CITT FPD Instructional Design Services – On Ground Courses

Minimum Timeline for Course Development: 1 Semester
Recommended Timeline for Course Development: 6 Months

This structure and process follows the ADDIE instructional design model
- analysis
- design
- development
- implementation
- evaluation

Meeting #1 with Instructional Designer (approximately 2 – 3 hours)
Analysis and Design Phases
- Discuss faculty/course needs
  - Who is the audience for this course?
  - What are the objectives for creating/changing the course?
  - What are the learning constraints?
  - What is the timeline for completion?
  - Does faculty member need online support? (web-enhanced)
    - Is this a brand new online course?
    - Has appropriate paperwork been filed with ITS?
    - Has instructor completed Tier 1 Blackboard training?
- Review of current course
  - Review the current syllabus
    - College-wide recommended syllabus
  - How is content organized?
  - What types of activities are being utilized?
  - What types of assignments are used?
  - What types of formative and summative assessments are used?
  - How do students interact with the instructor?
  - How do the students interact with each other?
- Discuss/review current course materials
  - review the learning objectives
  - text book
  - lectures
  - documents, rubrics, course notes
  - multimedia or Web 2.0 elements
  - formative and summative assessments
    - Provide copy of Patricia Cross book
  - other course elements
- Discuss goals for re-designed course and facilitation
  - What items/activities need to remain?
What new items/activities does the faculty member want to utilize?
How will new content fit into existing units of instruction, or be broken down into new units of instruction?
How will students interact with the instructor?
How will students interact with each other?
Will web enhanced elements be a part of the course?

- Specifics of web-enhanced elements
  - Review current course and goals for new course against the Instructional Faculty Evaluation Performance review form.
- Review Flowchart document
  - Assist faculty member with beginning the flowcharting process
  - Assist with development of specific and measurable learning objectives
- Establish dates and timeline
  - Faculty member tasks (Faculty members can reasonably expect to spend 2-3 hours planning and flowcharting a course.)
    - Flowchart the course
    - Flowchart each unit of instruction
    - Revise the syllabus as needed
  - Schedule second meeting with instructional designer

Meeting #2 with Instructional Designer (approximately 1 ½ - 2 hours)

Design and Development Phases
- Review completed flowcharts
  - Recommendations for revisions
    - Is content appropriately “chunked” into manageable and/or weekly units of instruction?
    - Is the content logically sequenced?
    - Are there required readings in each unit?
    - Are there multimedia elements in the course?
    - What specific active learning strategies are being utilized?
      - Recommend additional strategies that correlate to content and learning objectives (list under development)
    - Are there opportunities for student-to-student collaboration in each unit?
    - Are there formative assessments (ungraded feedback) in each unit?
    - Are there summative assessments in each unit?
    - Do all unit elements directly correlate to stated learning objectives?
    - Are learning objectives specific and measurable?
    - Does the course provide for a variety of learning styles and intelligence types?
- Review “Items I have” and “Items I need to locate/create” lists
  - Does faculty member need assistance locating resources?
    - Internet search techniques
Recommended sites by discipline (CITT web site)
Recommended vendors or publishers
- Does faculty member need assistance developing resources?
  - Review development options (Camtasia, Captivate, Photoshop)
    - Schedule additional one-on-one training as needed/refer to appropriate CITT FPD staff member
    - Refer to group training class
- Does faculty member need assistance with web enhanced elements? (if applicable)
  - Establish dates and timeline
    - Faculty member tasks (Time commitment contingent upon the amount of course resources that need to be developed.)
      - locate missing resources
      - develop missing resources
      - faculty member to make revisions as recommended
  - Schedule third meeting with instructional designer

Meeting #3 with Instructional Designer (approximately 1 ½ - 2 hours)
Development, Implementation, and Evaluation Phases
- Review course activities (active learning strategies)
  - final recommendations for revisions
- Review plans for formative and summative assessments
  - final recommendations for revisions
- Review all course materials and files
  - final recommendations for revisions
- Review web enhanced course elements (if applicable)
- Establish a plan for ongoing communication with faculty member during the first semester that the course is live
- Establish a plan/timeline for course revision after initial course delivery
- Identify remaining faculty member needs

Optional Service Provided by CITT FPD
FAST: Formative Assessment for Students & Teachers: (1) Faculty request a FAST; (2) Consultant assigned; (3) Consultant meets with students at end of class and asks three questions: (a) What helps your learning, (b) what hinders your learning, (c) what suggestions; (4) Consultant achieves class consensus and develops list; (5) Consultant shares list with faculty; (6) Faculty and Consultant meet to discuss strategies/changes to address student feedback.
### Timeline for Instructional Design Services (On ground course)

<table>
<thead>
<tr>
<th>Instructional Design Services</th>
<th>6 mo</th>
<th>4 mo</th>
<th>2 mo</th>
<th>1 mo</th>
<th>&lt; 1 mo</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Design Meeting 1: Analysis and Design Phases (2 – 3 hours)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Discuss faculty/course needs</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>• Review of current course</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Discuss/review current course materials</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>limited</td>
</tr>
<tr>
<td>• Discuss goals for re-designed course and facilitation</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Review current course and goals for new course against the Instructional Faculty Evaluation Performance review form.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Review Flowchart Document</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>limited</td>
</tr>
<tr>
<td>• Faculty member Tasks</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>o flowchart course</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o flowchart units</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o revise syllabus</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Establish Dates/Timeline</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>o for faculty member to complete tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o date for next meeting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instructional Design Meeting 2: Design and Development Phases (1 ½ - 2 hours)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Review completed flowcharts</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>By email if time permits</td>
</tr>
<tr>
<td>• Review “Items I have” and “Items I need to locate/create”</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>By email if time permits</td>
</tr>
<tr>
<td>o graphic design assistance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o locating resources assistance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o web-enhanced elements</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Faculty member tasks
  - complete items that need to be located and created
- Establish dates/timeline
  - faculty member to complete items
  - date for next meeting

<table>
<thead>
<tr>
<th>Instructional Design Meeting 3: Development, Implementation, and Evaluation Phases (1 ½ - 2 hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Review course activities (active learning strategies)</td>
</tr>
<tr>
<td>- Review formative and summative assessments</td>
</tr>
<tr>
<td>- Review all course materials and files</td>
</tr>
<tr>
<td>- Review web-enhanced elements</td>
</tr>
<tr>
<td>- Establish a plan for ongoing communication with faculty member during the first semester that the course is live</td>
</tr>
<tr>
<td>- Establish a plan/timeline for course revision after initial course delivery</td>
</tr>
<tr>
<td>- Identify remaining faculty member needs</td>
</tr>
</tbody>
</table>