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)
  o brief overview of course tools
  o brief overview of course design
• Discuss goals for hybrid/online course design and facilitation
  o What items/activities from F2F course need to be replicated online?
  o What new items/activities does the faculty member want to utilize online?
  o How will the current content be broken down into online units of instruction?
  o How will students interact with 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 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 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.
  o Schedule second meeting with instructional designer

Updating a hybrid/online course
• Log in and review current hybrid/online course
  o Review the current syllabus
    ▪ College-wide recommended syllabus
  o How is content organized?
  o What types of activities are being utilized?
  o What types of assignments are used?
  o What types of formative and summative assessments are used?
  o How do students interact with the instructor?
  o How do the students interact with each other?
• Discuss current course materials
  o review the learning objectives
  o text book
Digital lectures
- documents, rubrics, course notes
- multimedia or Web 2.0 elements
- formative and summative assessments
- 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)
  - brief overview of course tools
  - brief overview of course design

- 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?

- If applicable, review publisher resource(s)
  - This may require that a course shell be created in advance 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 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.
  - Schedule second meeting with instructional designer

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

**Design Phase**

- Review completed flowcharts
  - 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
o designing content areas on the course menu
  ▪ Start Here
  ▪ Syllabus
    • upload the 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
  • Establish dates and timeline
    o 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)
    o 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
    o 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)

<table>
<thead>
<tr>
<th>Instructional Design Services</th>
<th>6 mo</th>
<th>4 mo</th>
<th>2 mo</th>
<th>1 mo</th>
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<tbody>
<tr>
<td><strong>Instructional Design Meeting 1: Analysis and Design Phases (2 – 3 hours)</strong></td>
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<td>• Discuss faculty/course needs</td>
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<td>• Discuss current F2F course design or Review/discuss current online course</td>
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<td>• Review of hybrid/online course that models best practices</td>
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<td>▪ Provide access but no review</td>
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<td>• Discuss goals for hybrid/online course design and facilitation or goals for course redesign</td>
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<td>• If applicable, review publisher material(s)</td>
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<td>• Introduce Course Planning and Delivery Guide – review the Guide</td>
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<td>• Review Flowchart Document</td>
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<td>▪ flowchart course</td>
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<td>▪ revise syllabus</td>
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<td>▪ select publisher resource items to use, modify, or delete</td>
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<td>• Establish Dates/Timeline</td>
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<td>▪ for faculty member to complete tasks</td>
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<td>▪ date for next meeting</td>
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<td><strong>Instructional Design Meeting 2: Design Phase (1 ½ - 2 hours)</strong></td>
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<td>• Review completed flowcharts</td>
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<td>• Review “Items I have” and “Items I need to locate/create”</td>
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<td>▪ locating resources assistance</td>
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<td>▪ publisher resource modification assistance</td>
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<td>Additional review of hybrid/online course that models best practices</td>
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<td>Instructional Design Meeting 3: Development Phase (4 hours)</td>
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<td>Review all course materials and files</td>
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<td>Review Course Planning and Delivery Guide</td>
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<td>Additional review of current hybrid/online course that models best practices</td>
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<td>Log in to new/blank course and assist faculty with the following:</td>
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<td>▪ Syllabus</td>
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<td>▪ Course Content</td>
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<td>▪ Other areas as needed</td>
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<td>o fully develop course</td>
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<td>Review completed course in Canvas</td>
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<td>Only if instructor provides access; no meeting</td>
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<td>Establish a plan for ongoing communication with faculty member</td>
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<td>Establish a plan/timeline for course revision after initial course</td>
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<td>delivery</td>
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<td>Identify remaining faculty member needs</td>
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