

ANALYSIS + PLANNING | DESIGN | DEVELOPMENT | LEARNER EXPERIENCE | EVALUATION | REVISION

ANALYSIS + PLANNING

- Course requisition
- Contracts
- Kick-Off Meeting
 - Determine specific goals and instructional opportunities
- Integrate Student Data
 - Learning styles (Pedagogy Statement 5)
 - From survey evaluations

REVISION

- PD, SME, & EDI come back to review the data and revise course design
 - After 1st term - Revise & Launch Beta version of the course
 - Course Review Revisions - Revise & launch post-review version of the course

EVALUATION

- Analyze Student Data
- Collect Instructor & SME feedback in Meeting
 - Hold meeting to review initial run of the course and how it went
 - Explore potential, which content can be improved, which assessments were unclear
 - Review changes made to the live section and discuss whether they should be integrated into the master course
- Evaluate course against rubric to provide suggestions and feedback from EDI team (Pedagogy Statement 9)
 - EDI will train PDs on implementing the rubric for courses following Vygotsky's ZPD theory
 - Train faculty to prepare for live course edit access
 - Departments can choose the level of support and involvement for EDI evaluation

DESIGN

- Clarify course content and analyze proposed activities in relationship to goals (A.5, B.2, C.1)
- Define Learning Objectives (B.1-3)
 - Consult on development of Course Exit Competencies when appropriate
- Ensure content is scaffolded and sequential (A.6)
- Design instructional strategies to enable learners to master the content and achieve outcomes (B.2) (Pedagogy Statement 6)
 - Follow Merrill's Principles of Instruction: Demonstrate, Apply, Activate, Integrate, Engage

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- Implement Learner Choice (G.1) (Pedagogy Statement 4)
- Plan instructional message and modality of delivery (A.2-3, A.7, C.5, G.1) (Pedagogy Statement 7)
- Develop the evaluation and reflection instruments suitable for measuring and assessing learners' progress toward achieving the course and program objectives. (D.1-2) (Pedagogy Statement 8)
- Choose appropriate resources that will support the teaching and learning activities (C.1, C.3-5)
 - A Social Justice Perspective is woven throughout the course with authentic application of the socially responsible practitioner (SRP) essentials. (E.1) (Pedagogy Statement 1-3)
 - Course Designs integrate Adlerian principles (F.1-4) (Pedagogy Statement 1-3)

DEVELOPMENT

- Course builds and revisions
- Develop multimedia components implementing Mayer's Multimedia, UI, and UDL Principles
- Consultation with instructors, SMEs, and IDs on development-related considerations (accessibility, design, etc.)

LEARNER EXPERIENCE

- Initial run of the course
- Teacher ad hoc course edits during term after completing required trainings from EDI
- Collect Student Data: Kirkpatrick Levels 1 (Reaction) & 2 (Learning)
 - Want to identify: Engagement, relevancy, and how the following have changed based on the course: Knowledge, Skills, Attitude, Confidence, and Commitment

