



Planning considerations for online teaching

Checklist for designers and instructors

1. Considerations at school/faculty level

- How will the proposed delivery of the unit(s) fit into the school/faculty's overall flexible delivery strategy?
- Can/will the proposed flexible units serve as a model or template for further initiatives at school/faculty level?

2. Learner considerations

- Mode of study (on campus/off campus)
- Numbers of students at the different campus locations
- Any specific characteristics and learning needs (e.g. with respect to learners at different campuses)
- Diversity of learning styles, preferences, and skills
- Online/general IT skills and experience

3. Access considerations

- Access to on-campus facilities
- Student ownership of computers and other equipment, and access to the Internet
- Any special provisions to ensure students are not disadvantaged?

4. Teaching/unit considerations

- Learning aims and desired learning outcomes
- Core learning experiences/activities (current and/or envisaged) to achieve stated learning outcomes
- General teaching/learning strategies considered appropriate to achieve the stated learning outcomes (e.g. directed/self-directed; individual/group-collaborative; topic-concept/problem- or case-based; structured/unstructured; theoretical/practical)
- Teaching resources required (human; physical)
- Learning resources required/utilised (e.g. texts, set of readings, online library etc.)
- Assessment methods

5. Logistics, support and resources

- Staff available to design and develop the course (numbers, time)
- Technical support available (staff and students)
- Staff to deliver the course (e.g. at the various campuses) and support online work
- Funding (e.g. for staff relief, contract work, software)
- Any other resources required

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Given 1-5 above, what model of online/face-to-face delivery is proposed - web-supported, web-dependent (in terms of content, communications, or both), fully online?

Can you clearly articulate the purposes of the online component, and how it will articulate with the face-to-face components(s). In other words, exactly how will online course software be used and 'add value' to the student experience?

6. Quality assurance

- How will you assure quality during the design, development and pre-delivery phases of the project?
- How will you know that the unit is achieving, or has achieved its learning aims?

7. Training needs

What training is required to master the learning management system and any other software that might be needed (for example, web publishing)? Have you/others the time and opportunity?

8. Project management considerations

- Who is to take responsibility for managing the project?
- How will decisions about pedagogy (and other matters) be made?
- What are the proposed timelines and milestones:
 - for design
 - for development
 - for delivery?

Key pedagogical questions

How do you expect to use online course software?

How will this 'add value' to your teaching, and to student learning?

How will the proposed online program fit in with other components of the course?

How will you evaluate the effectiveness/usefulness of the online component of your course?

9. 'Deliverables' at the end of the planning phase

A plan that includes:

1. A statement on how the unit is to be delivered and the particular contributions that face-to-face and online will make to the overall teaching program
2. The people, resources and tools required to develop the course, and to deliver it
3. The project management and decision-making structures and procedures
4. Timelines and milestones for delivery of the unit (in terms of design, development, testing and final delivery)
5. The training required and a training plan
6. Quality assurance processes proposed (pre- and post-delivery)