CITT FPD Instructional Design Services – Hybrid/Online Course Development

Minimum Timeline for Course Development: 1 Semester*
Recommended Timeline for Course Development: 6 Months*
*Timeline is post-Canvas training

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?
    - Introduce the Instructional Faculty Evaluation Performance Review for Online Instruction
    - Is there an e-pack, building block, or publisher resource for this course?

Transitioning a F2F course for hybrid/online delivery
- Course approval process
    - Is this a brand new course?
    - Has appropriate paperwork been filed with ITS?
    - Has faculty member completed Tier 1 and Tier 2 Canvas Training?
- Discuss current F2F course design
    - Review the current syllabus
        - College-wide recommended syllabus
    - How is content organized?
    - What types of activities are done in class?
    - What types of assignments are used?
    - What types of formative and summative assessments are used?
- Discuss current course materials
    - review the learning objectives
    - text book
    - PowerPoint presentations
    - handouts, rubrics, course notes
    - multimedia or Web 2.0 elements
    - other materials

- Review of hybrid/online course that models best practices (design a sample course with units of instruction that represent a variety of disciplines and design elements – use mentor/trainer course elements)
  - brief overview of course tools
  - brief overview of course design
- Discuss goals for hybrid/online course design and facilitation
  - What items/activities from F2F course need to be replicated online?
  - What new items/activities does the faculty member want to utilize online?
  - How will the current content be broken down into online units of instruction?
  - How will students interact with instructor?
  - How will students interact with each other?
- If applicable, review publisher resource(s)
  - This may require that a course shell be created so that e-pack materials can be evaluated to determine use
  - For building block, contact IT
- Introduce Course Planning and Delivery Guide – review the Guide
- Review Flowchart document
  - Assist faculty member with beginning the flowcharting process
- Establish dates and timeline
  - Faculty member tasks to be completed prior to next meeting (Time commitment contingent upon length of course, amount of online content, etc. On average, instructors can expect to spend 8 - 10 hours planning and flowcharting a new hybrid/online course.)
    - Flowchart the course
    - Flowchart each unit of instruction
    - Revise the syllabus as needed
    - If applicable, review publisher resource(s) to determine items to be used as is, items to be modified, and items to delete.
  - Schedule second meeting with instructional designer

Updating a hybrid/online course
- Log in and review current hybrid/online 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 current course materials
  - review the learning objectives
  - text book

- o Digital lectures
- o documents, rubrics, course notes
- o multimedia or Web 2.0 elements
- o formative and summative assessments
- o other materials
- Review of current hybrid/online course that models best practices (design a sample course with units of instruction that represent a variety of disciplines and design elements – use mentor/trainer course elements)
  - o brief overview of course tools
  - o brief overview of course design
- Discuss goals for re-designed course and facilitation
  - o What items/activities need to remain?
  - o What new items/activities does the faculty member want to utilize?
  - o How will new content fit into existing units of instruction, or be broken down into new units of instruction?
  - o How will students interact with the instructor?
  - o How will students interact with each other?
- If applicable, review publisher resource(s)
  - o This may require that a course shell be created in advance so that e-pack materials can be evaluated to determine use
  - o For building block, contact IT
- Introduce Course Planning and Delivery Guide – review the Guide
- Review Flowchart document
  - o Assist faculty member with beginning the flowcharting process
- Establish dates and timeline
  - o Faculty member tasks to be completed prior to next meeting (Time commitment contingent upon length of course amount of content to be updated. On average, instructors can expect to spend 2-3 hours planning and flowcharting an existing hybrid/online course that is being updated.)
    - ▪ Flowchart the course
    - ▪ Flowchart each unit of instruction
    - ▪ Revise the syllabus as needed
    - ▪ If applicable, review publisher resource(s) to determine items to be used as is, items to be modified, and items to delete.
  - o Schedule second meeting with instructional designer

Meeting #2 with Instructional Designer (approximately 1 ½ to 2-hours)
Design Phase
- Review completed flowcharts
  - o Recommendations for revisions
    - ▪ Review Instructional Faculty Evaluation Performance Review for Online Instruction; does flowcharted course meet all requirements?

- Is content appropriately "chunked" into manageable and/or weekly units of instruction?
- Is content logically sequenced?
- Are there required readings in each unit?
- Are there multimedia elements in each unit?
- Are there communication elements in each unit?
- 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?
- Review "Items I have" and "Items I need to locate/create" lists
  - Does faculty member need training to create digital lectures?
    - Review Camtasia
    - If needed: schedule a time for one-on-one Camtasia training
    - Review ways to narrate and/or animate PowerPoint presentations to create a lecture
    - If needed: schedule a time for one-on-one PowerPoint animation training
  - Does instructor need assistance with graphic design?
  - Does faculty member need assistance locating resources?
  - Do publisher resources need modification?
- Review Hybrid/Online course that models best practice (instructor selects elements from the sample course to replicate; identifies additional design elements)
- Establish dates and timeline
  - Faculty Member Tasks (Time commitment contingent upon amount of content to be located, modified, or created.)
    - complete items that need to be located, modified, or created
  - Schedule third meeting with instructional designer
  - If needed, create a Canvas course shell

Meeting #3 with Instructional Designer (approximately 4-hours)
Development Phase
- Review all course materials and files
  - review Instructional Faculty Evaluation Performance Review for Online Instruction
  - final recommendations for revisions
- Review Course Planning and Delivery Guide – review the Guide
- Review of current hybrid/online course that models best practices (instructor selects elements from the sample course to replicate; identifies additional design elements)
  - detailed review of course tools
  - detailed review of course design
- Log in to new/blank course and assist faculty with the following:
  - identifying the needed Canvas tools

- - designing content areas on the course menu
    - Start Here
    - Syllabus
      - upload the syllabus
    - Course Content
    - Other areas as needed
  - designing the course home page
  - setting up the course calendar
  - creating a "Welcome" announcement
  - creating the first full unit of instruction in Course Content
- Establish dates and timeline
  - Faculty member tasks (Time commitment contingent upon length of course and amount of content to be delivered online. On average, instructors should plan to spend 8 – 10 hours building a course.)
    - faculty member to fully develop the remaining units of instruction including all assessments (using the Course Planning and Delivery Guide as a checklist)
  - Schedule fourth meeting with instructional designer

Meeting #4 with Instructional Designer (approximately 1 ½ to 2)
Implementation and Evaluation Phases
- Review completed course in Canvas
  - Final recommendations for revisions
    - Are all areas of the Course Planning and Delivery Guide met?
    - Are there missing elements?
    - Does course meet the criteria by which it will be evaluated by Administration using the Instructional Faculty Evaluation Performance Review for Online Instruction?
- 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 emails 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 (hybrid/online course development)

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
• Discuss current F2F course design **or** Review/discuss current online course	X	X			
• Review of hybrid/online course that models best practices	X	X	X Limited	Provide access but no review	Provide access but no review
• Discuss goals for hybrid/online course design and facilitation **or** goals for course redesign	X	X			
• If applicable, review publisher material(s)	X	X			
• Introduce Course Planning and Delivery Guide – review the Guide	X	X	X		
• Review Flowchart Document	X	X	X	X	X

• Faculty member Tasks
  o flowchart course
  o flowchart units
  o revise syllabus
  o select publisher resource items to use, modify, or delete
	X	X	X	X	X

• Establish Dates/Timeline
  o for faculty member to complete tasks
  o date for next meeting
	X	X	X		

Instructional Design Meeting 2: Design Phase (1 ½ - 2 hours)					
• Review completed flowcharts	X	X	X	X	

• Review "Items I have" and "Items I need to locate/create"
  o graphic design assistance
  o locating resources assistance
  o publisher resource modification assistance
	X	X	X Limited assistance	X Review but no assistance	

• Additional review of hybrid/online course that models best practices	X	X limited			
• Faculty member tasks o complete items that need to be located, modified, or created	X	X	X	X	X

• Establish dates/timeline
  o faculty member to complete items
  o creation of course shell
  o date for next meeting
	X	X	X
			
			3rd meeting is tentative		

Instructional Design Meeting 3: Development Phase (4 hours)					
• Review all course materials and files	X	X	X		
• Review Course Planning and Delivery Guide	X	X			
• Additional review of current hybrid/online course that models best practices	X	X limited			

• Log in to new/blank course and assist faculty with the following:
  o identifying the needed Canvas tools
  o designing content areas on the course menu
    ▪ Start Here
    ▪ Syllabus
    ▪ Course Content
    ▪ Other areas as needed
  o designing the course home page
  o setting up the course calendar
  o creating a "Welcome" announcement
  o creating the first full unit of instruction in Course Content
	X	X	X
			
			Limited
			
			Refer to training course if instructor needs assistance
				Refer to training course if instructor needs assistance	Refer to training course if instructor needs assistance

• Faculty member tasks o fully develop course	X	X	X	X	X
• Establish dates/timeline	X	X	X		

○ faculty member to finish course development ○ Date for next meeting			May not have time for 4th meeting		
Instructional Design Meeting 4: Implementation and Evaluation Phase (1 ½ - 2 hours)					
• Review completed course in Canvas	X	X	X limited	Only if instructor provides access; no meeting	Only if instructor provides access; no meeting
• Establish a plan for ongoing communication with faculty member during the first semester that the course is live	X	X			
• Establish a plan/timeline for course revision after initial course delivery	X	X			
• Identify remaining faculty member needs	X	X			