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.

DURATION

1. Pre-Workshop Activities: 2 to 4 hours.
2. Face-to-Face Workshop: 5 days - 6½ hours each day with 1 hour work in each of the 4 evenings during the workshop (Total 36.5 hours).
3. Completion of Project: (Produce a complete set of teaching and learning materials): Length of time to complete will depend on the type of learning materials that the participant wishes to design. Time should be negotiated with the programme facilitator.

PROGRAMME FACILITATOR

To be provided by hosting institution. The ideal programme facilitator should be:

- an experienced instructional design professional;
- skilled in the creation of learning and teaching materials using different media; and
- an effective programme and workshop facilitator.

AIM OF THE PROGRAMME

The aim of the Instructional Design Programme is to provide participants:

1. an introduction to the Instructional Design Process and its application in the creation of teaching and learning materials for Technical and Vocational courses; and
2. opportunity to develop teaching and learning materials using the IDT and best practices of instructional design.
LEARNING OUTCOMES AND PERFORMANCE CRITERIA

Upon completion of the Instructional Design Programme participants will have achieved the following learning outcomes.

1. Describe Instructional Design in the context of Flexible and Blended Learning.
   Range of Topics: blended learning; flexible learning; open and distance learning; e-learning; m-learning; Instructional System Design; teaching and learning materials.

2. Examine the need; develop/select learning outcomes and draft a design outline.
   Range of Topics: target audience; industry requirements; learning environment; curriculum; pedagogical approach; media; technology

3. Design learning materials based on the selected media, the learning outcomes and the target audience and develop a design plan.
   Range of Topics: design outline; content analysis; performance criteria; activities; assessment; resources; instructional methods and strategies

   Range of Topics: design plan; content; media; activities; assessment; resources; formative evaluation process

5. Deploy teaching and learning materials in media.
   Range of Topics: course content, resources, assessments, tests, activities, media, technology, online this environment, authoring tools, learning management systems, tools, procedures, team support

6. Delivery of the course content based on the course design plan and instructor guide.
   Range of Topics: course delivery strategies, instructional delivery process, achieved desired learning outcomes

7. Describe and apply the learning materials’ evaluation process.
   Range of Topics: continuous process; formative evaluation; summative evaluation; external validation; hardware and software/courseware tests (Alpha and Beta testing).

FORMAT OF THE PROGRAMME

The programme is delivered in 3 phases.

PRE-WORKSHOP ACTIVITIES

Approximately two weeks before the workshop is scheduled the participants will:

- be provided access to the online Instructional Design Tool (IDT);
- review the IDT and become familiar with the concepts of ISD described in the IDT;
• identify an existing learning package they wish to re-purpose/upgrade or identify the requirements for a new learning package/set of learning materials that they wish to use as the basis of their project; and
• collect the reference materials, readings, graphics and/or digital files that may be needed to modify or create the learning materials during the project.

**Workshop Delivery**

Participants will identify a topic/lesson in advance to develop learning materials during the workshop.

Participate in the five day workshop based on the schedule described later in the guide. During the workshop participants will have access to the COL Instructional Design Tool to assist them during completion of the practical exercises. The facilitator will provide guidance on the instructional design process and how to develop effective teaching and learning materials using the instructional design process. It will be expected from participants to do activities after each workshop day and regularly review the work covered during the day with their peers.

**Post-Workshop Project Completion**

Workshop participants will be required to complete a project after the workshop to demonstrate mastery of the concepts discussed and experienced during the workshop. During this phase of the programme participants will be provided feedback and assessment of their learning materials. The facilitator will work with the participants during the project completion phase.

**Assessment**

There is no formal assessment of the programme participants. Participants will be required to complete an evaluation of the programme once they have completed it. Results of the participant evaluation should be used to guide improvements to the programme. A suggested programme evaluation form is attached as Appendix A.
**Technical Skills Required of Participants**

Participants should be computer literate with skills in email and internet browsing. Participants will be required to complete online searches. Participants will develop the materials in a Word Processor e.g. Microsoft Word, Open Office Writer.

**Technical Facilities Required**

1. Participants are required to have access to a computer (Word Processor) for the duration of the programme. Participants can use their own laptops during the workshop. Ideally the workshop will be conducted in a computer lab with an LCD projector and screen.
2. Participants will need access to an Internet connected computer for pre- and post-course activities. A higher bandwidth (>512 Kb) will be useful for viewing media files and access BaseCamp (or other social networking and file sharing site used by the institution).
3. All participants should have access to the COL BaseCamp or the institution’s social networking and file sharing site to support a closed environment for projects, discussions and file sharing. The tool used should allow participants to access the Internet, so information will always be available to participants.

The following equipment is required during the conduct of the on-site five day workshop:

1. Computer facilities for participants without laptops – with DVD drives/USB ports, and Internet connectivity.
2. Screen and projector for presentation laptop (laptop to be provided by facilitator).
3. Wireless Internet Connectivity for facilitator laptop (if possible).
## THE SCHEDULE

### DAY ONE

<table>
<thead>
<tr>
<th>TIME</th>
<th>LESSON</th>
<th>TOPIC</th>
<th>TEACHING POINTS</th>
<th>REMARKS</th>
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</thead>
</table>
| 8:30 – 9:30 | Intro    | Workshop Introduction                                     | • Review the Course aims and Programme  
• Complete participant Introduction exercise  
• Discuss expectations  
• Introduce individual workshop and learning materials project ideas.                                                                                       |                                                                        |
| 9:30 – 10:30 | Overview 1 | Overview of ODL and Instructional Design                | • Interpret the terms blended learning; flexible learning; open and distance learning; e-learning; m-learning.  
• Discuss instructional delivery methods, media and technology.  
• Discuss the Instructional Design Process.  
• Relate the elements of the Instructional Design Process to the TVET process.                                                                                 |                                                                        |
| 10:30 – 10:45 | Break   | Coffee/Tea Break                                          | Provided by Institution                                                                                                                             |                                                                        |
| 10:45 – 11:30 | Exercise 1 | Exercise – What is effective instruction?                | **Objective:** Identify and discuss the elements of good and bad design.                                                                            | Review Exercise Instructions.                                         |
| 11:30 – 12:30 | Analysis 1 | Analysis – Defining the Requirements                   | • Identify the requirements for the development of teaching and learning materials viz.: target audience; industry requirements; learning environment; curriculum; pedagogical approach; media; technology  
• Discuss the steps in the Analysis Phase  
• Apply in their own context the following:  
  • Define the requirements (needs)  
  • Prepare/select learning outcomes  
  • Select a pedagogical approach  
  • Select media and technology  
• Provide an example of the analysis outputs.                                                                                                                  |                                                                        |
<p>| 12:30 – 1:30 | Break    | Lunch Break                                               | Provided by Institution                                                                                                                             |                                                                        |
| 1:30 – 2:00  | Analysis 1 Continued | Analysis – Defining the Requirements | Complete the lesson on analysis. Use this time to review practical examples.                                                                                                                                   |                                                                        |</p>
<table>
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<tr>
<th>TIME</th>
<th>LESSON</th>
<th>TOPIC</th>
<th>TEACHING POINTS</th>
<th>REMARKS</th>
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</thead>
<tbody>
<tr>
<td>2:00 – 3:15</td>
<td>Exercise 2</td>
<td>Exercise – Produce a Course/Unit Outline</td>
<td><strong>Objective:</strong> Produce a Course or Unit of Instruction Outline based on a project requirement identified by the participants.</td>
<td>Provide Course Plan 1 Template to guide them.</td>
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<tr>
<td>3:15 – 3:30</td>
<td>Break</td>
<td>Coffee/Tea Break</td>
<td></td>
<td>Provided by Institution</td>
</tr>
<tr>
<td>3:30 – 4:15</td>
<td>Exercise 2</td>
<td>Exercise – Produce a Unit Outline</td>
<td>• Allow learners to complete the first draft of their Course Plan.</td>
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<td>Continued</td>
<td></td>
<td>• Spend time reviewing some of the learners Initial Course Plans.</td>
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<tr>
<td>4:15 – 4:30</td>
<td>Review</td>
<td>Day Close Out</td>
<td>• Review the questions of learners.</td>
<td>Will require access to IDT in the evening. Must install on Internet server or provide individual DVDs with tool.</td>
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<td>• Review the five phases of the ISD.</td>
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<td>• Describe the next day’s activities.</td>
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<td>• Explain the work to be completed in the evening.</td>
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</tbody>
</table>

**Evening Work:** Review the Course Design Phase content of the IDT DVD. Ensure you examine all of the papers/links provided by the concepts, references and examples buttons.
### DAY TWO

<table>
<thead>
<tr>
<th>TIME</th>
<th>LESSON</th>
<th>TOPIC</th>
<th>TEACHING POINTS</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 – 8:45</td>
<td>Review</td>
<td>Review</td>
<td>• Review concepts discussed in Day One.</td>
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<td></td>
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<td>• Address student questions.</td>
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<tr>
<td>8:45 – 10:00</td>
<td>Overview 2</td>
<td>Resources and Instructional Design</td>
<td>• Identify suitable open educational resources for use in teaching and learning materials development.</td>
<td>Explore some OER sites. Note: Internet is required for this exercise.</td>
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<td>• Know where to find open educational resources to use.</td>
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<td>• Evaluate open educational resources for use in instructional delivery.</td>
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<td>• Know how to reference and attribute open educational resources.</td>
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<td>10:00 – 10:30</td>
<td>Exercise 3</td>
<td>Exercise – Identify Educational Resources</td>
<td><strong>Objective</strong>: Given a list of educational resource sites, the participants will identify one or more open educational resources that could be used to support the creation of their selected learning materials.</td>
<td>Note: Illustrate how to search based on Course/Unit Learning Outcomes before beginning exercise.</td>
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<td><strong>Note</strong>:</td>
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<td>• Continue the exercise.</td>
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<td>• Review a number of OER resources and others identified by participants.</td>
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<td>10:30 – 10:45</td>
<td>Break</td>
<td>Coffee/Tea Break</td>
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<tr>
<td>10:45 – 12:30</td>
<td>Exercise 3</td>
<td>Exercise – Identify Educational Resources</td>
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<td>Continued</td>
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<tr>
<td>12:30 – 1:30</td>
<td>Break</td>
<td>Lunch Break</td>
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<td>1:30 – 3:00</td>
<td>Design 1</td>
<td>The Design Phase</td>
<td>• Discuss the steps in the Design Phase.</td>
<td>Reference the Design Plan Template as class moves through the lesson.</td>
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<td>• Explore the guidelines for designing teaching and learning materials.</td>
<td>View on-line examples.</td>
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<td>• Select appropriate media and delivery method.</td>
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<td>• Explore instructional strategies and methods including:</td>
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<td>• Classroom and Blended Learning Strategies.</td>
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<td>• Online Strategies and Methods.</td>
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<td>• Facilitation Methods.</td>
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<td>• Self-Study Strategies and Methods.</td>
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<td>• Similarities and Differences Based on Media.</td>
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<td>3:00 – 3:15</td>
<td>Break</td>
<td>Coffee/Tea Break</td>
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<tr>
<td>TIME</td>
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<td>TEACHING POINTS</td>
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</table>
| 3:15 – 4:15 | Exercise 4 | Exercise – Develop a Unit/Course Plan | **Objective:** Develop a unit plan (less the assessment requirements) which includes:  
• Unit Breakdown (to at least the lesson topic level).  
• Unit Sequence.  
• Instructional Strategies and methods to be used. | Build upon the earlier unit outline.       |
| 4:15 – 4:30 | Review | Day Close Out                              | • Review the questions of learners.  
• Review the activities of the Design phase.  
• Describe the next day’s activities.  
• Explain the work to be completed in the evening. | Lunch provided.                            |

**Evening Work:** Review the Course Assessment content of the IDT DVD. Ensure you examine all of the papers/links provided by the concepts, references and examples buttons. Continue to work on your Course Plan.
## DAY THREE

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<tr>
<th>TIME</th>
<th>LESSON</th>
<th>TOPIC</th>
<th>TEACHING POINTS</th>
<th>REMARKS</th>
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<tbody>
<tr>
<td>8:30 – 8:45</td>
<td>Review</td>
<td>Review</td>
<td>• Review concepts discussed in Day Two.</td>
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<td>• Address student questions.</td>
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<td>8:45 – 10:30</td>
<td>Exercise 4</td>
<td>Exercise – Develop a Unit/Course Plan</td>
<td>• Continue exercise. Individuals and groups to provide present and provide feedback to each other.</td>
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<td>Continued</td>
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<td>• Review some of the course/unit plans.</td>
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<td>10:30 – 10:45</td>
<td>Break</td>
<td>Coffee/Tea Break</td>
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<td>10:45 – 12:30</td>
<td>Design 2</td>
<td>Assignment and Assessments Methods in ODL</td>
<td>• Explore different assessment strategies and methods</td>
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<td>• Create an Assessment Plan</td>
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<td>• Design Online Assessment tasks</td>
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<td>• Design Self-Study Assessment tasks</td>
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<td>• Construct assessment tools e.g. Rubrics</td>
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<td>• Review the role of Feedback</td>
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<td>12:30 – 1:30</td>
<td>Break</td>
<td>Lunch Break</td>
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<td>1:30 – 4:00</td>
<td>Exercise 5</td>
<td>Exercise – Produce an Assessment Plan</td>
<td><strong>Objective:</strong> Create an assessment plan and at least one assessment instrument and supporting rubric for the unit of instruction as reflected in the unit plan.</td>
<td>Build upon the course/unit plan exercise.</td>
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<td>4:15 – 4:30</td>
<td>Review</td>
<td>Day Close Out</td>
<td>• Review the questions of learners.</td>
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<td>• Review the activities of the Design phase.</td>
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<td>• Describe the next day’s activities.</td>
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<td>• Explain the work to be completed in the evening.</td>
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**Evening Work:** Complete the course plan and assessment plan. Review the Development and Production Phase content on the IDT disk.
### DAY FOUR

<table>
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<tr>
<th>TIME</th>
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<tbody>
<tr>
<td>8:30 – 8:45</td>
<td>Review</td>
<td>Review</td>
<td>• Review concepts discussed in Day Three.</td>
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<td>• Address student questions.</td>
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<td>8:45 – 9:30</td>
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<tr>
<td>9:30 – 10:30</td>
<td>Develop 1</td>
<td>Content Development</td>
<td>• The Content Development Process</td>
<td>Provide examples of a storyboard.</td>
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<td>• Identifying and Using Educational Resources</td>
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<td>• Compile and Write Content</td>
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<td>• Employing Multimedia</td>
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<td></td>
<td>• Creating Multimedia Storyboards</td>
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<td>10:30 – 10:45</td>
<td>Break</td>
<td>Coffee/Tea Break</td>
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<td>10:45 – 11:45</td>
<td>Develop 2</td>
<td>Producing Effective Learning Materials</td>
<td>• The characteristics of effective learning and training aids.</td>
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<td>• The appropriate use of visual aids and audio training aids in support of instruction.</td>
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<td>• Examine the steps in producing effective PowerPoint presentations.</td>
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<td>11:45 – 12:30</td>
<td>Develop 3</td>
<td>PowerPoint Best Practices</td>
<td>Examine the best practices in PowerPoint design.</td>
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<td>12:30 – 1:30</td>
<td>Break</td>
<td>Lunch Break</td>
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<tr>
<td>1:30 – 4:00</td>
<td>Exercise 6</td>
<td>Exercise – Produce a PowerPoint presentation</td>
<td>Objective: Produce at least one PowerPoint presentation based on the course plan content of a proposed lesson.</td>
<td>Have some learners present their PowerPoint.</td>
</tr>
<tr>
<td>4:00 – 4:30</td>
<td>Summary</td>
<td>Exercise Review</td>
<td>• Review and provide feedback re: the lesson learning materials developed by each individual or small group.</td>
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# DAY FIVE

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<thead>
<tr>
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<th>REMARKS</th>
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</thead>
<tbody>
<tr>
<td>8:30 – 8:45</td>
<td>Review</td>
<td>Review</td>
<td>● Review concepts discussed in Day Four.</td>
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<td>● Address student questions.</td>
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<td>8:45 – 10:00</td>
<td>Production 1</td>
<td>The Production Phase</td>
<td>● The Steps in the Production Phase.</td>
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<td>● Differences in Producing ODL Courses in Various Media.</td>
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<td>● Editing/Testing Draft Courseware.</td>
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<td>● Describe the content of the Instructor Guide.</td>
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<td>● Other Support Material: Student Guide, Exercise Instructions, etc.</td>
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<td>10:00 – 10:15</td>
<td>Break</td>
<td>Coffee/Tea Break</td>
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<tr>
<td>10:15 – 11:30</td>
<td>Production 2</td>
<td>Development and Production Considerations for Online ODL Courses</td>
<td>● The Technical Considerations for Online Courses.</td>
<td>Examine a VUSSC Online Course (Use Poodle Content).</td>
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<td>● How to Convert a Paper-Based Course to an Online Course.</td>
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<td>● The Instructional Design Differences in Online Course Production.</td>
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<td>● Steps in Formative Evaluation.</td>
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<td>● Conducting SME and Target Population Review.</td>
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<td>● Organizing and Conducting a Pilot.</td>
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<td>● Feedback Loop and Evaluation.</td>
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<td>12:30 – 1:30</td>
<td>Break</td>
<td>Lunch Break</td>
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<td>Lunch provided.</td>
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<tr>
<td>1:30 – 3:00</td>
<td>Exercise 7</td>
<td>Exercise: Produce Course Pilot Instruments</td>
<td><strong>Objective:</strong> Produce a unit of instruction evaluation checklist for learning materials.</td>
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<td>3:00 – 3:15</td>
<td>Break</td>
<td>Coffee/Tea Break</td>
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<tr>
<td>3:15 – 4:15</td>
<td>Delivery 1</td>
<td>Implement Instruction</td>
<td>● Examine issues of implementing instruction.</td>
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<td>● How to prepare for instruction.</td>
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<td>● How to manage instruction.</td>
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<tr>
<td>TIME</td>
<td>LESSON</td>
<td>TOPIC</td>
<td>TEACHING POINTS</td>
<td>REMARKS</td>
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<tr>
<td>4:15 – 4:30</td>
<td>Wrap-Up</td>
<td>Final Steps</td>
<td>• Explain the process for completing the post workshop exercise.</td>
<td>Have each participant produce a one paragraph description of their proposed project.</td>
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<td>• Identify and discuss post workshop projects to be completed by participants.</td>
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<td>• Establish milestones for projects.</td>
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<td>• Administer workshop evaluation feedback form.</td>
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</table>
OVERVIEW

Before participating in the five day workshop, individuals should become familiar with the content of the Instructional Design Tool (IDT). In addition, individuals must consider what type of instructional materials they wish to develop. Before arriving at the workshop consider the following.

TO START

Before you begin your IDT review, examine the timetable and exercises described in the Study Guide provided by your institution. The Study Guide is also available on the DVD.

IDT REVIEW

The Instructional Design Tool (IDT) will be available either as a DVD that is mailed to each participant or will be available on the Internet deployed by your institution. Instructions on how to access the Internet delivered version of the IDT will be emailed to each participant within two to four weeks before the workshop begins.

Once you have been given access to the IDT participants should complete the following:

1. Become familiar with the content of the IDT.
2. Read the main screens of the five phases of ISD presented on the IDT.
3. Review the examples provided in each phase.
4. Read the content of the ISD Overview Reference material.
5. If time allows, read other reference articles/web site.
6. Make note of any questions that you would like to explore during completion of the workshop.

PROJECT REQUIREMENTS

During completion of the workshop individuals will be asked to produce instructional materials to support a unit of instruction. Before you attend the workshop, individuals are asked to consider the topic or unit of instruction they wish to develop. Their choices will be validated during the first day of the workshop.

To support the design and development efforts during the workshop, individuals should gather and bring with them the following reference materials.

1. Content Specifications (Government or Institutional) that describe the learning outcomes and the performance criteria that will be used to judge success of the graduates.
2. List of sites, files, materials and other resources that could be used when designing and delivering the instructional materials.
3. Existing course/unit content that could be used to support the creation of the new unit of instruction. Note: You could also modify an existing unit of instruction.
**OVERVIEW**

This section provides the descriptions and supporting documents that will guide the learners to complete the five days of workshop exercises.

The exercises will be completed in small groups of four to five personnel or by individuals depending on the activity being completed. The aim is to support information sharing, idea creation and collaborative learning while completing a practical project.

Each exercise will be based on an instructional need identified by the participants. At the beginning of the workshop that facilitator will provide guidance on the type of projects that could be completed during the time available. Participants may elect to work with two or three of their peers on the same project or they can elect to work on their own project depending on their need and interests.

The workshop contains eight exercises. The exercises reflect the major steps in the ISD process and the creation of effective learning materials. They will provide participants with the experience to successfully complete the learning materials creation process. The output or decisions arrived at in earlier exercises will be used to guide the decisions and discussions in the current exercise. The facilitator will explain the process at the beginning of the course.

**RESOURCES**

During the conduct of the workshop the facilitator and participants will require the following resources:

- Flip Chart, Markers and Masking Tape. (One per 4 to 5 participants).
- Post-It Notes.
- DVD Reference – IDT Tool.
- Small Group Table & Chairs.
- Package of Templates to be used in the exercises (part of Student Guide).
- Access to the Internet.
- NOTE: At least one of the members should have a laptop computer so that they can access the DVD References and educational resources sites.
EXERCISE 1 – WHAT IS EFFECTIVE INSTRUCTION?

OBJECTIVE
Identify and discuss the elements of good and bad design.

ASSUMPTIONS
The following assumptions should be considered when completing this exercise.

1. Individuals should have reviewed the Instructional Design Tool content before participating in the workshop.
2. Participants should have experienced a variety of instructional methods and learning experiences during their career.

PROCEDURES
To undertake this exercise you should complete the following steps:

1. Break into small groups.
2. Appoint a recorder to capture the ideas discussed during the discussion.
3. Discuss the question.
4. Appoint a person to present your findings to the class.

QUESTION TO CONSIDER
Think about all of the courses you have completed over the years. Reflect upon the one you learned the most from and found to be most memorable. Ask yourself:

1. What made this course so memorable?
2. What were the instructional strategies the course used that you found most engaging?

Now think about the course that you found to be the least effective and poorly structured. Ask yourself:

1. What was wrong with this course?
2. What could the designers of the course done to make it better?

OUTPUT
List of Good Design and Poor Design Characteristics

TIME TO COMPLETE
Total Time: 45 Minutes
- Time to Discuss: 30 Minutes
- Time to Present: 15 Minutes (4 to 5 Minutes per Team)
EXERCISE 2 – PRODUCE A UNIT OUTLINE

OBJECTIVE

Produce a Unit (Course) Outline based on a project idea identified by the participants and in accordance with the first section of the Course Planning template.

ASSUMPTIONS

The following assumptions should be considered when completing this exercise.

1. The participants have access to the Course Plan Template.
2. Participants can choose to work in small groups or on individual projects.
3. Individual teams have decided whether to collaborate on a group project or to complete their own project.
4. Participants have instructional specifications to guide the creation of their unit of instruction.

PROCEDURES

To undertake this exercise you should complete the following steps:

- Review the Outline Template attached to this instruction.
- Explore each title in the template and determine the ideas that need to be considered as you design your unit of instruction.

OUTPUT

In the following order the team should be prepared to present the following sections of the course outline.

- Unit Title & Time Estimate.
- Need for Course/Unit of Instruction.
- Learner Profile.
- Pedagogical Approach.
- Media Selection.
- Course Learning Outcomes.

TIME TO COMPLETE

Total Time: 120 Minutes

FEEDBACK

Participants should submit draft outline via email or file sharing site to facilitator for review and feedback.
EXERCISE 3 – IDENTIFY EDUCATIONAL RESOURCES

This exercise has two options, depending on the availability of the Internet and access Open Educational Resource sites.

OPTION 1 – INTERNET SEARCH

OBJECTIVE

Given a list of educational resource sites, the participants will identify one or more open educational resources that could be used to support the creation of their selected learning materials.

ASSUMPTIONS

The following assumptions should be considered when completing this exercise.

1. Participants have access to an Internet enabled computer. (Ideally one per participant, but can work collectively in small groups of three or four to explore sites.)
2. The instructor provides a list of Internet educational resource sites.
3. The instructor to provide tips on how to search for educational resources.

PROCEDURES

Small Group: If Internet connections are not available to undertake this exercise you should complete the following steps:

- Break into small groups.
- Discuss the educational resources that would support your desired project topic.
- Share one or more resources with your peers.
- As a small group determine how the resource could be used to support instruction.

Individual Exercise: Give a list of OER sites, search for at least three Open Educational Resources that could be used to support the creation of your unit of instruction.

OUTPUT

List of educational resources.

TIME TO COMPLETE

Total Time: 150 Minutes
EXERCISE 4 – DEVELOP A UNIT/COURSE PLAN

OBJECTIVE

Develop one unit plan (less the assessment requirements) which includes:

1. Unit Breakdown (to at least the lesson topic level).
2. Course Sequence.
3. Instructional Strategies to be used.

ASSUMPTIONS

The following assumptions should be considered when completing this exercise.

1. This activity builds upon the decisions and recommendations made during the Unit Outline exercise.
2. Participants have been provided the Course/Unit Plan Template.
3. This exercise can either be completed as a small group/team project or as an individual project.

PROCEDURES

To undertake this exercise you should complete the following steps:

- Review the outputs of the Unit Outline exercise.
- Explore the Course/Unit Plan Template. Note: Section 1 of the template reflects the same content developed during the Course Outline exercise and template.
- Organize your list of topics into lessons of instruction.
- Create your lesson objectives.
- Sequence the lesson of instruction.
- Identify the instructional strategies and methods.

OUTPUT

As you complete the exercise you must be prepared to present and defend the following outputs:

- Structure and sequence of the unit to lesson level (illustrate the topic groupings).
- From the selected unit of instruction provide the following:
  - Unit Objectives.
  - List of Proposed Lessons.
  - Lesson Objectives (for at least one lesson).
  - Unit/Lesson Instructional Strategies and Methods (be ready to explain how and why you selected specific strategies).

TIME TO COMPLETE

Total Time: 165 Minutes
EXERCISE 5 – PRODUCE AN ASSESSMENT PLAN

OBJECTIVE

Create an assessment plan and at least one assessment instrument and supporting rubric for the unit of instruction as reflected in the unit plan.

ASSUMPTIONS

The following assumptions should be considered when completing this exercise.

1. The unit outline and plan contains sufficient information to create an assessment plan, at least one assessment instrument and a rubric.
2. Facilitators are available to participate in the assessment process.

PROCEDURES

To undertake this exercise you should complete the following steps:

- Review your unit outline and unit plan.
- Ensure your unit goals and lesson objectives are worded as performance statements.
- If available, review any performance criteria provided by the sponsoring agency.
- Consider the assessment procedures to be used to evaluate student learning.
- Select at least one assessment method to assess the learning outcomes of your unit or one or more of the lessons.
- Produce an assessment instrument and supporting instructions.
- Create a rubric to guide students and instructors in the marking of the assessment activity.

OUTPUT

While completing this exercise you are expected to identify the following components of a unit assessment plan.

- Number and type of assignments and graded activities in the unit.
- Description of each assignment.
- Weighting for each assignment or graded activity.
- Method for marking and providing feedback for each assignment.

Be prepared to defend how the assignments or graded activities support the achievement of the course goals and unit objectives.

TIME TO COMPLETE

Total Time: 135 Minutes
OBJECTIVE

Produce the learning aids to support the presentation of at least one lesson.

ASSUMPTIONS

The following assumptions should be considered when completing this exercise.

- Participants have completed the first draft of Unit/Course Planning exercise.
- Participants should have access to graphic, audio and photo files that be added to the lesson presentation.

PROCEDURES

To undertake this exercise you should complete the following steps:

1. Review the lesson content/list of topics that you have described in your Course/Unit plan.
2. Produce one or more PowerPoint presentations to support lesson delivery.
3. Ensure the content of the PowerPoint reflects the topics/teaching points supporting the lesson.
4. Produce instructor notes to guide the delivery of the presentation.

OUTPUT

PowerPoint presentation with instructor notes.

TIME TO COMPLETE

Total Time: 150 Minutes (includes 15 Minute Coffee Break).
EXERCISE 7 – PRODUCE COURSE PILOT INSTRUMENTS

OBJECTIVE

Produce a course pilot checklist.

ASSUMPTIONS

The following assumptions should be considered when completing this exercise.

1. The course outline and planning exercises have resulted in a draft course plan.
2. The evaluation of the draft course (once completed) will be subject to a pilot that is based on the target audience and course plan.

PROCEDURES

To undertake this exercise you should complete the following steps:

1. Discuss the process required to conduct the course pilot.
2. Identify the instruments needed to complete the course pilot.
3. Determine who should be involved in the pilot.
4. Identify guidelines to guide the participants.

OUTPUT

The output for this exercise requires the team to produce a checklist that identifies:

1. The specific steps to be completed: Before, During and After the course.
2. The type of instruments to be created and administered during the pilot.
3. The individual(s) responsible for conducting each step.
PHASE 3 – PROJECT COMPLETION

**Goal:** Participants will produce a unit of instruction and supporting learning materials that demonstrates mastery of the ISD and ODL concepts and best practices experienced in the workshop and the use of the IDT.

**Proposed Milestones:** All materials should be submitted to the facilitator for review in a time frame established jointly by the facilitator and participants. Specific milestones for submission of the instructional materials to the facilitator will be established during completion of the course.

**Evaluation Rubric:** The instructional materials will be evaluated based on the following rubric.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Requires Work</th>
<th>Acceptable</th>
<th>Exceptional</th>
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</thead>
<tbody>
<tr>
<td>Unit goals and objectives reflect measurable and observable outcomes.</td>
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<tr>
<td>Employs an appropriate pedagogical approach based on goals, media and audience.</td>
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<td>The unit of instruction and learning materials are appropriately structured and sequenced for the selected media.</td>
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<tr>
<td>Demonstrates effective instructional strategies and methods.</td>
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<td>Employs motivational strategies that are appropriate to the audience.</td>
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<tr>
<td>Assignments reflect a demonstration of the course goals and objectives and help students master the materials.</td>
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<tr>
<td>Assessments appropriately measure the desired course outcomes.</td>
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<td>Evaluation methods have been used to support course improvements/enhancements.</td>
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**Feedback:** Once the unit of instruction and supporting learning materials are completed they should be submitted to the workshop facilitator for review and feedback. Depending on the format and media of the materials they should be submitted electronically as a ZIP file, PDF file or URL (with login and password) for review online.

**Resources:** The following resources should be used during completion of the workshop exercise.

- COL Instructional Design Tool on the DVD
- COL Course Based Templates Pamphlet
- COL Base Camp
COURSE DESIGN PLAN TEMPLATE

Course Code: ……………………………
Course Name: ………………………….
Course Credit Value: ………………

PART 1 – ANALYSIS AND INITIAL DESIGN RESULTS

THE DEFINED NEED

Describe the results of the needs analysis, requirements analysis or other factors that supports the creation and delivery of this course.

LEARNER PROFILE

Provide a brief description of the (potential) learner who will be completing this course. In this context, highlight the attributes that can impact the learners’ capacity to be successful in this course or can cause the learners to fail the course.

<table>
<thead>
<tr>
<th>Learning Characteristics</th>
<th>Impact on Course Design</th>
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</table>

MEDIA AND TECHNOLOGY SELECTION

Describe the media and types of technologies that will be used to deliver the course.

PEDAGOGICAL PROFILE

Describe the pedagogical approach/model that will be used to guide the creation of the course content and activities (i.e. the behaviourist, cognitive or constructivist instructional strategies you will use to guide the course design and delivery).

ENTRY LEVEL SKILLS, KNOWLEDGE AND ATTITUDES

List the capabilities that learners are expected to have acquired prior to beginning the study of this course. Normally these skills, knowledge and attitudes are gained through work experience, personal experiences, individual practice, church participation, hobbies, volunteer work or other competency building/attitude building experiences.
COURSE PREREQUISITES

List the prerequisite formal assessments (like Language Aptitude Tests), courses or programmes that the learners must successfully complete before being allowed to enrol in this course.

PART 2 – PROPOSED COURSE STRUCTURE

COURSE LEARNING OUTCOMES

The Course Writer ensures that these are broad objectives and that they represent intended outcomes of the course as a whole. The Course Writer must also ensure that the objectives are adequately sequence.

PROPOSED COURSE SEQUENCE

Complete a content analysis to identify the topics that must be included in the course. These topics should be organized into study units and proposed lessons. A suggested sequence should be provided as an output to the content analysis.

COURSE

Unit 1 Title
  Lesson Title
  Lesson Title
Unit 2 Title
  Lesson Title
  Lesson Title
  Lesson Title
  Lesson Title
  Etc.

COURSE INSTRUCTIONAL STRATEGIES AND METHODS

Describe the proposed instructional strategies that will be employed during the design and delivery of the course. This should be unit specific strategies.

REQUIRED COURSE READINGS

It is recognized that many of the readings will be identified as the Course Developer creates the content and activities of the course. But in this section, the Course Developer should identify a list of the foundation literature/textbooks and/or research articles that will support the delivery of the course content and activities.

This should be an initial list of required readings based on the course learning outcomes. Unit level readings will be further identified as the Developer expands the unit and lesson outlines.
PART 3- UNIT DETAILS

Note: For each unit proposed in the course sequence, the Course Writer should provide a more detailed breakdown of the unit objectives, lessons, lesson content and proposed activities. Proposed lesson objectives, readings and activities should be included in this course plan, but should be considered flexible and can be modified during the creation of the course script based on this approved plan and in discussion with the Project Coordinator and other members of the Curriculum Design Team.

UNIT 1 – TITLE (NOTE: TITLE IS SAME ONE USED IN COURSE SEQUENCING SECTION).

OVERVIEW
The Course Developer provides an overview of the content of the Unit, based on the objectives and the main topic areas. This overview should be in two parts. One part should provide a broad description of the Unit in no more than half a letter-size page. In the other part, the Developer identifies the main concepts, topics, themes, skill sets of the Unit – ideally, these may be arranged in a manner that shows the intended relationships among them.

UNIT 1 - OBJECTIVES
The Course Developer must ensure that the unit objectives represent the intended outcomes of the Unit as a whole. The Course Writer must also ensure that the objectives are adequately sequenced both within the individual unit and across all units.

UNIT 1 - INSTRUCTIONAL STRATEGIES
The Course Writer may want to add to the description of the instructional strategies and methods offered earlier, especially if the approach is unique to this unit of instruction.

UNIT 1 - READINGS
At this stage of the course design process, the Course Developer may want to describe readings that are unique to the unit content and objectives. This could include links to web pages, OERs that may be used as part of the unit design, journal articles, etc. The ideal approach is to provide electronic references, links, etc. Open Campus hopes to create courses that do not require the creation and distribution of a paper-based reading package.

UNIT 1 – ASSIGNMENTS/DISCUSSIONS
The Developer should provide details of the unit assignments described in the assessment strategies. This section should also describe the discussions or other activities that may be completed by the learners as they complete the unit content.
LESSON OBJECTIVES

Lesson 1.1 - Title (Note: Title is same used in sequencing description)

Objectives: Upon completion of this lesson you will be able to:

1. Xxxxx
2. Xxxxx
3. Xxxxx

Lesson 1.2 – Title

Objectives: Upon completion of this lesson you will be able to:

1. Xxxxx
2. Xxxxx
3. Xxxxx

NOTE: REPEAT UNTIL ALL PROPOSED UNITS AND LESSON OBJECTIVES DESCRIBED.

SUGGESTED COURSE SCHEDULE

Based on the number of weeks available to deliver the course, the course developers should provide a suggested course schedule and major milestones broken down into weekly segments.

PART 4 – ASSESSMENT PLAN

ASSESSMENT STRATEGIES

The Course Developer provides a detailed description of:

1. The final course assignment/project.
2. Proposed unit assignments/activities/discussions and how they relate to the final course assignment/project.
3. The rubrics that will be developed to assess each graded assignment/activity/discussion.
4. The breakdown of grades based on the proposed assignments/activities/graded discussions.
ODL and Instructional Design

<Instructor Name>

Agenda

- ODL Delivery in Education and Training
- Introduction to the ISD Process
- Templates and the ISD Process
- The Course Template
- The Design Team
- Good and Bad Courses
Lesson: ODL & Instructional Design

Instructional Delivery Methods

ODL Delivery
**ISD Model**

**Higher Education Input**
- Curriculum Plan
- Market Analysis

**Analysis**

**TVET Input**
- Government & Industry Specifications

**Delivery / Implementation**

**Evaluation**

**Design**

**Production**

**Development**

---

**The Template Process**

- Templates ensure faculty/designers:
  - Capture the design and development decisions.
  - Examine a variety of instructional strategies and methods.
  - Produce consistent, quality learning materials.
  - Employ a systematic approach to instruction.
Lesson: ODL & Instructional Design

Template & ISD Approach

Course Template
The Design Team

Good & Bad Courses

• Think about the worst ODL course you have ever experienced. Ask:
  ▪ What made it so bad?
  ▪ What practices should you avoid?
• Think about the best ODL course you have ever experienced. Ask:
  ▪ What made it the best?
  ▪ What strategies should you replicate?
Summary

• Effective course delivery requires a systematic approach to design.
• ISD provides an approach to systematic design.
• Course design is a team process.
• Templates support the design approach.
• Templates build upon one another.

Questions?
The Analysis Phase

Roger Powley, CD PhD

Agenda

- The Analysis Phase Process
- Data Sources
- Analysis Methods
- Outputs of the Analysis Phase
  - Needs Analysis/Requirements
  - Target Population Report
  - Media Analysis
  - Curriculum/Course Outline
Analysis Process

Defining the Requirement

- New or modified programmes & courses may be required based on:
  - Changes in the labour/economic markets.
  - Potential student interests.
  - Demands from business and industry.
  - New or modified accreditation requirements.
  - Market opportunities.
  - Research and innovation.
Data Sources

- Government/Labour Sources.
  - E.g. Labour training specifications.
- Certification/Professional Bodies.
  - E.g. accounting or insurance associations.
- Industry standards and specifications.
  - E.g. multimedia/technology specifications.
  - E.g. Industry education and training standards.

Target Audience

- Consider the following target audience characteristics.
  - Age, gender and geographic location.
  - Work experience and entry level skills, knowledge and ability (re: the course topics).
  - Education, learning styles and language ability.
  - Social characteristics (Motivation, expectations, cultural background, etc.)
  - Access to and experience with technology.
**Pedagogical Approach**

When selecting an approach consider:

- Learning should be active & social.
- Supports interaction.
- Allows collaboration.
- How will it challenge the learner.
- How structured should the learning experience be.

<table>
<thead>
<tr>
<th>Theory</th>
<th>Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviourist</td>
<td>• Drill and Practice</td>
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<td></td>
<td>• Behavioural Shaping</td>
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<tr>
<td></td>
<td>• Mastery Learning</td>
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<tr>
<td></td>
<td>• Programmed Instruction</td>
</tr>
<tr>
<td>Cognitive</td>
<td>• Concept Mapping</td>
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<td></td>
<td>• Information Processing</td>
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<tr>
<td></td>
<td>• Elaboration Model</td>
</tr>
<tr>
<td></td>
<td>• Component Display Theory</td>
</tr>
<tr>
<td>Constructivist</td>
<td>• Problem Based Learning</td>
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<td></td>
<td>• Discovery Learning</td>
</tr>
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<td></td>
<td>• Active Learning</td>
</tr>
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<td></td>
<td>• Situated Learning</td>
</tr>
</tbody>
</table>

**Media vs. Technology**

- Media Types: Human, Audio, Visual, Electronic, Text, Cell
- Delivery Technologies: Print, Classroom, Video Tape, Broadcast TV, Broadcast Radio, Smart Phone, Computer, Student
Lesson - The Analysis Phase

Media Selection

- When deciding on the type of media consider:
  - What media best meets the needs of the target audience?
  - Are the learners self-directed or tutor-supported?
  - Is cohort learning or individualized learning important to the achievement of the need?
  - Do learners need to communicate regularly with others to ensure learning success?
  - Must learners work to a fixed study schedule?

Delivery Technology

- When selecting the delivery technologies consider:
  - What technologies can the target audience easily access?
  - What technologies and pedagogical methods does the educational institution support?
  - Can the institution provide the technical support for the selected technologies?
  - Does the instructor has sufficient skills to deliver instruction using the selected technologies?
Management Issues

- Create a work plan/schedule early in the process.
- Procure required expertise/support.
- Identify the costs/budget.
- Identify quality control measures.
- Be attentive to the small things.

Course Plan (Part 1)

- Captures the decisions made during the Analysis Phase.
- Provides a foundation for the design and development activities.
- Provides a picture for others to understand the direction you are headed.
- Provides management guidance.
Work Plan Requirements

- Description of deliverables/materials to be created.
- List of tasks to be completed.
- Timeline for completing tasks.
- Resources required to complete tasks.
- Personnel required to create deliverables.
- Budget required to support work effort.

Summary

- The Analysis Phase is often skipped by course writers. DON’T SKIP IT.
- Before starting to design a course consider:
  - The Need.
  - The Target Audience.
  - The Media and Technology
  - The Pedagogy.
- Begin to consider the management issues early.
Lesson: Resources and Instructional Design

Resources and Instructional Design

<Instructor Name>

Agenda

• Types of resources to support Instruction.
• What is an OER?
• Concepts Supporting OERs
• Where to Find OERs
• OERs and the Instructional Design Process
• OERs and Copyright
Lesson: Resources and Instructional Design

Type of Learning/Teaching Aids

<table>
<thead>
<tr>
<th>Visual</th>
<th>Audio</th>
<th>Textual</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graphics &amp; Photographs</td>
<td>Records/CDs</td>
<td>Books</td>
<td>Display Boards/Cutaways</td>
</tr>
<tr>
<td>Digital Animations</td>
<td>Audio Tape/Digital</td>
<td>e-Books</td>
<td>Part-Task Trainers</td>
</tr>
<tr>
<td>Video (Digital, VHS, YouTube)</td>
<td>Audio Podcasts</td>
<td>Journal Articles</td>
<td>Actual Equipment</td>
</tr>
<tr>
<td>Vodcasts (Video Podcasts)</td>
<td></td>
<td>(Paper-Based &amp; Digital)</td>
<td></td>
</tr>
<tr>
<td>Educational Comic Books</td>
<td></td>
<td>Academic Web Sites</td>
<td></td>
</tr>
</tbody>
</table>

Learning/Teaching Aid Sources

- Previous courses/units of instruction.
- Institutional libraries (paper & digital documents).
- The Web.
  - Open source sites (e.g. YouTube, Podcast sites.)
  - Commercial free sites (e.g. Microsoft clipart).
- Create own custom educational/training aid.
- Open Educational Resources Web Sites.
What is an OER?

- **OER** = Open Educational Resources
- Share knowledge by sharing resources
- Educational resources include:
  - Courses and/or modules (full and outline)
  - Educational materials (e.g. handouts, assignments)
  - Digital files (photos, podcasts, graphics, etc.)
  - Print materials (student guides, exercises, etc.)
  - Interactive resources (games, simulations, etc.)
  - E-Books and E-Journal Articles

OER Principles

- Revise
- Reuse
- Remix
- Redistribute
Where to Find OERs

Selecting OERs

- Before using an OER consider:
  - The author and his/her expertise.
  - The format of the original OER.
  - The language – How much work will it take to re-purpose?
  - How will it support my course goals & objectives?
Lesson: Resources and Instructional Design

Types of OERs and ISD

Resources and Instructional Design

OER and Copyright

- Creative Commons Licence used for most OERs.
- National and international copyright overrides Creative Commons Licence.
- Six different licences
- Must cite original authors when publishing content.

Most ODL Materials

| Attribution | Commercial & Non Commercial distribution, remix, revision allowed. |
| Attribution-Share Alike | Commercial & Non Commercial distribution, remix, revision allowed. All derivatives must carry original licence. |
| Attribution-No Derivatives | Commercial & Non-Commercial distribution allowed without any changes. Must credit author. |
| Attribution-Non Commercial | Non Commercial distribution, remix, revision allowed. No derivative licence required. |
| Attribution-Non Commercial Share Alike | Non Commercial distribution, remix, revision allowed. All derivatives must carry original licence. |
| Attribution-Non Commercial-No Derivatives | Non-Commercial distribution allowed without any changes. Must credit author. Most restrictive licence. |
## Attribution Method

<table>
<thead>
<tr>
<th>Link to original CC licence</th>
<th>Original Author’s Name</th>
<th>Date of original</th>
<th>Title (If Available)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td></td>
<td>Type of OER</td>
<td></td>
</tr>
</tbody>
</table>

## Other Copyright Considerations

- If not licenced in Creative Commons, must be offered in the Public Domain.
  - If not stated “in the Public Domain” must assume content is copyrighted.
- Copy and paste from web-sites requires copyright permission from author/web site administrator.
- Use of readings, journal articles and book chapters require copyright permission from publisher/author.
Lesson: Resources and Instructional Design

Summary

• OERs can be used in course creation.
• OERs are covered by copyright – ensure you understand the limitations.
• Make sure you attribute all OER content (and other sources).
• Consider the amount of work required to use OERs.
• Respect the copyright of other authors/sites.

QUESTIONS?
The Design Phase

Roger Powley, CD PhD

Agenda

• Part 1 – The Design Process
  ▪ Instructional/Task Analysis
  ▪ Content Sequencing
  ▪ Performance Objectives
  ▪ The Course Design Plan
• Part 2 – Strategies and Methods
  ▪ Instructional Strategies
  ▪ Motivational Strategies
Lesson - The Design Phase

Design Process

- Goals & objectives are hierarchical
- Objectives should:
  - Use action verbs.
  - Be measurable.
  - Be observable.
  - Completion of all objectives result in learning outcome achievement.

Example
Course Learning Outcome: Produce an online course.
Unit 1 Objective: Analyze the course requirements.
Lesson Objective:
1.1 Produce a target population report.
1.2 Create learning outcomes.
1.3 Select appropriate media.
Identify Course Topics

- Based on learning outcomes identify an initial list of course topics. Consider:
  - How topics support mastery of learning outcomes.
  - Only select “Must Know” topics.
  - The potential sequence and grouping of the topics.
  - What OERs/readings are available to support the delivery of the topics.
  - What, if any, pre-requisite knowledge or skill is required to master the topics.
- Employ an instructional analysis process to identify and organize your course topics.

Instructional Analysis
Course Sequencing

- **Aim:** Group instructional analysis information into units and lessons.
- **Sequencing Strategies:**
  - Sequential/Procedural
  - Simple to complex.
  - Known to unknown.
  - Related and stand-alone chunks.
  - Dependent relationships.

Lessons should be treated as stand-alone content.
Supports sharing and re-use.

Write Performance Objectives

- Performance objectives are required for each unit/module and lesson.
- All lesson objectives = unit objectives.
- Unit objective achievement is measured by performance.
- Objectives evolve from sequencing exercise and the topics (knowledge & skill) in instructional analysis.
Objectives Example

Course Goal

Manage capital projects

Unit Objectives

1.0 Manage project schedules
2.0 Manage project budgets
3.0 Manage personnel

Lesson Objectives

1.1 Create a Gantt chart
1.2 Create a PERT chart
1.3 Produce a WBS
2.1 Estimate project costs
2.2 Produce spreadsheets
2.3 Analyze expenditures
3.1 Identify personnel requirements
3.2 Enforce work standards
3.3 Conduct meetings

Major Project

Assignments

Discussions/Tests

What are Strategies?

- Instructional and motivational strategies employ teaching and learning techniques that evolve from theory and whose aim is to:
  - Enhance the learning experience.
  - Motivate learners.
  - Create opportunities to share & collaborate.
  - Support interactivity.
  - Practice new skills and knowledge.
  - Help transfer learning from the classroom to the real world.
Example Instructional Methods

<table>
<thead>
<tr>
<th>Behavioural Methods</th>
<th>Cognitive Methods</th>
<th>Constructivist Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequential Instruction.</td>
<td>Elaboration.</td>
<td>Scaffolding.</td>
</tr>
<tr>
<td>Personalized System of Instruction</td>
<td>Creation of Schema.</td>
<td>Problem Based Learning.</td>
</tr>
<tr>
<td></td>
<td>Chunking.</td>
<td>Scenarios.</td>
</tr>
</tbody>
</table>

Explore [Saskatchewan School Board Web Site](http://www.saskschools.ca) for extensive methods.

Motivation and Instruction

ARCS Motivation Model

- **A**TTENTION
- **R**ELEVANCE
- **C**ONFIDENCE
- **S**ATISFACTION

Attention Strategies

• Strategy A.1. – Gain and maintain student attention by the use of novel, surprising, incongruous or uncertain events of instruction.
• Strategy A.2. – Stimulate information seeking behaviour by posing, or having the learner generate questions or a problem to solve.
• Strategy A.3. – Maintain student interest by varying the elements of instruction.

Relevance Strategies

• Strategy R.1. – Use concrete language, and use examples and concepts that are related to the learner’s experience and values.
• Strategy R.2. – Provide statements or examples that present the objectives and utility of the instruction, and either present goals for accomplishment or have the learn define them.
• Strategy R.3. Use teaching strategies that match the motive profiles of the students.
Confidence Strategies

- **Strategy C.1.** – Help students estimate the probability of success by presenting performance requirements and evaluative criteria.
- **Strategy C.2.** – Provide challenge levels that allow meaningful success experience under both learning and performance conditions.
- **Strategy C.3.** – Provide feedback and opportunities for control that support internal attributions for success.

Satisfaction Strategies

- **Strategy S.1.** – Provide opportunities to use newly acquired knowledge or skill in a real or simulated setting.
- **Strategy S.2.** – Provide feedback and reinforcements that will sustain the desired behaviour.
- **Strategy S.3.** – Maintain consistent standards and consequences for task accomplishment.
Lesson - The Design Phase

The Course Plan

• Builds upon the Course Plan – Part 1 content.
• Documents all course design decisions.
• Identifies:
  ▪ Objectives, sequence and content requirements.
  ▪ Instructional and motivational strategies.
  ▪ Assignments and activities.
  ▪ Assessment methods.
  ▪ Suggested readings.
• Represents a writing plan.

Summary

• The Design process provides a detailed blueprint for the course writers.
• Course Outline + design decisions = Course Plan.
• Next lesson will provide additional detail on:
  ▪ Assignments and Activities
  ▪ Assessment Methods

QUESTIONS?
Lesson - Assignments & Assessment

Design – Assignments & Assessment

<Instructor Name>

Agenda

• Relationship of Assignments & Assessment
• Assessment Methods
• Designing Online Assignments
• Designing Self-Study Assignments
• Creating an Assessment Plan
• Producing Rubrics
• Role of Feedback
Lesson - Assignments & Assessment

Relationship

Assignments & Assessment

Assessment Methods

- Written Assignments/Papers.
- Practical Projects related to Course Learning Outcomes.
  - E.g. Building Block Project (based on Assignments).
- Post-Course Application of Knowledge/Skill.
  - Practicum/work experience under supervision.
  - Mentorship/Apprenticeship.
- Peer Assessment.
- Self Assessment.
- Examinations.

Assignments & Assessment

Instructional Design Course
Rubrics

- Rubrics are:
  - measurement instruments.
  - founded in the course goals/unit objectives.
  - performance based.
- Rubrics include:
  - Likert/Rating Scales (Usually between 3 & 5 levels).
  - Component parts reflecting the performance.
  - Verbal description for each level of performance.
  - Describes how to judge achievement of objectives.

Example Rubric (Discussions)

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Responses</td>
<td>Responds to at least one discussion question and one peer posting.</td>
<td>Responds to at least two discussion questions and at least three peer postings.</td>
<td>Responds to at least four discussion questions and at least four peer postings.</td>
<td>Responds to all discussion questions and provides two or more peer postings in each question.</td>
<td></td>
</tr>
<tr>
<td>Promptness and Initiative</td>
<td>Does not respond to most postings; rarely participates freely.</td>
<td>Responds to most postings about a week after discussion due dates; limited initiative.</td>
<td>Responds to most postings within a 48-hour period; requires occasional prompting to post.</td>
<td>Consistently responds to postings in less than 48 hours; demonstrates good self-initiative.</td>
<td></td>
</tr>
<tr>
<td>Delivery of Post</td>
<td>Utilizes poor spelling and grammar in most posts; posts appear “hasty.”</td>
<td>Errors in spelling and grammar evidenced in several posts.</td>
<td>Few grammatical or spelling errors are noted in posts.</td>
<td>Consistently uses grammatically correct posts with rare misspellings.</td>
<td></td>
</tr>
<tr>
<td>Relevance of Post</td>
<td>Posts topics which do not relate to the discussion content; makes short or irrelevant remarks or long, rambling, remarks.</td>
<td>Occasionally posts off-topic; posts are very brief and offer no further insight into the topic or long posts which often do not link to the topic.</td>
<td>Frequently posts topics that are related to discussion content; prompts further discussion of topic; posts that make attempts to be concise and address the topic.</td>
<td>Consistently posts topics related to discussion topic; cites additional references related to topic; posts messages with consistency that are concise and address a relevant topic.</td>
<td></td>
</tr>
<tr>
<td>Expression within the post</td>
<td>Does not express opinions or ideas clearly; no connection to topic.</td>
<td>Unclear connection to topic evidenced in minimal expression of opinions or ideas.</td>
<td>Opinions and ideas are stated clearly with occasional lack of connection to topic.</td>
<td>Expresses opinions and ideas in a clear and concise manner with obvious connection to topic.</td>
<td></td>
</tr>
<tr>
<td>Contribution to the Learning Community</td>
<td>Does not make effort to participate in learning community as it develops; seems indifferent.</td>
<td>Occasionally makes meaningful reflection on group’s efforts; marginal effort to become involved with group.</td>
<td>Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely.</td>
<td>Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic.</td>
<td></td>
</tr>
</tbody>
</table>
Grade Weighting

• To determine the weight of each activity in the course consider:
  ▪ Difficulty of each assignment.
  ▪ Time to complete the assignment.
  ▪ Are there graded discussions?
  ▪ What other activities are graded? E.g. journaling, class attendance, etc.
  ▪ Is there a compulsory written examination?

Total Course Weighting = 100%

Weighting Example

<table>
<thead>
<tr>
<th>Activity</th>
<th>Awarded Grade (%)</th>
<th>Course Weight (%)</th>
<th>Weighted Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>85%</td>
<td>15%</td>
<td>12.75%</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>95%</td>
<td>10%</td>
<td>9.5%</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>65%</td>
<td>25%</td>
<td>16.25%</td>
</tr>
<tr>
<td>Discussion 1</td>
<td>90%</td>
<td>5%</td>
<td>4.5%</td>
</tr>
<tr>
<td>Discussion 2</td>
<td>100%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Course Journal</td>
<td>65%</td>
<td>5%</td>
<td>3.25%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>92%</td>
<td>35%</td>
<td>32.2%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>100%</td>
<td>83.45%</td>
</tr>
</tbody>
</table>

Final Course Grade – 84% (Rounded Up)
Interactive Assignments

- Small Group Projects (Classroom & Online).
- Discussions (Online)
- Blogging/Journaling (Online).
- Games/Simulations (Online).
- Virtual Labs (Online).

Self-Study Assignments

- Academic Papers.
- Analysis or Evaluation of Readings/Activities.
- Practical Exercises & Observations.
- Workplace Self-Managed Experiences.
Graded Discussions

- Analyze & Evaluate.
- Individual or Group Presentations.
- Brain Storming.
- Debates.
- Role Playing.
- Student Facilitated Discussions.

Role of Feedback

- Feedback is essential to learning.
- Feedback for assignments must be:
  - Timely.
  - Relevant to the assignment/objectives.
  - Meaningful to the learner.
  - Constructive.
  - Guide the learner to understanding/mastery.
The Assessment Plan

- The Assessment Plan should describe:
  - Number & type of assignments & activities.
  - Number & type of discussions to be assessed.
  - Description of major project(s).
  - Assessment/Course weighting.
  - Output of each assessed activity, etc.
  - Type of feedback to be provided.
  - Type and number of rubrics.
  - Description of other assessment instruments (e.g. written tests) to be produced.

Summary

- Assignments, activities, discussions and assessment are all related.
- Select assessment methods based on media and tutorial/facilitation support.
- Provide rubrics to guide the learner and assessor.
- Feedback is essential to learner.
Lesson - Development Phase

Development Phase

<Instructor Name>

Agenda

- The Development Process
- Identifying Resources
- Compile and Write Content
- Write Assignments and Assessment Instruments
- Employing Multimedia
Lesson - Development Phase

Development Process

Identify Resources/Readings

- Search for content/learning aids:
  - Use existing content, lessons or units from other courses.
  - Locate OERs that support objectives.
  - Identify graphics & multimedia elements.
  - Review URLs & online resources.
- Identify readings that:
  - Support objectives.
  - Enhance or build upon unit/lesson content.
- Obtain copyright for selected content/readings.
Multimedia Scripts

Lesson Title: Flowchart Control Number
Teaching Point/Content Element: Teaching Point Number:
Content Script: (Maximum xxx Words)

Audio Script:
Estimated Running Time:

Element>Description| Link To/Action
---|---

Special Instructions: Graphics/Animation Description
Graphics File Location:

Template Type:
Prepared by:

Write Content/Assignments

- Use the same voice throughout.
- Use language that is familiar to the audience.
- Write unit and supporting lessons first.
- Avoid repetition of same concepts/references.
- Avoid short-forms.
- Provide step-by-step instructions for all assignments, activities and discussions.
- Properly attribute copyrighted content/readings/learning materials.
Write Assessments

- Provide detailed instructions for all assessment procedures (including the Major Project).
- Produce detailed rubrics for all graded activities.
- Produce marking guides for all off-line written examinations.
- Write questions (and feedback) for online question banks.
- Ensure all assessment instruments support the achievement of course learning outcomes and unit goals objectives.

Write Course Introduction

- A typical course introduction should include:
  - Course Overview.
  - Course Learning Outcomes.
  - Course Schedule.
  - Facilitator Background (if used).
  - Assessment Process.
  - Marking Guidelines.
  - Technical/Academic Support.
  - Welcome/Orientation Exercise.
Compile Course Content

• Compile all elements.
• Ensure elements flow in accordance with delivery based on media.
• For online interactive courses provide a map/flow diagram.
• Review all text material for spelling, grammar, consistency, etc.
• Provide guidance to production personnel re: layout, templates, etc.
• Output is “Draft” course guide.

Summary

• Development is about creating the course content in accordance with the Course Design Plan.
• Key concepts to employ in development effort:
  ▪ Consistent and logical course flow.
  ▪ Clear instructions and guidance.
  ▪ One voice and one language used throughout.
Lesson - Producing Effective Learning Materials

Producing Effective Learning Materials

Instructor Name

Agenda

• Examples of learning and training aids.
• Characteristics of effective learning and training aids.
• How to effectively employ different learning and teaching aids.
Purpose of Visual & Audio Aids

• Contribute to instructor’s message.
• Emphasize key teaching points.
• Use pictures, graphics, colour etc. to bring clarity.
• Use templates to standardize presentations.
• Multiple inputs help motivate learners.

Guidelines for Visual Aids

• One visual aid for each teaching point.
• Keep it simple.
• Minimize text, maximize graphics/charts.
• Use colour to “emphasize”.
• Avoid multiple transitions.
• (Ideally) Six lines of text per visual.
PowerPoint Slides

- Portable & visually stimulating
- Can add interactivity, animations and audio
- Can build visuals, handouts & notes using templates
- Only limited by screen size & room layout
- Requires computer & graphics skills.

Flip Chart Presentation

- Portable & cheap to produce
- Easy to modify or add to it
- Only good for small audience
- Wears out quickly
- Bulky to transport
White Board Presentation

USE OF A WHITEBOARD

- Easy to modify or add to on the fly
- Supports less structured presentations
- Only supports small audiences
- NOT portable & audience view may be restricted
- To setup requires room access before presentation

Good & Bad Examples
Use of Guides

- Instructor Guide
  - Required when multiple instructors.
  - Captures original design and delivery decisions.
  - Provides guidance on assessment & marking.
  - Includes lesson plans/notes.
- Student Guide
  - Provides course information and readings.
  - Includes copies of presentations.
  - May include a DVD with digital data.

Summary

- When producing a course maximize the potential of visuals and other learning materials.
- Use multiple media.
PowerPoint Best Practices

<Instructor Name>

Agenda

The effective use of:
- Visuals
- Colour
- Templates
- Audio
- Data Representation
Lesson: Development 3 - PowerPoint Best Practices

**Visuals Persuade**

*Visuals help you sell your ideas*

- **33% Successful Meetings Without Visuals**
- **67% Successful Meetings Using Visuals**

*Source: Decker Presentations*

**Visuals Increase Retention**

*We remember less than 10% of what we hear verbally*

*Message Retention in Presentations*

*Source: Wharton University Study*
Lesson: Development 3 - PowerPoint Best Practices

A Visual is Worth a 1000 Words

Visuals Trigger
- Memories
- Emotions
- Times

Start with a Template

Templates
- Provide visual unity
- Add pizzazz
- Save time
**KISS (Keep It Short and Simple)**

The Three Keys to Success

- Impact Test
  - Is it simple?
  - Is it clear?
  - Is it visible?

**Use Visual Metaphors**

If we upskill, we can grow into a team of giants
Use Animation to Create Movement

Add Sound for Extra Impact
Lesson: Development 3 - PowerPoint Best Practices

**Colour Persuades**

- Enhances learning **UP TO 78%**
- Increases participation and motivation **UP TO 80%**
- Outsells black and white **UP TO 88%**

**Limit Colour Palette**

- 3 or 4 colors only
- Use solid colors
Use Pie Charts for Percentages

- Maximum 6 slices
- Explode the most important slice
- Keep labels short
- Use rounded numbers

Use Pictograms to Add Interest

- Use graphic icons and symbols
  - Flags
  - Signs
  - Animals
  - Shapes
  - Games
**Dazzle With Design**

- Draw matches with 3D program
- Add further detail with photo manipulating software
- Animate in PowerPoint

**Summary**

- Consider the audience.
- Be creative.
- Less is more.
- Employ a variety of media.
Production Phase

<Instructor Name>

Agenda

- The Development Process
- Identifying Resources
- Compile and Write Content
- Write Assignments and Assessment Instruments
- Employing Multimedia
Lesson - Production Phase

Production Process

- Create Course Templates
- Populate Course Templates
- Conduct Edits
- Produce Instructor Guide
- Publish Course

Course Templates

- Course templates define the layout and navigation of the course.
- Course templates will vary in style & layout by media.
- The more interactive the course, the more complex the template.
- Should plan template early in the course design process since they are impacted by:
  - Pedagogical approach.
  - Facilitation requirements.
  - Instructional strategies & methods.
  - Media to be used.
Guidelines Online Templates

- Lessons & units should be standalone.
- Keep assignments, activities & discussions separate from the lesson & unit content.
- Use common navigation on all pages.
- Avoid scrolling.
- Open URLs and external documents in separate windows.
- Use subtle colours and simple layouts.
- Template will be impacted by learning management system

Guidelines Paper-Based Templates

- Use headers to guide learners.
- Employ universal fonts – keep them to a minimum.
- Deploy graphics/examples in same way throughout the course template/content.
- In multiple courses use the same layout/templates.
- Avoid use of icons (they confuse).
Conducting Edits

- A published course needs to be edited before evaluations are conducted.
- Type of edits:
  - Copy edits (i.e. grammar, spelling).
  - Flow and consistency edits.
  - Layout.
  - Subject matter reviews.
  - Online edits (links, navigation, multimedia, etc.)

The Instructor Guide

- Instructor guide describes how to deliver the course.
- It should include:
  - Pre-Course Activities
  - How to Manage the Course.
  - Marking Guides for Assignments.
  - Post-Course Activities.
  - Other Issues to Guide the Instructor.
- Should be a living document.
Lesson - Production Phase

Publishing the Course

- Online Courses
  - Employ a LMS/LCMS to publish courses.
  - Use authoring tools that are easy to use.
  - Employ self-starting DVDs for non-Internet courses.
- Paper-Based Courses
  - Print one side – Allows blank side for notes.
  - Use bindings that allow the pages to remain open on the desk.
  - Provide supporting DVD with media or other learning resources.

Summary

- Development is about creating the course content in accordance with the Course Design Plan.
- Key concepts to employ in development effort:
  - Consistent and logical course flow.
  - Clear instructions and guidance.
  - One voice and one language used throughout.

Questions?
Lesson - Production of Online Courses

Production of Online Courses

<Instructor Name>

Agenda

- Technology Environment Configuration
- Online Issues
- Delivery Platform Considerations
- Display/Audio Considerations
- Network Considerations
- Selecting an LMS
Lesson - Production of Online Courses

Technology Environment

![Diagram of Technology Environment]

Delivery Platform

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Impact on Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Speed of Processor &amp; DVD</td>
<td>• Impacts multimedia delivery</td>
</tr>
<tr>
<td>• Delivered on single or multiple platforms</td>
<td>• More design time required for multiple platforms</td>
</tr>
<tr>
<td>• Amount of RAM available</td>
<td>• Affects audio &amp; video</td>
</tr>
<tr>
<td>• Available hard-disk space</td>
<td>• Affects storage capabilities</td>
</tr>
<tr>
<td>• Delivered on different operating systems</td>
<td>• Requires production of multiple versions of course</td>
</tr>
<tr>
<td>• Lack of Internet connections</td>
<td>• Cannot use external sources or social networking tools</td>
</tr>
</tbody>
</table>

Production of Online Courses
### Display/Audio Issues

<table>
<thead>
<tr>
<th><strong>Hardware</strong></th>
<th><strong>Impact on Design</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Screen resolution &amp; size of smallest display</td>
<td>• Build course to be displayed on smallest</td>
</tr>
<tr>
<td>• Quality &amp; refresh rate of monitor</td>
<td>• Affects colour display. Use base colours.</td>
</tr>
<tr>
<td>• Availability of audio out or earphone jacks</td>
<td>• May not be able to deliver audio files/podcasts</td>
</tr>
<tr>
<td>• Type and amount of RAM on Video Card</td>
<td>• Quality cards support high fidelity graphics, 3D rendering &amp; 65K+ colour display</td>
</tr>
</tbody>
</table>

### Network Issues

<table>
<thead>
<tr>
<th><strong>Network Characteristics</strong></th>
<th><strong>Impact on Design</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• E-mail &amp; FTP support</td>
<td>• Impacts on-line submissions.</td>
</tr>
<tr>
<td>• Access to social networking tools</td>
<td>• Impacts interactive, sharing &amp; collaboration strategies</td>
</tr>
<tr>
<td>• Support for plug-ins, Active X, etc.</td>
<td>• Ability to use animation, simulation &amp; Flash</td>
</tr>
<tr>
<td>• Support for video conferencing</td>
<td>• Impacts real-time communications and sharing</td>
</tr>
</tbody>
</table>
Selection of an LMS

• An effective LMS should include the following:
  ▪ Design and deployment tools.
  ▪ Communications and social networking tools.
  ▪ Assessment & grade management.
  ▪ Is easily customizable.
  ▪ Compatible with network environment.
• Open Source LMS does not mean free.

Online Issues

• Student/faculty access to the Internet
• Support for the technical environment
• Cost of implementation and operation
• Lack of expertise in customizing and managing online systems
• Support for alternative delivery methods (i.e. cell phones, tablets, iPods, etc.).
Lesson - Production of Online Courses

Summary

- You need an expert team.
- As a course designer/instructor you must consider the technical environment.
- You need to become expert in the capabilities of your LMS.

QUESTIONS?
Lesson - Evaluation Phase

Evaluation Phase

<Instructor Name>

Agenda

• The Evaluation Process
• Expert Review
• Small Group Review
• The Pilot
• Feedback and Revision
Evaluation Process

Evaluation is a continuous part of the ISD process.

Published course → Conduct Expert Review → Conduct Small Group Review → Conduct Pilot

Feedback & Revision

Lesson - Evaluation Phase

Expert Review

• Experts should review the course and answer:
  ▪ Does the content reflect the best practices and current concepts in the field?
  ▪ Are the readings and learning aids academically appropriate?
  ▪ Are the assignments & projects at an appropriate level of difficulty for the learners?
Small Group Review

• Five to six members of the target audience should review the course and answer:
  ▪ Is the content written in language that is understandable to the audience?
  ▪ Are the examples, case studies, etc. understandable?
  ▪ Are the assignment/project understandable?
  ▪ Do they feel the course will help them meet the goals and objectives?

The Pilot

• An instructor conducts the course as designed.
• An independent evaluator observes the course delivery and the interaction of participants.
• The evaluator must determine:
  ▪ Did the course and instructional strategies work as planned?
  ▪ Did the students struggle with any parts of the course?
  ▪ What was the instructor reaction to the course?
  ▪ Did the assignments, activities & assessment process work as planned?
Conducting the Pilot

- Before course students & instructor briefed on the pilot process.
- During course instructor & students maintain a journal of observations and issues.
- After course evaluator:
  - Reviews journals.
  - Administer a survey that evaluates reactions.
  - Interviews students and instructor.
  - Analyze assignment & assessment results.
  - Writes report capturing observations & recommendations.

Feedback & Revision

- Implement Pilot Report recommended revisions.
- Ensure all feedback (Expert Reviewer, Small Group Input) has been considered/implemented.
- Have design team revise all courseware.
- If major revisions required then conduct a second Pilot.
- Upon conclusion establish a regular summative evaluation feedback & revision process.
Summary

• Evaluation is not the end of the process *** it is the beginning of the next ISD cycle.
• Formative evaluation ensures the course works as planned & achieves goals and objectives.
• A summative evaluation process must be established once the course have been deemed appropriate.
• Evaluation is everyone’s responsibility.

QUESTIONS?

Evaluation Phase
Implementing Instruction

<Instructor Name>

Agenda

- Pre-Course Activities
- Course Delivery Strategies
- Post-Course Follow-Up
Pre-Course Strategies

- Mail (or e-mail) welcome message that:
  - Describes the course.
  - Establishes the approach to studying.
  - Explain how to get academic/tutoring help.
  - Describe the assessment process.
- Ideally meet or call learners before course begins.
- Provide guide on how to succeed at self-study.

Steps in Building Community

- At the beginning of the course:
  - Define purpose of the group
  - Create distinctive gathering places for groups
  - Promote team leadership
  - Define norms and code of conduct
  - Allow teams to form and self-manage
### Building Culture

- As course progresses:
  - Seek and respond to team input
  - Allow students to self-manage the code of conduct
  - Groups to define in decision making process
  - Allow groups to customize their workspace
  - Encourage new ideas from majority
  - Establish a unique program place for “culture” building

### Facilitation Strategies

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Course Delivery Strategies

- Build in time for reflection (include reflective exercises after each section).
- Provide written summaries at different stages of study.
- Employ “discovery” exercises.
- Provide “self-reflective” feedback (ideally from a facilitator by mail or email).
- Provide supplementary resources and reference materials.

Post-Course Strategies

- Review course evaluations.
- Analyze the assignment and assessment procedures.
- Review instructor notes.
- Modify course based on student feedback, analysis and notes.
- Update student management system.
Summary

• Key to success:
  ▪ Encourage sharing.
  ▪ Provide feedback.
  ▪ Require practical application of knowledge & skill.
  ▪ Effectively manage all portions of the course.

QUESTIONS?

The Design Phase - Instructional Strategies