Step 4: Assessments and Activities

Review

Design summative assessments that best evaluate your course learning outcomes, formative assessments that provide feedback on learning progress, and learning activities that allow practice and knowledge checks.

Gather Reference

1. Describe, or simply list, each of the summative and formative assessments you think will be in the course .
2. Reflect on assessments or concepts where you anticipate struggle.
3. Brainstorm learning activities for these areas that will provide additional guidance and instruction.

AI Boost

Prompt

Suggest a formative and a summative assessment that would align with each outcome. For each, provide: brief description, authentic scenario, submission format, integrity strategy, accessibility note.

Vet Results

- Does each assessment clearly map to one or more learning outcomes?
- Do assessments reflect real-world applications or practices?

Decide

- Retain
- Refine
- Re-prompt
- Confirm & document

Step 5: Instructional Materials

Review

Create and/or curate relevant instructional materials and content to support student learning and, specifically, to give learners the information they need to do well on assessments and activities.

Gather Reference

1. Reference your most updated modules, assessments, and activities.
2. Identify which specific instructional materials will best support the summative assessments in each of your modules.
3. Identify gaps where you do not have existing materials.

AI Boost

Prompt

1. Convert this transcript into a concise article (≈600 words) with summary bullets and a 3-question self-check. Keep citations.
2. Given the desired outcomes and assessments, suggest content to help learners succeed.

Vet Results

- Are facts, data correct, up-to-date?
- Are sources properly cited and not fabricated?
- Is length, complexity appropriate?

Decide

- Retain
- Refine
- Re-prompt
- Confirm & document

Step 6: Instructional Tools

Review

Select and plan to effectively use technologies and tools, including and in addition to the learning management system (LMS), that support student learning and your own pedagogical goals without adding unnecessary complexity to your course.

Gather Reference

1. What LMS tools (or web-based tools) will you select to support learners as they interact with content and complete assignments?

2. Will learners need additional software outside the LMS?

3. Will learners need any special hardware or software to interact with simulations, games, and/or websites or web-based technology?

AI Boost
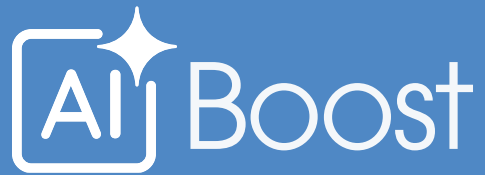
Prompt

Recommend three tool options to enable (learning task). For each tool, provide why it fits the task and aligns with learning outcomes.

Vet Results

- Does the tool comply with institutional privacy and security policies?
- Can the institution or instructor reasonably support this tool?

Decide

- Retain
- Refine
- Re-prompt
- Confirm & document

Step 7: Online Learning Support

Review

Scaffolding, sequencing, and organizing your course in the LMS, as well as including additional student support aids, many of which are unique to the online classroom, will help to ensure an ideal teaching and learning environment.

Gather Reference

1. Anticipate common learner questions (e.g., "Where do I start?", "How do I submit?", "What should I do if…?").
2. Do you have existing learner success tips from prior course offerings?
3. Which institutional resources would be helpful (tech help, tutoring, writing center, library links)?

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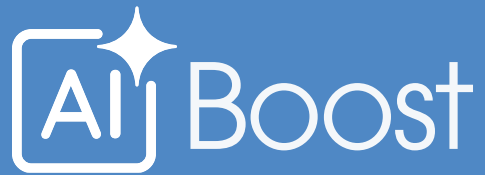
Prompt

Draft a Week 1 "Start Here" checklist and a clear assignment walkthrough for (task). Include step-by-step instructions, and recommended support or resource links (e.g., tech help, writing center) to include.

Vet Results

- Are directions organized, readable, and logically sequenced?
- Is the tone welcoming, encouraging, and learner-centered?

Decide

- Retain
- Refine
- Re-prompt
- Confirm & document

Step 8: Continuous Improvement

Review

Collect the data you'll need to prioritize and implement changes when you eventually revise your course. Plan for continuous improvement.

Gather Reference

Do you have existing data or inputs?

- Surveys, analytics, or grade patterns
- Help-desk tickets, learner questions, FAQs (recurring confusion, technical issues)
- Faculty reflection notes (your own observations after teaching the course)
- Unanswered questions for more investigation

AI Boost

Prompt

Synthesize these survey comments into four key themes with representative quotes. Then, suggest five specific course improvements, prioritized by impact and effort.

Vet Results

- Are learner quotes accurate (no fabrication or exaggeration)?
- Are recommendations realistic given time, resources, support needed?

Decide

- Retain
- Refine
- Re-prompt
- Confirm & document

HIDOC
with an AI Boost

When used thoughtfully, AI helps:

- Generate new ideas and perspectives.
- Refine clarity, tone, and appropriateness.
- Ensure alignment of outcomes, assessments, activities, materials, and tools.
- Promote clear guidance and structure.
- Save time when designing, developing, and transforming content.
- Expand possibilities for learner engagement.
- Inform continuous improvement.

HIDOC
with an AI Boost

- Start with intention.
- Enhance, not replace, design expertise.
- Keep efficiency in service of excellence.

HIDOC defines the intent.

AI accelerates the execution.

About HIDOC

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