First, gap analysis

Second restructure, edit, and or create new course content in a way that:

* Addresses the issues identified in the gap analysis
* allows students to begin (and work on) the course at any time they choose
* minimizes the level of effort and attention required of instructors to sustain the course and evaluate student performance

Announcements

No structural or feature changes to the current solution on Blackboard

Syllabus/Schedule

No structural or feature changes to the current solution on Blackboard -- though we may suggest changes to the content of the syllabus/schedule

Assignments

The Assignments page will now be broken up by “Lesson,” not by “Week,” and each of the six Lessons will contain the following assignments:

* Readings. Each lesson will assign a section of the FPD 200 Participant Guide contained in the Text section of Blackboard for students to complete. Learners will be able to complete assigned lesson readings at their own pace in preparation for the following activities. Up to 20 infographics???
* Interactive Case Study. After completing all of the assigned readings in a lesson, students will be expected to complete a related 5-10 minute interactive case study. Each case study will be developed in Enspire’s proprietary Flash development platform, but will be launched (either as a popup window or embedded media) from a link to a file added to the Assignments page. They will consist of a series of graphics-based narrative segments intended to summarize and model the lesson’s learning objectives, as well as provide participants with an opportunity to apply those objectives. The narrative will profile a fictional DAU instructor as he or she models each of the steps in the ADDIE process, with corresponding content intended to reinforce core lesson concepts for students. This fictional character will create an instructional product in each case study, which will relate to the lesson’s objectives and will be accessible to students in the Resources section of the case study interface. At the end of each case study, students will be expected to analyze and evaluate this instructional product according to the cited lesson learning objectives using relevant job aid worksheets, which will also be contained in the Resources section. Although these evaluations will not be directly graded, students will be responsible for answering questions based on information in their evaluations in the subsequent lesson quiz. The intention behind these case studies is to provide examples of instructor output that are always available and common to all participants in the course. We believe they will be a suitable replacement for the discussion board in the current iteration of FPD 200 in that they will give participants an opportunity to analyze and evaluate model instructor output in order to support the creation of their own instructional materials. Enspire expects to develop the case study narrative and all sample materials in coordination based on existing materials and information to be provided by DAU. EXAMPLES for ILE courses – NRG? Bellevue? DAU? JA Battle of the Bands? PNC?
* Quiz. Students will be expected to complete a quiz after they have completed the reading assignment and case study evaluation for each lesson. These quizzes will be created using Blackboard’s native quiz tools. Each lesson quiz will be split into two distinct sections intended to assess student learning in the lesson in distinct ways. The first section may be thought of as a “knowledge check” – it will contain a series of questions designed to evaluate basic retention and understanding of key terms and concepts cited in the learning objectives and contained in the lesson reading assignment. On the other hand, in the second section of the quiz, questions will be designed to prompt students to make appropriate analyses and evaluations of sample instructional materials from the lesson’s case study. Participants will be expected to draw on analyses and evaluations from their case study worksheets to successfully complete this series of questions. The number of questions in each quiz will vary according to the number of learning objectives and content covered in a lesson. All quiz questions will be designed to be evaluated by Blackboard, meaning that the course instructor will not need to grade them. Students will be expected to score 80% or above on both sections of the quiz in order to pass. Quizzes will be cumulatively factored into participants’ final grades for the course.
* Written Lesson Assignment. As a final assignment for each Lesson, students will be expected to complete a written assignment demonstrating that lesson’s TLO(s). The rationale behind each written lesson assignment is to provide students with an opportunity to apply and synthesize content relating to the lesson’s learning objectives by developing a new instructional product or asset. Learners may choose to either work from existing materials from one of their courses or to create wholly new materials for a course they are developing. In either case, they will be expected to develop a product that fully aligns with the TLO(s) and the instructions for the assignment. In order to minimize the evaluation burden on the instructor, all written lesson assignments will be submitted with the final project and evaluated by the course instructor according to Final Project Rubric for the course, which is currently found in the FPD 200 Course Syllabus. Learners will upload files containing each lesson’s written assignment as well as the final project to an essay question template contained in the final course quiz in Lesson 6. Depending on the preference of the instructor, we can create “checkpoints” for interim assignments in prior lesson quizzes, if there is any desire to assess student progress toward final project completion and provide formative feedback. Although we do not anticipate these checkpoints in every lesson, we do expect that multiple assignments may be submitted two or three at a time. Unlike the final project packet, these assignments will be graded according to the “Weekly Written Assignments Rubric” in the Course Syllabus. They will also be submitted via quiz essay question in the lesson in which a “checkpoint” is designated. The Final Project Rubric assessment will be factored into participants’ final, cumulative grade.

Readings

No structural or feature changes to the current solution on Blackboard (though the readings in the downloadable Word document will be separated by Lesson, not by Week). Up to 20 infographics???

Discussion board

There will no longer be a discussion board.

Resources

No structural or feature changes to the current solution on Blackboard

Staff Information

No structural or feature changes to the current solution on Blackboard