

Example headings and what each section might contain:

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The following is a sample structure for online courses. This is by no means a rigid structure. Please keep in mind, however, that the flow and structure of your modules will benefit from retaining all of the elements below.

- Ice breaker (usually just in Module 1)
- Introduction
- Module Learning Objectives
- Readings
- Content (*including learning objects, text, visuals, etc.*)
- Content...
- Content...
- Summary
- Activities (*can include self-testing, discussion questions and group activities*)
- Next Week

Ice Breaker (Typically just in Module 1)

Taking an online class doesn't have to be an isolating experience. Get students to interact with each other at the very beginning of the course and this will help them build an online learning community. A great way to spark this is through an icebreaker activity. For example, get students to write three things about themselves, one of which is false and then get their peers to try and figure out which one is false. Ask your instructional designer for more ice breaker activities for use in your introductory module.

Introduction [Page]

This is where the text for the introduction might go. Remember to use a conversational tone throughout the module so that students feel as if someone is there guiding them. Depending on the course, you might also want to have an introductory video to connect to your students on a personal level. Please talk to an instructional designer about this option for more information.

Learning Objectives [Page]

When writing learning objectives for the modules, state what the students will be able to do by the end of the module. For more information on how to write measurable learning objectives, please refer to the Guide to Online Course Development. Below is a sample of some specific and measurable learning objectives:

Upon completion of this module you will:

- Correctly diagnose a patient with acute gastroenteritis within five minutes

- Identify five different symptoms of a stroke
- Describe three key elements for developing an evaluation plan

Readings [Page]

You may wish to place a reminder in this section for students to access all readings through the ARES system if you are using Ryerson Library digital readings.

In order to help students make sense of and/or actively read required material, it's recommended that you provide them with relevance (why are they reading this?) and guiding questions. This helps them focus their reading and be prepared for activities related to the readings such as discussion board posting. For web-based readings, you may list them here, or embed them in the topic pages that work best.

Module Content

This is where the content of your module goes. It is recommended that you limit your text to the length of 1 or 1 ½ pages of a Word Document per online page of the Module. Also, remember to chunk the content into paragraphs, reading text on a computer screen can be quite hard on the eyes. (Please refer to the *Writing for the Web* section of the Guide to Online Course Developments).

Your module content should be submitted as a MS Word document. It is important that your Module content be drafted with **minimal formatting** to facilitate the upload of your course materials. Where you would like to use special formatting such as text boxes, icons etc., please place a note in your Word document requesting that our Web Developers format the selection accordingly.

- **To indicate a folder**, please specify the folder name, with no formatting and provide a highlighted note, in parentheses, to our web developer.

e.g. Visible Minority Population Trends (folder).

Please also indicate, with a note, where a folder ends

e.g. (Visible Minority Population Trends folder ends).

- **To indicate a page title**, please insert the page title, using **Heading1Style** in your Word document, and also provide a highlighted note, in parentheses, to our web developer.

e.g. **Ethnocultural groups in 2017** (page).

- **Within a given page**, you may include as many headings and subheadings as you wish, depending on your topic. Please format headings and subheadings in a page using **Heading 2 Style, Heading 3 Style**, etc. in your Word document, according to the content.

e.g. **Linguistic Diversity**

Each **Heading 1** that you make in your Word document will be a page on the left side navigation of the Ektron screen.

Example of a module page with left hand navigation:

Ethnocultural groups in 2017

Approximately half of all visible minorities in Canada will belong to either the Chinese or South Asian ethnic group by 2017. Both populations would account for almost 1.8 million. According to the 2006 Census, Chinese ethnic group members represented 24% of the visible minority population and South Asians represented almost 25% of the visible minority population. Projections show that the Black population would remain the third largest visible minority group in Canada, at 16% of the visible minority population. According to projections, the visible minority groups that will grow the fastest by 2017 are the Korean, Arab, and West Asian ethnic groups.

Linguistic diversity

The number of people in the population whose mother tongue is neither English nor French will be approximately 7.6 million by 2017 or 22% of the total population. In the 2001 census, the number of people in the population whose mother tongue was neither English nor French was 5.2 million or 18%.

Polls

Poll Question Three: What is your mother tongue (native language)?

This part of the module is also where you can add visuals and interactive elements to help students grasp difficult concepts. You can add polls, graphs, interactive maps, timelines, videos, audio, interactive case studies and many more learning objects. This includes reusable and custom learning objects as well as third party materials that have been copyright cleared. Always provide titles, instructions or explanations for all of the interactive elements as to avoid confusing students and a multitude of emails in your inbox.

In addition, make sure that any instructions to developers who are uploading the content are highlighted in yellow. This will ensure that the structure of your course remains as it was intended.

For example:

Watch the video “Child Care in Canada” and then respond to one of the two questions below in the discussion board. Please remember to comment on at least one other person’s post.

<Video Here>

Q1: Find one incident in your workplace in which you behaved like Kathy. What would you change and why?

Q2: Using the techniques mentioned in this module, how would you have done things differently if you were faced with the same situation as Kathy?

A note regarding images

The following is intended as a suggestion for labelling or citing an image that you will scan or copy from a third-party resource, such as print or online publication, or from a web page, and insert into your modules. This assumes of course that you have copyright permission to do so!

Broadly speaking, images include the following:


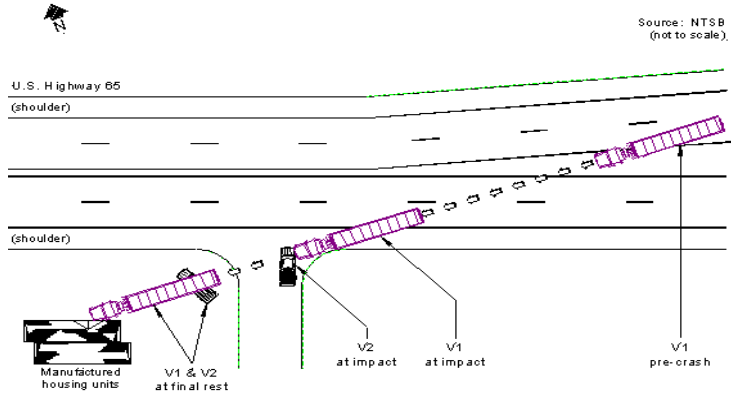
- art work, such as paintings, sculptures or photographs
- diagrams or drawings
- charts or tables

Although you may not wish to provide a full APA style citation under each image, you should at least either provide a caption title or abbreviated reference. At some point, however, it is important to give the image source. Since the images you use may have as much significance to the module’s content as text, we recommend that you provide a more complete bibliographic reference or citation for each image. The citations could be included at the end of the module on the “References” page.

In addition, to improve accessibility for students with visual barriers to online course content, it is important to include an <Alt tag> describing each image.

Finally, in order to ensure that we have copyright permission to publish any third-party image in your course, we will be checking the copyright requirement of the publication, print or online, as well as the terms-of-use of each web source.

Please include a full citation for each in the Copyright Permission Form we have provided. Again, we may not be able to publish an image in an online course unless we have agreement from the copyright holder.

	Example A
Image	
Caption	Fig. 1
<Alt tag>	Painting titled “The Scream” by Edvard Munch, distorted (surreal) image of a person holding the sides of their head with an open mouth
Citation	Fig. 1 - Munch, Edvard. <i>The Scream</i> . 1883. Munch-museet, Oslo. Web. Retrieved April 20, 2011, from http://www.munch.museum.no/content.aspx?id=151 .
	Example B
Image	<p style="text-align: center;">Pine Bluff, Arkansas</p> 
Caption	Accident diagram, 2002 National Transportation Safety Board
<Alt tag>	Diagram of the path of a cargo van crossing a highway lane and into the path of oncoming traffic.
Citation	National Transportation Safety Board. (2002). Accident diagram (pp. 27). From: <i>Highway Accident Brief</i> . (Report no. HWY-02-SH-003). Washington, DC.
	Example C

<p>Image</p>	<p>2.6 The Site and Development: Construction</p> <p>2.6.1 Construction Programme</p> <p>The construction works can be divided into eight main stages:</p> <ul style="list-style-type: none"> • Enabling works; • Demolition and site clearance; • Creation of foundations; • Excavation; • Construction of the substructure; and • Construction of the superstructure; • Cladding; and • Internal services and finishes. <p>The proposed target construction programme is shown in Fig. 3.4.1 and a broad outline of the early stages is given below. Fuller details on environmental measures to be adopted during the demolition and construction phases are given in Chapter 14.9 on Construction Methodology. The utilisation of part of the closed-off areas of Houndsditch to the north of the site is a key factor in enabling unloading activities within the confines of the site boundary during construction. The assessment of the effects of construction on traffic, air quality and noise is presented in Chapters 5.0, 6.0 and 7.0 respectively. Off-site prefabrication will be considered during design development. Major plant will be installed as early as possible to minimise disruption and maximise the use of the site cranes.</p> <p>2.6.2 Enabling Works</p> <p>Enabling works include the following:</p> <ul style="list-style-type: none"> • Diversion of existing underground services; • Redirection/diversion of the Thames Water main sewer; • Traffic re-alignment and works to Houndsditch – leaving one temporary lane open for access and servicing of the buildings on the north side of Houndsditch; and • Site investigation work. 	<p>Fig.2.6.1 Summary construction programme</p>
<p>Caption</p>	<p>Crunch, 2008, Practical project management</p>	
<p><Alt tag></p>	<p>A Gantt chart depicting Practical Project Management illustrating the multiple stages of a construction project over time.</p>	
<p>Citation</p>	<p>Crunch, D. (2008). <i>Practical project management chart</i>. From: <i>Why do our projects fail?</i> Watertown, MD: Guideline Information Technology Consulting. Retrieved April 20, 2011 from http://www.guideline-itc.com/ProjMgmt.htm.</p>	

Summary [Page]

It is recommended that you include a recap of the module. Doing so will help students bridge to the next module.

Activities [Page]

In this section, you can add self-assessment quizzes, group activities and any other activities that you want students to do that particular week. Activities allow students to reflect on their learning and apply their knowledge. Remember that adult learners learn best when they are faced with real-life situations that they can apply to their own lives. This way, they can make connections between the course material and their previous knowledge.

In some cases, you might want to integrate activities within the module content as seen in the video example above. This too can be a good approach, as some activities sit better within a certain context. Just make sure that students are aware of what the activity entails and if there are marks attached.

Assignments [Page]

In this section refer to any assignment stages they should be working on, e.g. navigate to the Assignments section of the Blackboard course shell for information about Assignment 1, your outline is due by the end of Module 4.

Module Discussion Forum [Page]

In this section you may provide examples or pose questions for students to discuss. It is recommended to give students topics on a weekly basis. If the course section is large, you may break the class into smaller discussion groups and assign a weekly “moderator” to report to the larger class with a group summary. This discussion is typically 10% or more of the course participation grade.

Next Week [Page]

You may want to tell students what’s coming up in the next module or if they have an assignment due.

References [Page]

If you referenced any publications or documents in your module content, include references here. Not every module must/will have references.

Template

<Course # and Module # Here>
<Module Title Here>

Introduction [page]

Begin introduction here

Learning Objectives [page]

Upon completion of this module you will:

Readings [page]

Readings here

Topic 1 [page]

First topic

Topic 2 [page]

Second topic

Topic 3 [page]

Third topic (followed by as many as needed)

Summary [page]

To sum up...

Activities [page]

Do this...

Assignments [page]

Reminder, Assignment 1...

Next Week [page]

Next week you will review...

References [page]

Any references used in the topics...