



Considerations for Developing a Global Campus Course

When creating a Global Campus course, always consider ways to develop a robust student experience. Implementing these ideas reduces cognitive load on students, which can free up time and energy for learning course material. Ask these questions during your course development to improve student experiences and reduce repetition of information due to confusion or misunderstanding.

How will you get to know your students and what prior knowledge they bring to class?

- Discussion boards and surveys during the first days of the course will help you know is taking your course and why.
- [Example Getting to Know Your Students Survey Questions](#)

What activities and tools will be used to encourage student engagement, build community, and establish instructor presence?

- [Defining Engagement Online](#)
- [Creating Community in the Online Learning Environment](#)
- [Creating Impactful Student Experiences](#)
- [Building a Supportive Presence](#)

How often will feedback be given, and how and when will students be able to contact you?

- [Instructor Interaction Statement](#)
- [Scalable Strategies for Delivering Feedback](#)

Is it possible to use OERs (Open Educational Resources) instead of paid resources?

- [Getting Started with Affordable Learning Materials](#)

Is navigation through each module/week of the course coherent and smooth?

- Start building your course with the Global Campus course template to ensure that students encounter clear, consistent, and reliable organization when navigating across courses.

Check out the [Canvas sample course space](#) which utilizes this template.

- Use clear and consistent naming for all items throughout the course. Names should be consistent from the schedule to the modules, to the assignments, assessments, etc.
- Limit posting due dates and deadlines outside of the course schedule to avoid confusion when cloning a course between semesters. Dates outside of the course schedule are easy to lose track of!
- Include at least one weekend day for assignments or exams prior to deadlines.

Will you use technology outside of Canvas?

- Use outside tech purposefully and meaningfully.
- Is all technology accessible to everyone everywhere? What will be the alternative if the technology doesn't work?
- Give students a [low- or no-stakes activity](#) which allows them to practice with the tech before moving to higher-stakes tasks.

Is accessibility and inclusiveness built into each item?

- [WSU Accessibility Statement](#)
- [WSU Classroom Materials; Recommendations for Faculty](#)
- Adhere to [accessibility standards](#) and [Universal Design for Learning](#)

What will future instructors of the course need to know to be successful?

- Use [A Note to the Instructor](#) to communicate the purpose and use of chosen course elements and materials.

Let's explore the possibilities together!