



Week 3: Constructing the Frame

Course Components →

This course assumes that you have already thought through addressing the learning principles and standards required by your institution. If necessary, complete that work on your course too.

Introduction

This week we will set up the structure or framework for the modules of your online course. Remember the Resources section has instructions and helps you complete this part.

Framing Up The Walls

1. [Chunk your course into modules](#). Decide how many weeks the course will be. Decide what topics you will address each week of the course. Leave room for an introduction to online learning in the first week and assessment in the last week. Here are a couple examples that show how the chunking is listed in the syllabus:

- [EDRM 605 AU Qualitative Research by Shirley Freed](#) (Note that the links to the modules are right in the syllabus, but not included here for space purposes.)
- [AVLN's Technology in the Early Elementary Classroom by Janine Lim](#) (Note here the Detailed Agenda section. The first part shows what is included in each week. The second part shows what topic is included each week.
- [Creating WebQuests by Janine Lim](#) (Note the Weekly Work and Weekly Topics sections of this syllabus. This syllabus needs a bit more work but you get the idea.)

2. Create a module template. Jot down ideas for what you envision including for each section and/or write the rationale for each part of your template. See the example templates in the article, [Essentials: Structure and Routine in Online Courses](#).

Then [post your ideas](#) (Word, HTML or PDF) in the Discussion Board for feedback. One way to organize your post would be to attach a module template file, and then in your message describe your chunking plan. Or you may have more than one post for multiple attachments (Blackboard doesn't allow you to attach more than one file per message.) Use a method that works best for you.

Timing: Work on **Course Components** Monday and Tuesday and post your work by Wednesday night each week. Thursday through Sunday we will participate in **Community Feedback**.

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Developed by Shirley Freed and Janine Lim with feedback and input from AVLN Board and Course Committee.



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← Resources →

Resources are links, instructions, and articles to help you complete the Course Components assignments. **It is not our intention that you read or follow all the links below, but that you pick and choose to meet your needs, interest, and time.**

Structure and Design

- **Recommended:** [Essentials: Structure and Routine in Online Courses](#), Journal of Adventist Education, April 2003, by Janine Lim.
- **Recommended:** [Planning Your Course](#) Some good brief useful links at the bottom of this page. Written for Blackboard, but useful for anyone.
- [Production](#): Short links on web pages for courses (University of Alberta)
- Michigan Virtual University's [Online Course Standards for Usability](#) and [Research-Based Web Design & Usability Guidelines](#)
- [Principles of Online Design: Instructional Design](#) from Florida Gulf Coast University
- Designing [Online Content](#)
- Review the courses you looked at in week one for additional ideas.
 - AVLN Courses. Login to coursesites.blackboard.com as *avInquest*, password *avInquest*.
 - [WebCT Exemplary Courses](#).
 - [A Bibliography of Exemplary Web-Enabled Courses at the University of Alberta](#)

Copyright Information

- **Recommended:** [Copyright Bay](#) - a bit of time on this fun and simple site will give you a basic understanding of copyright limitations.

AOT Resources

Copyright

- [Copyright Issue Readings](#)
Browse as you're interested.
- [Teach Act 2002](#)
(new distance learning copyright rules)

- [Recommended: Copyright Guidelines](#) by Janine Lim, published in the Dec03/Jan04 issue of the *Journal of Adventist Education*
- [Copyright Matters: Some Key Questions and Answers for Teachers](#) (Canada)
- [Copyright and Censorship](#)
- [Overview of Copyright and Distance Education](#)
- [Copyright and Distance Education](#) (from copyright.gov)
- [The TEACH Act Toolkit](#)
- [Copyright Law and New Technologies](#)
- [To Copy or Not to Copy - That is the Question](#)
- [Fair Use of Copyrighted Materials](#)
- [Copyright Guidelines for Online Courses](#)

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← Community Feedback

- This week, give feedback to at least two colleagues on their template and initial content ideas. What new ideas did you get from your colleagues?
- *Suggested starter phrases for your feedback:*
 - *I particularly liked . . .*
 - *You might want to look at these resources . . .*
 - *Did you think about . . .*
 - *I wondered about . . .*
 - *I've been successful with similar activities when . . .*

The Community Feedback discussion space for each week is also open for questions, comments, and thoughts as you work through the process of putting your course online. Feel free to start your own thread(s) or topics as you need help or ideas.

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