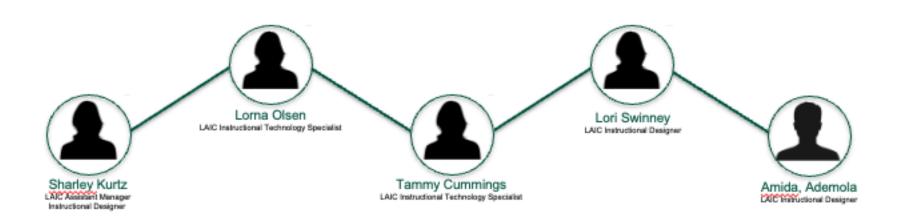
# Less is More: Simple Course Design and Accessibility

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### Meet Our Instructional Design Team



#### NDSU NORTH DAKOTA STATE UNIVERSITY

# Setting Students Up to Succeed

- Course Design and Development
  - Backwards Design
    - Goals/Objectives (Blooms)
    - Assessment
  - Universal Design for Learning

### Less is More: Take Away 1!

- Simple Course Design
  - Course goals in the syllabus
  - Learning objectives weekly
  - Assessments aligned with learning objectives
- Clear expectations / detailed instructions
- Active learning /student engagement

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	Mark & Contrast of UDL Learning Markels Chalol	
Simple Course Design	Week 1: Context of UDL Learning Module Style)	
Announcements	Build Content V Assessments V Tools V Partner Content V Discov	/er Co
Faculty Contact		
Syllabus & Textbook	Week 1 Introduction and Overview, Objectives & To-Do-List S 🗛	,
Schedule		
Weekly Module	Week 1 Introduction and Overview	
	Introduction and overview summarizes the lesson including an introduction to the activities. This can also be added as a video introduction with captions.	
Support	A well-planned and designed course ensures an optimal learner experience. As you are designing your courses, you need to be sure that the goals and objectives are clear, the	
My Grades	the course introduction and orientation are welcoming and instructive for students, the content and composition of the course provides a clear and intuitive pathway through the course, and that there is clear guidance for learners, mechanisms, and expectations that promote meaningful learner engagement.	
neetta etterne andere Netterne	This module addresses some common faculty questions around online design:	
Tools	<ul> <li>What are the fundamentals of online design?</li> <li>What is a great course and why?</li> </ul>	
	How do I design for learner interaction?	
Instructor Resources 🗃	What kinds of assessments are appropriate for online?     How do I select the best technologies?	
Folder Style	Week 1 Learning Objectives	
	Objectivesaligned to course assessment - what you (students) will be able to do at end of week	
Course Management	1. Identify the fundamentals of online design that contribute to a great online course	
course management	<ol> <li>Explain how different strategies for learner interaction can enhance learner engagement</li> <li>Describe the principles of good online assessment design</li> </ol>	
Control Panel	4. Align the selection of technologies with learner outcomes and teacher needs	
Content	Week 1 To-Do-List	
Course Tools	Assignments, quizzes, collaboration tools, etc. (aligned with objectives)	
Evaluation	1. Complete the L1 Student Questionnaire (1 pt)	
Grade Center	2. View the Video Introductions for Lesson 1 3. Complete the required reading, Chapters 1, 2, and 3 from the textbook	
Users and Groups	4. Week 1 Discussion Introductions 5. Complete the L1 Personal Playlist assignment (10 pts)	
Customization	6. Complete the L1 Listening Worksheet (5 pts) 7. Take the L1 Quiz (16 pts) - Note the quiz will not be available until the L1 Listening Worksheet has been submitted.	
ana		
Packages and Utilities		
Help		

### Tips for starting the semester strong

- Reflect on the semester before
- Protect the cognitive load of your students and yourself (Less is More)
- Small changes that inject fun

# Setting Students Up to Succeed Cont..

- Universal Design for Learning (UDL)
  - Meeting the needs of diverse learners
  - Three principles
    - engagement (the why),
    - representation (the what), and
    - action/expression (the how).



- **Representation:** The "Cell Biology" module, the instructor provides:
  - Textual explanations of cellular processes, diagrams and infographics illustrating cell structures and functions.
  - Videos showing real-time cellular activities, with captions and transcripts.
- **Engagement:** The "Ecology" module, the instructor incorporates:
  - Discussions on real-world ecological issues where students can share their perspectives and solutions.
  - Virtual field trips to different ecosystems using 360-degree videos.
  - A simulation game where students manage an ecosystem, making decisions that impact its balance.
- **Expression:** The "Genetics" module, students can choose to:
  - Write a research paper discussing recent advancements in genetics.
  - Create a video presentation explaining a genetic concept.
  - Participate in a group debate on the ethical implications of genetic engineering.

# Less is More: Take Away 2!

- Content meeting the needs of all leaners
  - Remediation
    - Ally
  - Creating accessible digital content

## How we can help you!

- Course design consultations
   Instructional design team
- Technology assistance/consultations

   Instructional Technology Specialists

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### Resources



# Scan me with your camera!



### **Questions or Ideas?**



