

Program Roadmapping Activity

Objective

Complete the roadmap for the introductory course with the rest of your team by identifying the elements for the modules in each category. We have provided an example for Module 1.

Scenario

As part of a cross functional course development team, you've been tasked with designing a French language program. Your team has the following members: (1) a department chair, (2) a faculty member as subject matter expert (SME), (3) an instructional designer, (4) an editor, and (5) an artistic/multimedia consultant.

Your team has been given full authority and autonomy in the design of this program; however, you must meet the deadlines that your institution has determined. To assist you in the task, you have been given a roadmap tool to identify the various elements needed in each course throughout the program.

Overview

This handout has seven pages.

1. Page 2 gives you an overview of the course, including the table of contents of your main textbook. It also defines each role represented on the development team.
2. Pages 3 through 5 are the OLC Quality Scorecard. This is for your reference as needed.
3. Page 6 begins the roadmap template. The course is divided into six modules in the left-hand column. One row is filled out as a sample.
 - a. Identify the content and activities to be covered in the module and any activities to include. (Consider types of materials: videos, instructional handouts, etc. Include any information to determine what you will need when you move into the actual development of the course.)
 - b. Identify what technology or tools your students will use to complete the module.
 - c. Identify how you would like the content to be presented. This might include color scheme, organization, etc.
 - d. Identify where interactions will occur and how these interactions will be defined.
 - i. student-instructor
 - ii. student-student
 - iii. student-content
 - e. Identify assessment criteria and/or feedback opportunities.

Instructions

With your group, complete as much of the template as you can. As you work together, assume the perspective of your designated role. We have provided an example of the first module. You have 20 minutes.

Context

Course Description

Beginning French II is a 12-week undergraduate course for students who have passed *Beginning French I*. In this course, students will build on their vocabulary and grammar as they learn about eating and drinking, dining out, places in the neighborhood, recreational activities, school, and the workplace. Students will be engaged via storytelling, interactive tools, and authentic learning activities. They'll have opportunities for oral and written language practice with their instructor and cohort.

Textbook

Croissants & Café: Bienvenue à la Langue Française!

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Team Roles

- **department chair:** heads the French program; supervises 20 faculty members who rotate among courses
- **faculty member as SME:** teaches in the French program; will be teaching this course; will write any original content, self-assessments, activities, and exams
- **instructional designer:** serves as part of a team of IDs who work in different programs; is not an SME
- **editor:** edits original content in a variety of courses and programs; is not an SME
- **artistic/multimedia consultant:** consults with team to brainstorm and create multimedia

OLC Quality Scorecard (OSCQR)

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1. COURSE OVERVIEW AND INFORMATION	
1	Course includes Welcome and Getting Started content.
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.
3	Course includes a Course Information area that deconstructs the syllabus for learners in a clear and navigable way.
4	A printable syllabus is available to learners (PDF, HTML).
5	Course includes links to relevant campus policies on plagiarism, computer use, filing grievances, accommodating disabilities, etc.
6	Course provides access to learner success resources (technical help, orientation, tutoring).
7	Course information states whether the course is fully online, blended, or web-enhanced.
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).
9	Course objectives/outcomes are clearly defined, measurable, and aligned to learning activities and assessments.
10	Course provides contact information for instructor, department, and program.
2. COURSE TECHNOLOGY & TOOLS	
11	Requisite skills for using technology tools (websites, software, and hardware) are clearly stated and supported with resources.
12	Technical skills required for participation in course learning activities scaffold in a timely manner (orientation, practice, and application - where appropriate).
13	Frequently used technology tools are easily accessed. Any tools not being utilized are removed from the course menu.
14	Course includes links to privacy policies for technology tools.
15	Any technology tools meet accessibility standards.

3. DESIGN AND LAYOUT	
16	A logical, consistent, and uncluttered layout is established. The course is easy to navigate (consistent color scheme and icon layout, related content organized together, self-evident titles).
17	Large blocks of information are divided into manageable sections with ample white space around and between the blocks.
18	There is enough contrast between text and background for the content to be easily viewed.
19	Instructions are provided and well written.
20	Course is free of grammatical and spelling errors.
21	Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document.
22	Flashing and blinking text are avoided.
23	A sans-serif font with a standard size of at least 12 pt is used.
24	When possible, information is displayed in a linear format instead of as a table.
25	Tables are accompanied by a title and summary description.
26	Table header rows and columns are assigned.
27	Slideshows use a predefined slide layout and include unique slide titles.
28	For all slideshows, there are simple, non-automatic transitions between slides.
4. CONTENT AND ACTIVITIES	
29	Course offers access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support learning and engagement.
30	Course provides activities for learners to develop higher-order thinking and problem-solving skills, such as critical reflection and analysis.
31	Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities.
32	Where available, Open Educational Resources, free, or low cost materials are used.
33	Course materials and resources include copyright and licensing status, clearly stating permission to share where applicable.
34	Text content is available in an easily accessed format, preferably HTML. All text content is readable by assistive technology, including a PDF or any text contained in an image.

35	A text equivalent for every non-text element is provided ("alt" tags, captions, transcripts, etc.).
36	Text, graphics, and images are understandable when viewed without color. Text should be used as a primary method for delivering information.
37	Hyperlink text is descriptive and makes sense when out of context (avoid using "click here").
5. INTERACTION	
38	Expectations for timely and regular feedback from the instructor are clearly stated (questions, email, assignments).
39	Expectations for interaction are clearly stated (netiquette, grade weighting, models/examples, and timing and frequency of contributions).
40	Learners have an opportunity to get to know the instructor.
41	Course contains resources or activities intended to build a sense of class community, support open communication, and establish trust (at least one of the following - Icebreaker, Bulletin Board, Meet Your Classmates, Ask a Question discussion forums).
42	Course offers opportunities for learner to learner interaction and constructive collaboration.
43	Learners are encouraged to share resources and inject knowledge from diverse sources of information in their course interactions.
6. ASSESSMENT AND FEEDBACK	
44	Course grading policies, including consequences of late submissions, are clearly stated in the course information area or syllabus.
45	Course includes frequent and appropriate methods to assess learners' mastery of content.
46	Criteria for the assessment of a graded assignment are clearly articulated (rubrics, exemplary work).
47	Learners have opportunities to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments, etc.).
48	Learners are informed when a timed response is required. Proper lead time is provided to ensure there is an opportunity to prepare an accommodation.
49	Learners have easy access to a well designed and up-to-date gradebook.
50	Learners have multiple opportunities to provide descriptive feedback on course design, course content, course experience, and ease of online technology.