

## Design Document

**Topic:** Instructional Design Resources for Faculty.

**Audience:** Faculty members who are developing courses in collaboration with the Lamar University Instructional Design Team.

**Purpose:** Provide a single source for all technical information that instructors will need before, during, and after course development.

**Form:** Online web portal similar to a knowledge base.

### Short Narrative Description

My client leads an instructional design team for a university. After a recent reorganization of the department, they no longer have a large enough staff to provide one-on-one technology training during course development. Instead, they have resorted to offering just-in-time training in the form of documentation via email delivery. I have proposed the development of a web portal where instructors could easily reference materials based on what phase of the design process they are in. This portal will behave similarly to a knowledge base, but it will be organized in a way that guides instructors through the materials they are expected to master during course development.

### Problem

The staff is no longer large enough to provide instructional technologists on a per course basis. Instructional designers and associate instructional designers are now required to design the course layout, provide technology support, and assist with technology training throughout the development of each course. The instructional design team has developed tutorials, guides, and other resources to alleviate this, but they are currently distributing the materials through email as needed. This requires increased time, the possibility for miscommunication, and frequent instances of repeating the same work.

### Goal

Develop a seamless online experience utilizing the university's CMS (Cascade) that will aid designers and instructors before, during, and after the development process. The knowledge base approach will be publicly accessible, but it will be geared toward the specific needs of Lamar University faculty and staff per the client's request. The project will initially be modest, but it will also need to be flexible so that the instructional design team can manage, update, and expand it as needed.

## Learning Expectations

### Project Goals and Objectives

1. The Learner Will (TLW) comprehend the features and benefits of the Blackboard LMS.
  - 1.1 TLW discern how to correctly copy courses.
  - 1.2 TLW discover various ways to embed media into Blackboard courses.
  - 1.3 TLW create, format, and publish assessments in Blackboard.
  - 1.4 TLW familiarize themselves with organization and sorting features in the grade center.
  - 1.5 TLW comprehend the grade submission process from Blackboard to the University SIS.
2. TLW identify approved technology tools and become familiar with their interfaces.
  - 2.1 TLW differentiate between various modes of screen capture and recording.
  - 2.2 TLW recognize available options for streaming synchronous sessions.
  - 2.3 TLW develop and upload media content such as audio and video.
  - 2.4 TLW become familiar with approved tools sanctioned by the university.
  - 2.5 TLW prepare announcements for distribution across courses.
3. TLW be able to locate the correct channels and ask for additional support.
  - 3.1 TLW recognize the limitations of their Blackboard account role.
  - 3.2 TLW review and complete request forms to overcome account role limitations.
  - 3.3 TLW familiarize themselves with best practices.
  - 3.4 TLW review student-oriented content.
  - 3.5 TLW access appropriate help channels when documentation is insufficient.

### Learning Activities

The learning activities relate directly to the unit level objectives and will consist of reviewing an appropriate set of user guides as determined by the official course design process at the university. After completing the materials, the learner will perform tasks during regularly scheduled face-to-face or virtual meetings with the designers. Below is a detailed list of activities.

#### **Blackboard (Goal 1)**

- Copy a Blackboard course (G1, O1.1)
- Embed video content in Blackboard (G1, O1.2)
- Deploy an exam in Blackboard (G1, O1.3)
- Format a text document for importing question banks (G1, O1.3)
- Sort and color code data in the grade center (G1, O1.4)
- Submit final grades form a blackboard course (G1, O1.4, O1.5)

#### **Technology Tools (Goal 2)**

- Record content with Kaltura Capturespace (G2, O2.1, O2.4)
- Use Blackboard Collaborate to web conference (G2, O2.2, O2.4)
- Review Adobe connect features as needed (G2, O2.2, O2.4)
- Upload content to the Kaltura My Media service (G2, O2.3)
- Create and send an announcement to multiple courses with Qwickly (G2, O2.4, O2.5)

#### **Policy and Support (Goal 3)**

- Review account instructor limitations document (G3, O3.1)
- Access each of the instructor request forms and fill out as needed (G3, O3.2)
- Read the Copyright best practices primer (G3, O3.3)
- Review best practices for studio recording (G3, O3.3)
- Select necessary tutorials to distribute to students (G3, O3.4)
- Access each of the Blackboard support channels (G3, O3.5)

### Assessment

The assessment portion of the project will consist of a performance rubric that the designers can use to measure the learner's progress at predetermined milestones throughout the course development process. If the learner does not reach a certain threshold, the instructional designer can reference particular portions of the knowledge base and have the learner review the materials.

## Environmental Resources

### Learners

- Desktop, laptop, tablet, or mobile device
- Internet access
- Adobe or similar PDF reader
- Compatible browser (Firefox, Chrome)
- Weblink to recommended training materials

### Instructors

- Desktop or laptop
- Internet access
- Adobe or similar PDF reader and editor
- Access to the CMS for future updates
- Access to survey tools and results

## Evaluation

1. *How will you tell if the instructional design was successful? Who will determine this? Will there be an outside, unbiased observer? A satisfaction survey?*

I plan to implement an instructor (instructional designers) and learner (faculty members) survey that can be issued periodically to gauge the successes and failures of the design. This survey will be developed in a way that will allow the instructional designers to manage and collect data in an attempt to continuously improve and expand upon my initial design.

2. *Does your assessment relate to your evaluation? How?*

My evaluation will contain elements from my assessment, but only as a means of measuring user reactions to the criteria. My hope is that the learners can influence future designs by providing valuable feedback.

*3. How will you determine whether your outcomes relate back to your original needs analysis and goals/objectives to determine the effectiveness of your intervention/implementation?*

The effectiveness of the design will be based on a combination of the performance of the learners' assessments and the evaluation survey. Through the survey reflections on the overall design will be gained, and revisions can be made accordingly.

## Timeline

The training will be broken up into multiple units that each measure a project level outcome. For example, there will be a unit based on Blackboard knowledge with several tutorial documents that each measure a unit level objective. Each tutorial should only take approximately ten to twenty minutes to complete. The expectation is that the overall units will contain approximately sixty-minutes of content. This estimate will vary greatly depending on the prior knowledge of the learner. As stated by the client, some learners come in with extensive knowledge of online course development, while others are clearly a blank slate.

## Learner Chronology

Unit 1 – Blackboard (activities = 75 minutes total)

- Course copy process (15 minutes)
- Embedding media (10 minutes)
- Grade submission (20 minutes)
- Grade center manipulation (10 minutes)
- Assessments in Blackboard (20 minutes)

Unit 2 – Learning Technology Tools (activities = 60 minutes total)

- Screen capture (20 minutes)
- Streaming (15 minutes)
- Content production (15 minutes)
- Sanctioned services (10 minutes)

Unit 3 – Forms and Policies (activities = 45 minutes total)

- Account overview (10 minutes)
- Necessary forms (15 minutes)
- External assistance (20 minutes)