COURSE DESCRIPTION

OVERVIEW

The Instructional Design Programme is designed for lecturers at Technical/Vocational Institutions and Institutions of Higher Learner who want to learn how to develop teaching and/or learning materials in accordance with the Instructional Design Process (ISD), using the new COL Instructional Design Template and Tool (IDT). The programme will address the issues and challenges of materials development in introducing more flexible and blended approaches to the delivery of instruction using a variety of different media.

Details of the three phased programme is described in the Study Guide issued to students and supporting faculty/teaching assistants. You should read this document before proceeding.

COURSE DEVELOPER/AUTHOR

The Instructional Design Programme and supporting Instructional Design Tool (IDT) was designed by Dr. Roger Powley under contract to the Commonwealth of Learning. The entire programme was piloted in two locations with multiple institutions. The results of the pilot were incorporated into this final package of learning materials.

For information about the design decisions or to seek clarification about course content and exercises please contact Dr. Powley (in Victoria, British Columbia) by email at roger.powley@innovativetraining.ca or by phone at (250) 483-5594.

COURSE SEQUENCE

As described in the Study Guide there are three phases to the Instructional Design Programme. The assigned Instructor should facilitate all three phases to ensure continuity of presentation and feedback. The time to complete each phase must be identified by the hosting institution. Some suggested timings include:

Phase 1 – Pre-Workshop Activities. Learners should be provided access to the Instructional Design Tool and the Study Guide at least two to four weeks before the workshop is conducted.

Phase 2 – Workshop. The workshop requires five full days of instruction (6 ½ hours a day). The instructor should consider the following delivery options based on the availability of the learners:

- Teach the workshop over five full instructional days.
• Break the workshop into ten half day sessions. This allows the learners more time to work on their projects while still having daily access to the instructor.

• Teach the workshop one day a week for five weeks. This is the least favoured option since some of the students may miss a session or two and become engaged in their day to day work routines. This would allow the learners to finish much of their major project while having access to the instructor. It may require some additional time for review at the beginning of each day.

INSTRUCTOR QUALIFICATIONS

The instructor identified to deliver the workshop and support the learners during the three phases of the programme should possess the following characteristics:

1. An advanced degree (Masters a minimum) in instructional design, educational technology, curriculum design, distance education or some similar degree that requires the study of instructional design theories and models.
2. Experience in designing and delivering face-to-face, blended and online courses in academia.
3. Effective facilitation skills.
4. Knowledge of LMS and online tools.
5. Skilled using different authoring tools.

If the instructor employs teaching assistants, the TAs should be well supervised by the instructor and should as a minimum possess the following characteristics:

1. Have completed a course in learning theory and instructional design.
2. Assisted in the design and development of several courses (at least one of each in face-to-face, blended and online).
3. Experience with an LMS and authoring tools.
4. Expert in Microsoft Office and/Open Office tools.
5. Be expert in the use and content of the IDT.

HOW TO WORK WITH YOUR TEACHING ASSISTANTS

Teaching assistants can perform a number of functions during the conduct of the programme. Under an instructor’s supervision a TA can:

1. During Phase 1 provide advice and technical support to participating faculty. Specifically the TA can help to orient the faculty to the IDT and help them install it on their computers or to access it using the Internet.
2. During the Workshop a TA can:
   a. Assist faculty in troubleshooting technical issues.
   b. Provide one on one advice during exercises on how to use and populate the different templates.
c. Help the instructor review completed exercises.

3. During the Major Project phase a TA can:
   a. Maintain regular contact with participating faculty to ensure their projects as progressing as planned.
   b. Keep records of project deliverables and progress.
   c. Provide assistance to participating faculty members to complete their projects.
   d. Inform the instructor of problems experienced by the faculty members.

Whatever role you decide to assign to your TA(s), you should meet with to discuss their roles and how they should execute them.

PROGRAMME PRE-PLANNING

To prepare for the programme the instructor should complete the following tasks:

Four to Six Weeks Before the Workshop

1. Identify a list of programme participants with their email and phone numbers.
2. Have programme sponsor send copies of the study package (Student Guide and IDT DVD) to all programme participants.
3. Create a collaborative web site to be used for programme discussions, file sharing and instructor-student feedback.
4. Prepare and send a programme introduction email to all participants (See Appendix One).
5. Login to the collaborative site and begin to communicate with the participants.

One Week Before the Workshop

6. Prepare and send a workshop introductory email to all participants. (See Appendix Two).
7. Review the content of the Study Guide, master schedule and PowerPoint presentations.
8. Ensure the computer lab is booked and the materials needed to conduct the workshop are in place.
9. Arrange with a caterer to provide lunch and break materials.
10. Communicate to the participants the location and time to report for the workshop.
MANAGEMENT ACTIVITIES

MANAGING TEAM ACTIVITIES

During conduct of the workshop and completion of the major project, small groups of two and three participants can join together to plan for and complete the major project. This is especially useful when the members of the group have the same academic background and are teaching similar courses. To prepare for this the facilitator should:

1. On day one of the workshop describe to the learners the potential of completing a joint project.
2. Have each participant describe their proposed topic and project.
3. Allow some time for individuals to explore the potential of collaborating.
4. Provide guidelines on how a small group should work together.
5. During the workshop have the small group work together on the same course outline and course plan.
6. Once they leave the workshop, ensure they continue to regularly meet to continue to develop the learning materials or course. Follow-up with each member with regular emails.

MANAGING INDIVIDUAL LEARNERS

The majority of projects will be completed by individuals. The facilitator can guide the individuals and ensure:

1. Participants have a clearly defined and achievable project.
2. They understand the timeline and commitment required to complete the project.
3. Enter into an agreed upon set of project milestones for each participant.

Once each participant completes the workshop and returns to their office/institution they often get caught up in their day to day work and the major project is often put on the back burner. To help keep the participants on task the facilitator should:

1. Remind participants that a milestone date is coming up.
2. Communicate with participants struggling to complete their projects.
3. Encourage the participants to submit something to the facilitator for review and feedback; even if it is only partially done.
4. Accept the fact that not everyone is going to complete their major project.

MAJOR PROJECT
The major project is an unmarked activity, but facilitators must be prepared to provide on-going feedback to participants as participants move through the programme.

The key is to ensure the participants choose a project that they have academic expertise in and in a project that they will use once it is completed. On-going and supportive feedback will also encourage participants to seek input from the facilitator.

**POST PROGRAMME ACTIVITIES**

Once a programme is finished the facilitator should:

1. Review his/her journal and note the presentations and guidance that worked and those issues that caused a problem.
2. Collect and review participant input.
3. If facilitating the programme a second time (or more) make the modifications to the PowerPoint presentations, study guide and schedule that reflects the input from the learners and your own notes.
You are invited to participate in the Instructional Design Programme starting on <insert date>. The Programme is sponsored by <insert name of organization). The Programme will be facilitated by <insert name>.

The Instructional Design Programme is designed for lecturers and other staff who want to learn how to develop teaching and learning materials in accordance with the Instructional Design Process (ISD), using the new COL Instructional Design Tool (IDT) and supporting templates. The programme will address the issues and challenges of materials development in introducing more flexible and blended approaches to the delivery of instruction using a variety of different media.

The Programme is delivered in three phases: Pre-Workshop Activities; a five day Workshop; and Major Project. You will be guided through each phase by a facilitator provided by the sponsor. He or she will communicate with you regularly to support your study efforts and provide guidance as you move through the programme.

To assist in the communications and sharing portion of the Programme we have created a collaborative web site at: <insert URL>. Everyone participating in the programme is expected to regularly check the site and share information and files with the facilitator and your peers. To access the site use the following login that has been created for you:

Login: (Insert custom login).

Password: <Insert custom PWD)

To learn more about the programme you have been sent a Study Guide and DVD with the IDT tool and templates. Further information about the programme is available on the collaborative web site.

If you have any questions about the programme after reviewing the Study Guide and web site or questions about your participation in the programme please contact the sponsor at <insert email and phone number>.
APPENDIX TWO – WORKSHOP INTRODUCTION EMAIL

I am <insert facilitator name>, your workshop facilitator. I look forward to working with everyone and meeting you during the five day workshop at the <insert institution name> from <insert dates>. The location and timing of the workshop will be communicated to you by <insert workshop sponsor> shortly.

You were sent a copy of the Study Guide and a DVD with that contains the Instructional Design Tool. By now you should have reviewed the Study Guide and become familiar with the Instructional Design Tool content. If you haven’t done so yet please review the five phases of ISD described on the tool and access the various references and background information provided on each screen before attending the workshop.

If you are having problems with the IDT or did not receive your Instructional Design package yet please contact the <insert workshop sponsor> at <insert email and phone number>.

I would like everyone to introduce themselves so that we can get to know one another before we begin the workshop. Your introductions should be posted on the following collaborative site (insert URL) that has been created to support completion of the ISD programme. You should have been sent a separate login and password to the site when you received your Study package.

To kick things off I have pasted my backgrounder below. I would ask that each of you provide a similar backgrounder by replying to this message and posting your own background information. I would ask that you describe what you hope to gain from this workshop and potentially what type of course design project you would like to begin as part of the learning experience.

BACKGROUNDER – <FACILITATOR NAME>

<Insert background information with emphasis on Instructional Design knowledge and experiences>.

Contact Information

<Insert phone and email information>