**Instructor Name:**

**Course Number/Title:**

**Instructor Insight** (optional for returning faculty)

*The following questions will gauge your familiarity, experience, and comfort level with online learning, course development, quality standards, and technology.*

1. Have you ever taught an online course?
2. Are you a USF-certified online instructor? (e.g., OIC, TO101, etc.)
	1. Name of certification:
3. Have you ever developed an online course?
4. Have you ever collaborated with a learning designer to develop an online course?
5. Are you familiar with quality course design standards?
6. What’s your comfort level with Canvas and the integration of technology?
7. Are there any specific areas where you anticipate needing assistance?

**Course Overview**

*The following questions will provide your learning designer with an overview of your course, how it might need to connect to other courses or programs.*

1. How would you describe this course?
2. Does this course have any official prerequisites or co-requisites?
3. Is this course part of a program?
4. Does this course incorporate a certificate requirement, such as a Global Citizenship Project (GCP) or Citizen Data Science Certificate?
5. By the end of the course, what knowledge, skills, or competencies should students be able to demonstrate?
6. What instructional challenges are you hoping to address with your learning designers during this course development?

**Assessment Strategies**

*The following questions will ask you to identify your assessment methods for this course and will help your learning designer plan support materials for the creation of those assessments.*

1. What kinds of assessments do you use, or plan to use, to evaluate students? (e.g., quizzes, exams, individual or group projects, written papers, presentations, etc.)
2. Do you plan on assigning any major projects in this course? If so, please describe them:
3. How often do you assess your students’ learning?
4. How do you typically present students with criteria for grading (rubrics, detailed assignment instructions)?
5. How often do you provide feedback to students and what method(s) do you use to deliver that feedback? Will students provide peer feedback in this course?

**Teaching Methods**

*The following questions will help your learning designers better understand your preferred teaching methods, as well as tailor their course design recommendations.*

1. What are your planned teaching method(s) for this course? (e.g., lecture style, discussion format, case study, problem-based learning, etc.)
2. How do you typically create a sense of instructor presence in your courses? (e.g., frequent feedback, weekly announcements, instructor lectures, etc.)
3. How will you encourage students to interact with fellow classmates (e.g., using discussion boards, blogs, chats, etc.)?
4. Are you planning on utilizing synchronous sessions in the course design?
5. What would you like the student experience to be like?

**Instructional Materials & Media Production**

*The following questions will ask you to explain what types of instructional materials you plan on using in your course. Your learning designers will use this information to begin assessing the potential production needs for your course during this development cycle and will also start identifying samples and options for how these materials can be designed.*

1. In as much detail as possible, please describe the kinds of instructional materials you plan on using in this course. (e.g. textbooks, articles, instructor lectures, publisher materials, software, workbooks, YouTube or other external videos, etc.)
* *The following questions can be used to guide your response:*
	+ - *If you plan on using lectures, how many do you plan on providing to students each week/module?*
		- *If you plan on using lectures, do you prefer to appear on camera or not?*
		- *Will any of your content require demonstrations or guest speakers?*
		- *Have you identified which textbook(s), if any, that you’ll be using for this course?*
		- *If you’re using publisher materials, do you already have access to them?*
1. Are there any digital materials or websites students will need to access to complete the course? If so, will any of these materials require special permission for use in the course?
2. Do you currently have any existing lecture materials that you are seeking to utilize in this course?
3. Do you know if you would like to create any new media during this development cycle, such as lecture presentations, interviews, demonstrations, virtual field trips, etc.?

**Learner Analysis**

*The following questions address general information about your target audience, which will inform the design and flow of the course and help the learning designers customize their feedback throughout the development process.*

1. In as much detail as possible, please describe your learners.
* *The following questions can be used to guide your response:*
	+ *Are they taking the course to earn a degree, or expand skills?*
	+ *Do they have professional experience?*
	+ *What knowledge or skills do they already know?*
	+ *Are they undergraduates, graduates, or a mix of both?*
	+ *For undergraduate courses, are your learners typically underclassmen or upperclassmen?*
	+ *How many students are going to take the class?*

**Course Structure**

*The following questions address your vision for the course structure and how the topics will be grouped or sequenced in the course. Your learning designers will use this information to build a preliminary course structure in a Canvas development shell to discuss with you at your first check-in meeting.*

1. Are you planning on structuring these topics into weekly modules or combined units of study?
* *This will vary significantly between courses, depending on the content. For example, one course may have 15 module topics, with one topic being covered each week during the semester. Another course may have three major unit topics or themes, with the study of each unit spanning five weeks.*