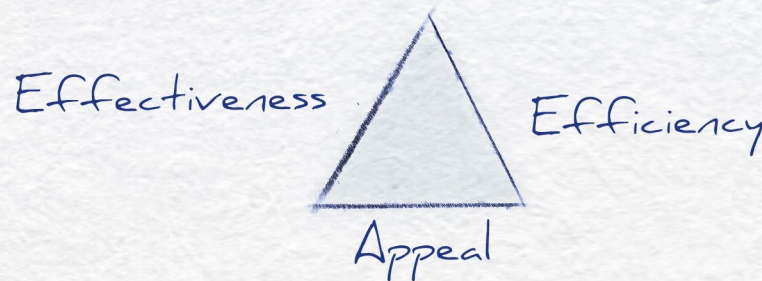# CAMPUS

Course Development
Playbook

Campus exists to transform higher education. Specifically, we envision a platform where students can take online courses that are engaging and life-changing.

When it comes to online learning we can evaluate the quality of the course design by three criteria:

Effectiveness · Efficiency · Appeal

Most online learning is both effective and efficient, but continues to lack appeal even though research suggests that motivation is central to effective learning experiences. Many online courses are slow, boring and uninteresting, and learners are quickly frustrated by the repetition or lack of human interaction. Students persevere, but they don't enjoy the experience.

Education doesn't have to be that way. Students are looking for the quality of a traditional course taught by traditional faculty with the flexibility and price of an online course. At Campus, we believe courses can be all of the above: efficient, effective and appealing.

This playbook offers a straightforward, step-by-step guide to building a Campus course. It will help you analyze, design, develop, implement and evaluate engaging courses that help students learn and grow in powerful ways.

- The Campus Team

Course Development Playbook

Learner Analysis

Knowing your audience is critical to designing a learning experience that will help students build on their existing knowledge, find relevance in the content, and fully engage the course material. Important considerations in this step include but are not limited to:

- Existing knowledge
- Generational values
- Age/gender
- Language
- Geography
- Socioeconomic status
- First-generation college students
- Digital literacy
- Reading level
- Religious affiliation

Consider Institutional and Program-Level Outcomes

Institutions are often known for distinctives that permeate the academic experience, like world-class faculty, leadership, experiential learning, scholarship, service, graduate placement, research, and more. Academic programs may boast outcomes like interdisciplinary approaches, faith integration, practical application, portfolios, and internship opportunities. The course design team should have a working knowledge of these unique outcomes in order to incorporate them into the course. Efforts to align course, module, and activity outcomes with these higher-level outcomes will be realized in the Course Map.

Review the Course-Level Outcomes

Many courses finding their way into the Campus platform will have already done the hard work of defining course-level outcomes. If an existing course is being adapted, it is strongly recommended that the institution clarify if new or existing outcomes will be used. Failure to do so may result in a considerable amount of rework later in the development process.

Review the Course Description

The institutional course description provides an overview of what students will experience during the course. To remain true to the institutional marketing and catalog, the course team should validate the description to ensure accuracy and work to ensure the final product meets the expectations of those who will use the description for transcripting, transferring credits, or selecting/registering for the course.

Review Course Data

Developing a course within the Campus platform is an opportunity to make revisions to the course based on sound data. The course team should review relevant student and instructor feedback to make adjustments to assignments, content, or instruction that will materialize in the finished product. Additionally, any course analytics available for the course team should be reviewed. This could include things like:

- Content/video analytics (engagement, revision history)
- Item analysis from exams or quizzes
- Course engagement metrics (logins, views, time on task)
- Learning outcome measures
- Click-through-rates
- Curriculum/instructor surveys
- Market data
- Enrollment trends
- Student/instructor focus group feedback
- Feedback on the relevance of the currently adopted textbook/materials

Identify Topics & Modules

Chunking is a sound practice for providing learners with mental "buckets" to help organize and assimilate new knowledge, ideas, or concepts. Campus courses are typically divided into 5-8 modules/topics. Modules should be broad enough to encompass categories of information as opposed to individual topics. For example, a course on web development might be divided into Underlying Technologies, Site Planning, User Experience/Information Architecture, Graphic Design, and Analytics.

Using a modular design approach also allows for rapid development of new offerings when topics can be reused in another course, certificate, or micro-learning option.

Campus courses should also contain an Introduction Module to orient students to the syllabus, course navigation, course learning team, and student expectations.

Further Resources:
● Chunking Content into Modules
● What's in a Name? The Multiple Meanings of "Chunk" and "Chunking"

Write Module Outcomes

Each module within a Campus course contains outcomes that are:
● Written from the student perspective
● Observable
● Measurable
● Appropriate for the learning level
● Linked to knowledge, skills, or attitudes/dispositions

Bloom's Taxonomy is one of the most broadly used frameworks for writing and evaluating learning outcomes. Most learning outcomes follow this pattern:

Timeframe for Completion	Learner Description	Bloom's Action Verb	Knowledge, Skill, or Disposition
By the end of this module,	students will be able to	develop	a learning outcome that is readable, measurable, and relevant.

While there is technically no limit on module outcomes, Campus courses strive for somewhere between two (2) and five (5) outcomes as a common convention. If considerably more outcomes are needed to demonstrate mastery of a topic, consider breaking the topic down further into two modules.

Further Reading:
- [Writing Course Goals/Learning Outcomes and Learning Objectives](#)
- [Visible Learning Plus: 250+ Influences on Student Achievement](#)

Establish Story and Brand

Creative storytelling is at the heart of the Campus course model. Part of telling a good story is to create a hook or theme that will guide the learner through the course. For example, in a recent course, the metaphor of a canoe trip was used to explain financial strategies for life. Using storytelling and themes will help make courses appealing and transformative.

As a part of this theme, each Campus course will have a distinct brand. This brand will give each course its own look and feel. Ultimately, the purpose of the brand is to engage the student and tell a meaningful story. The course brand will consist of two primary elements:
1. Course Logo - This will be the visual identifier of the course.
2. Course Branding Guide - This will include the logo, primary colors, fonts and typefaces.

Identify Assessment and Evaluation Methods

Course learning outcomes should influence the selection of assessment and evaluation methods and instruments. Our goal is to ensure students can demonstrate mastery by the end of the course.

There are several options available to course authors to align with learning outcomes. Some of those include:
- Case studies
- Client projects
- Debates
- Demonstrations
- Discussions
- Exhibitions of work
- Final exams
- Group work
- Labs
- Performance
- Portfolios
- Presentations
- Projects
- Recitation
- Recordings
- Reports
- Research papers
- Service learning
- Tutorial/demo

Ideally, a variety of sequenced formative assessments can be included prior to any summative assessment of student learning. Formative assessments might include things like:

- Circle activities
- Journal reflections
- Low-stake quizzes
- Peer and self assessments

- Polls/surveys
- Prompted discussions
- Summaries
- Surveys
- Write-ups/one-minute papers

Quiz/Exam Questions

Quiz and exam questions, answer keys, and feedback should be gathered and submitted to your Campus team in this step to ensure time for formatting and configuration within the Acrobatiq assessment system. There is a significant opportunity in this step to impact learning through the use of question feedback. The investment of time here may be substantial, but the payoff is valuable. In the case of low-stake quizzing, this is especially true. During this formative activity, providing automated feedback allows learners to adapt their responses and dive further into difficult concepts.

Any requirements for quizzes or exams should be surfaced at this time. This could include:
- number of attempts
- open vs. closed-book format
- time restrictions
- grade impact/weight

Further Reading:
- Creating Assignments
- Bloom's Verbs and Matching Assessments

Develop Course Map/Blueprint

Alignment, clarity, engagement, and rigor are all important elements of Campus courses. Conveying this solely through a syllabus can be a challenge. External institutions adopting a course offering for their school may highly depend on the thoroughness and availability of a Course Map. For this reason, Campus highly recommends developing a Course Map early in the process to keep the architecture of the course visible to stakeholders. The Campus Course Map template may be used or an institution's equivalent resource can serve this purpose.

Identify Content/Activities

Content is more broadly available today for many disciplines than ever before. Much of it can be found digitally (e.g., websites, ebooks, videos), in libraries (e.g., public, private, institutional), and in textbooks (e.g., open educational resources, paid publishers). As part of the course authoring team, a primary responsibility is curating the best of those resources to:
- Support student achievement of defined learning outcomes
- Secure research-aligned materials

- Include seminal works
- Provide quality materials to motivate student engagement
- Balance student fees against best-in-class resources

Activities within a course often require interaction with the content. The content can serve to prompt assignments, provide opposing views, facilitate knowledge acquisition, develop skills, and influence dispositions. Activities should thoughtfully incorporate content and align with the goals and outcomes of the course. Activities included solely for variety or interest should be avoided.

Below are examples of content types course authoring teams might consider.

Media	
Video	
- Course author videos - Trailers - Module introductions - Assignment prompts - Mini-lectures - Course/module wrap-ups - Tutorials - TED Talks (or TedEd) - Movies/clips	- Documentaries - Expert reviews/commentary/testimony - Colloquiums - Conference sessions - Debates
Audio	
- Podcasts - Songs - Debates - Testimonies - Interviews	
Graphics/Imagery	
- Diagrams - Charts - Infographics - People - influencers, theorists - Artwork	- Illustrations - Cinemagraphs/GIFs - Maps - Relevant scenes/locations

Reading/Study Materials	
- Textbook chapters - Novels - Whitepapers - News articles - Research/meta-analyses - Industry journals/websites - Blogs	- Archives - Data/tables
Social/Collaborative	
- Circles - virtual meetups - Discussions - Graphic organizers - Group projects	
Learning Objects	
- Games/puzzles/challenges - Simulations - Case studies - Matching exercises	

Further Reading/Resources:
- Course Content Selection and Organization
- Mason OER Metafinder
- Discussion Toolbox

Course Videos

At the heart of each Campus course is a rich collection of course videos. Video is a medium where our learners can contextualize knowledge, skills, and dispositions tied directly to course outcomes. There are several steps to help ensure the quality output:

- Early brainstorming
- Thoughtful planning and scheduling
- Effective capturing/recording
- Creative post-production

Brainstorming

Creative storytelling is what we believe drives the appeal factor to engage student learning. Some course design teams will choose to thread a single story through all of the modules within a course. Others may choose to treat individual modules as shorter, unique segments. Ideally, the modules can stand on their own if learners have not had the benefit of seeing the other videos.

The course author will shine on camera when he/she speaks from a familiar context. Storytelling themes and backdrops for video can be as unique and varied as the Authors who create the content. To discover a setting that will bring out the best in the Course Author, consider:

- Existing passions, hobbies, or skills of the Author (woodworking, canoeing, gardening, shopping, gaming etc.). ASK: Is there something the Course Author (subject matter expert) does often that allows them to speak naturally and/or with analogy around their content area?
- Natural connections to the content (museums, landmarks/historical sites, businesses, organizations, homes, offices, attractions/destinations, clinics, nurseries, etc.). ASK: Where would you go to give the learner a deeper sense of context for the material?
- Campus locations (libraries, student center, athletic fields, auditoriums/chapels, green space). ASK: Is there a campus location that lends itself to a natural connection between the Author and the content?
- Prominent themes in the content area (like building sites for engineering or churches for proclamation studies or field offices for social work). ASK: Where would you find someone who is practicing in this discipline?

Planning and Scheduling

There are a number of considerations to make in planning and scheduling your shots. Answering these questions can prove valuable in the process:

- When is everyone involved with the video capturing available?
- What location(s) have you identified?
  - Have you secured permissions to be on the property?
  - Will there be other people nearby because of work or a simultaneous event? Does that work in your favor or against?
  - What time of day will allow for the best lighting in this location?
- How long will each shot take?
- Will the shots be fully scripted, a brief outline, or fully impromptu?
- What equipment will you need to bring? Purchase or rent?
- How much help will you need on the shoot? Volunteers or paid?

Campus's Video Coach (VC) can be very helpful in ensuring you can execute well in this phase.

Capture

Unique locations, camera angles or camera moves can invoke emotions and impressions that stay with the viewer. Authentic, natural conversations with the camera are also vital to help build a connection with our students. Which sounds more appealing? A stationary camera shooting a professor reading a teleprompter in front of a whiteboard, or a raw selfie-style video from your favorite social media celebrity? A lackluster class video can't compete with the majority of content students consume every day on social media. Consider the following practices when shooting video content.

General Camera Tips

- Use a gimbal or handheld stabilizer instead of a tripod to foster an organic feeling that the student is actually there with the professor.
- Get low and high shots to create interesting angles, especially for b-roll footage.
- Shoot plenty of b-roll footage. It can help cover edits, and the Campus team can also use it in trailers and voiceover videos.
- Frame the subject with an interesting background, making sure there's not more backlight than what's actually on the subject.
- Use camera focus to add depth while highlighting the subject. Keep the subject a good distance from the background to help do this more easily.
- Use a lapel or shotgun microphone. Don't settle for the built-in camera microphone.

Post-Production

The footage is assembled in post-production to tell several mini stories – modules – that are all a part of the larger story within the course. Post-production starts after the course has been created and the video concept storyboarded and filmed. It's also where the video, audio and graphics combine to create a product that helps students engage the course material both intellectually and emotionally, increasing the likelihood of absorption and understanding. Consider the following during the post-production process to develop high quality content.

- Each course should have a trailer video that showcases the highlights of that course in a 1-2 minute movie-style trailer.
- Each module should tell a story. Together, the modules combine to tell the larger story, but each module should also be able to stand alone.
- Use graphics when possible to emphasize bullet points, highlight scripture, or reinforce quotes. Students are more likely to retain information when auditory content is also emphasized visually.
- Use music when appropriate to reinforce emotion.

Any use of media (e.g., stock footage, images, graphics, music, etc.) need to be legally licensed to the editor. Improperly used elements may result in the removal of the course from the platform, or worse, could lead to lawsuits and/or fines. The "proof of license" information should be on file with Campus, as well as any waivers or permission forms for shoot locations, talent, etc.

With the commercial use of these courses, the law requires all drones be operated by FAA licensed drone operators. All drone footage sent to Campus should be accompanied by:

- Drone operator license information
- Date/time and GPS information from the location shoot
- Any permission forms required to film at the locations, government clearance, etc.

Further Resources/Readings:
- Example: Course Intro Video
- Example: Module Video
- Storyboard Template
- Video Production Glossary

Write/Script Instructions and Rubrics

Having identified the content, activities, and assessments, learners will need a clear understanding of what expectations exist for their interaction with these elements.

Instructions

Clear, concise instructions are critical. Ensure learners know what to do (required steps, technology needs), why they are doing it (alignment, value), and when items are to be completed. Ask yourself if the instructions:

- Advise learners of any pre-requisite knowledge or skills?
- Clearly articulate the steps?
- State when the activity is due?
- Provide actionable steps in-context? Is there a call-to-action or link?
- Identify and include avenues to obtain required resources (e.g., templates)?
- Employ brevity? Can the instructions be reduced to a few sentences without losing their substance?

Rubrics

Rubrics provide inter-rater reliability when assessment and grading are distributed to facilitators beyond the Course Author. They also provide clear criteria for learners to distinguish varying levels of quality in work being submitted. Each graded assignment (apart from automatically graded quizzes and exams) should have a rubric. Ask yourself if the rubric:

- Distinctly articulates the difference between different levels of competency for a specific criteria?
- Defines measureable, observable performance?
- Outlines every category that will be assessed (content, format, timeliness, etc.)?
- Clearly communicates the weight of different criteria?
- Follows the convention established for other rubrics in the course?

Further Reading/Resources:
- Rubrics
- What are rubrics and why are they important?
- Discussion Rubrics
- Resources for Online Assignments

Finalize the Syllabus

Course syllabi are required for all Campus courses. A Word (or Google) document should be developed to minimally include:

- Course title
- Course description
- Credit hours
- Resources/textbooks
- Course learning outcomes
- Assignment/activity outline
- Grading criteria
- Technology required

Configure/Build

In this phase of the project, your Campus team will utilize the completed course documents, course maps, resources, and media to bring the course to life.

Course Website

The website for the course will implement the branding, logo, and outlined structure. Finished content for the syllabus, modules, and videos will be added and adapted to work across various screen types/sizes. Links will be added to external resources and the course menu will be built to assist the learner with navigation.

Efforts to address accessibility, usability, and appeal will be made at this point as well. There may be a need to modify content to best address these elements. Any changes will be communicated to the course design team.

Technology/Resources

Campus utilizes Acrobatiq for its ebook platform, assessment submission, quizzing/exams, rubrics, and gradebook. Deep links to corresponding materials will be established to provide in-context calls-to-action in module content.

Quiz/exam questions will be converted into question pools, while answer keys and feedback will be entered for automation.

If possible, additional third-party applications will be integrated into the platform to provide a seamless experience.

Instructor Guide

The Course Author should be able to provide an instructor guide for future faculty facilitating the course. The instructional designer (ID) should support the Course Author in this process. Guides may include information such as:

- Instructional strategies
- Facilitator role
- Course structure/goals
- Module insights/tips
- Circle discussion resources
- Access/admin codes to resources
- Common/suggested feedback and resources
- Common student concerns or difficult concepts
- A bibliography of foundational materials that informed the content development

Quality Assurance

Your Campus team is heavily influenced by research and recommendations from Quality Matters™. Following the course website and technology setup, a QA process will ensue to gauge the standing of the course. Page copy will undergo an editorial review, the digital deliverables will be checked for link integrity and cross-device compatibility, and a digital rights assessment be conducted for all course media. Alignment will be gauged between outcomes and course materials/assessments. Further, a design check will be completed to ensure branding and language respect the course branding.

In online learning, it is especially important to attend to dimensions of cultural, racial and ethnic diversity. Poor instructional design choices can reinforce biases and exclude or confuse learners whose cultural contexts differ from that of the Course Author. The Campus team is informed by The Cultural Dimensions of Learning Framework. This framework asks designers to consider three dimensions: (1) equality and authority, (2) individualism and collectivism, and (3) nurture and challenge. The result of using this framework often means articulating assumptions and using methods that reduce instances of implicit bias.

Course Team Walkthrough

Following the QA step, the ID will coordinate a walkthrough with the Campus Course Team. This step will allow stakeholders the opportunity to view and comment on the finished product. Minimal revisions are allowed at this stage, but all comments will be documented for future revisions of the course. Any critical issues will be addressed prior to the *First Run* of the course.

First Run

The First Run of a course is typically conducted under heavy scrutiny of the course design team. Where possible, the Course Author should be the initial facilitator of a course to allow for firsthand knowledge of successful and unsuccessful design choices. The instructor guide may be developed after the first run if the Course Author is the initial instructor.

Learner comments and concerns **regarding the course** should be promptly reported to the facilitator. The facilitator is expected to funnel all course feedback to coursesupport@campusedu.com. This email is constantly monitored and will route the feedback to the appropriate support personnel (faculty, institution, course designers, technical support, etc.). Initial responses from this email will be made within 48 hours.

Course Review

Following the first section of the course, the course design team will evaluate the course efficiency, effectiveness, and appeal. This includes the review of:
- End of course surveys
- Reported comments/concerns to the coursesupport@campusedu.com
- Instructor engagement level and opportunities
- Course analytics (page visits, content engagement, student grades, video viewership)
- Instructional strategies

Recommendations

Following the review of course findings, recommendations for the next course iteration should be shared with institution and Campus stakeholders. Along with the recommendations, a timeline for adoption should be proposed. Recommendations will include things like:

- Inclusion of additional feedback
- Video editing
- Additional Circle activities
- Assignment types

APPENDIX A: COURSE DESIGN FRAMEWORK

Overview

Imagine trying to cook meals in a kitchen where the drawers and cabinets are constantly being rearranged. That is how online learning can feel when every course is designed in isolation without a common framework. Instead of focusing on acquiring knowledge and skill, the learner's attention constantly shifts to logistics and navigation. Just like driving or playing a sport, the goal is to build muscle memory or habits of mind so that energy can be reserved for cognitive processing (learning). A consistent course design framework helps students acquire new knowledge, skills, and dispositions while also maximizing their satisfaction as learners.

Primary Components

There is a fine line between a course design framework that ensures consistency (i.e., I always know where the syllabus lives), and a cookie-cutter learning experience that lacks creativity and engagement (i.e,. read, discuss, write, repeat). The **Campus** course design framework has elements that are "tight," other elements that are "loose" and still others that are "ad hoc." The course design framework has been constructed from academic research in the fields of learning science, instructional design, and educational psychology. Other frameworks and theories that inform this design are the Universal Design for Learning framework, flipped classroom theories, and backward design.

A. **Tight Design**: The following components are *tight*, meaning that every **Campus** course will maintain these features and functions.

   1. **Video Trailers**: An engaging, highly produced trailer introduces the content and the course's primary author (the faculty subject matter expert).

   2. **Mini-lectures**: Mini-lectures, from the primary author, are included for each primary course topic. Each video is aligned to course learning outcomes, as defined by the syllabus, and follows an engaging storytelling model. They are produced with intention and range in length from 10-20 minutes each.

   3. **Circles**: While the bulk of a student's time in a **Campus** course is spent in asynchronous, independent work, there are very important synchronous learning experiences that occur 3-4 times in each course, facilitated by the instructional coach.

4. **Coaching Manual:** A comprehensive coach's guide is provided with every course. The guide provides step-by-step instructions for facilitating circles as well as expectations for grading.

5. **Alignment Transparency**: Every course learning outcome is clearly aligned with a summative assessment. Rubrics for summative assessments, including exams, make alignment transparent for learners, coaches, and administrators.

6. **Formative Assessment**: Reading is a required component of every college course yet research shows that most college learners' reading levels are far below the level of text complexity commonly assigned. Formative assessments serve to ensure that learners are prepared to actively engage in reading assignments and Circles. The **Campus** platform provides Quick Checks and Checks for Understanding embedded throughout the eText readings.

7. **Authentic Assignments**: Research strongly indicates that not all writing assignments are created equally with regard to effectiveness. A clear connection to real-world skills creates engagement and increases effectiveness, so at least one major assignment in every course is authentic in nature.

8. **Accessibility**: **Campus** courses maintain WCAG 2.1 AA accessibility standards.

9. **Navigation**: The following course elements are found in the same location in every Campus course: syllabus, grades, how to contact your coach, technical support, assignment submission, readings, Circles schedule and access information, coach's guide (instructor access only), and a policies page.

10. **Materials**: All course materials are available electronically.

11. **Attendance**: Attendance at each Circle is a required and established aspect of the course design. The first Circle will occur during the first week of the course to comply with many institutional attendance policies. The coach is responsible for communicating to students any additional institutional attendance policy requirements.

B.   **Loose Design**: The following components are *loose*, meaning that instructional designers and media producers will choose from a pre-selected list of options to maintain consistency across courses.

1. **Video elements**: The production of the video elements will differ depending on the context and content. While audio and visual quality will always be high, some videos will be formal while others may be conversational or have an informal tone. Options include: TEDTalk style, studio interview, on-location shoots, explainer videos, animations, brief lectures, panel conversations, or birds-eye-view of a scenario.
2. **Active Learning Strategies**: Each Circle will engage learners actively. Coaches will not present information for more than seven (7) minutes at a time. Active learning strategies will be used to engage learners with one another and with their coach. These could include: polls, breakout groups, position statements, point-counterpoint activities, or any visible thinking routine.
3. **Formative assessment strategies**: Multiple choice, short answer, and reflection questions will all be used to provide learners with feedback about the depth of their own understanding related to the course readings.
4. **Group work**: Any assigned group work will have clear parameters for individual contributions, and grading expectations will be clearly explained. A variety of group or team-based assignment strategies may be used, but all will address needs for the active participation of each individual in the group.
5. **Authentic Assignments**: Instructional designers may choose from a variety of authentic assignments as methods of demonstrating students' accomplishment of the learning outcomes.
6. **Assessment Tools**: An assessment tool is provided to the instructional coach for any assignment that needs to be graded. Possible tools include analytic rubrics, checklists, holistic rubrics, or assignment samples. Many formative assessments do not require assessment by the coach.

C. **Ad Hoc**: Additional course components are *ad hoc*, meaning that instructional designers and media producers may include optional, bonus, or resource materials to support learners or coaches. This is especially valuable to meet Universal Design for Learning framework elements, which recommend course content is presented in a variety of formats.

1. Optional videos, podcasts or readings to supplement the assigned readings.
2. Graphic organizers, charts, tables or infographics to visually represent complex topics.
3. Optional circles.
4. Opportunities for learners to connect with one another around shared interests or preferences.