

Online Instruction



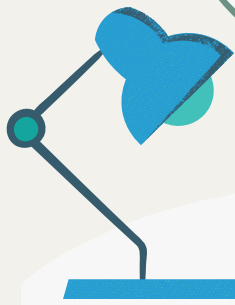
Authoring Your Course

In any modality, it is important to clearly communicate to students how to navigate through course materials and to highlight what they should pay close attention to. If you transparently communicate expectations upfront, you can cut down on the number of logistical questions students have to better ensure learning.

1.

Introduce core course elements.

The introduction acts as the answer to the question "Why are we doing this?" Introduce each module in writing or in video. Create explanatory videos or written guides introducing major assignments like essays and projects.



The agenda communicates quickly to students what they are expected to do and learn throughout any module. Include module learning objectives and due dates for learning activities and assessments.

2.

Include agendas.

When you consistently use verbs such as "watch, read, discuss, complete" before learning activities, you immediately signal to students what it is they need to do.

3.

Use active verbs to signal tasks.

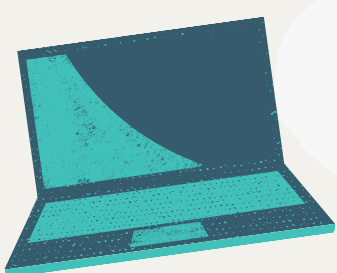
Provide in depth instructions for how to complete learning activities alongside models. For instance, delineate what "effective" online discussion means and provide a sample discussion post.



4.

Explain and model success for students.

By creating a clear road map for students to progress through your course, it allows students to focus on learning the content rather than focusing on logistics.



Samples

Check out the following page for samples of authoring that you can use as a model for your own course design.

Samples Page

Sample Introduction



1.2 National Interests: Overview

In this module we will discuss what we mean we we talk about U.S. national interests, as well as a definition for ends, ways, and means to achieve them. We will also discuss to what extent there is variance in U.S. national interests across administrations. Before engaging with the readings and videos, please review the prompts (found in the below reading section) to better guide your notes for your submission to the discussion board.

- In the current National Security Strategy, what are the articulated national interests? In this document do you see ways and means to achieve them? Why do you think they are (or not) present?
- Jake Sullivan (an individual many believed to be a future National Security Advisor) articulates an alternate approach to US National Security. How does he approach aligning ends, ways, and means? How is his take different (or not) from the National Security Strategy?
- If you were asked by an incoming President to articulate U.S. national interests, how would you present them?

Sample Agenda



1.0 Welcome to Week 1

Welcome to Week 1! Each of our on-line weeks will be modeled in a similar fashion, so it is imperative to ask clarifying questions this week to make sure you are set-up on a successful trajectory.

As a reminder, each online week we will have:

1. Two modules that will be done individually (including an overview, videos, readings)
2. Real-time seminar with the full class led by the professor
3. Real-time simulation (small teams).

These activities will be accompanied by a series of weekly assignments.

Overview:

What are national interests, and how are decisions made to pursue those interests?

Learning objectives:

1. Articulate commonly accepted National Security interests
2. Define Ends, Ways, and Means
3. Map the structure and decision making process of the National Security Council
4. Identify factors that can influence the decision making process of the National Security Council

Due Dates:

- **Monday:** Complete onboarding materials, introduce yourself in the discussion board, and take the syllabus quiz.
- **Tuesday:** Complete 2 modules (including overview, readings, videos), and respond to the discussion board prompt.
- **Wednesday:** Join your peers and me in a live conversation. We will answers questions from the reading, draw on the latest news to integrate the class into the world, and have a Kahoot Quiz about your classmates (read their introduction in the Discussion Board prior to class - quiz will not be graded, but will have prizes!). We will also review the major class assignments:
 - policy memo
 - policy briefing
 - discussion board
 - guest lecture reflections,
 - simulations and team readouts.
- **Saturday:**
 1. With your simulation team members identify your weekly meeting times, meet as a simulation team to respond to the prompt, and submit your simulation readout.

Sample In-Depth Instructions

Discussion Instructions

Participation in the discussion forums is critical for your learning and growth in this course, both because your participation is graded and because it's a chance to engage in a dialogue about ethical leadership. In this course, you are a part of an online community of learners who collectively interact, through discussion, to enhance and support the thinking of others. Part of the assessment criteria for the course includes evaluating the quality of your participation in the discussion forum. Therefore, please read and think about ALL of the items posted in your group's Blackboard discussion fora every week. Contribute your ideas, questions, comments, and recommended resources actively and regularly. Within each discussion forum for weeks 1, 3, and 4, you will be required to:

1. **Monday by 8 a.m.** -Post a roughly 300-word original response to the discussion prompt in your group's discussion board thread (please adhere to this deadline as your colleagues and I need time to read and reflect upon your post).
2. **Wednesday by 8 a.m.** -Respond to posts within your group discussion that you find particularly compelling.
3. **Wednesday thru Friday**- Check in with the conversation daily and comment upon group members' postings to expand the conversation as you see fit.

Some characteristics I consider to be part of excellent discussion contributions are outlined below. I will consider these characteristics when assessing the quality and level of student participation.

- Posts and responses to group members should be thorough and thoughtful. Support statements with examples pulled from experience. Be brief — keep each response to posts to one or two short paragraphs. Keep in mind that fellow learners will be reading and responding to you, too.
- Make certain that all posts and responses address the question, problem, or situation as presented for discussion.



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