

Land Acknowledgement





Preparing Course Content

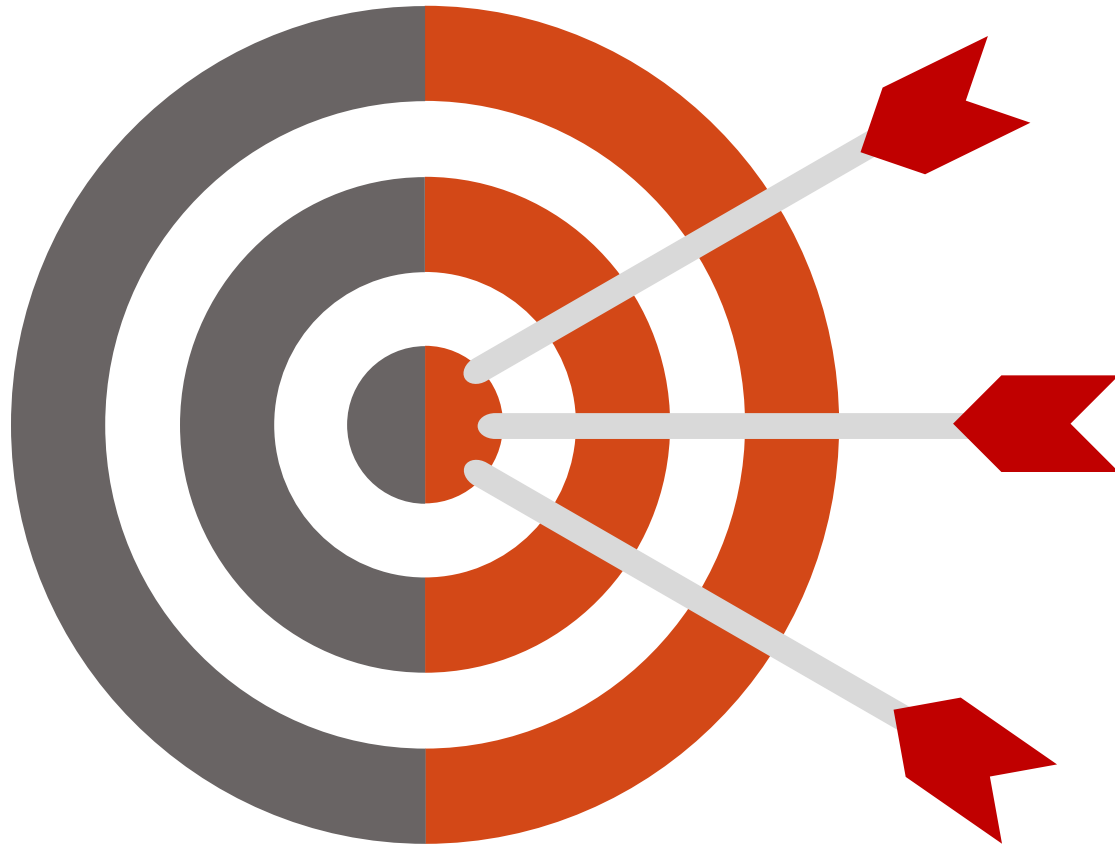
December 2021

This session is being recorded ▶

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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



Organizing your course



1

2

3

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

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

Be consistent

- Implement naming conventions
- Keep consistent structure

Set expectations



Revised November 5, 2021

Course Outline Guide: 2021-2022 academic year

Purpose

The course outline is intended to provide your students with an overall plan that will enable them to function efficiently and effectively in the 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). Post your course outline in myCourses.

This Course Outline Guide provides a checklist of required items and a template for creating or revising your course outline – whether your course is in-person, online, or in a blended format. You may also wish to personalize your course outline with images or a welcome message. Please note that in this Guide:

- Text in square brackets offers guidance and commentary to consider as you write each section of your course outline.
- Phrasing for required policy statements on language of submission and academic integrity must be included verbatim.
- Sample phrasing for other “additional statements” that can be used or modified in your course outline (as appropriate) is included in quotation marks.

Course organization strategies

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- Communicate:
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 - Instructions
 - Deadlines
 - Assignments and instructions

Use simple navigation

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

Be consistent

- Implement naming conventions
- Keep consistent structure

Use simple navigation

The screenshot displays a course management interface. On the left is a sidebar with a search bar labeled 'Search Topics' and a magnifying glass icon. Below the search bar are four navigation items: 'Overview', 'Bookmarks', 'Course Schedule', and 'Table of Contents' (with a '4' in a circle). The 'Table of Contents' is expanded to show a list of weeks: 'Week 1: GDP and Economic Growth Begins September 5' (highlighted with a '4' in a circle), 'Week 2: Unemployment and Inflation', 'Week 3: Aggregate Demand and Supply', and 'Week 4: Money and Banking'. On the right, the main content area is titled 'Week 1: GDP and Economic Growth'. It includes a 'Print' button, a 'Settings' button, and a 'Published' status. Below the title is a description: '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.' There are three buttons: 'Upload / Create', 'Add Existing Activities', and 'Bulk Edit'. A list of activities follows, each with a globe icon, a title, a dropdown arrow, and a checkmark: 'Topic Introduction' (Web Page), 'Tracking and Comparing GDP' (Web Page), 'Components of Economic Growth' (Web Page), and 'What is Gross Domestic Product (GDP)?' (Video).

Examples of content organization: by week

Use simple navigation

The screenshot shows a course management interface. On the left is a sidebar with a search bar and navigation options: Overview, Bookmarks, Course Schedule, and a Table of Contents. The Table of Contents lists several topics, with 'Introduction to Cells' highlighted. The main content area displays the title 'Introduction to Cells' with a dropdown arrow, a 'Print' button, and a 'Settings' button. Below the title is a section for 'Add dates and restrictions...' with a 'Published' status and a dropdown arrow. A paragraph of text describes the course content. Below the text are three buttons: 'Upload / Create', 'Add Existing Activities', and 'Bulk Edit'. At the bottom, a list of activities is shown, including 'Topic Introduction', 'Humans Cells', 'Flora', and 'Cells Sizes', each with a 'Web Page' icon and a checkmark.

Search Topics

Overview

Bookmarks

Course Schedule

Table of Contents 4

Introduction to Cells 4

Ultrastructure of Cells

Membrane Structure

Membrane Transport

The Origin of Cells

Introduction to Cells

Print Settings

Add dates and restrictions... Published

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 types of cells and how they work.

Upload / Create Add Existing Activities Bulk Edit

- Topic Introduction Web Page
- Humans Cells Web Page
- Flora Web Page
- Cells Sizes Web Page

Examples of content organization: by topic

Use simple navigation

The screenshot displays a course management interface. On the left is a sidebar navigation menu with a search bar at the top labeled "Search Topics". Below the search bar are menu items: "Overview", "Bookmarks", "Course Schedule", "Table of Contents" (with a count of 5), "Introduction" (with a count of 1), "Readings Begins September 2" (with a count of 4 and highlighted), "Lecture Recordings", "Assignments", and "Discussions".

The main content area is titled "Readings" and includes a "Print" icon and "Settings" gear icon in the top right. It shows a clock icon and the text "Starts Sep 2, 2019 11:00 AM" and a "Published" status with a dropdown arrow. Below this is the text "Here are the recommended course readings." and three buttons: "Upload / Create" (blue), "Add Existing Activities" (grey), and "Bulk Edit" (grey).

The readings list contains four items, each with a globe icon, a title, a dropdown arrow, and a checkmark on the right:

- Introduction: The Aging Brain (Web Page)
- Imaging the Aging and Demented Brain (Web Page)
- Working Memory in Aging and Alzheimer's (Web Page)
- Recollection and Familiarity in Healthy Aging (Web Page)

Examples of content organization: by type

Chat Question

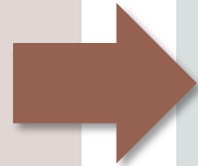
Please answer in the chat.

How do you organize your course materials in myCourses (Content tool)? By week? By topic? By type? Another way?

Course organization strategies

Set expectations

- Communicate:
 - Learning outcomes
 - Instructions
 - Deadlines
 - Assignments and instructions



Use simple navigation

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



Be consistent

- Implement naming conventions
- Keep consistent structure

Be consistent

The screenshot displays a course management interface. On the left is a sidebar with a search bar and navigation options: Overview, Bookmarks, Course Schedule, Table of Contents (with a '4' badge), and a list of weeks. The 'Week 1: GDP and Economic Growth Begins September 5' item is highlighted, with a red arrow pointing to it. Below it, other weeks are listed: Week 2: Unemployment and Inflation, Week 3: Aggregate Demand and Supply, and Week 4: Money and Banking, each with a red arrow pointing to its title.

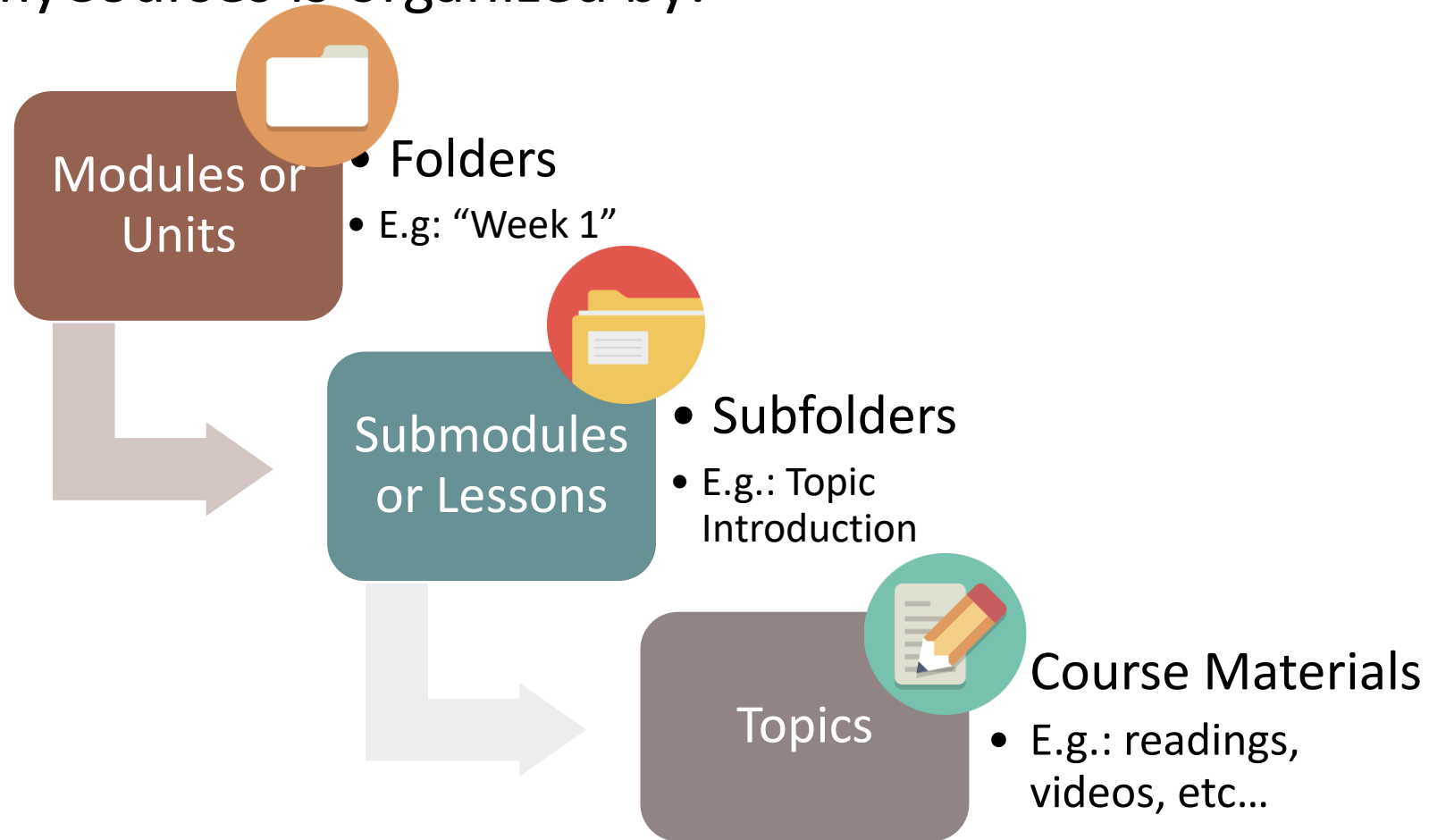
The main content area shows the details for 'Week 1: GDP and Economic Growth'. At the top right are 'Print' and 'Settings' icons. Below the title is a dropdown arrow, a clock icon indicating 'Starts Sep 5, 2019 11:00 AM', and a 'Published' status with a dropdown arrow. A paragraph of text reads: 'This 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 this are three buttons: 'Upload / Create' (blue), 'Add Existing Activities' (white), and 'Bulk Edit' (white).

The bottom section lists four topics, each with a dropdown arrow and a checkmark on the right:

- Topic Introduction (Web Page)
- Tracking and Comparing GDP (Web Page)
- Components of Economic Growth (Web Page)
- What is Gross Domestic Product (GDP)? (Video)

Organizing your content

Content in myCourses is organized by:



Release conditions



By time



By group



By
conditions

A note on accessibility



Use the Microsoft accessibility checker



Provide captioning



Use accessible multimedia

Describe your visuals



Provide options for participation



If you would like to explore this topic further, reach out to the Accessibility Advisor in the Office of the Provost: [Rachel Desjourdy](#)

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

The screenshot displays the 'Outcomes in this course' interface. At the top, there is a navigation bar with a '100% Outcomes' indicator, a '+ New Unit' button, and a settings gear icon. Below this, the main heading is 'Outcomes in this course'. Two buttons are visible: 'Add Outcome' (highlighted with a red box) and 'Import from Achievement Standards Network'. A dropdown menu is open, showing a list of outcomes, with the first one being 'Students develop an awareness that knowledge is dynamic, not st...'. Below the dropdown, there is a text input field containing 'Identify patterns/consistencies in the knowledge base of a sub...'. At the bottom of the interface, there is a progress indicator with two buttons: 'In Progress' and 'Achieved' (which is highlighted in light blue). A close button (X) is located in the top right corner of the progress indicator section.



Curating and creating content



1

2

3

Design Principles for Preparing Content

Be Intentional



- Learning outcomes
- Must be relevant
- Define expectations
- Highlight
- Give examples

Make it personal



- Build rapport
- Practice empathy
- Address your students
- Use your voice

Keep it focused

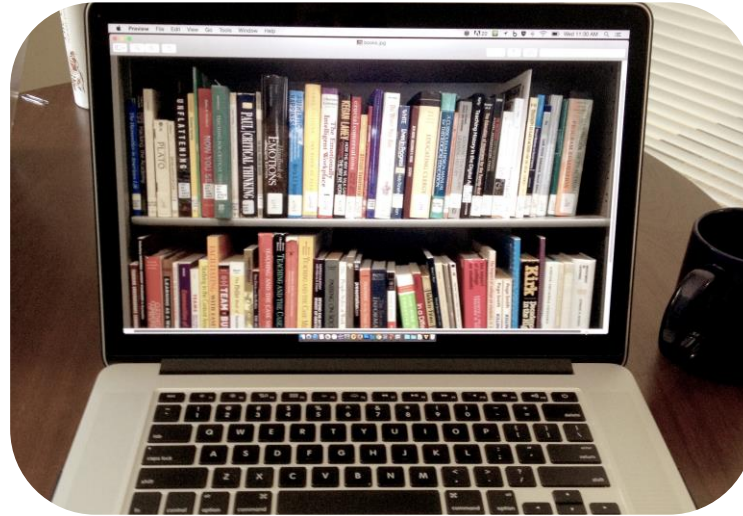


- One concept at a time
- Keep it short
- Add activities

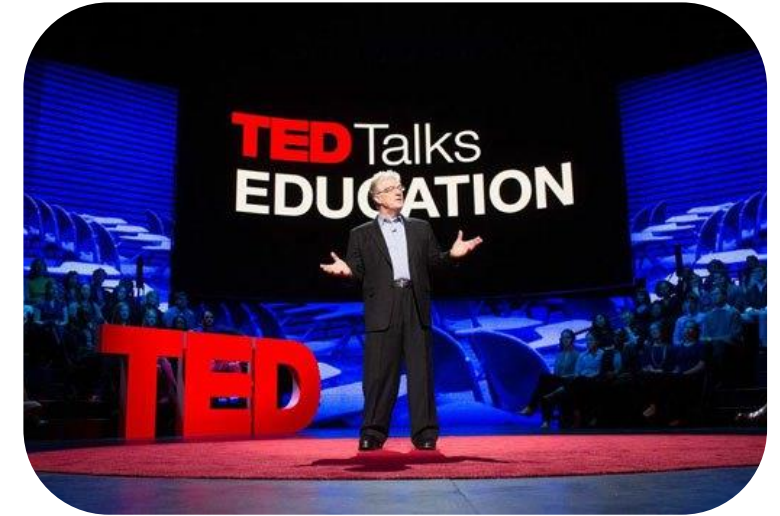
Curate before you create!



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

- 15% of print course textbook
- Must be deleted following close course



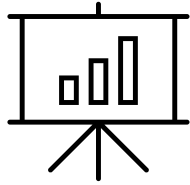
Intellectual Property

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

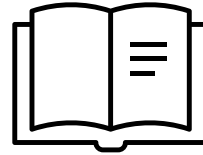
Copyright at McGill: <https://www.mcgill.ca/copyright/faq>

Copyright librarian: copyright@mcgill.ca

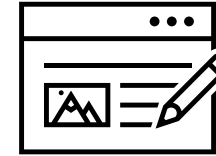
Creating content for online asynchronous



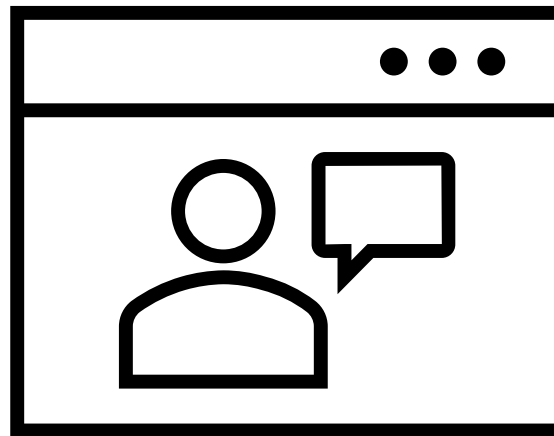
PowerPoint



Readings



Activities



Lecture recordings & videos

Zoom Poll



What type of recordings do you plan on sharing?

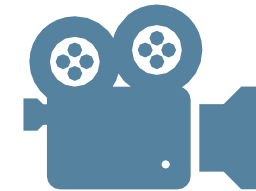
Lecture Recordings and Videos



In-person class
recording

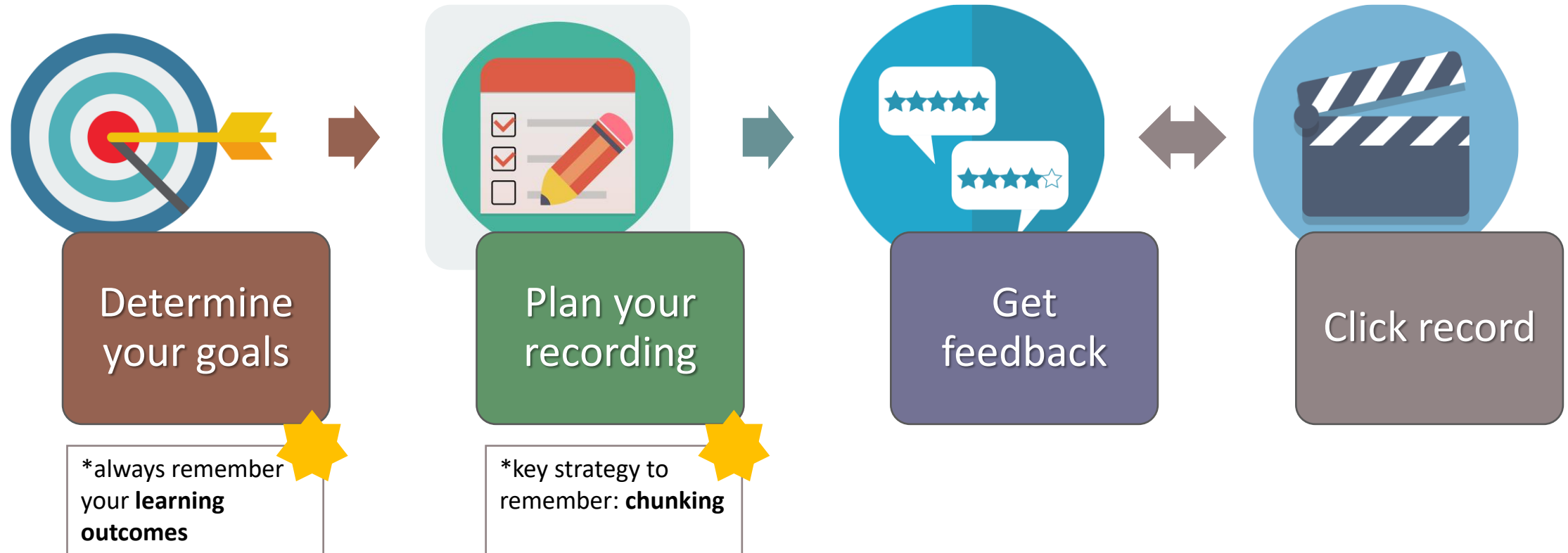


Online
synchronous class
recording (Zoom)



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



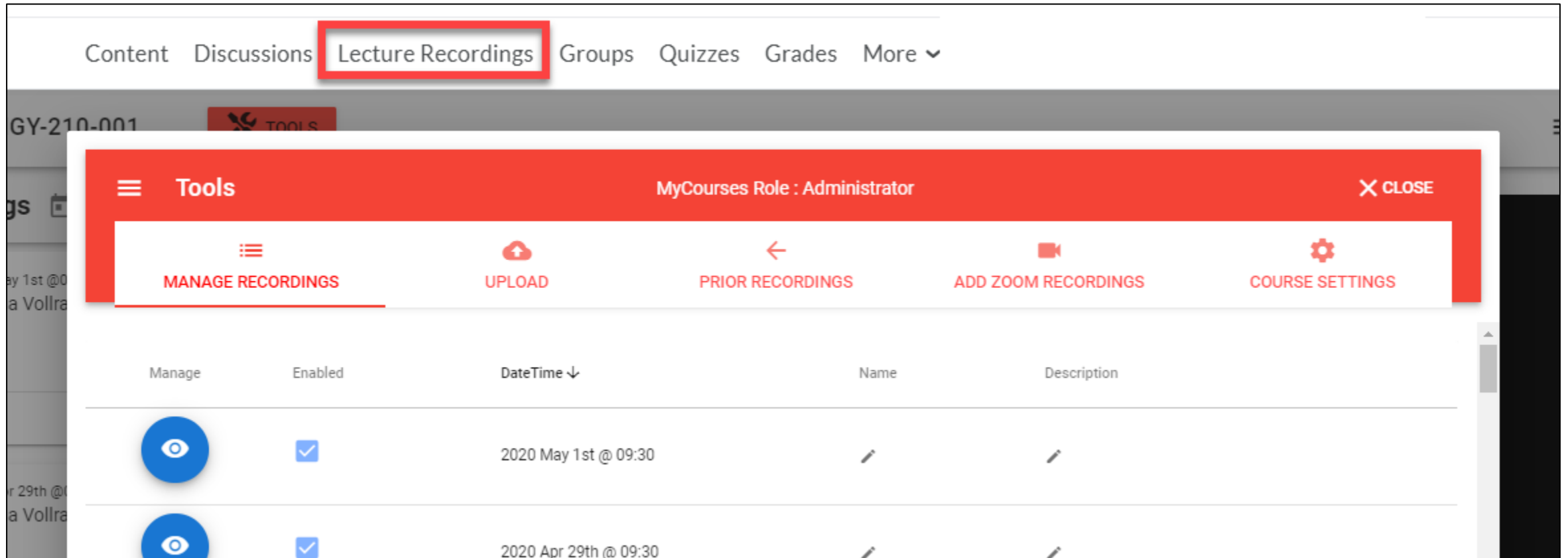
Camtasia

- Used to trim, cut, edit videos







Time and Difficulty

Sharing your video in myCourses

Lecture Recording System:



The screenshot shows the myCourses interface with the 'Lecture Recordings' menu item highlighted in a red box. Below it, a 'Tools' modal is open, displaying a red header with 'Tools', 'MyCourses Role : Administrator', and a 'CLOSE' button. The modal contains five main action buttons: 'MANAGE RECORDINGS' (highlighted with a red underline), 'UPLOAD', 'PRIOR RECORDINGS', 'ADD ZOOM RECORDINGS', and 'COURSE SETTINGS'. Below these buttons is a table with the following columns: 'Manage', 'Enabled', 'DateTime ↓', 'Name', and 'Description'. The table contains two rows of recording data.

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



In-person class recording



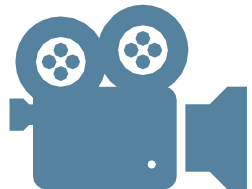
- Sign up for lecture recording classroom



Online synchronous class recording (Zoom)



- Use Zoom link in myCourses to schedule meeting
- Record to cloud



Online asynchronous pre-recorded lectures and videos



- Start Zoom meeting without students
- Record to cloud
- Add Zoom Recordings



- Record/edit video (various software)
- Upload to LRS

AUTOMATED

Question



Please answer in chat

How do students learn best?



Creating opportunities for practice

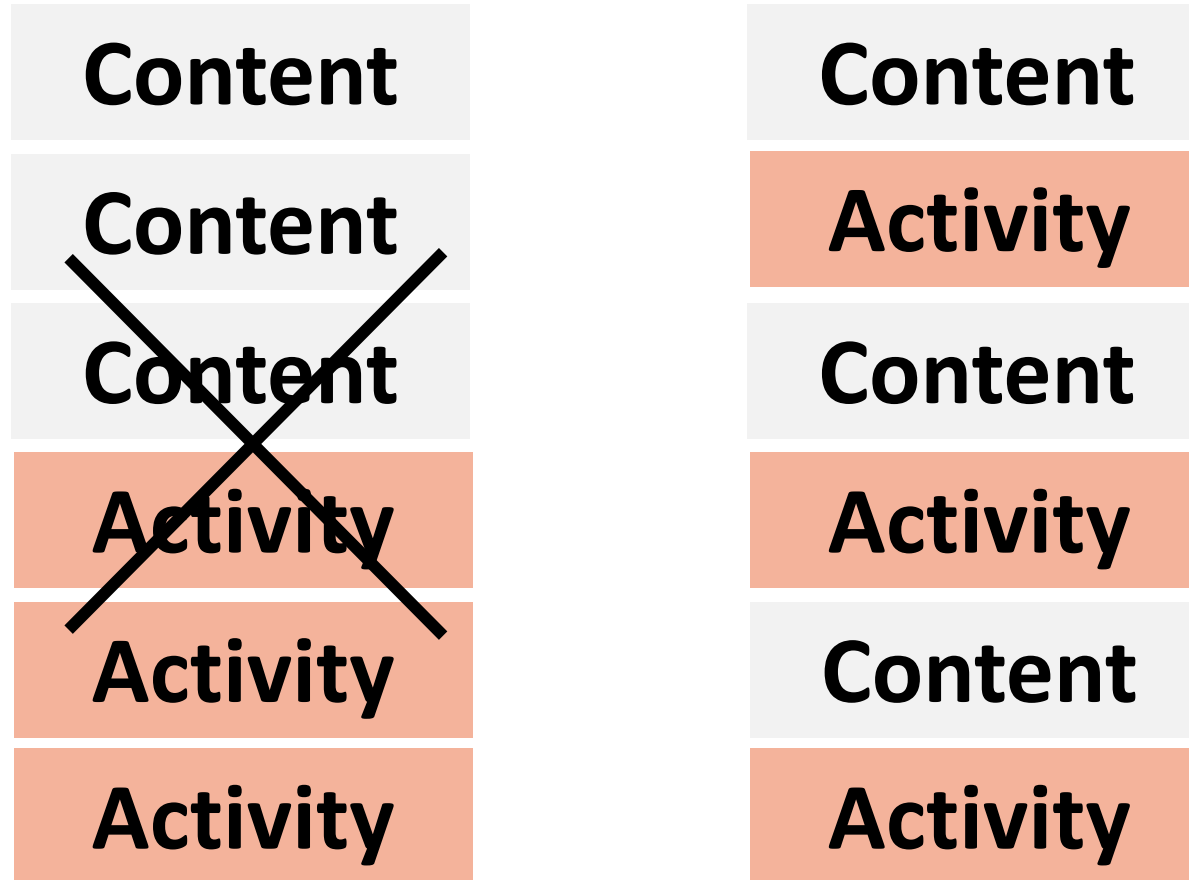


1

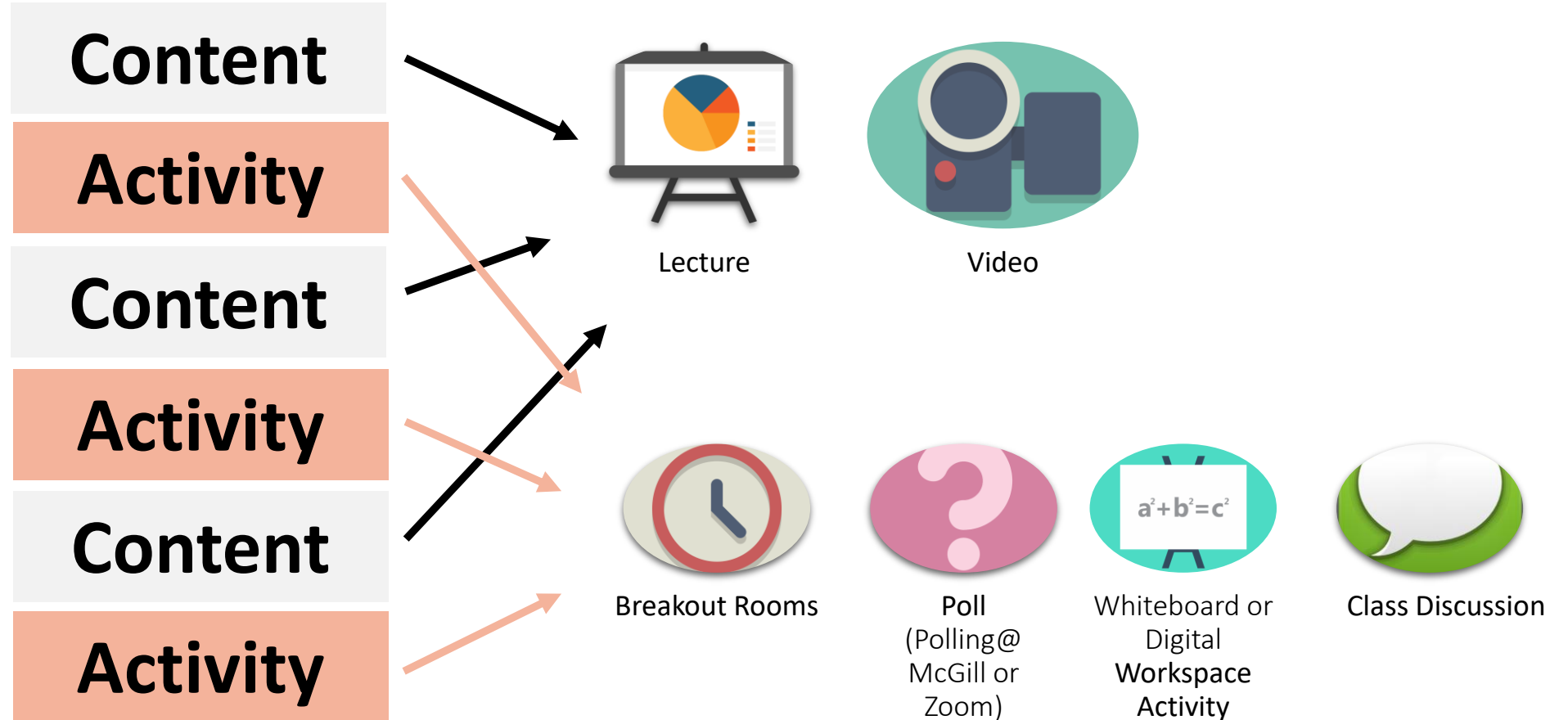
2

3

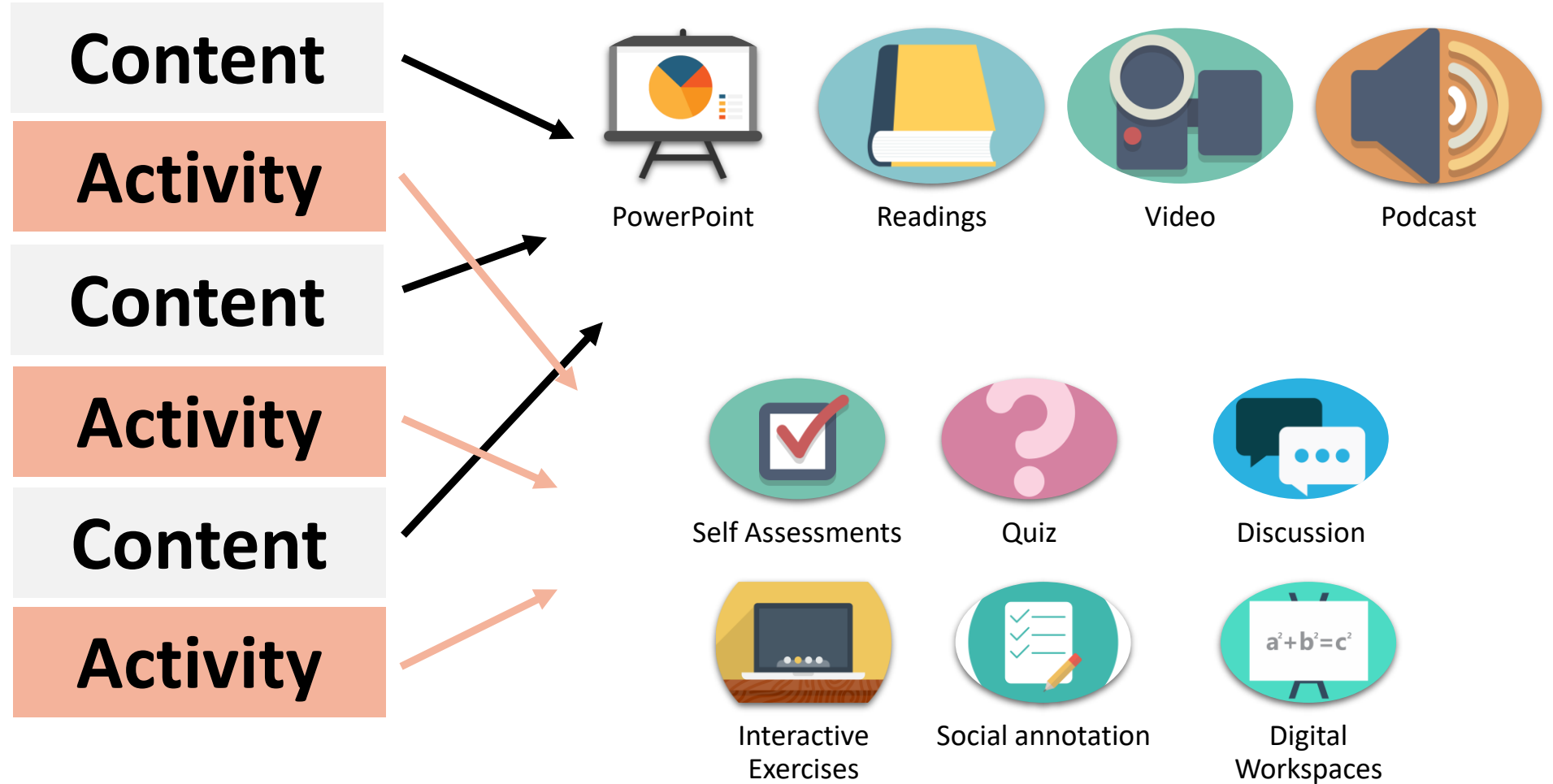
Creating opportunities for practice



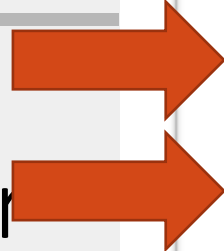
Creating opportunities for practice in synchronous sessions



Creating opportunities for practice online (asynchronous)



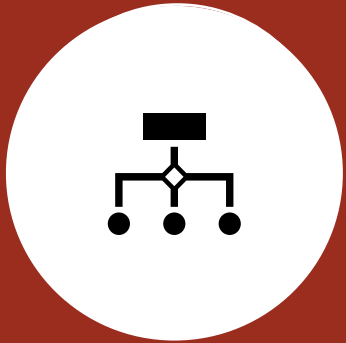
Opportunities for practice



Upload / Create ▾ Add Existing Activities ▾ Bulk Edit

VIDEO: TORNADOES 1	Video	✓
ACTIVITY 1: TORNADOES OUTSIDE THE UNITED STATES	Self Assessment	✓
VIDEO: TORNADOES 2	Video	✓
ACTIVITY 2: SEASONAL AND DAILY PATTERNS	Self Assessment	✓
VIDEO: TORNADOES 3	Video	✓
ACTIVITY 3: EF SCALE	Self Assessment	✓
VIDEO: TORNADOES 4	Video	✓
ACTIVITY 4: DOPPLER RADARS	Self Assessment	✓
VIDEO: TORNADOES 5	Video	✓

Conclusion



**Organize and
structure
your course**



**Curate course
materials**



**Create course
materials**



**Create
learning
activities**



Chat Question

1. What's your most important take-away from today's session?
2. Do you have any additional questions on what we covered today?

Please answer in the chat

Thank you!

Next Steps



Register for upcoming sessions

www.mcgill.ca/tls/events



Access resources

www.mcgill.ca/teachingkb

www.mcgill.ca/tls

teachingblog.mcgill.ca



Connect with a colleague



Book a consultation

www.mcgill.ca/tls/contact/consultation