

Plan of Action Timeline

Dates	Task List
XX/XX/XXXX to XX/XX/XXXX	Planning Phase: Collect information to inform your decisions, write your plan, finalize your syllabus and schedule, decide on a course introduction and overall course structure.
<input type="checkbox"/>	Consider how much time you have and plan realistically. Dedicate your time to your students' needs and add on "bells and whistles" later as time permits.
<input type="checkbox"/>	Number of students? Course size will impact your design choices and management strategies. Elaborate ideas are more difficult to manage with large classes.
<input type="checkbox"/>	Course Plan: Organize your ideas based on what you will do, why, and when. Align your choices with your course goals and learning objects, ensure assessment pieces help you measure student learning, consider workload in regard to scheduling due dates to manage giving timely feedback. Use our planning worksheet template as a guide.
<input type="checkbox"/>	Syllabus: Explain your entire course, including general info, your communication plan, expectations, policies, and grading, as well as assignment and assessment descriptions. It is used as a contract with your students. Use our template and checklist to ensure yours is in great shape.
<input type="checkbox"/>	Schedule: Lays out what students are expected to do with specific due dates. It will also establish the layout for mapping your course in Blackboard. Use our template and checklist to ensure yours is in great shape.
<input type="checkbox"/>	Plan your course structure by considering if you will teach the course organized by topic, by week, or some other creative way? Learning modules are easier to navigate than courses arranged by content type.
<input type="checkbox"/>	Select your entry point. Will students arrive on the announcements page or the main content page? Will they need to take a syllabus quiz before they can start working on the content? Would you like them to see a weekly outline of requirements as each week occurs?
<input type="checkbox"/>	Determine an efficient course navigation for the left side menu. Give students access to most important places, not every single place. Keep it simple and direct rather than long and cumbersome.
<input type="checkbox"/>	Customize the course template you were provided in Blackboard to suit your needs.
<input type="checkbox"/>	Build out the orientation components, such as the course description, teacher bio, text book information, and introduction module. Typically the introduction module has students become familiar with the course, troubleshoot technology, read the syllabus and schedule, take a syllabus quiz, and introduce themselves in the discussion board. Many instructors also create a content review to warm them up to the course topic, such as terminology reviews or external websites to explore.

XX/XX/XXXX to XX/XX/XXXX	Development Phase: Build out the entire course.
	<input type="checkbox"/> Consider the existing materials. Do they work in your online format? Are they too long? Too short? Too outdated? Can they be revised or should you start over? Do you have the time? Contact the library for assistance finding materials on your subject. Contact your publisher for supplemental materials. If you need to create your own, schedule training to learn more about the technology you will need to use.
	<input type="checkbox"/> Collect new materials as needed. Articles, websites, videos, images, audio files, etc. Remember accessibility is top priority when selecting items - closed captioning is a must. Also be mindful of copyright law and contact the library for assistance.
	<input type="checkbox"/> Create short lecture videos emphasizing major points and examples from assigned readings. Interactive elements ensure student engagement. Ask questions to give students a chance to test themselves before moving on. Request training for assistance with SoftChalk or Blackboard as needed.
	<input type="checkbox"/> Determine the structure of your first content module. We suggest at minimum that you have an outline of the module's components (simply list what the students are expected to do for that module) as the first item on the page, followed by readings, videos, assignments, and assessments that apply to the module topic. Organize the content in a way that is clear and easy to follow, ensuring all your instructions are detailed.
	<input type="checkbox"/> Host videos in the UTSA Medial Library, not directly in Blackboard. We also strongly suggest not uploading PowerPoints to your course, but instead utilizing other technology options that perform better in an online course. At minimum convert PPTs to pdf before uploading.
	<input type="checkbox"/> Use the structure of your first content module to create all the other modules in the course as students like consistency. Be sure to pace yourself and not fall behind. Your goal is to have all the components completed and ready to go before the first day of class. Even though it is not recommended, you can hide items you don't have time to finish and continue working during the semester you teach. Use caution, as is this approach is known to cause errors and create greater student confusion than a course completed before the semester starts.
	<input type="checkbox"/> Use your planning worksheet, syllabus, and schedule as your guides. All information should remain consistent. Use the same titles and instructions throughout the syllabus, schedule, and content modules. This is extremely important. Your syllabus and schedule must match your online course or students will become confused.
XX/XX/XXXX to XX/XX/XXXX	Review Phase: Ensure quality.

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- Complete a technical review using the Student Preview tool or ask a colleague to review your course for you. You can enroll them as a student yourself using their myUTSA ID. Ensure all links work and lead to their proper destination. Ensure all videos play, audio is functioning and clear, interactive components work, and documents are accessible. Ensure all instructions make sense.

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- Survey students during the semester and use their feedback to evaluate your instruction/course. After you copy the course for the next semester, you can make revisions before students have access. Do not make changes to a course currently being or previously taught in order to preserve the course record.
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