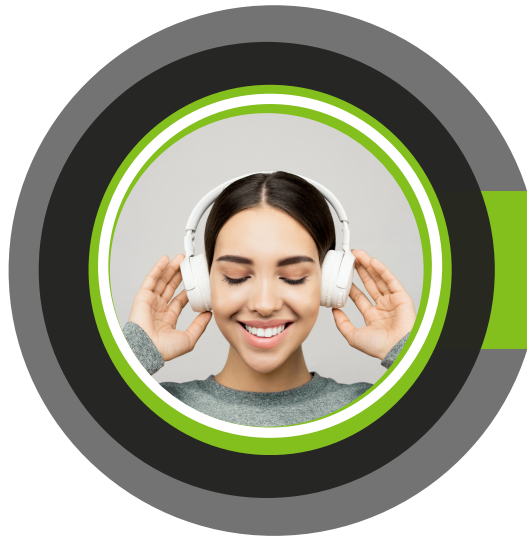


## WRITING OBJECTIVES

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**Unit Three Skills to be taught:**

**Unit Four Skills to be taught:**

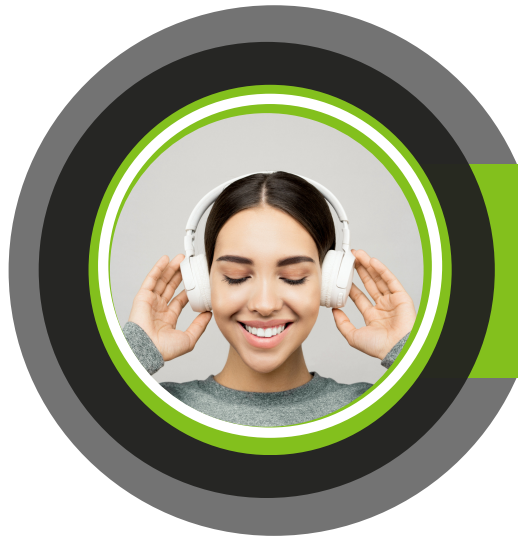


## WRITING OBJECTIVES

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**Unit Five Skills to be taught:**

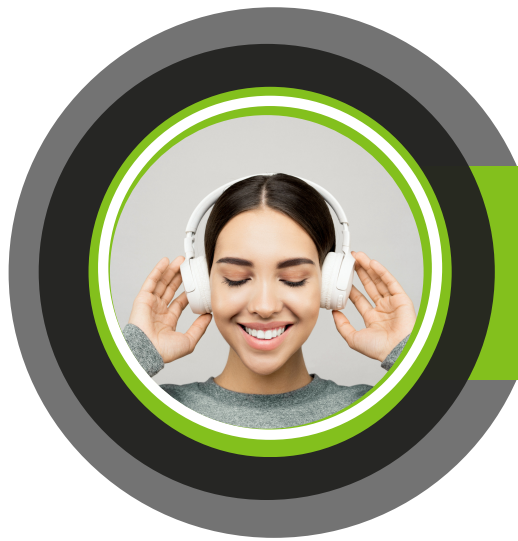
**Unit Six Skills to be taught:**



## IDENTIFY COURSE RESOURCES

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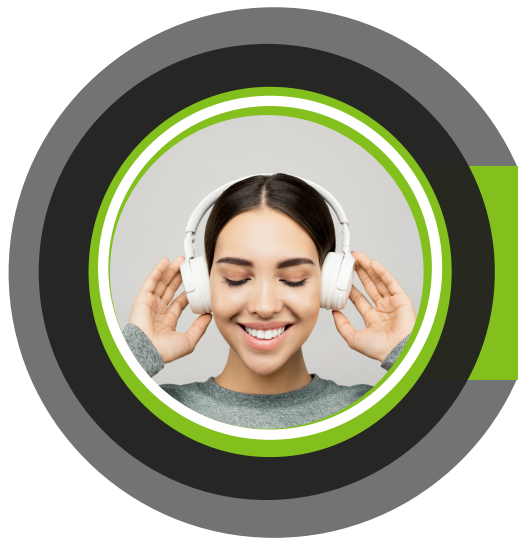
List the sources for course content



## CREATING THE LESSON

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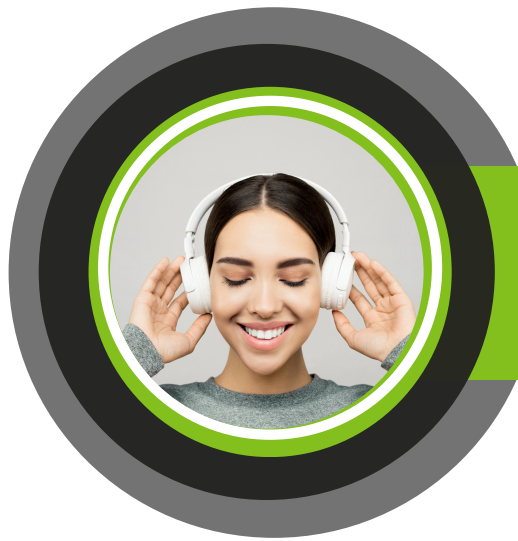
**Unit Titles:**



## CREATING THE LESSON

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**Lesson Titles:**



## CREATING THE LESSON

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**Lesson Title:**

**Lesson Objective:**

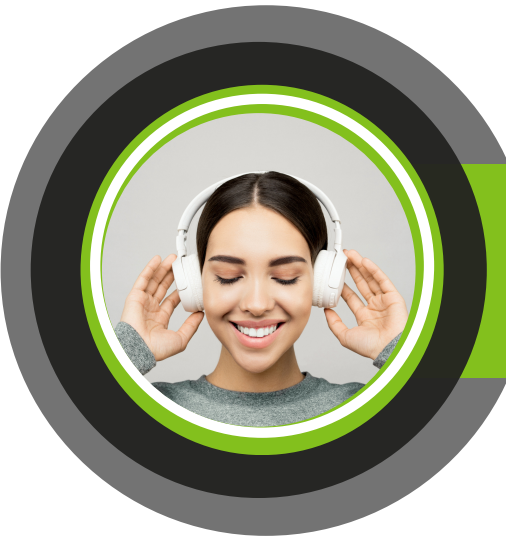
Do we want the learner to 1) Recall the content, 2) Apply a skill or concept, 3) Strategically think or solve a problem, or 4) Apply complex reasoning or conduct an analysis.

☐ Recall the content

☐ Apply a Skill or Concept

☐ Strategically Think

☐ Apply Complex Reasoning



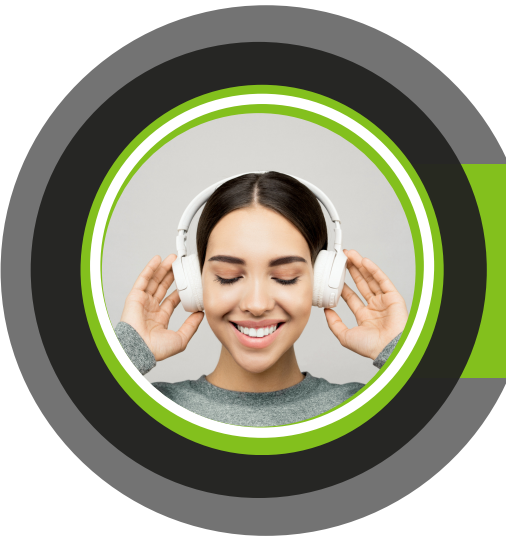
## CREATING THE LESSON

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### Lesson Summary:

**Instructional Methodology:** Describe how the instruction will be delivered. See pages 16 and 17.

*Example: To facilitate this learning, the lesson incorporates a blend of demonstrations, instructional videos, direct instruction using the course content, and infographics.*



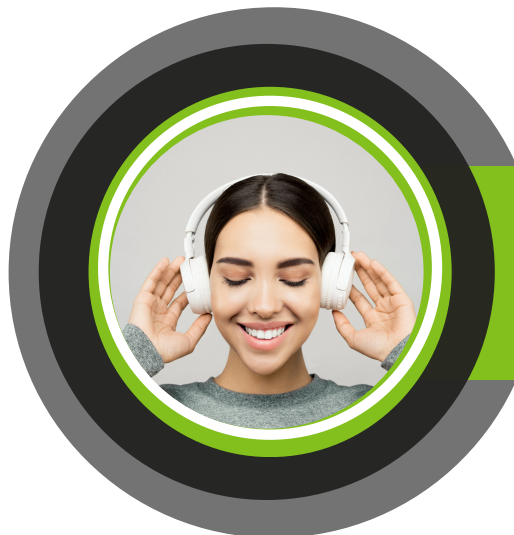
## CREATING THE LESSON

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### Learner Engagement:

1. DOK 2	Interactive Stories: Use a combination of text and images to craft a narrative or story related to the course content. Break the story into segments, and after each segment, pose a question or challenge to the learner to keep them engaged and test their understanding.
2. DOK 1	Step-by-step Tutorials: Utilize a mix of images and text to create in-depth, step-by-step guides or tutorials. For software or procedural training, screenshots coupled with explanatory text can be immensely helpful.
3. DOK 1	"Did You Know?" Factoids: Intersperse the course with interesting and visually appealing infographics or image-based "Did You Know?" factoids. These can provide additional insights, trivia, or context about the main content.
4. DOK 2	Engaging Video Documentaries: Instead of traditional lectures, design short documentary-style videos that delve into real-world applications, histories, or examples of the topic at hand.
5. DOK 3	Challenge Puzzles: Create puzzles or challenges using images and text. For example, present an infographic with some missing information and challenge learners to fill in the gaps based on what they've learned.
6. DOK 1	Interactive Elements: Includes demonstrations, simulations, clickable interactions, rollover effects, click-and-reveal activities, flip cards, accordion-style dropdowns, matching exercises, hot spots, among others.
7. DOK 2	Comparative Visuals: Design "Before and After" or "With and Without" image comparisons. This can help illustrate the impact or importance of certain knowledge or practices.
8. DOK 3	Branching Scenario and or Scenario-based Videos: Craft videos that depict certain scenarios or situations related to the course content. After each video, provide textual questions or reflections to help learners process the information.
9. DOK 1	Visual Summaries: At the end of each module or section, offer a visually rich infographic that summarizes the main points. This can serve as a recap and also as a downloadable resource for future reference.
10. DOK 2	Peer Insights and Interviews: Incorporate videos of interviews or insights from industry experts, peers, or individuals who have practical experience with the course content. Even if learners can't interact with these individuals directly, hearing their perspectives can be enlightening.





## CREATING THE LESSON

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### Universal Design For Learning

Universal Design for Learning (UDL) principles aim to provide all learners, including adults, with equal opportunities to learn, emphasizing flexibility in the ways information is presented, how learners express their knowledge, and how they engage with the material. Here are the UDL principles tailored for adult learning:

#### 1. Provide Multiple Means of Representation:

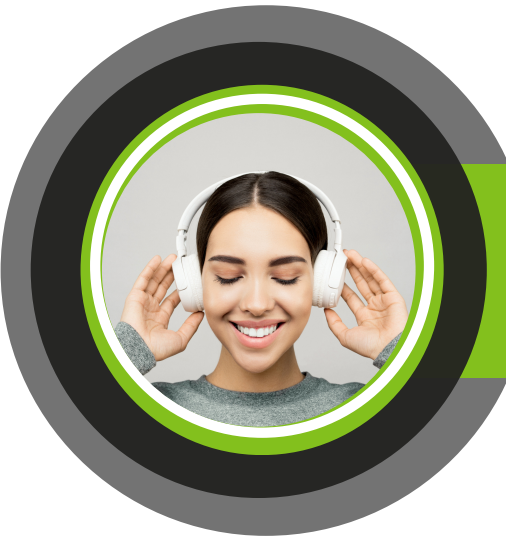
- Offer information in various formats (text, audio, video, graphics) to cater to different learning preferences and abilities.
- Use clear and concise language while also providing glossaries or definitions for jargon or complex terms to accommodate learners with diverse backgrounds and expertise.
- Highlight critical features, big ideas, and relationships among concepts to facilitate comprehension and retention.

#### 2. Provide Multiple Means of Action and Expression:

- Allow learners to demonstrate their knowledge and skills in varied ways, such as written assignments, presentations, projects, or discussions, to accommodate different expressions of learning.
- Offer flexible tools and technologies that support diverse learners' abilities in navigating, interacting with content, and demonstrating learning.
- Provide options for executive functions, such as goal-setting, planning, and strategy development, to support self-regulation and project management skills.

#### 3. Provide Multiple Means of Engagement:

- Foster motivation by offering choices in content, tools, and strategies that reflect learners' interests, goals, and cultural backgrounds.
- Encourage collaboration and community building among learners to share perspectives, mentor each other, and build a supportive learning environment.
- Implement challenge and feedback mechanisms that are adjustable to suit learners' proficiency levels, ensuring that tasks are neither too easy nor too difficult, and provide timely, constructive feedback to guide improvement.



## CREATING THE LESSON

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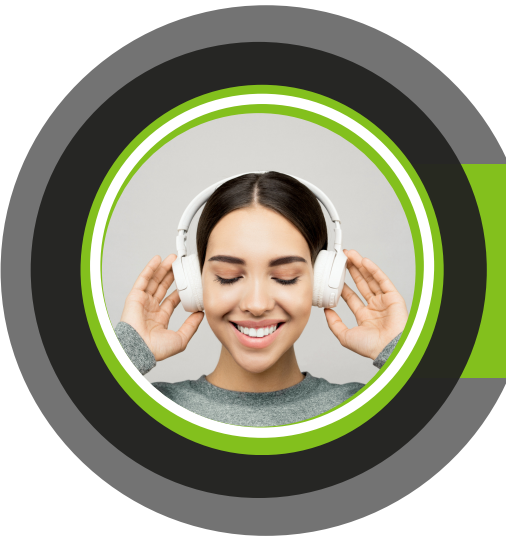
### Universal Design For Learning

#### 4. Consider the Context and Needs of Adult Learners:

- Recognize the need for flexibility in scheduling and pacing to accommodate adults' responsibilities such as work, family, and personal commitments.
- Embed practical, real-life applications of concepts to enhance relevance and immediate applicability to learners' professional or personal lives.
- Support the development of metacognitive skills, such as self-assessment and reflection, to promote lifelong learning habits.

#### 5. Incorporate Accessibility and Inclusivity:

- Ensure all learning materials and platforms are accessible to individuals with disabilities, following web accessibility guidelines and providing accommodations as needed.
- Cultivate an inclusive learning environment that respects and values diversity in experiences, backgrounds, and perspectives.



## CREATING THE STORY

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Every good story needs a Hero! Scenarios are best when you have a character that is facing a challenge and they need help. The “Hero” has the solution. The storytelling evolves around the problem, the solution, and how the Hero helps the main characters solve their problem .

**Who is your main character, what is their role, and what problem do they have?**

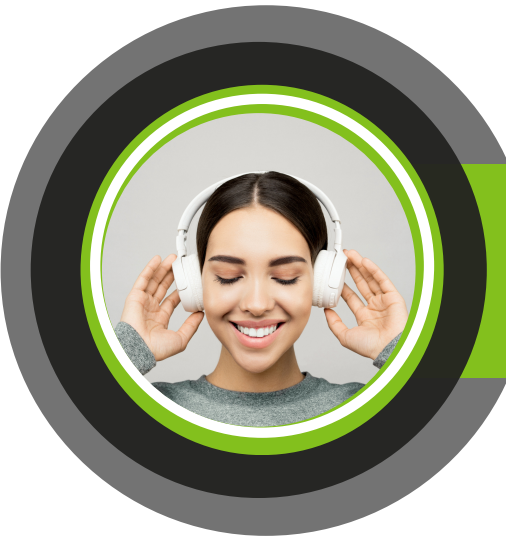
**What product or service is the solution?**

**Who is your hero?**

**How does your hero help the main character?**

**What are the risk if they main character does not use the solution your hero provides?**

**What are the benefits if they main character uses the solution your hero provides?**



## HOW DID WE DO?

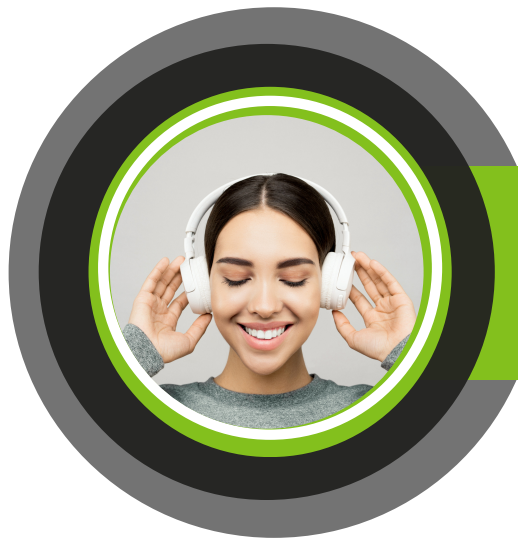
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Powerful objectives, purposeful videos, and personalized content are crucial elements for a successful course. However, they all converge to address one fundamental question: 'How did we do?'

Did the transfer of knowledge succeed? Did the learners genuinely acquire new skills or knowledge? And, perhaps most importantly, how can we confirm their learning?

The last step in the course design process involves creating assessments and knowledge checks. Essentially, this phase is dedicated to determining how we can gauge whether the course has effectively taught learners the skills they need.

In summary, assessments and knowledge checkpoints are not just evaluation tools; they are essential for optimizing the learning process, enhancing learner engagement and retention, and ensuring that the course achieves its educational goals. They provide a structured framework for feedback and improvement, benefiting both learners and educators.



## HOW DID WE DO?

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Assessment Questions: