

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)

Instructional Design Services	6 mo	4 mo	2 mo	1 mo	< 1 mo
Instructional Design Meeting 1: Analysis and Design Phases (2 – 3 hours)					
• Discuss faculty/course needs	X	X	X	X	X
• Review of current course	X	X			
• Discuss/review current course materials	X	X	X limited	X limited	
• Discuss goals for re-designed course and facilitation	X	X			
• Review current course and goals for new course against the Instructional Faculty Evaluation Performance review form.	X	X			
• Review Flowchart Document	X	X	X Limited review	Provide document; no review	Provide document; no review
• Faculty member Tasks <ul style="list-style-type: none"> ○ flowchart course ○ flowchart units ○ revise syllabus 	X	X	X	X	X
• Establish Dates/Timeline <ul style="list-style-type: none"> ○ for faculty member to complete tasks ○ date for next meeting 	X	X	X Date for next meeting if time permits		
Instructional Design Meeting 2: Design and Development Phases (1 ½ - 2 hours)					
• Review completed flowcharts	X	X	X limited	X By email if time permits	X By email if time permits
• Review “Items I have” and “Items I need to locate/create” <ul style="list-style-type: none"> ○ graphic design assistance ○ locating resources assistance ○ web-enhanced elements 	X	X	X Limited assistance	X Review by email if time permits	

<ul style="list-style-type: none"> • Faculty member tasks <ul style="list-style-type: none"> ○ complete items that need to be located and created 	X	X	X	X	X
<ul style="list-style-type: none"> • Establish dates/timeline <ul style="list-style-type: none"> ○ faculty member to complete items ○ date for next meeting 	X	X	X Date for next meeting if time permits		
Instructional Design Meeting 3: Development, Implementation, and Evaluation Phases (1 ½ - 2 hours)					
<ul style="list-style-type: none"> • Review course activities (active learning strategies) 	X	X	X Limited review		
<ul style="list-style-type: none"> • Review formative and summative assessments 	X	X	X Limited review		
<ul style="list-style-type: none"> • Review all course materials and files 	X	X	X Limited review		
<ul style="list-style-type: none"> • Review web-enhanced elements 	X	X	X Limited review		
<ul style="list-style-type: none"> • Establish a plan for ongoing communication with faculty member during the first semester that the course is live 	X	X			
<ul style="list-style-type: none"> • Establish a plan/timeline for course revision after initial course delivery 	X	X			
<ul style="list-style-type: none"> • Identify remaining faculty member needs 	X	X			