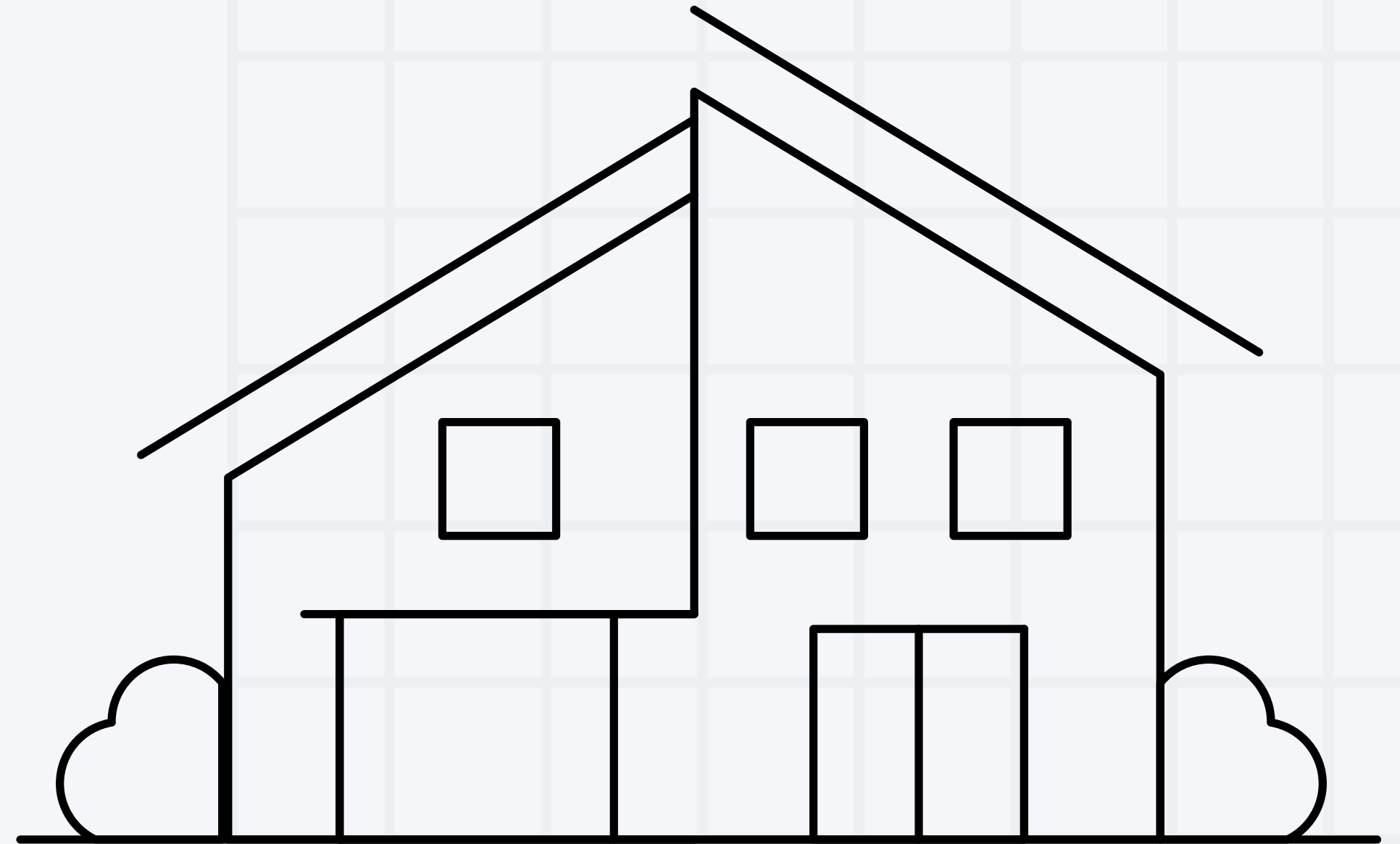


# “Decluttering” Your iLearn Space

Crafting Student-Focused  
iLearn Courses



Presented by Lacy Means & Taylor Chesson



# Our Team



Heather Rippetoe

College of Education  
Whitson-Hester School of Nursing  
College of Fine Arts



Mallory Matthews

College of Business  
Interdisciplinary Studies  
Agriculture & Human Ecology



Lacy Means

College of  
Arts & Sciences



Taylor Chesson

College of  
Engineering



# Session Resources:

- Session will be recorded.
- Slide deck will be shared.
- Links to resources throughout presentation.
- We will be in the chat to answer any questions.
- Book a [consultation](#) with your instructional designer!

# Agenda



01

Start with a floor plan and check for a solid foundation.

02

Design the interior.

03

Declutter the closet.

04

Plan for a semester reset.





# Online Learning Consortium (OLC)

## OLC QUALITY SCORECARD SUITE



# OSCQR Course Design Review

## OLC Quality Scorecard Suite: OSCQR 3.1

Need ideas? Click on a standard below for explanations and examples from <https://OSCQR.suny.edu>

Sufficiently Present

Minor Revision

Moderate Revision

Major Revision

Not Applicable

Action Plan

Estimated time needed for revision:

1/2 hour or less

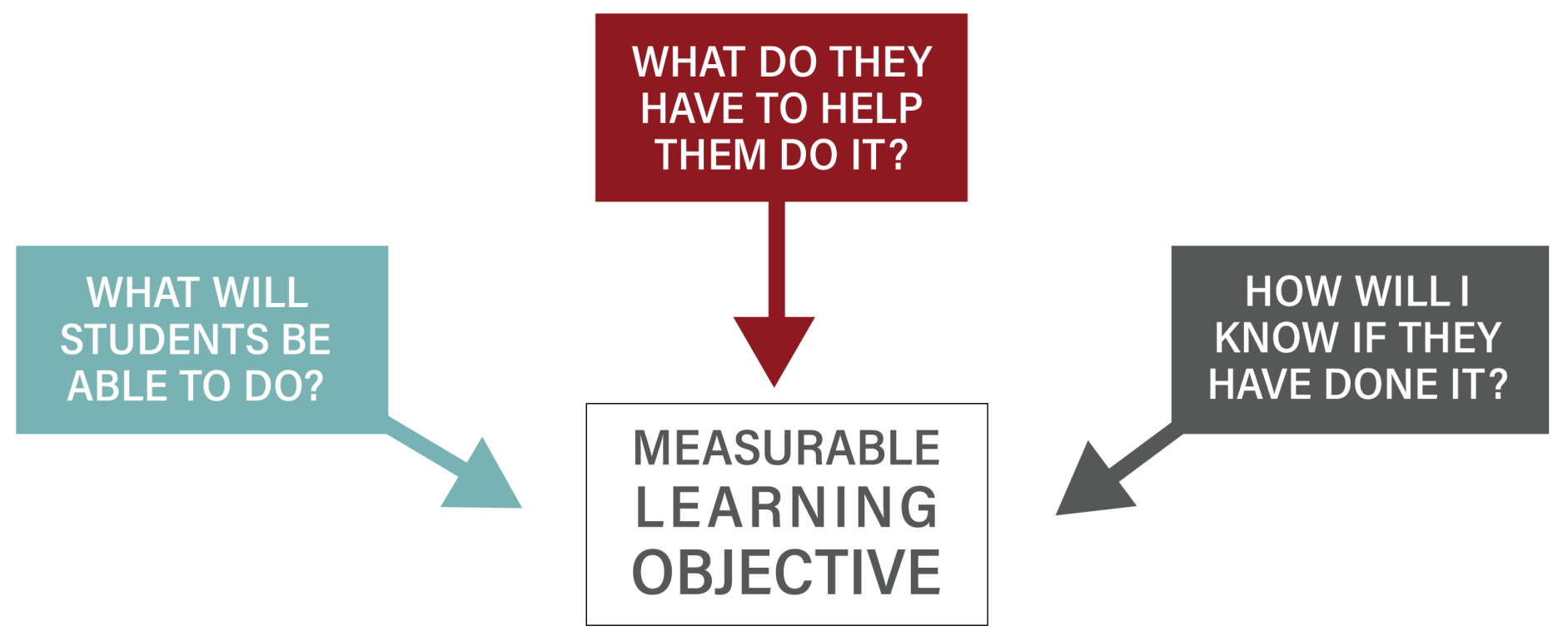
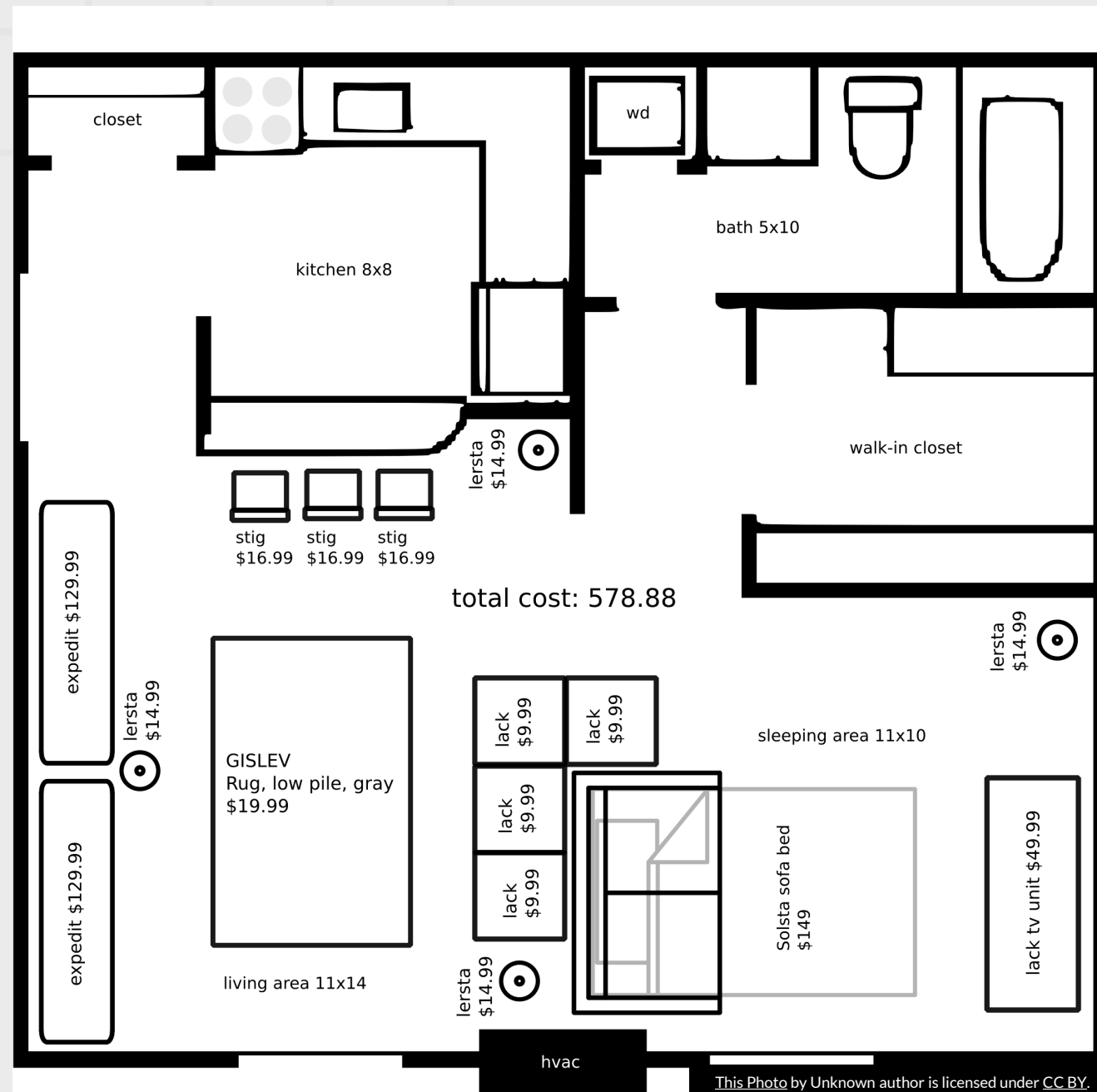
1/2-2 hours

2+ hours

1. COURSE OVERVIEW AND INFORMATION		Sufficiently Present	Minor Revision	Moderate Revision	Major Revision	Not Applicable	Action Plan
1.	Course includes Welcome and Getting Started content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.	An orientation or overview is provided for the course overall, as well as in each module. Learners know how to navigate and what tasks are due.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.	Course includes a Course Information area that deconstructs the syllabus for learners in a clear and navigable way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.	A printable syllabus is available to learners (PDF, HTML).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.	Course includes links to relevant campus policies on plagiarism, computer use, filing grievances, accommodating disabilities, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6.	Course provides access to learner success resources (technical help, orientation, tutoring).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7.	Course information states whether the course is fully online, blended, or web-enhanced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8.	Appropriate methods and devices for accessing and participating in the course are communicated (mobile, publisher websites, secure content, pop-ups, browser issue, microphone, webcam).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9.	Course objectives/outcomes are clearly defined, measurable, and aligned to learning activities and assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.	Course provides contact information for instructor, department, and program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

- [Online Learning Consortium \(OLC\)](#)
- [OLC Rubric PDF](#)

# Learning Objectives



This Photo by Unknown author is licensed under [CC BY](#).





Start with a floor  
plan and check for  
a solid foundation.





# Checking for Alignment

- Learning objectives
- Assessments
- Content

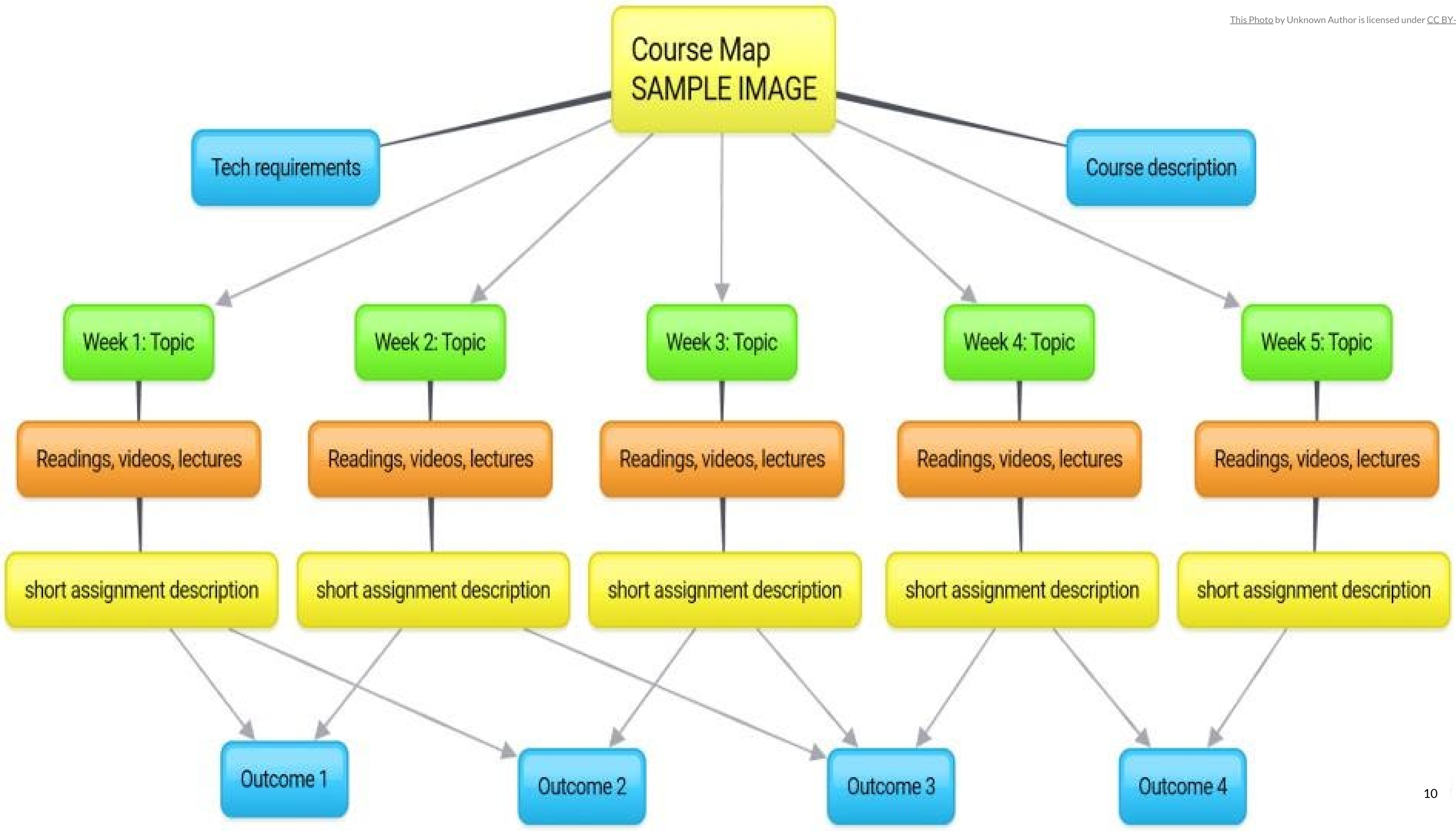




# Course Objectives



- Specific Statements
- Measurable
- Concise, Meaningful, Achievable
- CITL “SMART / ABCD Goals



# Design the interior.

Once you have a firm foundation, you can look at the inside of your course "home."





# Check for Accessibility

Consider diverse student needs and provide multiple pathways for engagement and understanding

- [Closed Captioning for Videos](#)
- [Alt Text for Images](#)
- [Descriptive Hyperlink Text](#)
- [Proper Headings](#)
- [Accessible Document Formats](#)
- [Text Descriptions for Visual Elements](#)



"Accessibility isn't extra steps; it's steps you've missed."

- Nick Tellem, Instructional Designer

# How will you "arrange" your content?

The screenshot shows a course management interface. On the left is a sidebar with navigation options: Course Syllabus, Bookmarks, Course Schedule, Table of Contents (26), Module 0: Start Here (11), Module 1: [Title] (1), Learning Materials (1), Assignments, and Module 2: [Title] (1). The main content area is titled 'Add dates and restrictions...' and features a large purple banner for 'Module 1' with the Tennessee TECH logo. Below the banner are buttons for 'Upload / Create', 'Existing Activities', and 'Bulk Edit', along with 'Expand All' and 'Collapse All' options. At the bottom of the main area, there is a 'Learning Materials' section with a dropdown arrow.

This image provides a detailed view of two sections in the course management interface. The top section is titled 'Learning Materials' and contains a 'Read/Watch:' heading. Below this heading is a description: 'This section contains content for you to read and/or watch for this module. Refer to your Course Schedule for specific due dates.' There are two buttons: 'Upload / Create' and 'Existing Activities'. Below these buttons, there is a list item for 'Module 1: [Module Title]' with a 'Web Page' icon and a checkmark. The bottom section is titled 'Assignments' and contains a 'Do:' heading. Below this heading is a description: 'This section contains links to activities you will complete to meet the learning objectives of this module. Refer to your Course Schedule and/or the items themselves for specific due dates.' There are two buttons: 'Upload / Create' and 'Existing Activities'. At the bottom of this section is a dashed box with the text 'Drag and drop files here to create and update topics'.





Plan for  
Community:

Design  
Interactive  
"Spaces"

---

- Discussion Forums
- Group Projects
- Collaborative Assignments
- Breakout Rooms
- TEAMS Chat



## Silent Reflection (or Answer in Chat)

- What area of your online course design are you most proud of?
- What area are you wishing to enhance?





# Declutter!



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This Photo by Unknown Author is licensed under [CC BY-ND](#)



# Declutter the Closet.



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This Photo by Unknown Author is licensed under CC BY-ND

# Answer in the Chat:

What did the person  
have to do to get from  
the last picture to this  
one?

"Design is not  
just what it looks  
like and feels  
like. Design is  
how it works."

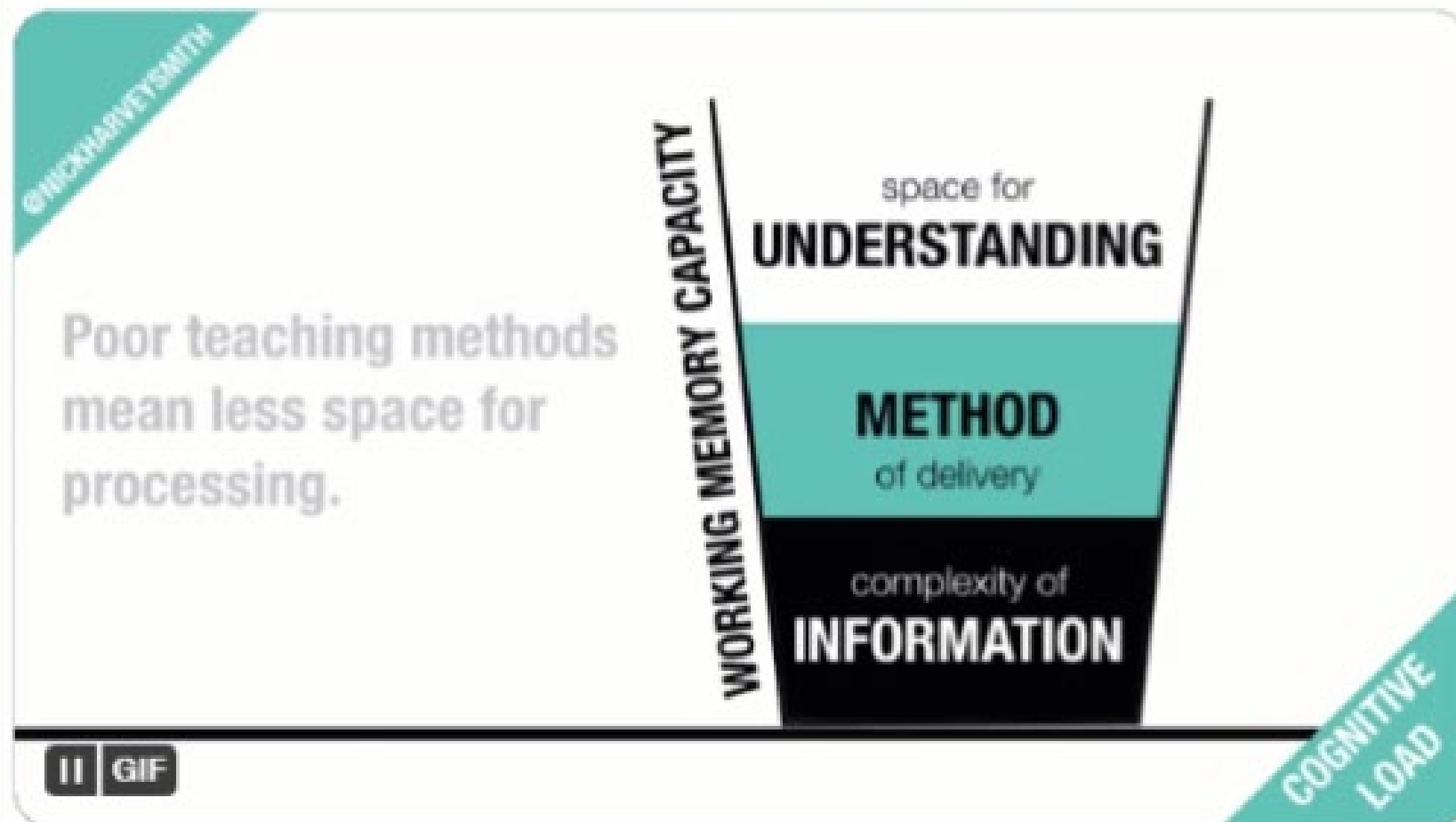
Steve Jobs





Nick HS  
@NickHarveySmith

Cognitive Load GIF #MedEd #FOAMed



11:41 AM - Oct 11, 2019

[@NickHarveySmith](#)

# Cognitive Load




The less time a student spends searching for materials, the more time they can spend learning.

# Answer in the Chat:

What are some ways  
to make the  
announcement easier  
for students to read  
and understand?

## Course Information



Taylor Chesson posted on Mar 17, 2022 1:10 PM •  Edited

Hello! I am Taylor Chesson, Online Instructional Design Specialist for the College of Engineering in the Center for Innovation in Teaching and Learning. I look forward to working with you. Welcome to OLCR-1010! You'll find syllabus-like information in a number of documents in the Week 1: Course Introduction under Course Materials (top left). I suggest that you read all the documents in this section in order and ask questions by utilizing the Ask Me Anything! discussion. Our textbook, *Understanding by Design*, by Grant Wiggins and Jay McTighe does a pretty good job presenting the course content in a clear and straightforward manner. I expect you to read the assigned chapters with understanding, but I also expect each of you to actively participate in an intelligent, on-going discussion of the course content. If you have questions, ask them. If you think something is especially interesting, important, or even stupid; say so. I have posted reading materials and videos for each chapter, in which I've attempted to highlight the especially interesting, important, or difficult material. I've also asked a question or two to start you thinking and get the discussion rolling. Once we get going, I hope to function as just one among many intelligent people involved in an interesting discussion. We'll all get very bored very quickly if I do all the talking. In addition to our text-based discussion, we'll be discussing best practices, the OLC Rubric, CITL training, and some of the important design techniques. I hope you're getting the idea that your active participation in these discussions will become the heart of this course. I'm guessing that this is the best way to teach you something about course design while at the same time giving you continuing opportunities to practice both thinking and communicating. What should you do next? Work through the rest of the Course Introduction documents before moving on to the course modules. Complete the Syllabus Quiz (You must make at least a 60% to access the rest of the course). Read chapters 1 and 2 in Wiggins and McTighe. Begin to think about what questions you may have. Good luck in your studies and remember, I am here for you.

-- Taylor Chesson





Hello, **Taylor!** I am Taylor Chesson, Online Instructional Design Specialist for the College of Engineering in the Center for Innovation in Teaching and Learning. I look forward to working with you.



Welcome to OLCR-1010! You'll find syllabus-like information in a number of documents in the **Week 1: Course Introduction** under Course Materials (top left). I suggest that you read all the documents in this section in order and ask questions by utilizing the **Ask Me Anything!** discussion.

## Announcements

- Adding Images
- Hyperlink to Content
- Natural Breaks
- Rich Text Editor
- Change Homepage

# Default Homepage

The screenshot shows the Blackboard interface for a course titled "Awesome Eagle's Sandbox". At the top, there is a navigation bar with the Tennessee Tech logo, the course title, and several utility icons (grid, mail, chat, notifications, user profile, settings). Below this is a purple navigation menu with links for Content, Assignments, Quizzes, Discussions, YuJa Media, Grades, Course Tools, and Resources. The main content area features a large yellow-tinted banner with the course title. Below the banner are several widgets: "Updates" showing 2 unread discussion posts; "Announcements" with a "Welcome!" message dated January 30th, 2023; "Content Navigator" showing progress for "Helpful Discussions" (0%) and "Unit 1: Course Introduction" (100%); and a "Calendar" widget showing the date Monday, November 13, 2023. A chat icon is visible in the bottom right corner.

Student View



## Announcements Homepage

To change your homepage:

- Select **Course Management** in the Nav Bar.
- Select **Course Admin**.
- Under **Site Setup**, select **Homepages**.
- Click the drop-down menu under **Active Homepage**.
- Select **TTU- Course Home - Announcements & Content**.
- Click **Apply**.

Home Tennessee TECH Awesome Eagle's Sandbox

Content Assignments Quizzes Discussions YuJa Media Grades Course Tools Resources

# Awesome Eagle's Sandbox

Updates

2 Unread Discussion Posts

Content Navigator

Return to Last Viewed True/False

Helpful Discussions 0%

Unit 1: Course Introduction 100%

Announcements

## Welcome!

Awesome Eagle posted on Jan 30, 2023 4:22 PM • Edited

Welcome to TN Tech Mascot Central, where we learn to live Wings Up!

Show All Announcements

Student View

Add dates and restrictions...

Visible



Upload / Create ▾

Existing Activities ▾

Bulk Edit

Expand All | Collapse All

Module 1: [Module Title] ▾

Web Page

Click here to read the overview and learning objectives for this module.

Learning Materials ▾

This section contains content for you to read and/or watch for this module. Refer to your Course Schedule for specific due dates.

Upload / Create ▾

Existing Activities ▾



# Modules

- Descriptions
- Visibility
  - Start/Due Dates
  - Release Conditions
  - Hidden/Unhidden



# Modules

- Clear & Consistent Design
- Chunking

Student View

Search Topics 

 Bookmarks




 Course Schedule

Table of Contents 2


Module 0: Start Here 2

Module 1: [Title] 

Module 2: [Title] 

Learning Materials

Assignments

Module 3: [Title] 

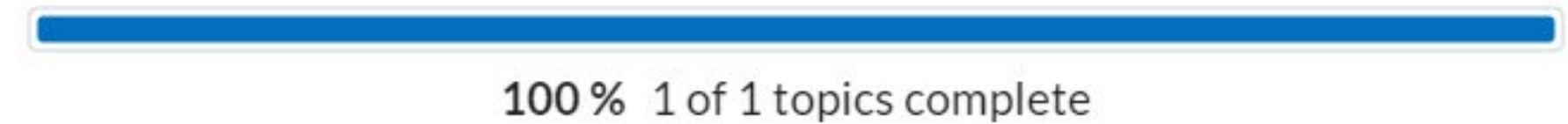
## Module 2: [Title]

 Print



 Download

Expand All | Collapse All



### Module 2: [Module Title]



 Web Page

Click here to read the overview and learning objectives for this module.

#### Learning Materials

This section contains content for you to read and/or watch for this module. Refer to your Course Schedule for specific due dates.



# Plan for a Semester Reset



## 01

### End of Semester Cleanup

- Thorough Review
- [OLC Rubric](#)

## 03

### Copying Course Components

- Refine Content
- Issues with Broken Links or Outdated Information

## 02

### Fresh Coat of Paint

- Refresh visual design ([Creator+ Elements & Practices](#))
- TnTech Templates

## 04

### Master Class

- [Best Practices in Course Design](#)
- Continuous Improvement





# Thank You!

Comments,  
Questions,  
Concerns?

## Reference:

Drysdale, J. (2019). The collaborative mapping model: Relationship-centered instructional design for higher education. *Online Learning*, 23(3), 56-71. [doi:10.24059/olj.v23i3.2058](https://doi.org/10.24059/olj.v23i3.2058)

## Next Week's Session:

Campus Pulse  
(11/21)

[Register](#)

[Feedback Survey](#)

[Book a Consultation](#)