



Preparing Course Content

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McGill

Teaching and
Learning Services

January 16, 2025



Land acknowledgment

McGill University is located in Tiohtià:ke, also known as Montreal, on unceded territory. The land has long served as a site of meeting and exchange amongst Indigenous peoples, including the traditional territory of the Kanien'kehá:ka (keepers of the Eastern Door), one of the founding nations of the Haudenosaunee Confederacy.



Session Goals



Demonstrate how to organize and manage content in myCourses

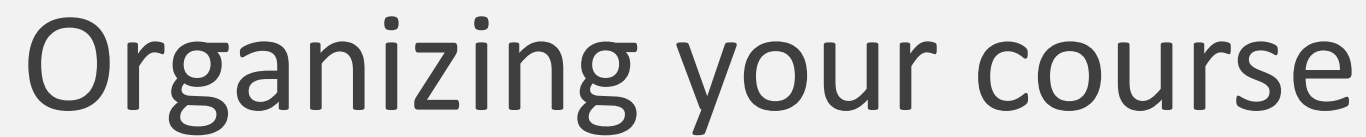


Explore how to curate and create materials for your course



Identify strategies for students to practice your content





Why organization matters for you and your students



Students:

- Structure
- Increased engagement
- Improved learning



Instructors:

- Clear course of action
- Time saving



Course organization strategies

Set expectations

- Communicate:
 - Learning outcomes
 - Instructions - assignments & assessments
 - Deadlines

Use simple navigation

- Simplify navigation
- Highlight what's important
- View as student

Be consistent

- Implement naming conventions
- Keep consistent structure



Set expectations



Revised April 4, [2024](#)

Course Outline Template and Guide: 2024-2025 academic year

Introduction and purpose

A course outline is intended to provide your students with an overall plan that will enable them to function efficiently and effectively in a course. Course outlines must be provided to students during the first week of classes according to the [McGill Charter of Students' Rights](#) (Chapter One, Article 21 – amended by McGill Senate 25 October 2017). A recommended practice is to post your course outline in [myCourses](#).

This Course Outline Template and Guide includes a checklist of required items and a template with instructions for preparing your course outline.

Please note:

- Text in square brackets offers information to consider when writing your course outline.
- Phrasing for required policy statements on language of submission and academic integrity must be included verbatim.
- Sample phrasing for “additional statements” is included in the final section. These statements are optional; the sample phrasing can be used as is or modified in your course outline.

Faculty- and/or School-specific instructions

Some Faculties and Schools offer their own course outline templates. Check with your Faculty and/or School to ensure that you are following unit-specific requirements.

Course outline checklist: Required items

The following items are required in course outlines at McGill further to the Charter of Students' Rights (Article 21), multiple articles of the [Policy on Assessment of Student Learning \(PASL\)](#), effective Fall 2024, and policy statements as mandated by Senate.

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Use simple navigation: Organize by week

The screenshot displays a course navigation interface. On the left is a sidebar with a list of course topics. The first topic, 'Course Information', is highlighted with a green bar. The second topic, 'Week 1: GDP and Economic Growth', is highlighted with a purple bar and a blue border. Below it are 'Topic introduction', 'Lecture notes', 'What is GDP and how is it measured? (BBC ne)', 'Let's Discuss Components of Econom', and 'Knowledge Check 1'. At the bottom of the sidebar is 'Week 2: Unemployment and Inflation' with a teal bar. The main content area on the right is titled 'Week 1: GDP and Economic Growth'. Below the title is a paragraph: 'This week we review how the GDP growth rate is the single best indicator of economic growth and the most widely used measure of an economy's output or production.' Below the text is a video player thumbnail for 'Economics: GDP and Economic Growth' by 'atom'. The thumbnail features the text 'GDP and Economic Growth' and a red YouTube play button. At the bottom of the thumbnail is a black bar with the text 'Watch on YouTube'.

Course Information

Week 1: GDP and Economic Growth

Topic introduction

Lecture notes

What is GDP and how is it measured? (BBC ne)

Let's Discuss Components of Econom

Knowledge Check 1

Week 2: Unemployment and Inflation

Week 1: GDP and Economic Growth

This week we review how the GDP growth rate is the single best indicator of economic growth and the most widely used measure of an economy's output or production.


atom Economics: GDP and Economic Growth Watch later Share


GDP and Economic Growth


Watch on YouTube

Use simple navigation: Organize by topic

▼ [Introduction to Cells](#)

 Human Cells

 Cells (Stanford U)

 Test your knowledge (cells)

Ultrastructure of Cells


Membrane Structure

Membrane Transport

The Origin of Cells

Introduction to Cells

All living things are made from one or more cells. A cell is the simplest unit of life and they are responsible for keeping an organism alive and functioning. This introduction to cells is the starting point for the area of biology that studies the various cells and how they work.



Use simple navigation: Organize by type

The image shows a digital learning interface. On the left is a sidebar with navigation categories, each with a colored header and a list of items:

- Introduction** (pink header)
- Lecture notes** (blue header)
- Readings** (green header, expanded)
 - Acting on Reflection: the Effect of Reflection on Students' Clinical Performance on a Standardized Patient Examination (highlighted with a blue border)
 - Using reflection to influence practice: student reflections
 - Reflection in Medical Education
- Assignments** (purple header)

The main content area displays the selected article:

Acting on Reflection: The Effect of Reflection on Students' Clinical Performance on a Standardized Patient Examination

Benjamin Blatt, MD¹, Margaret Plack, PT, EdD², Joyce Maring, PT, EdD³, Matthew Mintz, MD⁴, and Samuel J. Simmens, PhD⁵

¹Clinical Learning and Simulation Skills (CLASS) Center, Department of Medicine, The George Washington University School of Medicine and Health Sciences, George Washington University Hospital, 6th floor, 900 23rd Street NW, Washington, DC 20037, USA; ²Department of Health Care Sciences, The George Washington University School of Medicine and Health Sciences, Washington, DC, USA; ³Program in Physical Therapy, The George Washington University School of Medicine and Health Sciences, Washington, DC, USA; ⁴Department of Medicine, The George Washington University School of Medicine and Health Sciences, Washington, DC, USA; ⁵Department of Epidemiology and Biostatistics, The George Washington University School of Public Health and Health Services, Washington, DC, USA.

BACKGROUND: Little evidence exists to support the value of reflection in the clinical setting.

OBJECTIVE: To determine whether reflecting and revisiting the "patient" during a standardized patient (SP) examination improves junior medical students' performance and to analyze students' perceptions of its value.

DESIGN: Students completed a six-encounter clinical skills examination, writing a guided assessment after each encounter to trigger reflection. SPs evaluated the students with Medical Skills and Patient Satisfaction checklists. During the last three encounters, students

KEY WORDS: reflection; standardized patients; medical student.
DOI: 10.1007/s11606-007-0110-y
© 2007 Society of General Internal Medicine 2007;22:49-54

BACKGROUND

"While feedback is not used often enough, reflection is used less."
W. T. Branch (Acad Med. 77(12):1185-1188, 2002)

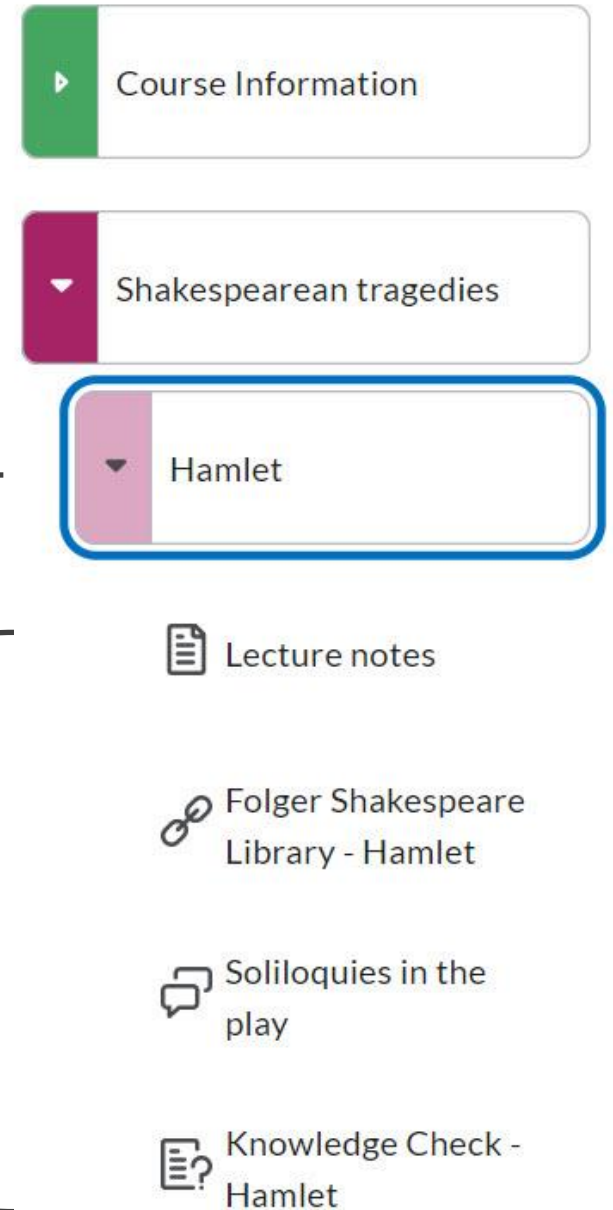
Organizing your content

Content in myCourses is organized by:

Units

Lesson

Course materials



Adding content

0% Outcomes

+ New Unit

Visible

Add Existing **Create New** ...

What would you like to create?

New Lesson HTML Document WebLink Assignment Discussion Quiz

Checklist More

Cancel

Drag and drop or [browse](#)

View as Student

The screenshot displays the McGill myCourses interface for a course titled "Sandbox - Mariette". The user profile "Mariette Xenopoulos" is visible in the top right corner. A red box highlights the "View as Student" button in the user menu. Another red box highlights the "Visible" toggle switch in the course settings. The left sidebar shows the course progress, with "Course Information" selected. The main content area displays the "Course Information" section.

McGill myCourses Sandbox - Mariette

Content Zoom Lecture Recordings Discussions Assignments Classlist Grades Class Progress Course

0% Outcomes + New Unit Visible

Course Information

Week 1: GDP and Economic Growth

Week 2: Unemployment and Inflation

Week 3: Aggregate Demand and Supply

Week 4: Money and Banking

View as Student

Profile

Notifications

Account Settings

Log Out

Release conditions



By time



By group



By
conditions



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- View as student

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Be consistent

▶ Course Information

▶ Week 1: GDP and Economic Growth

Week 2: Unemployment and Inflation

Week 3: Aggregate Demand and Supply

Week 4: Money and Banking

Week 5: Political Economy

Week 1: GDP and Economic Growth

This week we review how the GDP growth rate is the single best indicator of economic growth and the most widely used measure of an economy's output or production.

atom

Economics: GDP and Economic Growth

Watch later

Share

GDP and Economic Growth

atom

Watch on YouTube

A note on accessibility



Use the Microsoft
accessibility
checker



Provide
captioning



Use accessible
multimedia

Describe your
visuals



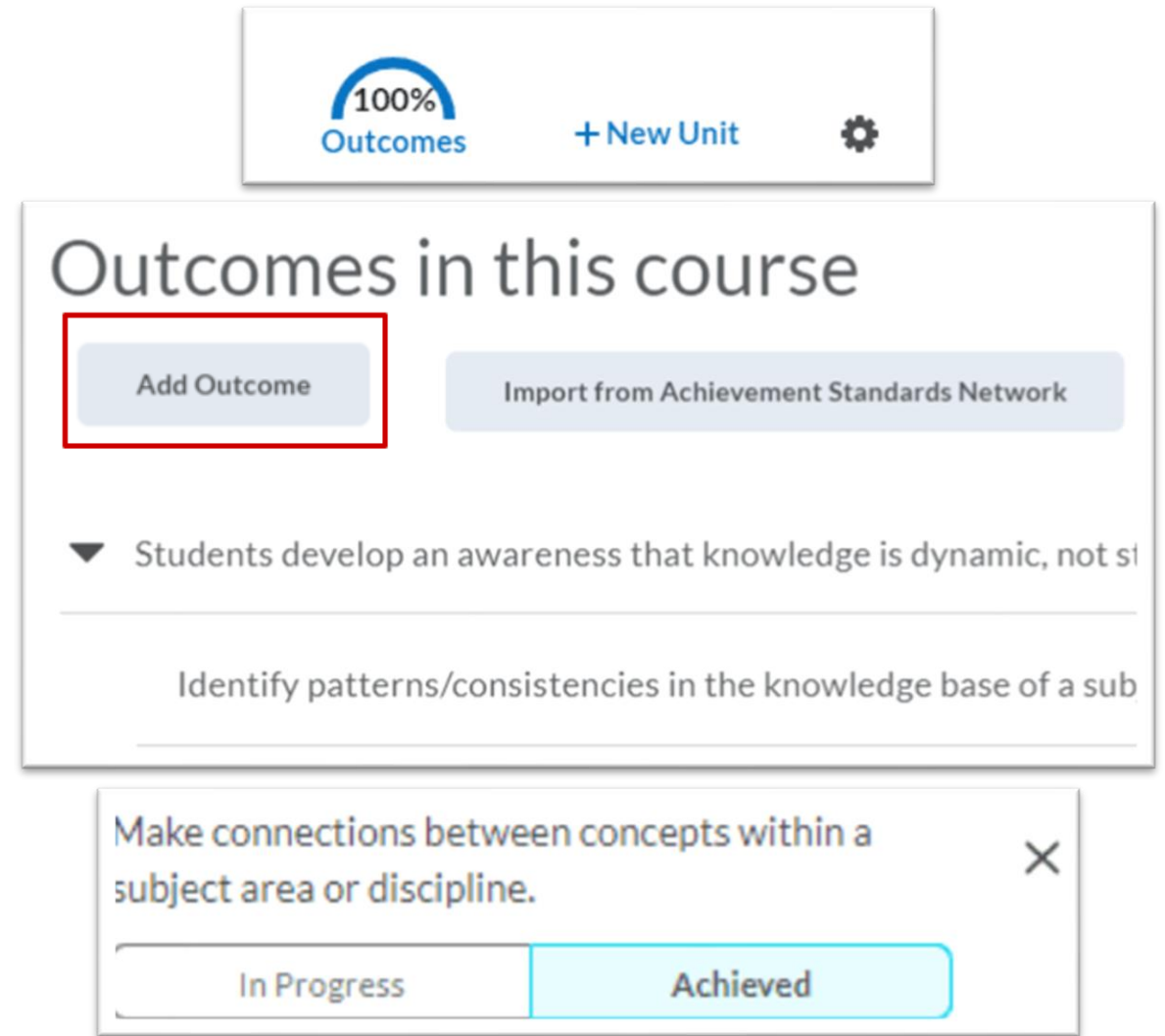
Provide options
for participation



The Learning Outcomes Tool

Align and assess learning outcomes with course materials and evaluations

- Add learning outcomes to a central repository
- Align learning outcomes to course materials and assess them with multiple evaluation tools (e.g., Assignments, Quizzes)
- Track learning outcome achievement in Class Progress





Curating and creating content

Design Principles for Preparing Content

Be Intentional



- Define learning outcomes
- Define expectations
- Highlight
- Give examples

Make it personal



- Build rapport
- Use your voice
- Include your students

Keep it focused



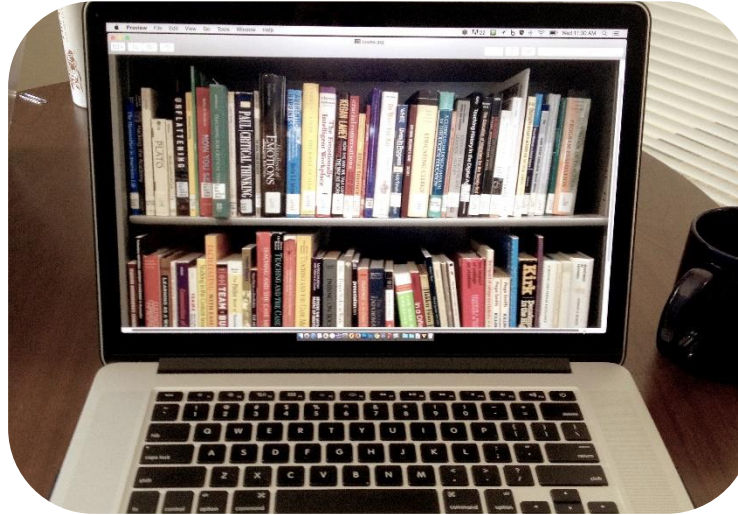
- One concept at a time
- Keep it short
- Add activities



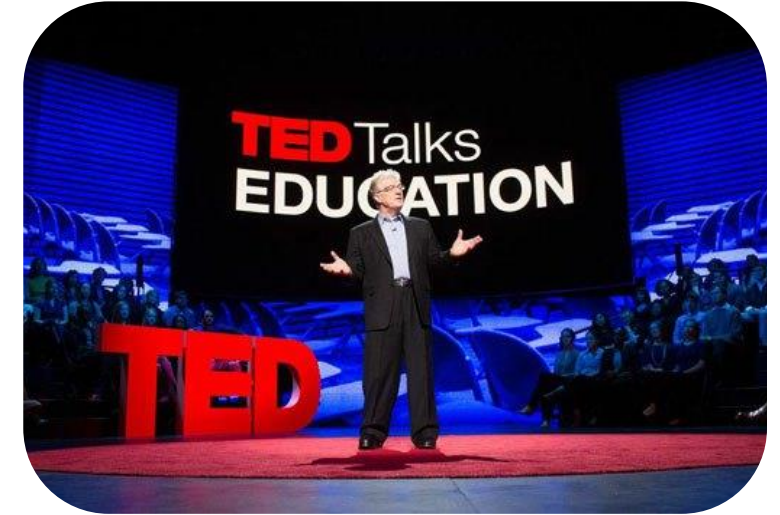
Curate before you create!



McGill Library



Open Education Resources (OERs)



Other Free Open Resources

Contact your liaison librarian: www.mcgill.ca/library/contact/askus/liaison

Visit the OER Commons for a curated list of resources: <https://www.oercommons.org>

Ideas for other free open resources: <http://libraryguides.mcgill.ca/eLkit/activities>

Copyright and intellectual property



McGill Library Guidelines

- Link directly from your course to millions of articles, book chapters and databases through the Library!
- You can scan and upload with Savia



Intellectual Property

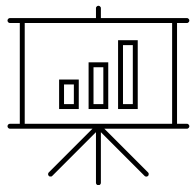
- Protected in a closed environment
- Same as on-campus rules

Copyright at McGill: <https://www.mcgill.ca/copyright/faq>

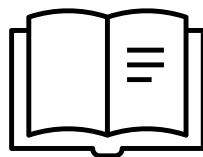
Guide: Add readings to myCourses: <https://www.mcgill.ca/copyright/mycourses/guide>

Copyright librarian: copyright@mcgill.ca

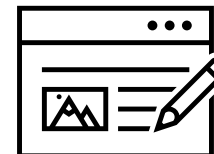
Creating content for myCourses



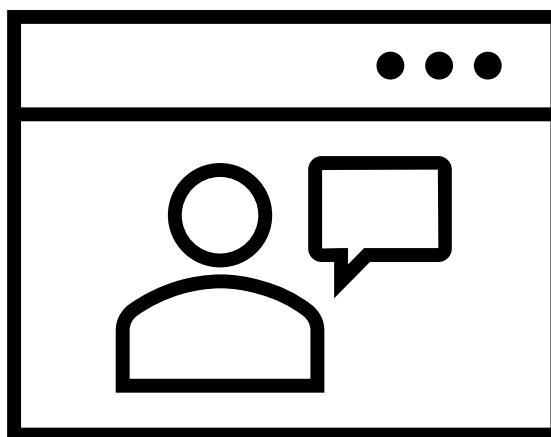
PowerPoint



Readings



Activities



Lecture recordings & videos



Answer in the chat

What type of recordings do you plan on sharing?

Live class recordings (in-person or on Zoom)

Pre-recorded lectures

Short videos

A mix

I don't know yet

I don't plan on sharing any recordings

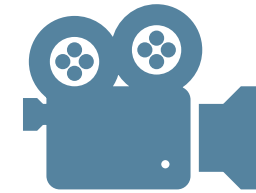
Lecture Recordings and Videos



In-person class
recording



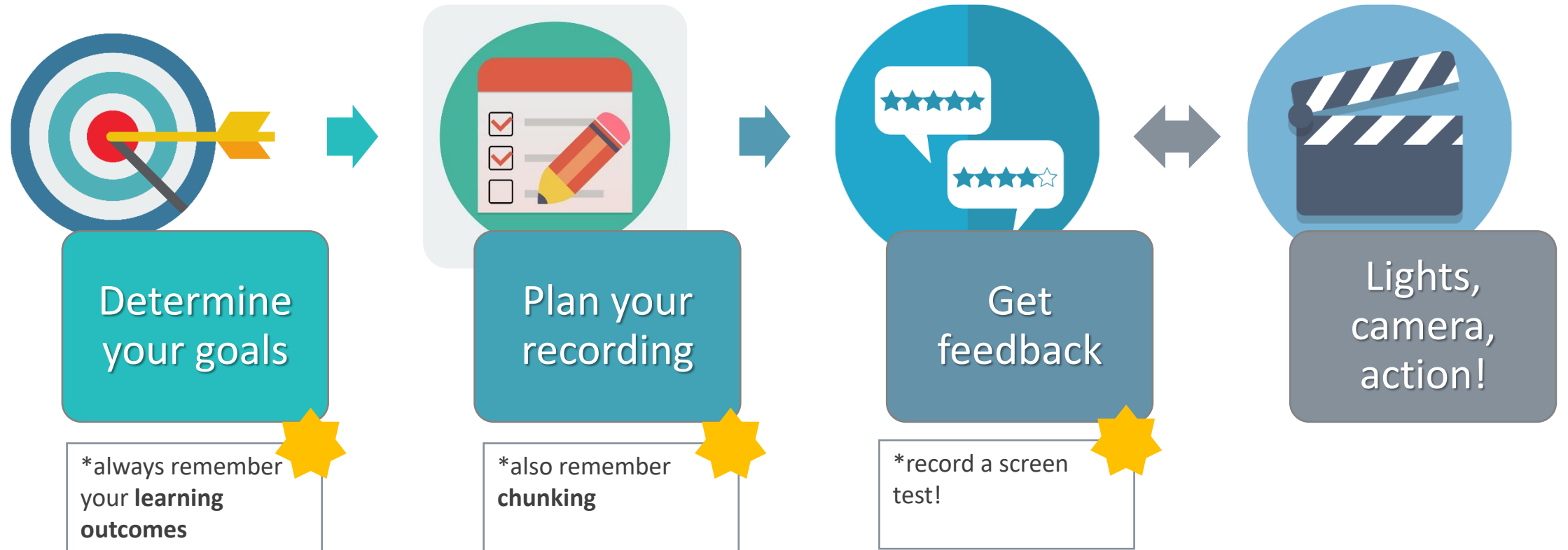
Online
synchronous class
recording (Zoom)



Online asynchronous
Pre-recorded
lectures and videos



Pre-Recorded Lectures and Videos



Tools to record videos



Zoom

- Records class session



PowerPoint

- Records presentation with voiceover



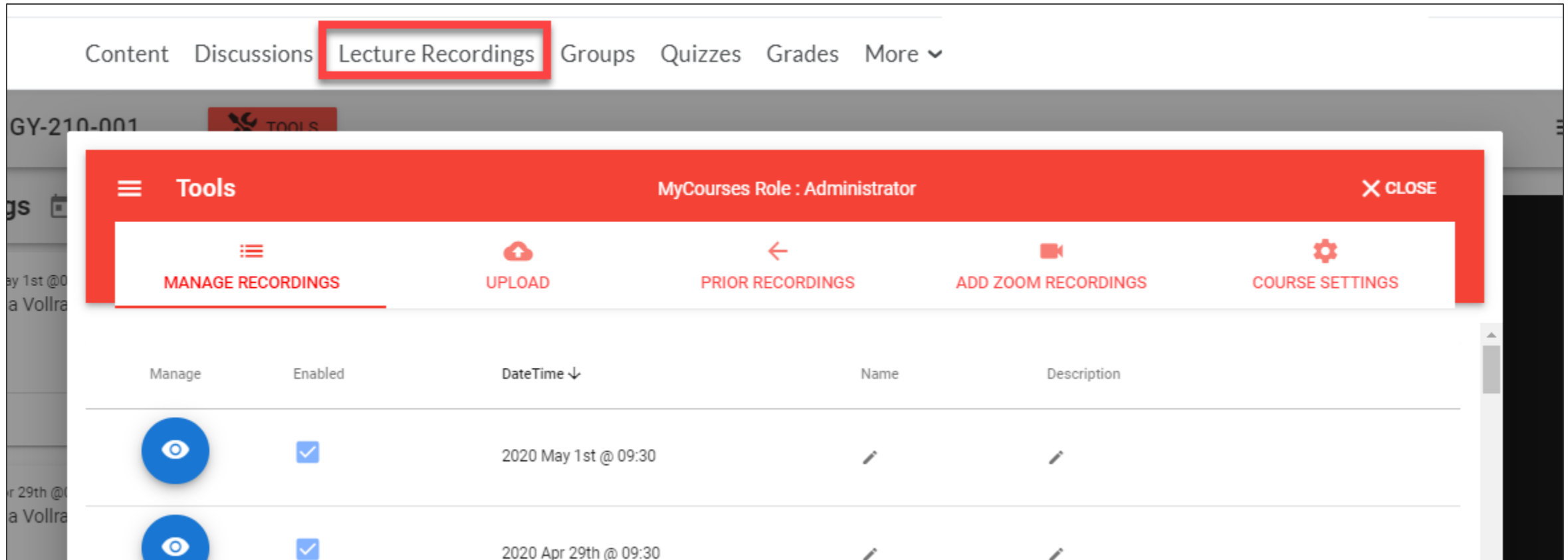
Camtasia

- Used to trim, cut, edit videos







Time and Difficulty

Sharing your class recording in myCourses

Lecture Recording System:



The screenshot displays the myCourses interface. At the top, a navigation bar includes links for Content, Discussions, Lecture Recordings (highlighted with a red box), Groups, Quizzes, Grades, and More. Below this, a red 'Tools' modal is open, showing the user's role as Administrator. The modal contains five options: Manage Recordings (selected), Upload, Prior Recordings, Add Zoom Recordings, and Course Settings. Below the modal, a table lists the recordings.

Manage	Enabled	DateTime ↓	Name	Description
	<input checked="" type="checkbox"/>	2020 May 1st @ 09:30		
	<input checked="" type="checkbox"/>	2020 Apr 29th @ 09:30		

Sharing your video in myCourses


myCourses:

What would you like to create?

Add Existing

Create New


New Lesson


HTML
Document


WebLink

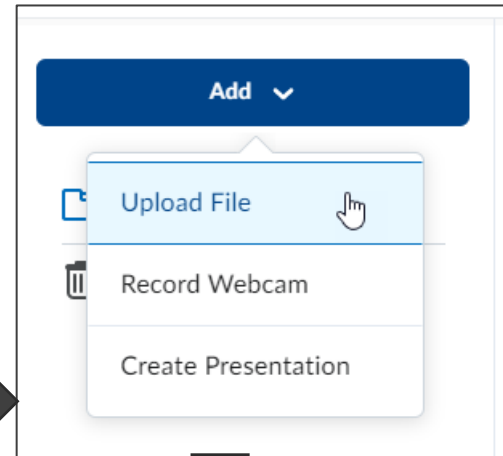
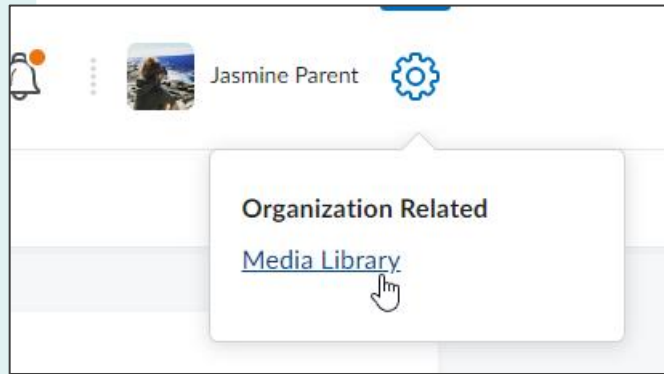

Assignment



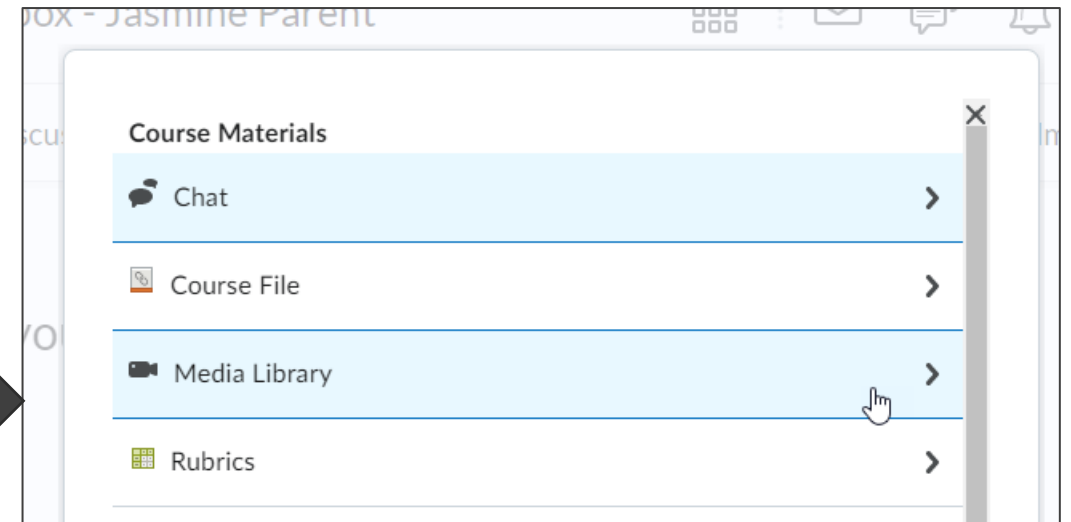
Drag and drop or [browse](#)

Sharing your video in myCourses

Media Library:



Add video content to Content tool



The media library is associated to your account and **not your course**

Sharing your video in myCourses



In-person class
recording



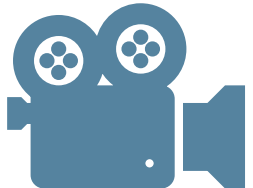
- Sign up for LRS*
- **Uploads to LRS**



Online
synchronous class
recording (Zoom)



- Use Zoom link in myCourses to schedule meeting
- Record to cloud
- **Uploads to LRS**



Online asynchronous
pre-recorded lectures
and videos



- Record/edit video (various software)
- **Upload to myCourses or Media Library**

AUTOMATED



McGill

Teaching and
Learning Services

Question

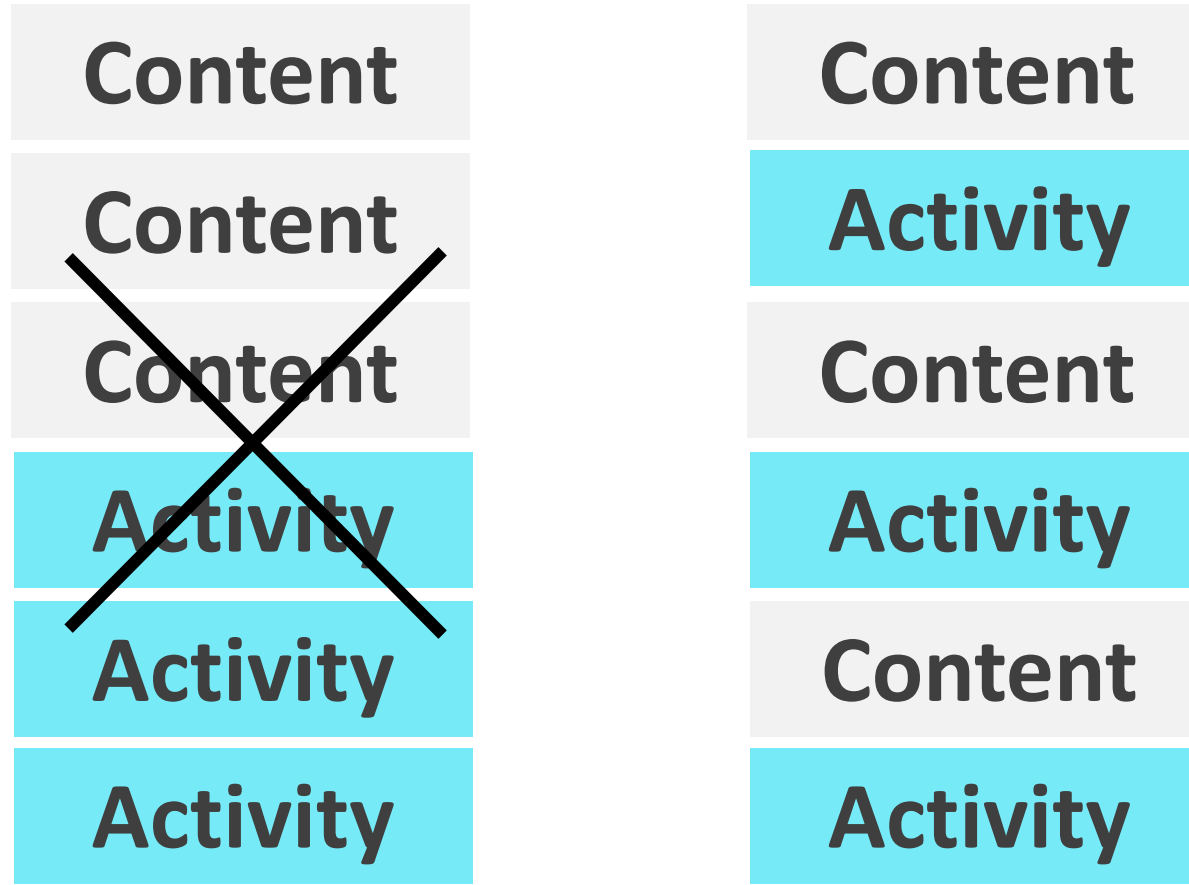
Please answer in chat

How do students
learn content best?

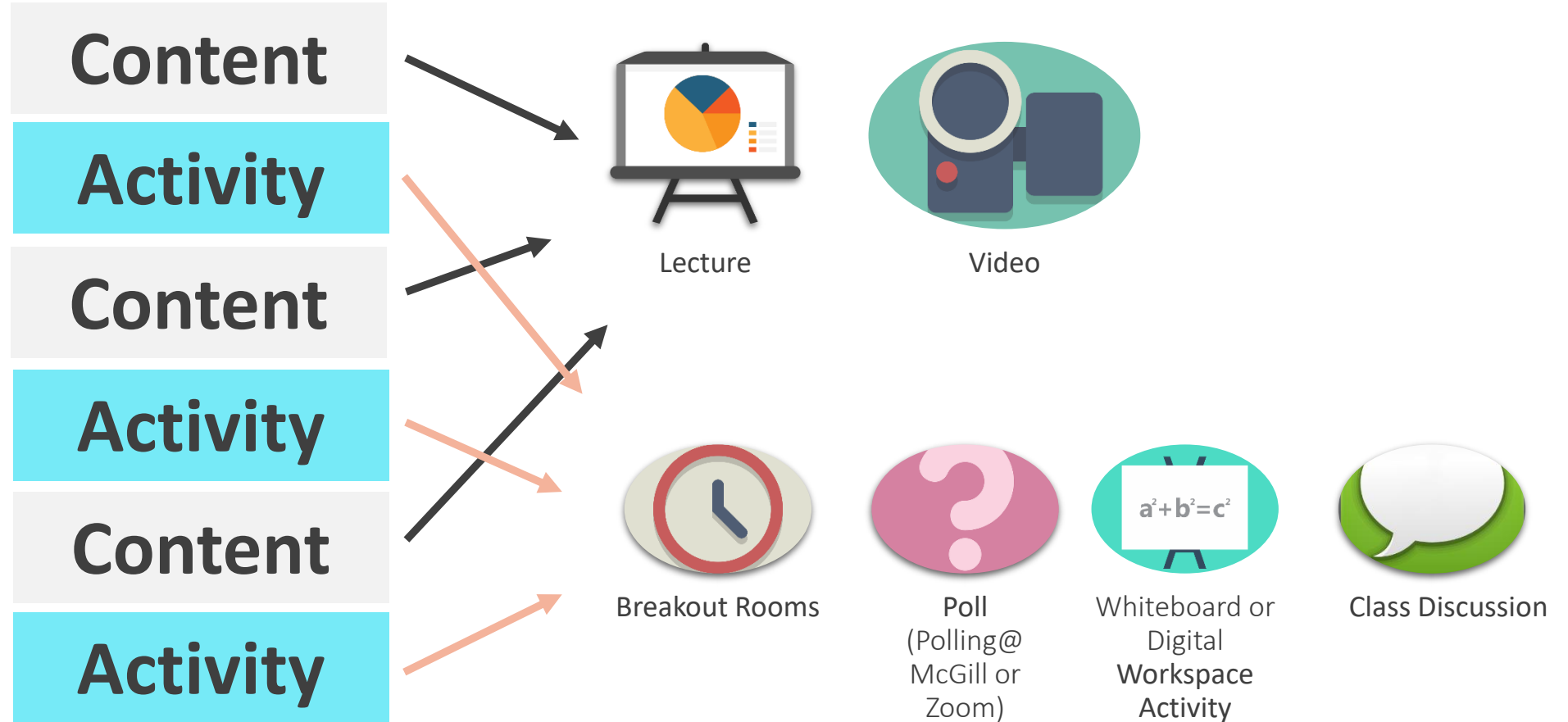


Creating opportunities for **practice**

Creating opportunities for practice



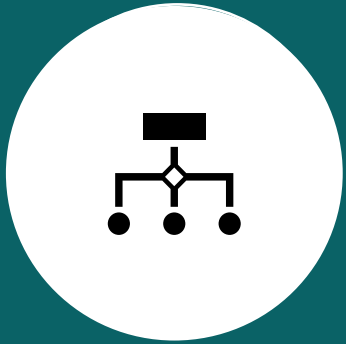
Creating opportunities for practice in synchronous sessions



Creating opportunities for practice online (asynchronous)



Conclusion



**Organize and
structure
your course**



**Curate course
materials**



**Create course
materials**



**Create
learning
activities**



Next Steps



Register for upcoming sessions

www.mcgill.ca/tls/events



Access resources

<https://teachingkb.mcgill.ca/tlk/>
www.mcgill.ca/tls
teachingblog.mcgill.ca



Connect with a colleague



Book a consultation

<https://www.mcgill.ca/tls/contact/consultations>